

# Teaching the Global Perspective in American National Government— A Selected Resource Guide

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Vast changes have occurred in recent years in the international/global circumstances that affect American national government. A communications revolution has brought American public opinion into intimate contact with events around the world, making such topics as human rights in South Africa and China or environmental protection in Brazil issues of increasing concern to the American people and their government. An international economy has developed. Heads of governments of the major trading states meet regularly to consult and coordinate their economic policies. Central banks of these countries work in concert to stabilize the value of the United States dollar on world currency markets. The Persian Gulf War, undertaken by a considerable coalition, has strengthened the role of the United Nations, enhancing but also constraining American foreign policy.

Despite the substantial impact of these developments on American government and politics, and despite a growing recognition that the undergraduate curriculum must be “internationalized,” relatively little has been done to infuse a global perspective in one place where political science teachers can reach large numbers of students—the introductory American national government course. Courses in international relations or international economics cannot provide adequately for such an orientation because too few students take them. The mass of college students must be reached where they are—in the introductory courses that they take in large numbers. These courses include such subjects as economics, English, history, mathematics, psychology, sociology—and political science.

By “global perspective” is meant not simply the foreign policy aspects of United States government and politics, but rather the *interdepen-*

*dence* that has developed between the United States and the rest of the world. This interdependence encompasses both government-to-government relations and transnational, people-to-people relations. The “global perspective” also does not mean the *comparative* approach, which compares the American political system with that of the United

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Kingdom, France, or other countries. The comparative approach is a welcome antidote to a prevalent provincialism and ethnocentrism, but it does not deal with the *interdependence* that has grown up between the United States and other countries.

Following are suggested materials and sources of information that can be used to bring a global perspective to the American national government course, which is widely taken by American college students as their first (and often only) political science course. Addresses, telephone and fax

numbers of the sources cited are listed at the end.

## American Forum for Global Education

Formed by a merger of Global Perspectives in Education and the National Council on Foreign Languages and International Studies, the American Forum comes closest to being a national headquarters for information on global perspectives in education. Its newsletter *Access* is the best single source of continuing information on global/international education. Each issue carries a resources section with listings of curriculum materials, periodical articles, reports, papers, catalogs, and videos. A special listing of international development materials is included from the National Clearinghouse on Development Education, a program of the American Forum. In addition, *Access* contains feature articles, for example (from the May 1991 issue): “How Should Universities Organize Themselves to Deal with International Responsibilities,” by Allan W. Ostar, and “An 80’s Experience, A 90’s Agenda: Collegiate International Education,” by Walter T. Brown and Clifford E. Peterson.

Other publications of the American Forum include such works as *Promising Practices in Global Education: A Handbook with Case Studies* (1986), edited by Robert Freeman, and *Group Portrait: Internationalizing the Disciplines* (1990), edited by Sven Groennings and David S. Wiley. In the latter publication, political science is examined by eight scholars; especially pertinent is the essay by Harold K. Jacobson on “The International Component of Political Science Curricula.”<sup>1</sup> The American Forum also sponsors annually a national conference where issues of interest to all segments of

the global education community are discussed.

### *American Politics in a Changing World* (textbook)

Most textbooks for the introductory American national government course limit the international factor to a discussion of the role of the presidency in conducting foreign relations and to a chapter on foreign policy. Some textbooks explicitly acknowledge the interdependence of the United States with the rest of the world, but that material typically is confined to the chapter on foreign policy, which is usually located near or at the end of the book, which many teachers and students may never reach (or which may be covered only cursorily near the end of the semester). A notable exception is *American Politics in a Changing World* (Flammang 1990). This textbook systematically attempts in virtually every chapter to relate the American political system to global circumstances that impinge upon it. The book features six issues that students might follow during the course: global culture, human rights, ecology, communications, defense, and economy.<sup>2</sup>

### C-SPAN in the Classroom

C-SPAN, the television network set up to cover the Congress, has continually broadened its coverage of issues before the United States government. Some of the topics aired relate readily to a global perspective. The Public Affairs Video Archives at Purdue University maintains an indexed video collection of C-SPAN broadcasts. It also plans to offer an electronic bulletin board that would permit instructors using a modem to scan program listings by category. One of these categories is Foreign Affairs and Defense. C-SPAN has also expanded its international coverage; it regularly broadcasts the British House of Commons Question Period. Educators may become members of C-SPAN in the Classroom upon request and receive (free of charge) the *Newsletter for Professors*.

### Center for Teaching International Relations

Although elementary and secondary schools are the primary focus of the Center's work, some of its materials could be used in college courses. Its publications include such titles as "Teaching Global Awareness with Simulations and Games" (revised 1990) and "Global Issues: Activities and Resources for the High School Teacher" (1987). Among issues in the latter publication are human rights and the environment.

### Global Learning

The study of local-international links provides one way to introduce students to the concept of interdependence. An extensive study of New Jersey's international connections has been done under auspices of the Global Learning organization. Supported by the New Jersey Department of Higher Education, some 29 modules were produced (1986-89) for the "New Jersey and the World" project. The studies cover business, national security, ethnic groups, immigrant students, cultural diversity, and many other aspects of New Jersey's relations with the non-United States world. Global Learning has also produced a resource book, "A Sustainable Development Curriculum Framework for World History and Cultures" (1991). Although prepared for secondary social studies teachers, it contains information that might be useful in college courses.

### International Studies Association

ISA is a multidisciplinary association, many of whose members come from political science. In addition to a scholarly journal and a newsletter, it publishes occasional teaching, curriculum, and research notes in its periodical, *International Studies Notes*. Special issues of *Notes* have dealt with "Internationalizing the Curriculum" (Winter 1989) and "The Human Dimensions of Global Environmental Change" (Winter 1991). Some of the resources reported in *Notes* could be adapted for use in the American national government course.

### Mershon Center

Through his pioneering "Columbus in the World" project of the 1970s, Chadwick Alger of the Mershon Center demonstrated the important connections between a local community and the world beyond the borders of the United States. Following the Columbus model, students in an introductory class could be assigned to research various aspects of the "international relations" of their community: international trade, foreign investment, ethnic groups, international travel, international students, United States foreign aid, international visitors, the arts, religious groups, the military, etc. A set of exercises for class use is given in *You and Your Community in the World*, edited by Alger and David Hoovler (Alger 1978). A bibliography of background resources and curriculum materials for "in the world" projects is available from Robert Woyach at the Mershon Center.

### Social Studies School Service

The Global Education Catalog produced annually by this organization brings together books, simulations, videocassettes, sound filmstrips, maps, posters, laserdiscs, computer software, and reproducible masters. All of the entries, compiled from many sources, have some bearing on global/international subjects; many would apply to the introductory American government course.

### United Nations Association of the United States of America

Several publications of UNA/USA are suitable for introducing a global perspective into the American national government course. *Fact Sheets* are distributed on such topics as "The United Nations and the Global Environment," "Financing the U.N." and "The United Nations at a Glance." Publications in its *Multilateral Studies* (renamed *Global Policy Project*) include "Uniting Nations for the Earth" (about preparations for the 1992 U.N. Conference on Environment and Development) and "Breaking the Drug Chain: Options for International Policy on Narcotic Drugs." Its *Occa-*

*sional Papers* series includes Peter B. Kenen's "Washington and the World: Organizing Economic Cooperation," which offers a framework for a United States policy response to the increasingly interdependent world economy. UNA/USA also offers extensive information on conducting model United Nations programs.

## Sources Cited

American Forum for Global Education, 45 John Street, Suite 1200, New York, NY 10038. Phone: (212) 732-8606. Fax: (212) 791-4132.

C-SPAN in the Classroom, 400 North Capitol Street, N.W., Suite 650, Washington, DC 20001. Phone: (800) 523-7586 or (202) 737-3220. Fax: (202) 737-3323.

Center for Teaching International Relations, University of Denver, Denver, CO 80280. Phone: (303) 871-2164. Fax: (303) 871-4000.

Global Learning, 1018 Stuyvesant Avenue, Union, NJ 07083. Phone: (908) 964-1114. Fax: (908) 964-6335.

International Studies Association, 216 Herald R. Clark Building, Brigham Young Uni-

versity, Provo, UT 84602. Phone: (801) 378-5459. Fax: (801) 378-7075. Copies of *International Studies Notes* are available from the Editor, Dr. Llewellyn Howell, Department of International Studies, American Graduate School of International Management, Glendale, AZ 85306. Mershon Center, Ohio State University, Columbus, OH 43209. Phone: (614) 292-1681. Fax: (614) 292-2407.

Social Studies School Service, 10200 Jefferson Boulevard, P.O. Box 802, Culver City, CA 90232. Phone: (800) 421-4246 or (213) 839-2436. Fax: (213) 839-2249.

United Nations Association of the United States of America, 485 Fifth Avenue, New York, NY 10017. Phone: (212) 697-3232. Fax: (212) 682-9185.

## Notes

1. Of the eight essays, five dealing with comparative politics were previously published in *PS*, Vol. 17, No. 3 (1984), pp. 545-63; four dealing with the teaching of international relations appeared in *News for Teachers of Political Science*, No. 40 (1984), pp. 10-23.

2. See also Basil Karp, "Teaching the International Dimension of American National Government," *The Political Science Teacher*, Vol. 14, No. 1 (1989), pp. 16-17.

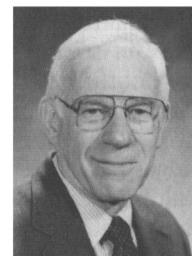
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- Alger, Chadwick F., and David G. Hoovler. 1978. *You and Your Community in the World*. Field test edition. Columbus, OH: Consortium for International Studies Education, Ohio State University.
- Flammang, Janet A. et al. 1990. *American Politics in a Changing World*. Pacific Grove, CA: Brooks/Cole.

## About the Author

### Basil Karp

Basil Karp recently retired as associate professor of political science at Pennsylvania State University. He has published articles on enriching the undergraduate curriculum with a global perspective.



# Political Corruption: Making It the "Significant Other" in Political Studies

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## Corruption! Scandal!

Few other words catch the reader's eye or the listener's ear as do those words—though if the word "sex" is added, the catch rate probably doubles or triples. Yet despite the prevalence of real and presumed corruption and scandal, political scientists have not placed a high priority on the systematic analysis of these topics or their injection into standard textbooks and courses on American or foreign governments and politics. That seems unfortunate, for if students of politics are to achieve a more accurate understanding of "who gets what, when, how," to use Harold Lasswell's definition of politics, they need to have an appreciation of the causes and consequences of scandal and corruption as well as

of the formal institutions and processes of government and politics.

## The Pervasiveness of Scandal and Corruption

As a subfield in political science, "scandology" may be quite new, but political corruption and scandal have a long and rich heritage. History is full of individuals who have used their political power to their own advantage in flagrant disregard of society's laws or norms. In ancient times, King David used his position to bring Bathsheba to his bedroom to commit adultery and then, to have her permanently, he commanded that her husband be placed in a battlefield position where he would most likely

be killed. Benjamin Franklin wrote from England in 1775 about "the extreme corruption prevalent among all orders of men in this rotten old state" (Peck 1979, 35), and political corruption was a familiar phenomenon in the United States well before Watergate. The more recent cases of the "Recruit" scandal in Japan, the awesome rip-offs of society by the Marcoses in the Philippines and Mobuto in Zaire, and the sinking of the Greenpeace ship, the *Rainbow Warrior*, by French operatives are illustrative of the scope of contemporary national and international political scandals.

Along with the "lesser" cases of corrupt state legislators in Arizona and in South Carolina, this highly selective list of local, national, and