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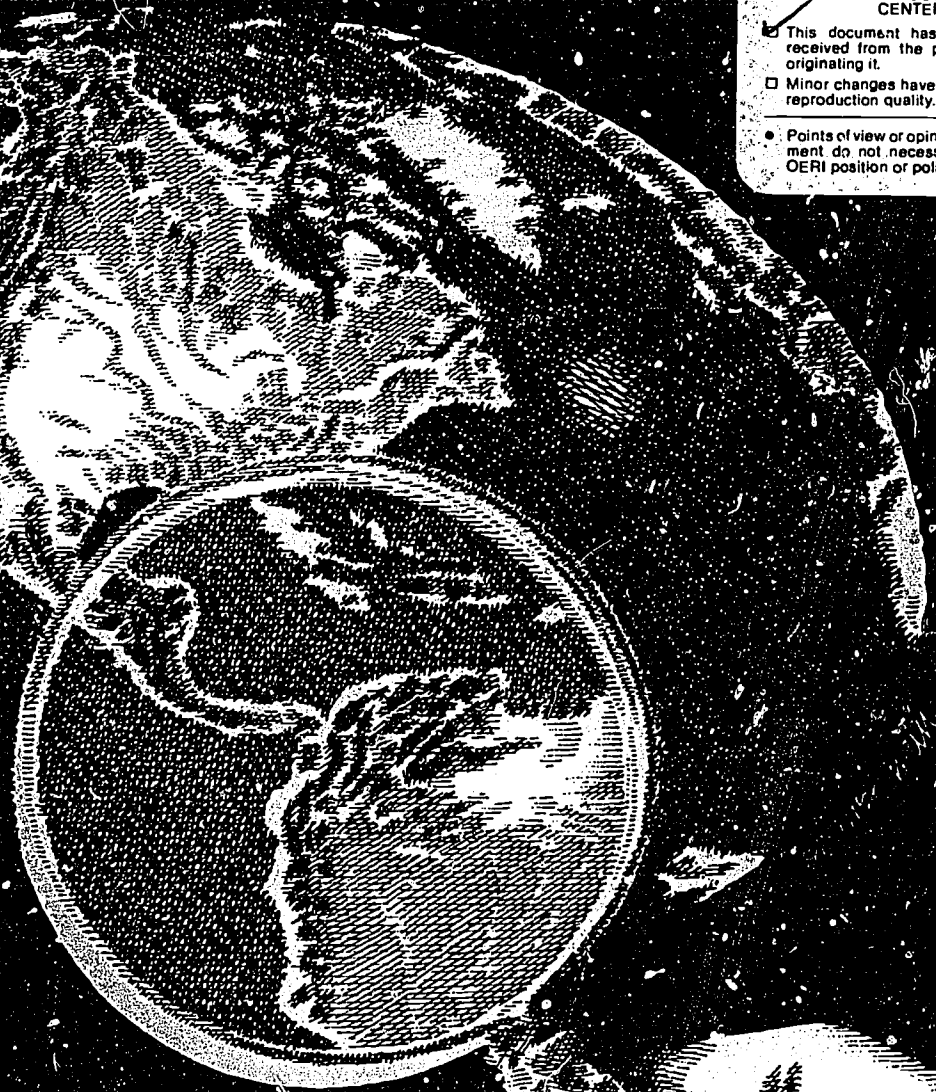
ABSTRACT

Realizing that U.S. citizens are affected by developments in even the most remote parts of the globe and that sophisticated technologies have increased contacts among cultures around the world and building upon the basic objective of global studies which is to prepare students for effective citizenship in an interdependent world, this guide provides instructional materials on global concepts such as economic interdependence, the migrations of people, environmental interdependence, cultural diffusion, the communications revolution, and cultural diversity. The materials emphasize reading and writing and require students to classify and organize materials, to identify cause and effect, and to make reasonable judgements. The exercises emphasize students' reasoning ability by requiring them to analyze and synthesize, and to use critical thinking and problem-solving skills. Sample lessons are provided, each of which utilizes a different section of "The New York Times" and highlights a particular global education concept. (KWL)



The New York Times in Global Studies Courses

By Donald Schwartz and Lloyd Bromberg

A Curriculum Service Booklet of
The New York Times
Newspaper-In-Education Program

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Introduction

There was a time in the history of these United States when Americans felt secure and insulated from developments occurring across the seas. Whether we actually were shielded from events in foreign lands is highly questionable. There certainly can be no doubt today that Americans are deeply affected by developments in even the most remote parts of the globe.

Daily headlines underscore this reality with great immediacy. Harsh weather conditions in South America boost coffee prices in American supermarkets; more efficient production techniques in Japan spell unemployment for residents in Detroit; pollution in Germany's Ruhr Valley soils the family wash hanging out to dry in Illinois.

Sophisticated technologies and the pervasive influence of multinational corporations have helped to increase contacts among cultures around the world. A growing network of political, economic and cultural interdependence has linked many nations, and has stressed the need for international cooperation.

Schools in New York City and the metropolitan area have revised their curricula to reflect these trends. Courses in "global education," "global history" and "global perspectives" have been introduced to make students aware of interdependence and increasing cross-cultural contacts. But because such developments are occurring at an accelerated rate, textbooks offer little help to teachers thirsting for relevant contemporary issues in global education.

The teacher can turn to the daily newspaper for the most affordable, most accessible and most current source of information on global developments. No newspaper is more suitable for that purpose than The New York Times, because no newspaper devotes more space to international affairs and their impact on the United States. Virtually every section of The Times — be it business, fashion, sports or the Op-Ed page — reports on events or trends that reflect some international component.

The classroom teacher can make use of the valuable resource of The Times in many ways. This guide offers some suggestions on how The Times can be used by students in class or at home. The guide provides instructional material on such global concepts as economic interdependence, the migrations of people, environmental interdependence, cultural diffusion, the communications revolution and cultural diversity.

The sample lessons in this guide illustrate how the social studies teacher can use articles in The New York Times in the global studies class. Each lesson utilizes a different section of The Times, and each is geared to highlight a particular concept relevant to global education. The lessons are also designed to reinforce specific skills in the social studies. The material emphasizes reading and writing, and requires students to classify and organize material, to identify cause and effect, and to make reasoned judgments. The exercises also emphasize students' reasoning ability by requiring them to analyze and synthesize, and to use critical thinking and problem-solving skills.

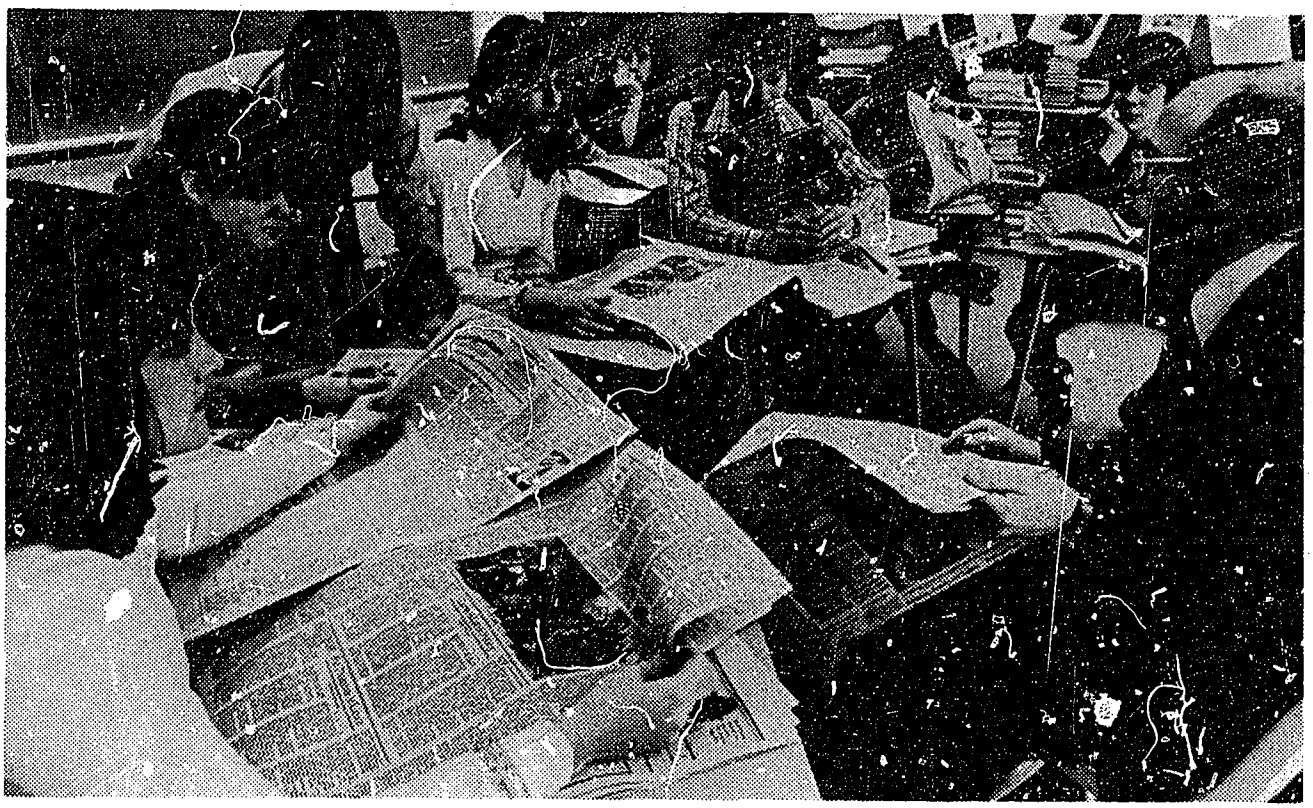
The basic objective of any course in global studies is to prepare students for effective citizenship in a world that is growing increasingly interdependent. Since the phenomenon of globalism continues to unfold, The New York Times is an essential resource for material relevant to that topic. The teacher of global studies can use the daily articles in The Times to provide an enlightening, rewarding and enriching educational experience.

A TOPIC Global Economics

During the Middle Ages almost all economic activity was conducted within self-contained economic systems. Today, however, those once separate economies have been increasingly merging into an interdependent global economy. The origins of a global economy can be traced to the Commercial Revolution of the 16th century, with the rise of capitalism in Europe and the corresponding expansion of markets, raw materials and the monetization of economies.

Evidence of increasing economic interdependencies is seen today in the expanding volume of world trade, the growth of foreign investments and the proliferation of multinational corporations. Americans have experienced the globalization of world economies on a personal level. Middle Eastern wars created havoc with oil prices in the United States. Increased competition from abroad has caused financial hardship for some American families. On the other hand, cheap foreign labor has brought down the cost of some goods for the American consumer.

Recently, a reaction against economic interdependence has grown in America. Bumper stickers bearing the message "BUY AMERICAN" have reappeared. Americans have become increasingly concerned over trade imbalances, particularly those caused by Japanese imports.



Restrictions on World Trade

Aim

Is restricting trade the best way to meet global economic competition?

Instructional Objectives

1. Students will be able to describe two provisions of the Fair Practice in Automotive Products Act;

2. They will be able to state two arguments supporting and two arguments opposing restrictions on world trade;

3. They will be able to suggest two alternatives to meeting global economic competition other than restricting trade.

Motivation

Distribute worksheet "You Are the President," and review the exercise described on it. Have students explain their answer to the following question:

Many people have suggested that we pass laws restricting the sale of Japanese automobiles in the United States. Do you think this is the best way to deal with economic competition from Japan? Why? Why not?

Lesson Development

Distribute copies of The New York Times editorial, "The Made-in-America Trap," along with the attached worksheet. Have students complete the exercise on the worksheet. Have students explain their answers to the following questions:

1. How would the Fair Practices Act mentioned in the editorial solve the problem discussed at the beginning of this lesson?

2. How does the solution represented by the Fair Practices Act compare to the solutions that you as "President" proposed? In what ways were they similar? In what ways were they different?

3. What is your reaction to this act?

4. What is the editorial writer's opinion of this act? What arguments does the writer present to support that opinion?

5. Why does the editorial writer believe that such a law will have a major global impact?

6. Which do you consider the strongest argument in this editorial? Which the weakest?

7. If you were a member of Congress, would you vote for this act? Why? Why not?

8. How would passage of such a bill reverse the trend of global economics since the Commercial Revolution?

9. How would the passage of such laws around the world affect future relations among nations?

10. How different would global history be if there had been similar trade restrictions since the beginning of the Commercial Revolution?

The last paragraph in the editorial suggests the possibility of a compromise bill. Distribute the worksheet "Compromise Bill." Divide class into four groups of equal size. Have each group propose a compromise. Have a representative from each group explain their particular bill, giving supporting arguments. Then have the entire class vote to adopt one compromise bill.

Homework Assignment

Skills:

Determining relevance to topic
Analysis
Identifying causes and effects
Synthesis

Locate and clip three articles from The New York Times which refer to a current economic problem in the United States. Be sure to choose articles from different sections of the newspapers. Do not rely only on the financial section.

1. Summarize in your own words the economic problem contained in each article.
2. List briefly the causes for each problem.
3. Identify to what degree the causes are of foreign origin.

Propose a solution for each problem, and explain (a) how that solution will affect Americans, and (b) how that solution will affect people in other countries.

Topic A/Lesson
STUDENT WORKSHEET

You Are the President

You are the President of the United States. The automobile industry has been suffering in recent years, mostly because of competition from Japan. As a result, 200,000 American automobile workers are unemployed. Other industries, such as the steel and glass industries, have also been affected. What would you do, as President, to cope with this situation? List below all the possible alternative actions that you could take:

1.
2.
3.
4.

List below the short-term and long-term effects (both positive and negative) of the above alternatives:

Short-term Effects	*Long-Term Effects*
1.	
2.	
3.	
4.	

Editorial on Protectionism

An editorial is an essay of persuasion. After reading the editorial below, write a summary of the author's opinion, using the worksheet on the following page. Also, list arguments supporting and opposing the editorial.

The Made-in-America Trap

The problem, for 200,000 unemployed auto workers, seems straightforward: Japanese imports are what they propose to do about it is simple. Under a bill co-sponsored by a majority of the House, companies selling more than 500,000 cars in America would have to manufacture them with 90 percent American parts and labor; those selling more 200,000 cars would be required to use 75 percent local content.

Fortunately this "Fair Practices in Automotive Products Act" stands little chance of passing the Senate. It would rock the foundations of world trade, probably destroying as many jobs as it creates and reducing living standards here and abroad.

There is a danger, however, that some form of protectionism for autos will yet slip through Congress in this election year — costing American consumers billions and doing serious damage to the Western alliance.

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The United Automobile Workers contend that "local content" legislation is long past due. The union notes that Western Europe — notably Italy and France — admit only token numbers of new European autos without having provoked retaliation by Japan. It wants no restrictions on smaller foreign manufacturers, but would like to compel giants like Toyota to follow Volkswagen and Renault into American plants, creating American jobs and giving Detroit a fair fight.

But Japan's economic relationships with Europe are not analogous to its relations with the United States. Japan and the West Europeans are fiercely rivals, exporting many of the same industrial products. Japan's trade with the United States is largely complementary: in exchange for American foodstuffs, it ships raw materials and middle-technology manufactures. Then, too, American trade with Japan is more than a commercial relationship. It is the economic glue in a political bond that links the two great non-Communist powers of the Pacific in a strategically vital way.

In the crudest economic terms, Japan's losses from a "local content" law would not be matched by American gain. To be sure, two or three giant new Japanese plants in America, plus increased production by Detroit, would put perhaps 200,000 Americans to work. But they would largely displace most of the 160,000 other Americans who now sell, service and transport cars imported from Japan.

American consumers, meanwhile, would pay dearly for the "Made in U.S.A." label on Japanese autos. A strict "local content" rule would force some Japanese manufacturers out of the American market altogether. Others would need to concentrate on a few models to meet the 90 percent requirement. And as Japanese car makers shift to the higher American production costs, car prices would rise, in the estimate of the Commerce Department, by about 18 percent.

It is precisely this cost problem that has led Detroit to transfer some of its minor divisions to low-wage plants in northern Mexico.

The most disturbing aspect of all such protectionist legislation is that it would not long be confined to automobiles. The worldwide recession has created great pressure to protect jobs in every industrial country. Why would Japan (or, say, France) stop on importing American aircraft or chemicals or tractors when millions of its own workers are unemployed?

•

Neither the Senate nor President Reagan favor the auto workers' bill. But a "compromise" that sets more modest "local content" rules could prove tempting, particularly to a besieged Republican majority in the Senate. Once started down that road, Congress will find it increasingly difficult to stop or turn back.

Topic A/Lesson
STUDENT WORKS

Editorial on Protectionism *(Cont.)*

Write a summary of the editorial, "Made-in-America Trap." Beneath your summary, list two arguments offered to support the editorial writer's opinion, and two arguments that oppose the opinion.

SUMMARY OF EDITORIAL
SUPPORTING ARGUMENTS
OPPOSING ARGUMENTS

Compromise Bill

We hereby propose the following as a compromise to the Fair Practices in Automotive Products Bill:

The Economy of Taiwan

Aim

Must harmful economic conditions in one part of the world impact on other parts of the world?

Instructional Objectives

1. Students will be able to describe two effects of the worldwide recession on Taiwan's economy.

2. They will be able to state three reasons why Taiwan's economy has been affected less seriously by the worldwide recession than have the economies of other nations.

Motivation

By using the numbers in the table, "Range of Effects," indicate how the "Hypothetical Situations" listed at right would probably affect the United States.

Range of Effects	*Hypothetical Situations*
5 . . . Disastrous effect	———World trade declines by 75 percent.
4 . . . Harmful effect	———Unemployment around the world triples.
3 . . . Serious effect	———The cost of oil on world market triples.
2 . . . Painful but no lasting effect	———Economic growth in most countries declined substantially in 1982.
1 . . . Minor effect	
0 . . . No effect	

Can nations today avoid harmful economic conditions arising in other parts of the world?

Lesson Development

- Distribute the worksheet, "East Asia Growth," and have students answer questions based on the information included in the graphs. Have students explain their answers to the following:

1. What does the chart reveal about growth rates in Asia as compared with the near zero growth rates in the West?

2. How can you explain these effects?

- Distribute The New York Times article, "Taiwan Reflects Impact of Slump on East Asia," and have students answer the following:

1. What evidence does the article present to demonstrate that Taiwan has been affected by the worldwide economic downturn?

2. How does the article explain these effects?

3. Why, according to the article, has the economic situation in East Asia been not as bad as it has been in European countries and in the United States?

4. Explain what the author meant when he wrote: "Taiwan's long-term prospects depend greatly on world markets."

5. Why are the countries of the world more economically dependent today than they were in the past?

6. Is increasing economic interdependence good or bad? Explain.

7. Can nations do anything to protect themselves against the effects of harmful economic conditions arising in other countries?

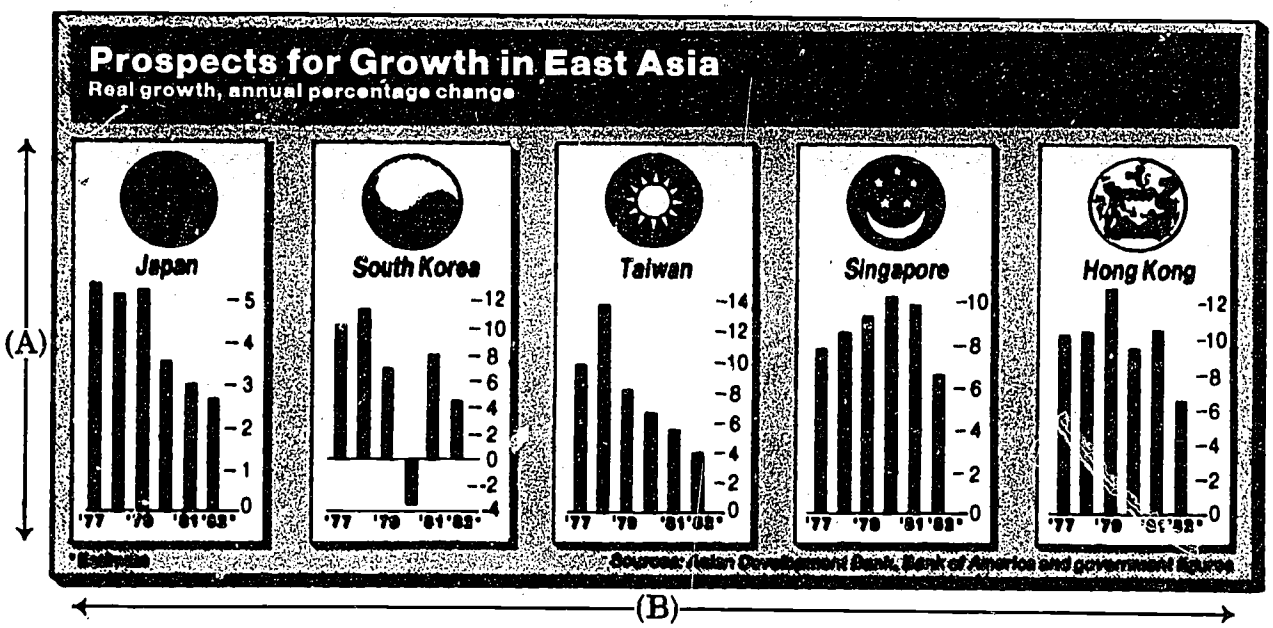
● Distribute the worksheet, "Memo to the President," and have students suggest two ways that the U.S. could insulate itself from harmful economic conditions arising in other countries. Ask students the following:

1. Which of the suggested approaches do you consider most effective? Why?

2. Would the United States be better off if it tried to cut ties with the other nations of the world? Is such a step possible?

East Asia Growth

Examine the chart below and then answer the following questions:



1. What is the title of this chart?

2. Which countries' economies are compared in the chart?

3. What does the vertical scale (A) on each of the graphs stand for?

4. What does the horizontal scale (B) on each graph stand for?

5. What was the approximate growth rate of the following cities in the years shown:

   Hong Kong in 1977 _____

   Taiwan in 1982 _____

   South Korea in 1980 _____

6. The United States and most countries in Western Europe have growth rates close to or below zero. Compared to them, how would you describe the growth rate of the countries on the chart?

Taiwan: A Case Study

Taiwan Reflects Slump Impact

By STEVE LOHR

Special to The New York Times

TAIPEI, Taiwan — With Taiwan's exports stagnant and its economic growth running at half the Government target for the year, gloom would seem to be the appropriate demeanor for business executives and Government economic officials here.

But faces turned sour by the economy are scarce in Taiwan. Because of the rapid economic growth in the past, Y. C. Wang, chairman of the Formosa Plastics Group, Taiwan's largest company, said, "People here have been relaxing too much. This slowdown has come at just the right time."

"Our business has been somewhat spoiled by all the growth we have experienced," said Vincent C. Siew, a senior official in the Ministry of Economic Affairs. "The slowdown is helping educate our people."

In the face of the worldwide economic slump, Taiwanese business and Government officials can afford to take a comparatively relaxed attitude for three reasons. Taiwan felt the effects of the global contraction well after the major Western economies, the slowdown has been less severe and, most important, it has not yet caused real unemployment problem.

The situation is much the same in the other powerful economies of East Asia — Japan, Singapore, Hong Kong and South Korea. In Singapore, for example, growth for 1982 is expected to be more than 5 percent, down from levels above 10 percent in recent years. Yet Singapore companies still employ more than 50,000 foreign workers because the local work force cannot fill all the jobs.

In Japan, the Government announced in late August that the economy grew at an unexpectedly robust 5.1 percent annual rate in the April-June period. In July, Japan's unemployment rate was 2.4 percent, a level that is high for Japan but would be considered a success in the West.

Most economists expect the Japanese economy, by far the largest in the region, to expand by about 3 percent for 1982 as a whole.

There is concern in South Korea about the Government's ability to chart a stable economic policy and deal cooperatively with foreign investors. Nonetheless, the Korean economy will advance by about 5 percent, most economists predict.

Despite heavy financial and real estate markets, because of worries about China's future policy toward the British Crown Colony, Hong Kong's economy is likely to expand by at least 5 percent this year.

Taiwan is a good example of the kind of impact that the slump in the West has had on the export-dependent economies of East Asia. During the first six months of 1982, Taiwan's inflation-adjusted or real economic growth was 3.5 percent, running well behind the Government target of 7.5 percent for the year.

Now, the Government's forecast for 1982 is 4.1 percent. Yet the term "recession," traditionally defined as two consecutive quarters of economic contraction, cannot be applied to Taiwan. Its rate of growth has merely slowed down.

Exports represent more than 50 percent of Taiwan's gross national product, about five times the export share of the United States economy. "So when the world economy is in a slump, it hurts us considerably," said K. H. Yu, chairman of the Council for Economic Planning and Development. "There is no way for us to avoid that."

Textiles and electronics products combined account for 38 percent of Taiwan's exports, and sales to foreign buyers are down in both categories. In the first half of 1982, exports overall inched up just four-tenths of 1 percent from the comparable period last year.

Taiwan's long-term prospects, too, depend greatly on world markets. During the 1980's, the Government hopes the national economy will show an average annual growth of 7.9 percent.

If global economic activity picks up in the near future, Mr. Yu said the target rate is "not unreasonable." But if the recovery remains elusive for a long time, "our growth rate will be lower, obviously," he said.

Still, like other East Asian nations, Taiwan's economy has shown more resilience to adversity than most Western countries. One foreign banker in Taipei noted that, if the world economy does not recover for years, Taiwan and its neighbors could face high levels of unemployment, and related social strains. "But if things got that bad out here, there would probably be soup kitchens and bread lines in America," he said.

The unemployment rate in Taiwan is less than 2 percent, thanks to an economy that grew more than 9 percent a year through the 1960's and the 1970's. The way Taiwan figures unemployment tends to understate the real rate somewhat, economists say. But most foreign observers agree with Mr. Siew of the Economic Affairs Ministry, who said, "We have no unemployment problem here."

Topic A/Lesson 2
STUDENT WORKSHEET

Memo to the President

Before preparing your memo to the President, complete the outline below indicating your suggestions for avoiding the impact of worldwide economic problems. Support each of your suggestions with two supporting reasons.

FIRST SUGGESTION:	*Supporting reasons*
SECOND SUGGESTION:	*Supporting reasons*

Text of Your Memo

FROM: _____

TO: The President of the United States

SUBJECT: Avoiding the impact of global economic problems

_____

_____

_____

_____

_____

_____

_____

_____

_____

Homework Assignment: Global Economics

SKILL: Identifying causes and effects

Locate and clip two articles from The Times describing economic problems in foreign countries. For each article, answer the following questions, using the space below, and on the back of this sheet.

1. What is the nature of the problem?
2. What is the cause of the problem?
3. How can this problem affect Americans?
4. Suggest a possible solution to the problem.
5. What would be the long-range and short-range results of such a solution?

ECONOMIC PROBLEM IN _____

(Name of the country in the article)

ECONOMIC PROBLEM IN _____

(Name of the country in the article)

TOPIC B

Cultural Diffusion

Cultural diffusion refers to the spread of customs, technologies, values and institutions among different societies. Although we may like to think of ourselves and our nation as independent and self-sufficient, many aspects of our civilization have been borrowed and adapted from other cultures. Our form of government is, in large part, a product of ideas and institutions borrowed from the ancient Greeks and from English and French thinkers.

On a personal level, cultural diffusion has influenced our lives beyond the obvious radio and automobile that may have been manufactured in another country. We sleep in pajamas, a garment first made in India. We sit down to breakfast in a chair that was first introduced in the ancient Middle East. We eat with a fork, a medieval Italian implement, and our food is served on a plate, which is modeled after a ceramic first invented in ancient China.

Clearly then, individuals and nations have benefited from cultural diffusion. But cultural diffusion can bring problems as well. The New York Times article included in the next lesson ("Women in Eastern Cultures") illustrates such a problem. As they read it, students will recognize the personal dilemma that can result from cultural diffusion.

Women in Eastern Cultures

Aim

Does learning Western ways do more harm than good for women from Eastern cultures?

Instructional Objectives

1. Students will be able to explain two problems women from Eastern cultures have faced in their homelands after living in the United States.

2. Students will be able to suggest two solutions to the problems described above.

Motivation

Present the following headlines taken from The Times:

"Women Still Forced to Marry Against Their Will"

"Laws Prohibit Women From Driving"

"Women Punished for Not Wearing Veil in Public"

1. What is your reaction to these headlines? Explain.

2. How can you explain such laws?

3. If you were a woman brought up in such societies, how do you think that you would be affected by living in New York City for five years? Explain.

4. Would the New York experience do you more harm than good?

5. What questions does this raise for discussion?

Lesson Development

Distribute the article, "For Women, Cross-Cultural Trip to Limbo." Have students explain their answers to the following questions:

1. How do the women in this story face problems similar to the one discussed above?

2. How has living in the United States created problems for the women mentioned in the article?

3. Which of those problems would you find most difficult to solve?

●

Have students role-play one of the following situations:

1. A female student returning to her country from the United States has just been told she must marry a man with whom her father has just arranged a marriage.

2. A female engineer returning to her country from the United States has just been informed by her employer that she will have to be a typist because women are not allowed to be engineers in her country.

3. A female just returned from the United States has been arrested for participating in a women's rights demonstration. She must now prepare a speech telling the judge why she thinks the arrest is unfair.

•

Complete the lesson by asking the following questions:

1. Suppose you were a friend of one of the women in the story. She comes to you the night before she must leave for home asking you for advice to resolve her dilemma. What would you suggest she do?

2. Do you think the women in the article would have been better off if they had never left their respective cultures?

3. Why do you think the home countries of these women are trying to prevent their people from copying American ways? Is this a wise policy?

4. Can you point to any examples in history where people from one culture tried to prevent people from another culture from influencing them?

5. Do you think people should be encouraged to have contacts with other cultures?

Homework Assignment: Cultural Diffusion

SKILLS:

Determining relevance to topic
Analysis
Evaluation

Locate and clip three articles from The New York Times that refer to specific examples of cultural diffusion. Be sure that each article is from a different area of news coverage. Among suggested areas are: relevant news articles, dance, editorials, fashion, film, food, music, society, style, theater, sports, Op-Ed and business.

1. Summarize each article in your own words.
2. Identify and explain the impact of one culture upon another.
3. Explain whether you think the cultural impact will be beneficial or harmful to the country borrowing or adopting the idea or institution. In your answer, speculate on the long-term effects of such cross-cultural borrowing.

Have students complete the following exercise either in class or at home:

Make a list of the problems faced by the women discussed in the article. Write a diary entry that you think one of the women might write the night before she returns to her country. Use the form below.

Dear Diary,

While I am looking forward to seeing my friends and family back home, I expect many problems. For one,

_____

_____. Secondly, _____

_____

Also, _____

_____. Finally: _____

_____

_____.

Therefore, I have decided that I will _____

_____

_____.

Topic B/Lesson
STUDENT WORKSHEET

Dilemmas Facing Foreign Women

For Women, Cross-Cultural Trip to Limbo

By ANDREE BROOKS

Whenever Shehla Mushtaq, a 22-year-old graduate student in engineering at Texas Tech University, flies home to Pakistan, she knows she must do more than change from blue jeans to the baggy cotton pants and chemise common among Pakistani women.

She must also mentally change cultures. Instead of being the assertive, outgoing and independent individual she has become during her four years in this country, she must conform to more restrictive and demure ways.

And that is not easy. "I have noticed a communications gap with my family and friends that gets wider every time I see them," she observed. She explained that she is increasingly troubled about how she will manage when she returns home permanently next summer.

A Price Beyond Mere Tuition

Like the increasing number of women from developing countries who come to study in the United States, Miss Mushtaq is discovering that an American education carries a price beyond mere tuition. Although deeply proud of their own cultural heritage, many of these women find they become sort of hybrids, eagerly embracing and enjoying the freedoms and opportunities afforded women in the United States, yet increasingly cognizant that being immersed in such a society is likely to lead to serious social, psychological and professional dilemmas when they go home.

It is a problem they say they never fully anticipated. "I never expected to grow away to such an extent," Miss Mushtaq said.

According to the Institute of International Education in New York, there are now about 88,000 foreign women currently studying in the United States, about three times as many as a decade ago. A majority are from developing nations.

And while reverse culture shock and re-entry are traumas already widely recognized among returning foreign male students, faculty advisers working with foreign women maintain that they carry an extra burden.

Their status as women in their own countries, explain the advisers and the students themselves, is often so professionally and socially limiting and proscribed by rigid traditions that many grow resentful and restive. "Going home is such a problem that many times the women panic and look for any way out," said Sylvia S. Hiestand, director of the Slater International Center at Wellesley College.

Ten percent of Wellesley undergraduates are now from abroad, compared with half that number 10 years ago. "They feel trapped because they know they will have to knuckle under to family dictates," Mrs. Hiestand said. "Sometimes even marriage partners are arranged during those last few months before graduation."

In a recent study of 70 of Wellesley's foreign graduates, Mrs. Hiestand found that one in five eventually returned to live permanently in the United States.

However, because the number of foreign women who are studying is growing, the original push by members of the National Association for Foreign Student Advisers to create programs to help all foreign students handle the return home has been broadened to examine the special difficulties of women.

One of the early initiatives was a four-day conference held at Wellesley in the summer of 1980. Co-sponsored by the advisers' group, the conference was attended by about 200 foreign women studying in the Boston area, as well as professionals interested in their problems. The aim, explained Leslie Rowe, the organizer of the conference who is director of the International Office at Tufts University, was to look at specific difficulties women faced in order to plan programs of practical assistance.

The dilemma surrounding marriage is continually cited as one of the most complex. Miss Mushtaq, for instance, is among many who believe they may have compromised their marriage opportunities by coming to this country. She said that she had narrowed the field of potential mates to those as educated as she is; someone who has probably also had experience living abroad.

She also fears that many men who fit that profile may not be interested in her because they are traditionalists. "When it comes to marriage," she explained, "they go back to what has always been. They still look for the sort of woman who will behave in the same way as their mother did with their father." Frequently this means a young woman in her teens who will look up to the man as a superior and be content with staying at home.

Nusrat Retina, 17, an undergraduate in engineering at Wellesley who is from Bangladesh, said she "dreads the thought of going back," particularly because of the strictures she knows will be imposed on her. She is worried she may be pressured into marriage against her wishes. She said she is also aware she cannot participate in political discussions and demonstrations for causes as she is doing in the United States, where she has been involved in the nuclear-freeze and women's rights movements. "I may not even be able to find a good job in my field because I am a woman," she said. "And even if I do I will not be treated equally as a male colleague. That will upset me."

Samar Assousa, 20, a Palestinian who is studying molecular biology at Wellesley, said she had already seen what could happen when a woman like herself tried to settle down in a conventional way in Ramallah in the Israeli-occupied West Bank. "Some of my friends who lived here and who married have already divorced," she said. "They found it impossible to tolerate a subservient position after living in the U.S. They didn't want to be told all the time what they should do and what to wear. They didn't want to sit home forever. They found they wanted to go on with their careers."

The information accumulated from the 1980 conference has been compiled into a book, "International Women Students: Perspectives for the 80's." It is available, at $6, from the Slater International Center, Wellesley College, Wellesley, Mass. 02181.

Acting Out Likely Encounters

Leslie Rowe is seeking financing to develop a program she hopes will enable more foreign students to learn how professional women's groups operate here so that they can form similar organizations in their own countries. Miss Mushtaq, however, said that she could not think of another female engineer in Pakistan.

The advisers' group has also proposed to foreign women that they might have wider opportunities working for an international company. Still others said a foreign woman, while studying in the United States, might well find a husband from her own country with whom she had a better rapport.

Nobleza C. Ascunion-Lande, an associate professor at the University of Kansas who has worked with approximately 300 returning students, says that role-playing and simulation of likely encounters are particularly helpful for those about to return home. "Even if the students just talk about the problems of reverse culture shock and know they will need to readjust some way, they are going to have less difficulty," she said.

But even the best-intentioned workshop or support group cannot do it all. "I know in the end it is something I'm going to have to work out for myself," said Miss Mushtaq. "Maybe I'll need to burn my boats and forget whatever I did here."

Contemporary Art

Aim

In what way does contemporary art reflect different cultures?

Instructional Objectives

1. Students will be able to list three examples of the mixture of Japanese and American culture in the art of Ushio Shinohara.

2. They will be able to explain two opinions of Shinohara's art work as offered by the author of the news article.

Motivation

Bring a portable radio to class, turn to a station that plays popular music and allow students to listen to portions of a few popular songs (or ask students which are their favorite popular songs). Then ask students the following questions:

1. What are your reactions to this music?

2. How can you explain why this music has audiences all over the world?

3. Many people claim that American popular music is a product of many cultures. Why? Do you agree? Explain.

4. Can the same be said of all art forms? Explain.

5. What questions does this raise? (Elicit aim.)

Lesson Development

Distribute worksheet, "Review by Grace Glueck," and have students complete the exercise on the worksheet. The actual headline is "Art: Shinohara's Headlong Collision With American Culture."

•

Distribute worksheet, "Ushio Shinohara's Art," and have students complete the exercise on the worksheet. Then have students answer the following questions:

1. What is the meaning behind the headline of this story?

2. In what ways does Shinohara's art collide with American culture?

3. What examples in history demonstrate that art sometimes reflects the input of several cultures?

4. What was the reaction of the author to this show?

5. Do you think you would enjoy seeing this show? Why? Why not?

6. Why do you think Shinohara has not been popular with some art critics in his native land?

7. In what way did Shinohara "stage a rebellion against his academic training"?

8. Why does he call his movement "imitation art"?

Homework Assignment

Skills:

Determining relevance to topic

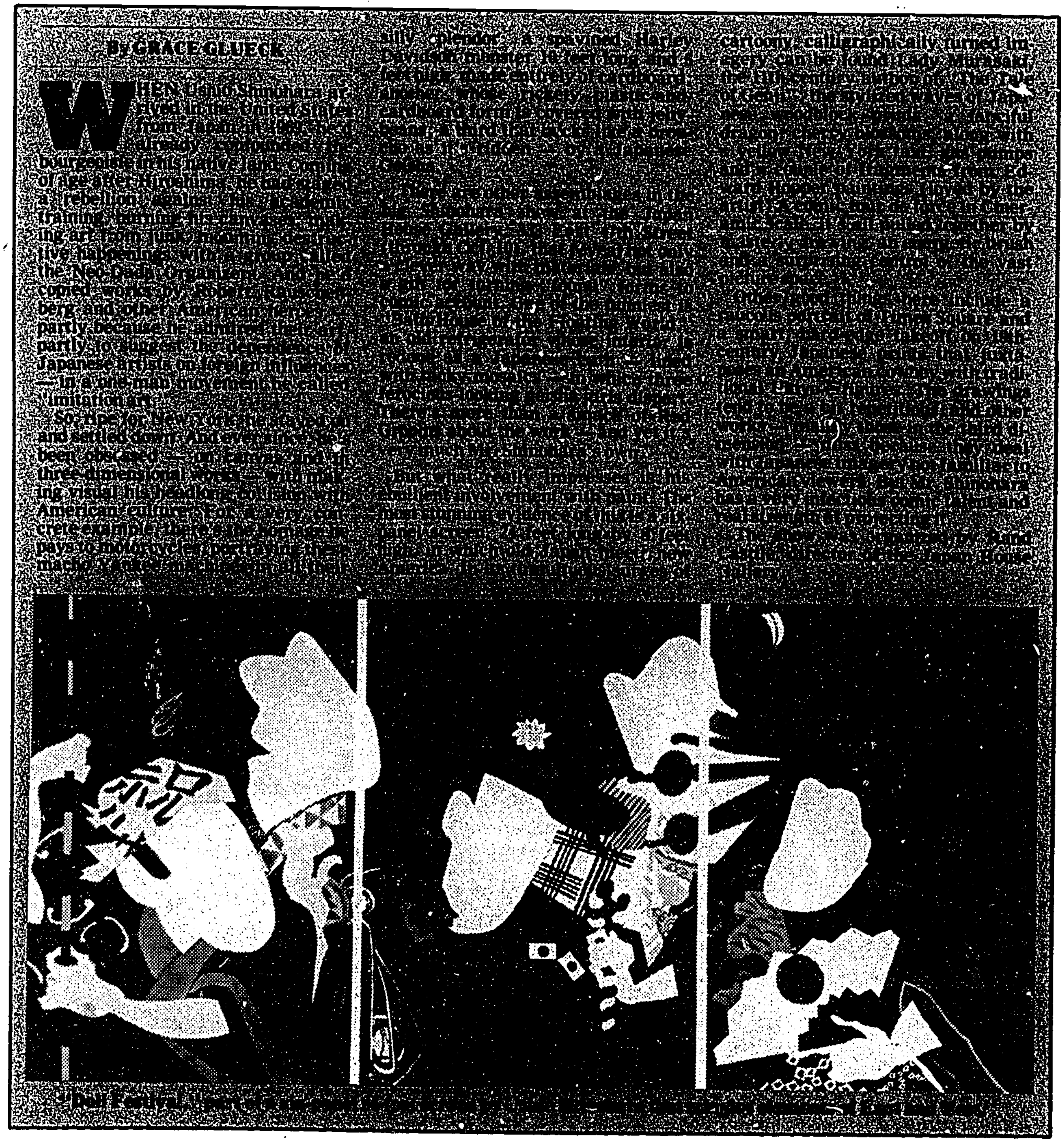
Classification

Read the entertainment section of The New York Times for one full week and compile a list of how more than one culture is reflected in the following art forms: movies, music, television, art, theater, opera.

Note: The multicultural input can be reflected in the theme, cast or writing of the piece under study.

Review by Grace Glueck

Read the article below and underline what you consider the four most important facts, ideas or details in the story. Based on this, devise an appropriate headline for the article, making sure that the items you have underlined support the headline. This article is called a review because it presents the author's opinion of the art show. Circle three words in the review which indicate that the author is offering her opinion.



By GRACE GLUECK

Topic B/Lesson
STUDENT WORKSH

Ushio Shinohara's Art

After reading the review by Grace Glueck, explain how the works of art by Ushio Shinohara that are listed below reflect American and Japanese culture.

Motorcycles	
American Culture	*Japanese Culture*

Bath House of the Floating World	

Six-Panel Screen	

Take-Off on 19th-Century Japanese Prints	

International Athletic Competition

Aim

Does international athletic competition enhance or retard understanding among the world's nations?

Instructional Objectives

1. Students will be able to give three examples to demonstrate international interest generated by the World Cup soccer matches.
2. Students will be able to describe two destructive effects of international athletic competition.

Motivation

Distribute worksheet, "International Athletic Competition Poll," and have students fill out the questionnaire.

After tallying results of the questionnaire, ask students to explain what the poll revealed about student attitudes concerning the value of international athletic competition.

Lesson Development

Distribute the worksheet, "Soccer Fans: An Emotional Breed," and have students complete the accompanying exercise. Then have them answer the following questions:

1. How seriously do fans take the World Cup soccer games?

2. What is the meaning of the title of the article?

3. Did Americans react to the World Cup the way people in Europe, Latin America and China reacted? Why is there less interest in the World Cup in America than there is elsewhere?

4. How do you feel about the reactions of World Cup soccer fans described in the article? How does it compare to fan reaction to football games in the United States?

5. Is there any evidence cited in the article to show that international athletic competition brings people of the world closer together? Is there any evidence cited in the article to demonstrate that such competition creates international misunderstanding?

6. Considering the effects of international athletic competition like the World Cup and the Olympic Games, do you think such games should be encouraged or discouraged?

7. What steps can be taken to ensure that international athletic competition will enhance understanding among the people of competing nations?

Homework Assignment

Skills:
Determining relevance to topic
Classifying

The world of sports, like other aspects of society, is becoming increasingly internationalized. Some sports, such as tennis, boxing and golf, have traditionally attracted contestants from many nations. But in recent years team sports in the United States have enlisted

participants from around the world, and American athletes are competing in team sports in other countries.

Below are headlines that have appeared over the years in The New York Times sports pages, which illustrate this trend.

Baseball:

"Taiwan Wins Little League World Series"

"Major League Teams Compete to Sign Players From the Dominican Republic"

Football:

"Three College All-Americans Sign With Canadian Football League"

Basketball:

"American Hoop Stars Dominate European Basketball League"

Hockey:

"New York Rangers Sign Two Swedish Hockey Stars"

Which of the sports listed above is the most international? Why? Which is the least international?

Make a list of headlines from The Times's sports pages for each of the above sports. Use articles from both past and current issues of The Times. For past issues, check The New York Times Index and the microfilm edition of The Times in the library.

International Athletic Competition Poll

For each statement below, indicate whether you agree or disagree and give an explanation for your answer.

1. International athletic competition leads to greater understanding among people from different nations. ☐ Agree ☐ Disagree

Explanation: _____

_____

_____

2. International athletic competition brings out the best qualities in the people of the world. ☐ Agree ☐ Disagree

Explanation: _____

_____

_____

3. International athletic competition puts too much emphasis on winning and not enough on getting along with people from other nations. ☐ Agree ☐ Disagree

Explanation: _____

_____

_____

4. International athletic competition causes people to take patriotism too far. ☐ Agree ☐ Disagree

Explanation: _____

_____

_____

5. International athletic competition endangers world peace. ☐ Agree ☐ Disagree

Explanation: _____

_____

_____

Topic B/Lesson
STUDENT WORKSH

Soccer Fans: An Emotional Breed

Read the story below and then fill out the chart on the next page.

Whole World Is Watching

BARCELONA, Spain

How seriously does the world take the World Cup? Seriously enough to touch off suicides, vandalism, illegal use of satellite facilities, car crashes, heart attacks and the collapse of a floor in Peking, according to various items clipped from European newspapers in the last two weeks.

A first-time visitor to the World Cup got the impression of a world that never slept as long as there was a soccer game going on. None of this may be any good for the human race but it was there — in Europe, South America, Asia and Africa. Maybe someday in the United States it will be there with that emotion.

The athletes had their problems, particularly with the heat that reached 110 degrees during some games. The

George Vecsey
Sports of The Times

heat, in turn, made it hard for authorities to administer the antidoping tests.

Spaniards were sitting in front of their televisions, mesmerized by their team's woeful showing. During one of Spain's games, it was impossible to find a taxi and the roads and sidewalks were as deserted as they would be at 5 in the morning.

A survey by the Spanish television authorities showed that 68 percent of the country's population has been watching the soccer games. According to the poll, 77.6 percent of the men watched some match each night, while 59.3 of the women watched. The "upper middle" economic class had the highest percentage, 75.7, while the "lower" economic class registered 64.9 percent.

In the United States, the highest television figures for a sports event were for this year's Super Bowl. But that was only one game. The World Cup has been last three weeks, with semifinals to be held Thursday and the final on Sunday.

The rest of the world has been following the entire World Cup — not always legally. Ninety miles south of Kuala Lumpur, Malaysia, 13 anticorruption officials burst into the Government's satellite base at Lendu at 12:10 A.M. and arrested 33 Government workers and their friends for illegally watching the France-Czechoslovakia game at the base.

One British newspaper asked: "The question that must be asked is why should they possibly have wanted to watch that particular match?" (Just in case you've forgotten, that immortal game ended in a 1-1 tie.)

In Peking, 16 people crowded into one room to watch a game and the floor gave way, injuring 14 of the viewers.

In Brazil, after the victory against Argentina last Friday, two fans died and more than 1,000 fans were treated for injuries as people took to the streets chanting: "Buen Viaje, Argentina" ("Good Trip, Argentina.")

Some fans took losing hard. The Brazilians were eliminated by Italy Monday, and officials in major cities in Brazil have reported an increase in vandalism, attempted suicides and nervous breakdowns. And according to Jornal do Brasil, the family of Coach Tele Santana has become a target of fans' ire, with the coach's wife having asked for police protection after receiving threatening phone calls.

Italian police, fearing the worst from an expected celebration after the 3-2 upset of Brazil, went into crowd-control formations in 16 cities Monday night with sirens wailing. But no major incidents were reported.

In Tegucigalpa, Honduras, 26-year-old Domingo Padilla Lainez shot himself in the head shortly after the national team was eliminated.

In Sarajevo, Yugoslavia, one of the national players, Safet Susic, came back from being eliminated and found his car had been burned, presumably by disappointed fans.

The biggest controversy of the tournament — so far — was West Germany's 1-0 waltz over Austria that allowed both teams to advance to the next round. One newspaper in Britain — memory fails to recall its name — refused to print the lineups of the two teams, saying the players did not deserve to have their names used in a family newspaper.

In Oldenburg, West Germany, a police officer, Alexander Kluemper, went to court, accusing the national team of "damaging the prestige" of his country.

The only problem with fans in Spain was with the English fans. Known for tearing up trains in their own country, the so-called "hooligans" swarmed all over Bilbao, sending the locals scurrying for cover. In Madrid during the second round, officials tried to sequester the English fans in their own section — a tactic that was not needed in Barcelona, where Italian and Brazilian fans screamed alongside each other on Monday evening and then drank on the Ramblas Monday night.

The heat was a problem for English players, who draped cold towels over their heads and drank hot tea during the 15-minute intermissions.

Under world soccer rules, two players from each team are chosen at random after each game for antidoping tests. (In Nou Camp, there are two rooms right off the locker rooms — a chapel containing banners of all the teams that have played there and a sterile white room labeled "antidoping.")

Alan Brazil of Scotland was so dehydrated that it took him 14 hours before he could give a urine sample to doctors. In the meantime, he was allowed to return to the team hotel, a violation of soccer rules. No doping violations have been found in tests given to 182 players in the first 48 games.

Perhaps the most poignant photograph in the World Cup has been four wives of Italian players waving forlornly at their husbands from the stands during a practice. This was the closest they will get to their husbands in the month-long tournament. The players are sequestered at a hilltop hotel at San Boi de Llobregat at the edge of Barcelona, guarded by Spanish police officers carrying machine guns and poised behind walls and on roofs. The officers are there to keep out fans, terrorists, journalists and wives. That's how seriously they take soccer.

Soccer Fans

(Continued)

In the second column below ("Reaction of Fans"), describe how fans from the nations listed on the chart reacted to the World Cup soccer games. In column labeled "Effect," write the letter **"H"** if you think fan reaction increased international harmony and understanding, or **"B"** if you think fan reaction created bitterness and misunderstanding between the people of different nations. Write **"NA"** if it's not possible to indicate an answer.

Country	*Reaction of Fans*	*Effect*
Spain		
Malaysia		
Great Britain		
Italy		
Honduras		
Yugoslavia		
West Germany		

TOPIC C

The Movement of Peoples

Throughout history the interaction of people from distinct cultures has led to the exchange of products, inventions, ideas, values and institutions. Most often, this interaction has taken the form of military ventures, commercial contacts, travel and the migration of peoples.

Thus, the conquests of Alexander the Great resulted in the fusion of Hellenic and Oriental cultures. The European Renaissance and the scientific revolution resulted, in part, from trade between the Moslem world and Europe. The travels of Marco Polo introduced many Europeans to Chinese culture in the late 13th century. The migration of Europeans across the Atlantic since the 16th century has imprinted a Western culture on the New World.

The migration of peoples continues today. Migrant workers have traveled to such industrially advanced nations as the United States, Switzerland and Germany to find employment. Most recently, people have left their homelands to make a new life elsewhere for religious and political reasons. Many Jews have emigrated from the Soviet Union, and Haitians and Asians have undergone great hardships to gain asylum in the United States and other democratic nations.

Italian Influences on Argentina

Aim

Is the mixing of people from different cultures good for a nation?

Instructional Objectives

1. Students will be able to give three examples of the Italian influence on Argentina;
2. They will be able to describe two effects of the Italian influence on Argentina.

Motivation

1. Why do many people describe the United States as a cultural "melting pot"?

2. Can you find any evidence in your neighborhood, or even in your classroom, to support this concept?

3. In what ways has the United States benefited over the years from the mixture of so many cultures?

4. How have you been affected by the presence of people from so many different cultures in our nation?

Lesson Development

Distribute the worksheet, "Ethnic Argentina," and have students complete the exercises on it. *(The answers to exercise I are: A-2, B-3, C-1.)* Then ask students to explain their answers to the following:

1. Why are Argentines described as Italians who speak Spanish?

2. How can you explain the strong Italian influence on Argentina?

3. If you were the leader of Argentina, would you encourage the migration of other peoples to your country? Explain.

4. Do you think immigrants should be encouraged or discouraged to retain their old culture and old ethnic ways when they move to a new country? Why?

Distribute the worksheet "Influencing a Nation's Culture," and have students fill out the chart included on the worksheet.

Homework Assignment

Skill: Determining relevance to topic.

To illustrate that the United States is a cultural and ethnic melting pot — and New York City in particular — have students locate and clip one article from each of the following sections in The New York Times that alludes to a particular ethnic influence in this country:

Appropriate news articles
Sports pages
"About New York" and metropolitan columns
Special feature articles
Business Day Section
Living Section (Wednesdays)
Home Section (Thursdays)
Entertainment pages (music, theater, film)

Ethnic Argentina

Read the article below. The last three paragraphs have been rearranged so that they are not in the order in which they were published in The Times. Indicate the correct order by writing the numbers 1, 2 or 3 next to the letters marking the appropriate paragraphs.

Ethnic Argentina: Pasta and Verdi Connection

By EDWARD SCHUMACHER

Special to The New York Times

BUENOS AIRES, Oct. 12 — From the rich pastas to the love for opera, Argentines are a Latin American people uniquely influenced by Italy.

Argentines are often described as Italians who speak Spanish, and they do even that with an Italian accent.

Italian immigrants flocked to Argentina as they flocked to the United States and long ago overtook the Spanish to become the largest ethnic group here.

In the process, they created an Italianate country acutely divergent from — and sometimes arrogant toward — the mixes of Indian, Spanish, Portuguese and African that characterize the rest of Latin America.

Intermarriage confounds any attempt to measure the extent of Italian ancestry among the 28 million Argentines. But in the great growth period from 1869, when Argentines numbered 1.8 million people, to World War II, when they had multiplied to almost 15 million, some 55 percent of immigrants were Italian.

It was no surprise here that 25 prominent Argentines were listed as members of the powerful secret Italian Masonic lodge Propaganda 2, which was uncovered in a scandal in Italy last year.

The lodge's fugitive grand master, Licio Gelli, had a fraudulent Argentine passport when he was captured in Switzerland. He also reportedly was in hiding here for most of the 18 months that police around the world were looking for him on charges of international bank swindling.

During Argentina's war with Britain for the Falkland Islands, the Italian Government, citing the ties of kith and kin, was one of the first to break with the European Common Market's trade boycott of the South American country.

Italian Seeks to Mend Ties

Italy's Foreign Minister, Emilio Colombo, who visited here several weeks after the war's end in June, has been Argentina's broker and adviser in re-establishing relations with the Common Market and the rest of the West.

An Italian diplomat, though finding life familiarly comfortable for him here, stressed that Argentines are still politically and culturally immature compared with his countrymen.

And Roberto Cortés Conde, an economic historian who heads the Di Tella Institute for social research here, cautioned, "It is intellectually dangerous to say there has been a repetition of national characteristics."

But, he added, "the Italians certainly had some influence."

While a large number of the Italians who went to the United States came from Sicily and southern Italy, the bulk of the Italian immigrants to Argentina were from the more industrial and developed north. Although most were peasants, they brought with them a refined identification with the mainstreams of European culture. Opera, for example, is pervasive here. It is not unusual to hear strains of Verdi floating from radios in blue-collar neighborhoods on a peaceful Sunday.

But many of the Italians also brought with them political attitudes that may have contributed to this country's political instability.

A—

"Politics I don't understand," he said recently in his shop, where pictures of Sorrento hang on the wall. "But the style of life here is the same. And here, whatever a person wants to do, he just has to work and he will get it. I like it here."

B—

Italians, meanwhile, have successfully moved into all classes, but they are concentrated in the urban middle as shopkeepers, factory workers, bureaucrats and the like. Farmers and ranchers are mostly descendants of the Spanish, English and Welsh.

C—

Perhaps a typical Italian immigrant is 41-year-old Liberato Pollio, a fishmonger who came from Sorrento, 15 miles southeast of Naples, 25 years ago.

Topic C/Less
STUDENT WORKS

Ethnic Argentina

(Cont.)

After reading the news article on the previous page, list below the examples of Italian influences on Argentina—and the effects of such influences. Use plus (+) or minus (-) symbols to indicate whether you consider the effects to be positive or negative. Do the same in the bottom section regarding the influence of other cultures on the United States.

Italian Cultural Influences on Argentina

Examples	*Effects*	*Plus or Minus*

Foreign Cultural Influences on the United States

Influencing a Nation's Culture

One nation's culture may be influenced by foreign cultures in many ways, just as the migration of Italians influenced Argentina. Fill in the blank parts of this chart.

Cause of Cultural Interaction	*Specific Historical Examples*	*Other Examples*
MIGRATION OF PEOPLES	• Italians to Argentina • Refugees from Southeast Asia to the U.S.	
CONQUEST	• Roman Empire in the ancient world • European imperialism in the 19th century	
TRADE	• Renaissance ideas spread throughout western Europe • Opening of Japan to the West in the 19th century	
COMMUNICATIONS REVOLUTION	Popularity of American movies and television shows in other countries	
OTHER CAUSES OF CULTURAL INTERACTION		

For each of the causes of cultural interaction listed above, indicate how effective you believe each is in influencing people of other cultures. Make your judgments on an approximate scale of 1 to 10, using the following scale:

10 — Most effective
6 — Effective
3 — Somewhat effective
1 — Not effective

Afghan Refugees in Pakistan

Aim

Should a nation welcome the migration of new people into their land?

Instructional Objectives

1. Students will be able to give three reasons for the Pakistani concern that Afghans will remain in Pakistan.

2. They will be able to give three consequences of the Afghans staying in Pakistan.

Motivation

1. Ask students how they feel about the recent influx of Haitians, Cubans and Southeast Asians into the United States.

2. Why do many people oppose the entry of new immigrants into our country today?

3. Is the influx of immigrants good or bad for a country?

4. What questions does this raise? (Elicit aim.)

Lesson Development

Distribute the worksheet, "Afghan Exile." Have students complete the exercises on it, and have them explain their answers to the following questions:

1. Describe in your own words the conditions under which Afghan immigrants to Pakistan have lived since their arrival four years ago.

2. How would you feel about being forced to live in a country outside the United States? What problems would you encounter?

3. Why are the Pakistanis concerned that the Afghans will not leave their country?

4. In what ways could Pakistan benefit from the Afghans living in their country?

5. If you were a Pakistani, how would you react to the Afghans living in your country?

6. Do you think Pakistan should continue to welcome refugees from Afghanistan?

7. Assume that the Afghans will never return to their own country. How will that affect Pakistan? *(You may want students to examine other migrations in history, such as the movement of the Germanic tribes after the fall of Rome; the Mongol migration through Asia and Europe, or the migration of southeastern Europeans to the United States in the past century.)*

8. Some Americans believe we should close the doors to further immigration. What would have been the impact if such a decision had been made a century ago?

Homework Assignment

Skill: Identifying Causes and Effects

Locate three articles from The New York Times that describe the problems of refugees. Some possibilities might include refugees from the conflict in Lebanon or the Iran-Iraq War, or the boat people of Southeast Asia. You can choose articles from current or past issues of The Times. For past issues, consult The New York Times Index and the microfilm edition of The Times.

1. Have students summarize the problems encountered by each group.
2. What problems do they have in common?
3. Compare the reception each group was accorded by the receiving country.

Topic C/Lesson
STUDENT WORKSHE

Afghan Exiles

Every Sunday in its Week in Review section, The New York Times summarizes significant stories of the previous week, for the benefit of readers who may have missed them. The purpose is to convey the essence of the story in shorter form without losing the meaning. Can you summarize the article below? Read it carefully and then write a 100-word summary on the following page, using the brief subheadings in the article as a general guide.

Afghan Exile: Old Dreams, New Roots

By WILLIAM K. STEVENS

Special to The New York Times

ISLAMABAD, Pakistan, Sept. 21 — Each morning on the plains between this capital and the slate-gray walls of the Khyber Pass, in the dry flatness where hundreds of thousands of Afghan refugees live in villages of tents and huts, the children pad off to school, raising cloud puffs of yellow dust.

Afghan tribesmen, in their distinctive pillbox caps (little adobe like buildings and compounds, called kalas, that are of a mixture of mud, dung and straw).

In the mud-walled Jalozai, one of the teeming bazaar at the biggest camp, Barakai, a small city of at least 150,000 people, grocers, cobblers, tailors and other shopkeepers operate just as if they were in any other city or town.

There is an increasing air of permanence in the 300 villages in which the ever-increasing numbers of Afghan refugees have settled since the Soviet Union sent troops into their country nearly three years ago.

Seeds Within a Seed

With no resolution of the Afghanistan issue in sight, concern is starting to grow here that the estimated 2.8 million Afghans in Pakistan may become a people in perpetual displacement, a state within a state. As one Western diplomat said, whose presence may be a potential source of future political instability.

Such concerns are usually voiced quietly and treated gingerly. The Pakistan Government has steadfastly maintained that its Islamic brothers from beyond the Khyber are welcome as long as they need to stay, regardless of the cost, about $1 million a day in subsistence relief.

So far, the Afghans as a whole have expressed nothing but warm appreciation to Pakistan for taking them in. Despite isolated tension between some refugees and some Pakistanis, virtually everyone concerned believes the handling of what is at the moment the world's largest refugee problem has been more successful than it might have been expected.

Virtually everyone expects, or at least is anxious to see the Afghans repatriated, sooner or later. Even so, they live in hope that tomorrow, or yet, they be free. Last day, Gulam Ahmed, Afghan state administrator of the refugees, his grandfather, as indicated Afghans, in fact, settled in a small tent, towards crowded around him, at Katachaghari, the oldest refugee camp, just west of Peshawar.

A Dream in Ashes

But Western diplomats say that, as time goes, the attitudes toward, are reported, a change in attitude. For the first time, the diplomats say, some Pakistanis are privately expressing concern that the Afghan refugees problem will become a permanent feature in their country.

That would be no small matter. According to these Pakistanis, because the Afghans are a small, highly skilled, of martial prowess, heavily armed, in Pakistan's poorest, most remote, to its lands, among the Pathan tribes, and the Afghans, in turn, are recognized with.

In addition, it is widely but tacitly recognized that the Pathan tribesmen are crucial to the security of the Pakistan, not consider themselves, traditionally in Pakistan, Pro-Iran, that has always been their homeland. "We Western diplomat said. "They don't recognize the border."

For the last years, Pathan tribesmen have been migrating back and forth across what is now the Afghan-Pakistan border, according to Ambassador Abdullah Khan, the Pakistan official dealing with Afghan Refugees in the northwestern frontier province.

200 Trails at the Frontier

Speaking to reporters on a tour of some camps sponsored by the United Nations High Commissioner for Refugees, he said the Pathans came and went over 200 trails, and it was impossible for Pakistan to control the movements.

The Pathans have historically considered the territory straddling the border to be their own country, and they have a name for it: Pashtoonistan. The name is derived from the Pashto language that the Pathans speak.

If the three camps visited are representative, like Jalozai, the refugees seem to have settled down for the long haul. At Barakai, which is said to be the world's largest refugee camp, commerce, education and family life flourish.

Most families still live in the tents provided for them by a variety of international relief agencies, mostly several, foot high mud walls erected to maintain the privacy and traditional Moslem seclusion.

Tents Give Way to Mud Huts

Kalas like are beginning to replace the tents. Sometimes, the Pathans's pattern is a crowded, narrow Afghan-lined with grocery, [illegible] and other stores.

In the bazaar, a 22-year-old man named Gulam, said, International agencies provided him, his wife, and his mother with the basic necessities.

Each ration gets 50 rupees, or $6, in cash, 50 pounds of wheat, rice, sugar, wheat, [illegible], milk, sugar, tea, [illegible] provide 1,800 calories a day. The Pakistan Commissioner, the United Nations High Commissioner for Refugees and the World Food Program provide most of the assistance.

There have been some complaints that, because of logistical problems, money and food do not always arrive at the right place at the right time. Pakistan has appealed for help in bolstering its relief efforts to meet the situation.

In addition, all the relief agencies [illegible] a worldwide lack of interest in the Afghans may lead to a drop in aid.

But Gulam does not complain. Like some other refugees, he is not sitting still. Some have part-time jobs. Some make carpets and sell them. In the past, some have sold relief supplies, but this is said to have lessened.

Afghan Exiles: Writing a Summary

By _____

230 Trails at the Frontier

State Within a State

Tents Give Way to Mud Huts

A Change in Attitude

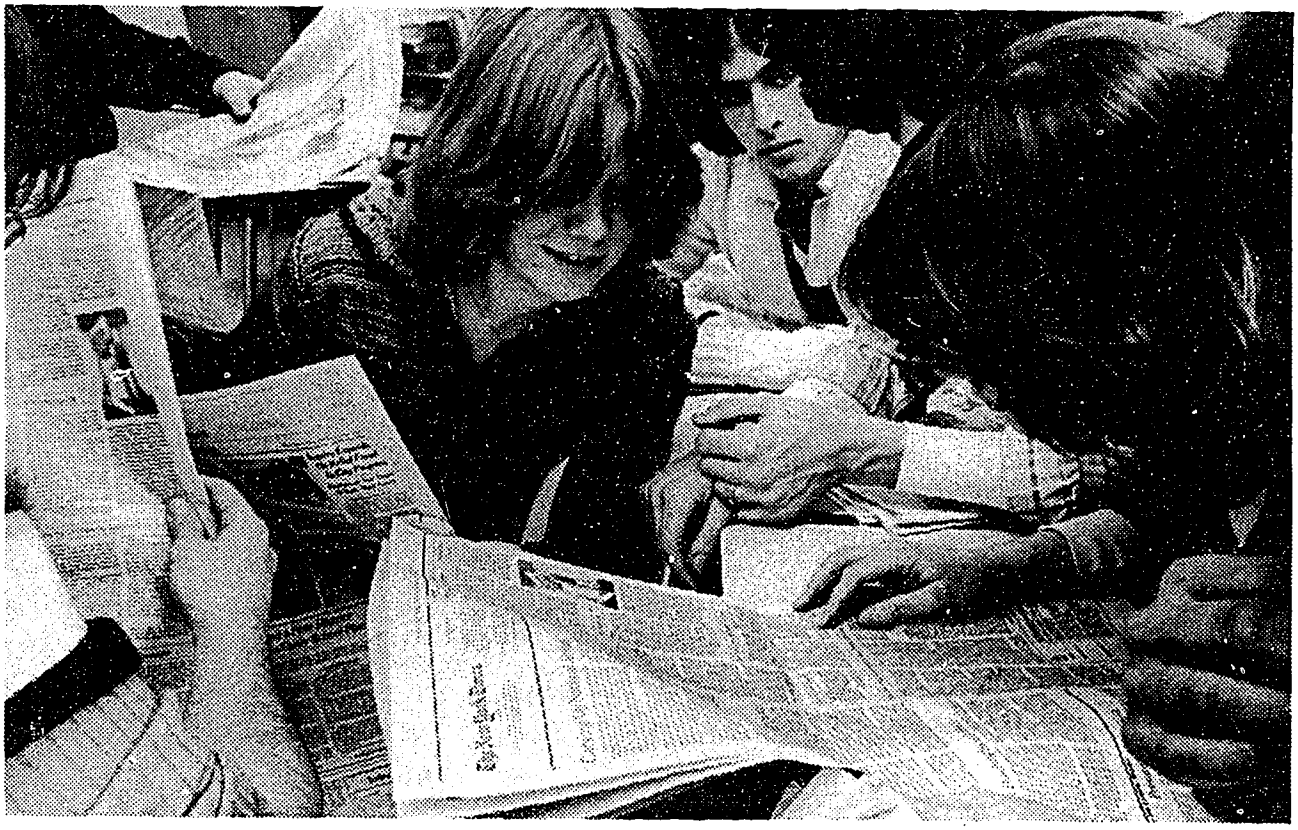
TOPIC D

The Globalization of Culture Through Technology

The advancement of scientific knowledge, particularly in the fields of transportation and communication, has, in some ways, transformed the planet earth into a global village. Modern technological developments — such as printing presses, telephones, motion picture machines, telexes, cables, airplanes, pipelines, word processors, tape recorders and communication satellites — have revolutionized the flow of news and information throughout the world.

For many foreigners, their most vivid impression of this country comes from American movies and television programs shown in their countries. In the past decade, advanced media technology has projected into our living rooms with unprecedented suddenness images of the war in Vietnam, the terrorists' attack in Munich and an assassination attempt on the life of a pope.

The capacity to disseminate information rapidly to countries all over the world has greatly increased the opportunity for cultural diffusion. American film companies, for example, have over 700 foreign offices, and some of America's leading publications (such as the Reader's Digest) are printed in almost every language and distributed to millions of readers throughout the world.



The Communications Revolution

Aim

Has the communications revolution improved understanding among people?

Instructional Objectives

1. Students will be able to give two reasons for approving the plan for Radio Marti.
2. They will be able to give two reasons for opposing the plan for Radio Marti.

Motivation

Write these words on the board: television, radio, telephone, movies, telegraph, tape recorders. Then ask students the following questions:

1. What do these inventions have in common?
2. How have these inventions changed the world?
3. How have these inventions influenced our understanding of other peoples and other cultures?
4. Have these inventions created problems between nations? What question does this raise? (Elicit aim.)

Lesson Development

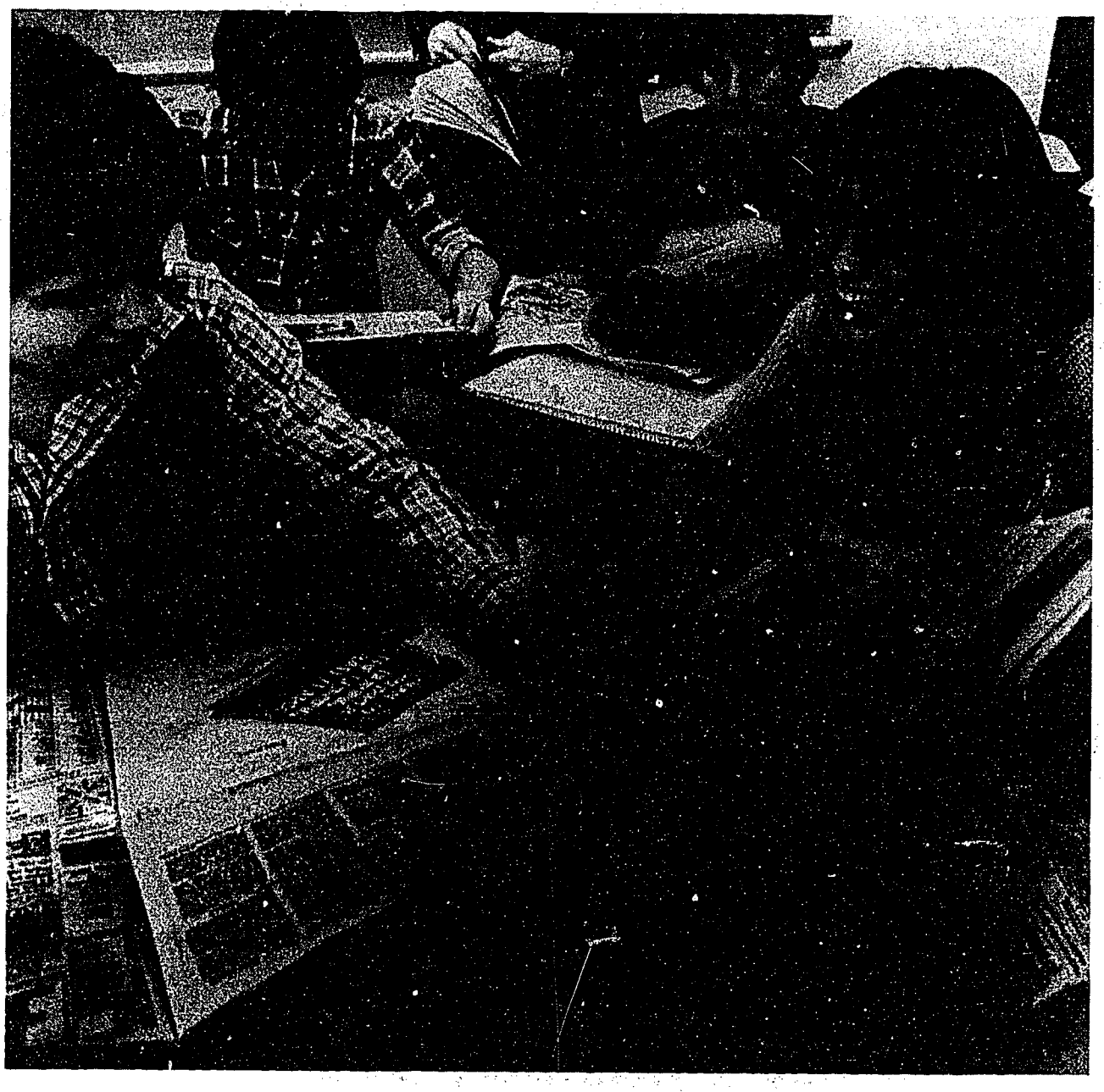
- Distribute worksheet "Radio Marti" and have students complete the exercise on it. Then have students explain their answers to the following questions:

1. What is Radio Marti?
2. Do you support the idea? Why? Why not?
3. What are the major arguments in favor of the plan?
4. What are the major arguments against the plan?

- Distribute the "Senate" worksheet and have students complete the exercise on it. Then have students present their arguments to the class. Students should explain their answers to the following questions:

1. Which are the strongest arguments presented here? Which are the weakest arguments? Explain.
2. How would Castro explain his opposition to Radio Marti?
3. Do you think Radio Marti will lead to better understanding between Americans and Cubans?
4. Is Radio Marti a wise use of communications technology? Explain.

- Have students research Cuba today. Then have them describe what they think the first Radio Marti broadcast will be like. Divide the class into groups of five and ask each group to compose a script for the first Radio Marti broadcast.



● Ask students: Suppose Castro tried to establish Radio (Abraham) Lincoln. What would that first broadcast be like?

Homework Assignment

SKILLS: Analysis and synthesis

Locate three articles from The New York Times concerning some aspect of life in America. Rewrite each article so that it would be suitable for transmission over Radio Marti. Then compare each article with its rewritten version and explain:

1. How do the two versions differ.
2. Is there a difference between propaganda and an outright lie?
3. How can you tell the difference between an entirely factual story and propaganda?

Radio Marti

Read the news article below and, on the following page, list the arguments for and against the Radio Marti bill. Place a plus symbol (+) next to those arguments that are supported by reasons, and a minus symbol (-) next to those arguments *not* supported by reasons.

Senate Panel Approves Plan for Radio Martí

WASHINGTON, Sept. 9 (AP) — President Reagan's plan to set up a radio station to broadcast to Cuba was approved today by the Senate Foreign Relations Committee.

The committee vote was 11 to 5. Senators John Glenn, Democrat of Ohio, and Paul S. Sarbanes, Democrat of Maryland, joined nine Republicans in supporting the measure. Five Democrats opposed it. It had already passed the House by a vote of 250 to 134.

The bill calls for the establishment of a station to be known as Radio Martí, after the Cuban national hero José Martí, to broadcast to Cuba at a cost of $7 million a year. The Administration says it is needed because the Cuban people do not get an accurate picture of their own Government's activities.

The committee also unanimously approved Mr. Reagan's $350 million program for emergency aid to Caribbean and Central American countries. The measure is awaiting consideration in the House.

The committee's action on the aid plan constitutes authorization of the foreign aid portion of a two-part package proposed by the Administration. The second part, containing tax and trade benefits for countries in the region, is stalled in the House Ways and Means and Senate Finance committees. Money for the program was contained in a $14.2 billion emergency appropriation bill vetoed by the President. Another appropriation bill will have to be passed by Congress before any money can be spent on the aid program.

Many American broadcasters oppose the Radio Martí bill because they say such a station would prompt Cuba to interfere with broadcasts by commercial stations in the United States.

For four hours on Aug. 31, Cuba jammed at least five United States frequencies as distant as Des Moines, with a mixture of music and propaganda. Fidel Castro, the Cuban leader, had said that he planned broadcasts to the United States to retaliate for Radio Martí.

The bill approved by the committee contains an Administration amendment, not in the House bill, requiring the Commerce Department to consider the jamming abilities of Cuban stations in selecting a frequency for Radio Martí.

Kenneth N. Salomon, a Washington lawyer representing a victim of the Aug. 31 jamming, radio station WHO in Des Moines, told the committee that this amendment made the station "more confident than we were" that it would escape Cuban interference.

WHO, for which Ronald Reagan worked as a young broadcaster, has opposed the bill. WHO broadcasts throughout the Midwest on 1040 kilohertz, the frequency initially proposed for Radio Martí.

An amendment by Senator Claiborne Pell, Democrat of Rhode Island, to have the broadcasts carried on an existing Voice of America station was defeated 11 to 5, with Mr. Glenn and Mr. Sarbanes voting with the Republicans.

An amendment by Senator Paul E. Tsongas, Democrat of Massachusetts, to compensate United States commercial stations up to $150 million a year for damage from jamming was rejected on a 9 to 7 party line vote.

The committee adopted an amendment by Mr. Pell striking out a House-approved provision barring the station from drawing on funds of other agencies. Senator Jesse Helms, Republican of North Carolina, the chief backer of the program, voted against the amendment after expressing concern that it might affect Defense Department support for the broadcasts.

Senator Christopher J. Dodd, Democrat of Connecticut, an outspoken opponent of the proposed station, argued, "It will add little, I believe, to the information Cubans already receive." He said it would strengthen Mr. Castro by enabling him to portray the United States as "beating up" a smaller neighbor.

Senator Charles H. Percy, Republican of Illinois, the committee chairman, argued for the station but said the committee would monitor it closely to see that it did not carry "cold war, provocative, vituperative" broadcasting.

Topic D/Lesson
STUDENT WORKSHEET

Radio Marti: Pro and Con

List arguments in favor of the plan for Radio Marti:	Plus or Minus

List arguments against the plan for Radio Marti	Plus or Minus

U.S. Senate

Assume you are a member of the United States Senate and preparing to make a speech explaining your vote on Radio Marti.

I plan to vote _____ on the bill to establish Radio Marti.

For one reason, _____

_____

_____

_____

_____

A second reason for my vote is _____

_____

_____

_____

_____

A third reason for my vote is _____

_____

_____

_____

_____

Finally, I believe _____

_____

_____

_____

_____

TOPIC E

Environmental Interdependence

The nations and peoples of the world have become linked in many ways —through technology, trade, international organizations, etc. Perhaps most importantly, all inhabitants on earth are linked by a planetary ecosystem, as observed 100 years ago by the environmentalist John Muir: "When we try to pick out anything by itself, we find it hitched to everything else in the universe."

Astronaut Frank Borman had a unique perspective on environmental interdependence when he reported: "We are one hunk of ground, water, air, clouds, floating around in space. From out here it really is one world."

Environmental interdependence is an issue which affects the very survival of the planet. It affects the purity of air and water, the survival of fish and wildlife, and the supply of precious limited natural resources. Problems arising from acid rain, radioactivity, oil spills and depletion of the ozone layer do not respect national boundaries. The issue of nuclear power and nuclear arms has been particularly controversial, raising questions of safety, waste, proliferation and global annihilation.

The Nuclear Protest Movement

Aim

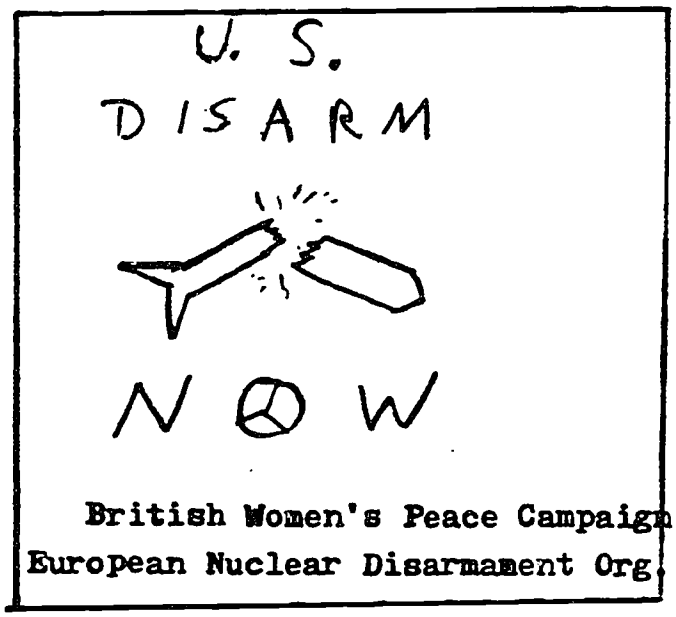
Is worldwide protest the most effective way to stop the nuclear arms race?

Instructional Objectives

1. Students will be able to give two examples of the global nature of nuclear protest.
2. They will be able to explain three reasons behind the protest.

Motivation

Present the poster below to your students and ask them the questions under it:



1. What do you see here?
2. How can you explain such a poster being carried by people from a country allied to the United States?
3. What is your opinion of such a protest movement?
4. Do you think this type of protest is effective?
5. What questions does this raise? (Elicit aim.)

Lesson Development

- Distribute worksheet, "Nuclear Protests," to the class and have students follow the instructions on it. Indicate to students that the actual headline in The Times on the Op-Ed article was "For Peace, and Lonely." Ask them to identify three major ideas which support this headline. Also, have students explain their answers to the following questions:

1. What does this article tell us about those people who are protesting against the nuclear arms race and calling for a nuclear freeze?

2. Why have these protests assumed a global scope?

3. Is it justified for foreigners to protest against American policy?

4. Why does the author claim that, despite so many protesters, he felt lonely?

5. According to the story, what steps have protesters taken to stop the arms race? Would you want to join them?

●

● Distribute the worksheet, "Protest Strategy," and give students these directions:

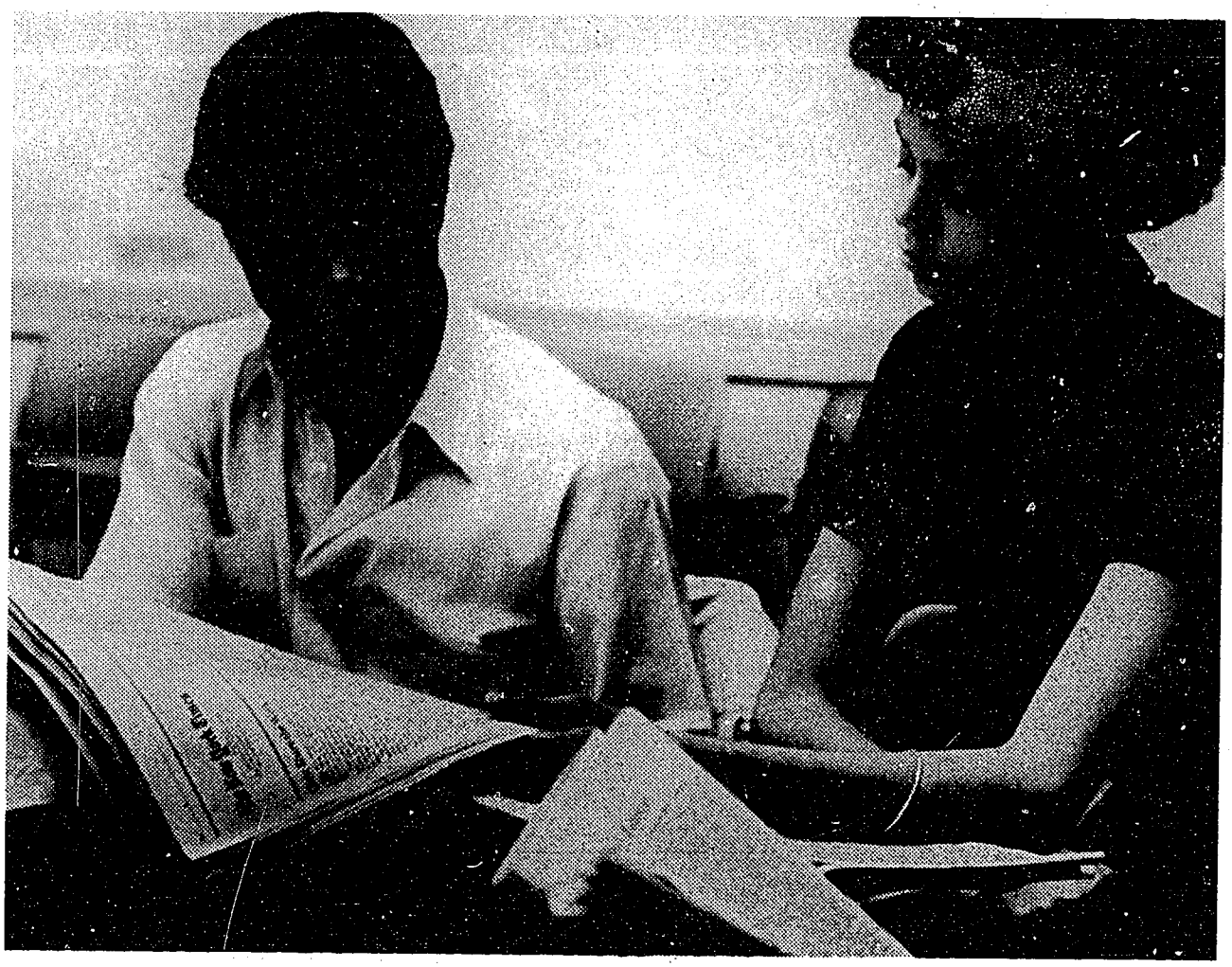
1. Assume you are one of the leaders of the nuclear protest movement and you are conducting a meeting with a number of your key aides. The aim of this meeting is to determine the most effective global strategy for stopping the nuclear arms race.

2. Complete the form on the worksheet, which deals with various forms of protest against the nuclear arms race. Then ask students the following questions:

(a) Which of these forms of protest do you think would be most effective?

(b) How would you respond to such protests if you were President Reagan? If you were Soviet Premier Yuri Andropov?

(c) Is a global protest more effective than a national protest? Should the leader of a nation be more concerned about international opinion than national opinion?



Nuclear Protest

1. After reading the article below, write an appropriate one-line headline in the space provided at the top of the article. The original headline in The Times occupied a space of about 20 letters.

2. Underline three sentences in the article that represent three ideas which support the headline you suggested.

By Yorick Blumenfeld

Taking part in mass demonstrations to reduce the threat of nuclear war does not necessarily mean being part of a mass movement. Indeed, I have discovered it can mean the beginning of an increasingly solitary walk.

Two years ago, when I started to attend meetings in England of the Campaign for Nuclear Disarmament, I was swept away by the enthusiasm, the certainty that "giving peace a chance" was right — for me. I had no qualms about opposing the spread of nuclear weapons. With some 7,000 American nukes based in Europe, the introduction of more warheads on Cruise missiles and Pershing 2's seemed outrageous overkill.

I wrote articles about the problem, demonstrated, did whatever I could to propagandize the growing movement. But my protective umbrella of good feelings began to leak. The Campaign for Nuclear Disarmament and the European Nuclear Disarmament organization turned increasingly partisan (that is, Labor Party-oriented), progressively more anti-American.

True, the Reagan-Weinberger-Haig trio orchestrated European reaction with their particularly confusing pronouncements about a nuclear war limited to the European theater. More than any European agitators, this team fueled protesters' ranks and anti-American sentiment. But I did not wish to be involved in an anti-American crusade. I was committed to preserving life on earth.

I found myself distanced from friends in the Campaign for Nuclear Disarmament for other, practical reasons as well. They were pushing not only for an embargo on the Cruises, Pershings and Tridents submarines, but also they wished to banish all nuclear weapons from British soil. Beyond this goal, there was no consensus approach to military security. Their view was so myopic that they not only advocated unilateral nuclear disarmament but proposed reducing Britain's conventional forces.

The patriotic fervor aroused by the Falklands victory illustrated the dead-ness of their position. Even Michael Foot, the opposition leader, supported the war. I felt that the consistency of their defense policy — if ever carried out — would prove perpetually destabilizing. Our differences were crystallized by my belief that the Kremlin is not by a small clique of secretive, narrow-minded, senile ideologues, and the protest movement, leading, belied that the Soviet leadership hardly matters.

At the huge Amsterdam rally in November, I still sympathized with the crowd, motivated not by Cold War a desire to survive. The disciplined demonstration was sponsored principally by Dutch Protestant church groups, and its pronouncements were clear: no Cruise missiles, no SS-20's, a nuclear-free Europe.

I realized however, that even hundred-mile walk was just disappearing in Europe. All West Berlin demonstrations in June, I was depressed by the bitter anti-American, anti-Reagan placards. The great majority, clearly in their sympathies was those I made from the walk were that Washington would make their slogans, but Moscow would not.

In New York for that extraordinary June rally, I again felt a great surge of expectation. But aside from general opposition to nuclear warfare, what was the political will of this giant get-together? The more than 30 different organizing groups were badly split between those who felt the rally should concentrate on the nuclear-weapons issue and others who believed that the nuclear threat should be seen within the wider setting of mass unemployment, intervention in El Salvador, economic exploitation of the third world, etc. Few marchers had any notion of these ideological differences.

Inevitably, some hard choices will have to be made in America, and polarization of the movement seems inescapable. Some targets, such as Ground Zero, even [illegible] possible to support, any [illegible] seals under consideration. Others will object that the calls for "mutual, balanced and verifiable reductions of nuclear forces," as advocated by freeze proponents, will take far too long to negotiate. There will be calls for unilateral steps and partisan campaigns by Democrats and Republicans. As choices are narrowed step by step, I fear I may ultimately find once again that I am walking alone.

Perhaps there have been enough mass demonstrations. What is needed is for the adherents of such differing and proliferating groups as Physicians for Social Responsibility and Clergy and Laity Concerned to develop a basic consensus. Overriding goals and priorities must be set for the movement. And individuals of the stature of George F. Kennan, former Ambassador to the Soviet Union, or Adm. Noel Gayler, former commander of America's Pacific forces, must impart that urgency and sense of direction that will mobilize popular enthusiasm. For ultimately, the survival of our species precludes the luxury of each of us walking our solitary path of protest.

Yorick Blumenfeld is author of the forthcoming book "Jenny: Diary of a Survivor," fiction set in World War III.

Topic E/Lesson 1
STUDENT WORKSHEET

Protest Strategy

Fill out the worksheet below, listing several possible types of protest against the nuclear arms race, as well as the possible long-term and short-term results of each type. In addition, give your evaluation of each form of protest, using the following symbols:

VE—Very effective; **E**—Effective; **LE**—Of little effect; **NE**—Not effective

FORM OF PROTEST _____ Evaluation_____

Long-term results:

Short-term results:

FORM OF PROTEST _____ Evaluation_____

Long-term results:

Short-term results:

FORM OF PROTEST _____ Evaluation_____

Long-term results:

Short-term results:

FORM OF PROTEST _____ Evaluation_____

Long-term results:

Short-term results:

Homework Assignment: Environmental Interdependence

Topic E/Lesson
STUDENT WORKSH

SKILLS: (1) Identifying causes and effects and (2) Identifying relevant topics.

Have students locate and clip two articles from the Science Times section (Tuesdays) that refer to environmental problems, and have them complete the outline below:

PROBLEM IN FIRST ARTICLE _____

_____

1. Nations affected by problem:

2. Proposed solution:

3. Effects of solution:

PROBLEM IN SECOND ARTICLE _____

_____

1. Nations affected by problem:

2. Proposed solution:

3. Effects of solution:

Acid Rain Pollution

Aim

Is a nation responsible for protecting the environment of its neighbors?

Instructional Objectives

1. Students will be able to list three effects of acid rain on the Canadian environment.

2. They will be able to describe two courses of action which Canadians can take to get the United States to prevent acid rain from falling in Canada.

Motivation

You are a judge in a small claims court. Jane Doe has come to court asking to collect $300 in damages from her neighbor, John Smith. Ms. Doe and Mr. Smith own adjoining homes. For many years Ms. Doe has been growing vegetables in her backyard which she sells in a local market. When Mr. Smith barbecues, the wind sometimes blows lit ashes into Ms. Doe's backyard, destroying parts of her crops. Mr. Smith claims that such incidents are acts of nature over which he has no control. Therefore he claims he bears no responsibility for whatever damages result.

1. As the judge in this case, in whose favor would you rule?

2. Does an individual have the responsibility to protect the environment of a neighbor?

3. Does the same responsibility hold true for nations as well?

4. What questions does this raise? (Elicit aim.)

Lesson Development

Distribute worksheet, "Acid Rain." Have students complete the exercise on it, and ask them to explain their answers to the following questions:

1. Why are Canadians, such as Sheila Hatch, so concerned with the issue of acid rain?

2. Which of the effects of acid rain do you consider most serious? Why?

3. If you were Prime Minister of Canada, how would you go about getting the United States to do something about the issue of acid rain? (Use worksheet, "Doing Something About Acid Rain")

4. Assume that, as Prime Minister, you decide to place advertisements in American newspapers to convince Americans to do something about the problem of acid rain. What would you want the advertisement to say? (Use worksheet, "Ad on Acid Rain")

5. How do you think the President of the United States should respond to Canadian requests to do something to halt acid rain?

6. If correcting the acid rain problem would seriously harm American industry, should the President ignore Canadian requests to do something about the problem?