

Meeting the Challenges of
Teaching in an Era of
Terrorism

Edith W. King

College of Education
University of Denver



Table of Contents

Chapter 1: Teaching in an Era of Terrorism	1
The World Now Comes to Us	2
The Purpose and Focus of This Book	3
A Worldwide View	4
A Sociological Perspective	4
A Focus on Younger Children	4
Rising Pressures on Family Life	5
Organization of the Chapters	6
In Times of Terrorism the Writings of Two Preeminent Women Social Thinkers	
Envisioned the Culture of Worldwide Peace	8
Elise Boulding	8
Envisioning a Peaceful World	9
Margaret Mead	11
Terrorism Has Not Abated Since 9/11	12
My Visit to View Ground Zero	13
Educators Recall Their 9/11 Experiences and Its Aftermath	14
An Administrator’s Experience After 9/11	15
Another Viewpoint on the Meaning of 9/11	16
Teaching and Talking About Terrorism and War Since 9/11	17
Why the World Becomes the Context for All Teaching	19
References	20
Recommended Web Sites	21
Chapter 2: The Terrorist Era Collides with Ethnicity and Self-Identity	23
Defining Terrorism	23
Defining Ethnicity	24
Some Important Issues that Sociologists Have Addressed About Ethnicity	26
The Social Construction of Ethnicity	26
Interrelationship of Ethnic Affiliations with Gender and Social Class Issues	27
Interrelationship of Diversity, Democracy, Globalization, and Discrimination Issues	28
After the Terrorist Attacks: Accounts of the Impact on Ethnic Identity and Teaching	28
Parents Influence Their African American Child	29
Effects of a Jamaican Childhood	30
The Experience of a Cosmopolitan Childhood	31
The Stigma of a Mother’s Divorce Blights the Child’s “Anglo Privilege”	32
This New Era of Worldwide Terrorism Affects All Teaching	34
How Ethnic Labels are Changing in an Era of Terrorism	35

The Story of a “Marginal Person”	37
The Status of Ethnicity in an Era of Terrorism	39
References	40
Chapter 3: Terrorism Intensifies Inequality for Children the World Over.	43
Terrorism Has Brought New Meanings to Social Class in Childhood	43
Inequality Created by Social Class Affiliations	45
The Potent Forces of Social Class	45
American Children and Families Under United States Law	47
Children in Immigrant Families and Inequality	48
Children and Social Class Inequality in Britain	48
Universal Human Rights and Child Rights	49
Social Class Inequalities: Some Worldwide Examples	52
Exploitive Child Labor	53
Trafficking in Young Boys for Camel Jockeying	53
Street Children in Brazil	54
Children in a Bangalore Slum	55
Children in Homeless Conditions: The United States and Abroad	56
The United States	56
Famine and AIDS Orphan African Children, Rendering Them Homeless	59
Children and Warfare	61
Landmines – Particularly Devastating Situations for Children Worldwide	61
Children and the Dangers of Toxic Environments	63
Social Inequality Begins in Childhood	64
Strategies for Teaching About Inequality in Childhood	64
How UNICEF Aided Children After the Tsunami Disaster of December, 2004	66
References	69
Chapter 4: A Feminist View on Teaching in an Era of Terrorism	73
Contemporary Feminism and Its Importance for Teaching	74
How Gender Stereotypes and Biases are Perpetuated: A Classroom Scenario	76
Gender Expectations Influence Childrens’ Behavior	76
A Cross-Cultural Example: Young Children and Gender Issues in the	
Multicultural Nation of Singapore	78
More International Documentation of Early Gender Bias	79
Strategies to Improve Gender Equity in the Elementary School	80
Gender Bias in Written Language	81
The Situation of Child Mutilation: Revealing Female Genital Mutilation in a	
Worldwide Population	82
Teaching and Female Genital Mutilation	82
What Constitutes Female Genital Mutilation?	84
Who Practices FGM?	85
Why is FGM an Educator’s Concern?	86
Changing Attitudes About FGM	87

Gender and Sexuality: A 21 st Century Conundrum	88
References	90
References and Sources Cited on Female Genital Mutilation	91
Chapter 5: Bullying and Homophobia are Forms of Terrorism, Too	93
Erving Goffman's Theories Applied to Bullying and Homophobia	93
The Conundrum of Deception	96
Bullying and the Story of One Japanese Boy	97
Defining Bullying	97
Programs and Strategies for Countering Bullying	99
Young Children and the Dilemmas of Sexual Orientation	100
What Specifically Can Educators and Teachers Do to Provide an Atmosphere of Acceptance?	103
Gay and Lesbian Families	106
Strategies for Educators	107
The Stress of Terrorism Heightens Bullying and Homophobia	108
References	109
Recommended Web Sites	110
Chapter 6: Schools and Families in an Era of Terrorism	111
Riesman's Theory of Three Types of Societies	111
Schooling in Tradition-directed, Inner-directed and Other-directed Societies	113
How the American Scene Reflects the Three Types of Societies	115
Applying Riesman's Three Types of Societies to Other Nations: China and Japan	117
Min's Story: A Chinese Elementary School Experience	117
As Terrorism Rises, the "No Child Left Behind" Law of 2001 Engenders Anxieties	121
What is Gakko Soji? Some Background Information	122
Clean-Sakusen: School Children Clean the Neighborhood	123
Teaching in an Era of Terrorism: Implications from Riesman's Theory	127
The Dilemma of High-Stakes Testing	127
Terrorism and Education for the Adjusted, Anomic, or Autonomous	129
References	131
Chapter 7: The Unintended Consequences of Terrorism for Schooling	133
Terrorism Brings Horror to Russian School Children	133
Merton's Theory of Manifest and Latent Functions Applied to Schools	134
The Dysfunctional Process	135
The Unintended Consequences of Social Actions	137
Functional Theory and Education in the Kingdom of Saudi Arabia	137
Elementary Education in the Kingdom of Saudi Arabia	138
Manifest and Latent Functions of Saudi Elementary Education	141
Dysfunctions and Unintended Consequences of Saudi Elementary	

Education	141
Teaching English in Kuwaiti Elementary Schools and Unintended Consequences	143
Manifest and Latent Functions and Dysfunctions of the English Language Curriculum in Kuwaiti Schools	144
Unintended Consequences and the Kuwaiti English Language Program	145
A Project for American Children on Islam and Muslim Heritage	146
Is Education in the United States Recognizing the Islamic World of the 21 st Century?	147
References	151
Chapter 8: Peace Education: Antidote for Terrorism	153
Terrorists Abound Worldwide	153
A Recapitulation: The Themes of the Book	154
An Imperative: Education for a Peace-filled World	155
What is Peace Education?	155
Bringing Peace Education to the Younger Child	157
Integrating Peace Education Into the Broader Curriculum of Younger Children	158
Additional Resources	159
The Portfolio of Global Experience for Younger Children	160
The Challenge of Teaching in an Era of Terrorism	163
Lest We Forget: Children’s Accounts of the Atomic Bombing of Hiroshima	164
What Does “Good” Teaching in an Era of Terrorism Look Like?	166
About My Emblem “Worldmindedness”	168
References	170
Special Section: Using the World Wide Web to Access Resources	173
This section contains annotated web sites, articles, and information related to <i>Teaching in an Era of Terrorism</i> .	
Compiled and Annotated by Doris Metz, doctoral candidate, University of Denver	
Index	191