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The Influence of Newspapers on Students' Knowledge of Global Issues

Maurice S. Meyer

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This thesis submitted by Maurice S. Meyer in partial fulfillment of the requirements for the degree of Master of Science at St. Cloud State University is hereby approved by the final committee.

**THE INFLUENCE OF NEWSPAPERS ON STUDENTS' KNOWLEDGE
OF GLOBAL ISSUES**

by

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B.A., St. John's University, 1973

91001066

Bruce Romanach
A Thesis

Chairperson

Submitted to the Graduate Faculty

Dennis N. ...
of

St. Cloud State University

in Partial Fulfillment of the Requirements

for the Degree

Master of Science

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Dean

School of Graduate and Continuing Studies

March, 1991

THE INFLUENCE OF NEWSPAPERS ON STUDENTS' KNOWLEDGE

This thesis submitted by Maurice S. Meyer in partial fulfillment of the requirements for the Degree of Master of Science at St. Cloud State University is hereby approved by the final evaluation committee.

PROBLEM:

The purpose of this study was to investigate the relationship between newspaper reading and knowledge of global issues among high school students. Teachers report that students who are exposed to newspapers in the classroom improve in several scholastic areas as a result of that exposure. Global studies is becoming an educational priority, but little is known as to what the current level of student knowledge of global issues is, or how students acquire that knowledge. Can students acquire knowledge of global issues by reading newspapers outside the classroom? It was hypothesized that students who read newspapers would know more about global issues than those who do not read newspapers.

PROCEDURE:

Twenty-four ninth graders at Albany High School were given a two-part survey. The first part of the survey asked the students to report on their newspaper reading habits. They were asked to answer questions about how often they read newspapers, what sections of the newspaper they read, and why they did so.

Bruce Rowan
Chairperson

Eugene C. Bjorklem

The second part of the survey quizzed students on their knowledge of global issues. The questions that made up the quiz all dealt with the concept of global interdependence. This concept was emphasized because knowledge of it requires an understanding that goes beyond the trivial and superficial.

The two sections of the survey were then compared and analyzed in an effort to determine if a correlation existed between the frequency of newspaper reading and the results of the global issues quiz.

Dennis Nunns
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Maurice S. Meyer

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PROCEDURE:

Twenty-four ninth grade and 23 eleventh grade students at Albany High School were given a two-part survey. The first part of the survey asked the students to report on their newspaper reading habits. Students were to respond to questions about how often they read newspapers, what sections of the newspaper they read, and why they did so.

The second part of the survey quizzed students on their knowledge of global issues. The 16 questions that made up the quiz all dealt with the concept of global interdependence. This concept was emphasized because knowledge of it requires an understanding that goes beyond the trivial and superficial.

The two sections of the survey were then compared and analyzed in an effort to determine if a correlation existed between the frequency of newspaper reading and the results of the global issues quiz.

RESULTS:

Of the students surveyed, most said they did not read a newspaper as often as five times a week. When the students read the newspaper, they most frequently read the comic section and the sports pages. By contrast, the international news section of the paper was one of the least frequently read sections of the paper.

In general the students did not do very well on the quiz of global issues. Because one question was an opinion question, and another was one that did not allow for a correct answer, there were only 14 questions the students were scored on. The scores of the students ranged from 2 to 11, with 7 the most frequent score. Those students who reported they read a newspaper 5-7 days a week had a mean score of 9.4 on the test of global issues. Those who read a newspaper 1-4 days a week had a mean score of 7.2, while those who said they seldom or never read a newspaper had a mean score of 6.3.

Although a pattern emerged when comparing the frequency of newspaper reading with mean test scores, it was not statistically significant according to the chi-square test.

April 1991
Month Year

Approved by Research Committee:

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Department of Education has set the goal that all of Minnesota's high school students have at least ten years of global education by the year 2000. The stated purpose of global education in Minnesota is to encourage people to participate more actively at local, state, national, and international levels. Included in the Minnesota plan for global education is the study of nations and cultures with an emphasis on how they are interdependent (Minnesota Department of Education, 1989). To achieve this goal much time and money is being spent developing materials and training educators in the area of global studies.

In view of this effort it is surprising that very little has been done to evaluate students' knowledge of global issues and to determine how they acquire such information. For example, does exposure to and use of mass media increase students' knowledge of global issues?

Chapter 1

INTRODUCTION

Global-international education has been identified as one of Minnesota's educational priorities. The Minnesota Department of Education has set the goal that all of Minnesota's high school students have at least ten years of global education by the year 2000. The stated purpose of global education in Minnesota is to encourage people to participate more actively at local, state, national, and international levels. Included in the Minnesota plan for global education is the study of nations and cultures with an emphasis on how they are interdependent (Minnesota Department of Education, 1989). To achieve this goal much time and money is being spent developing materials and training educators in the area of global studies.

In view of this effort it is surprising that very little has been done to evaluate students' knowledge of global issues and to determine how they acquire such information. For example, does exposure to and use of mass media increase students' knowledge of global issues?

Specifically, how does newspaper reading affect students' knowledge of global issues?

A limited amount of research seems to show that students who are exposed to newspapers as part of a newspaper in education program make greater improvements in their reading skills, math skills and knowledge of current affairs than do students who are not exposed to these programs (Kane, 1987). But is there improvement in any of these areas when students read newspapers on their own and not as part of an organized educational program? There has been little research done in this area. There has been even less research done on how newspaper reading correlates with global knowledge. Spokespeople from The Minneapolis Tribune, The Los Angeles Times, and USA Today acknowledge the need to investigate if there is a correlation between reading newspapers independently of the classroom and students' knowledge of world issues. Roz Stark, spokesperson for the education division of the American Newspaper Publishers Association stated, "We would like to think that newspaper reading improves students' knowledge of world issues, but there is very little research base to support it" (Stark, 1990).

Much of the research that has been conducted on how newspaper reading correlates with student performance has generally focused on surveying teacher opinions rather

than actually measuring changes in student performances. Research sponsored by The Los Angeles Times reports that of teachers surveyed, 97% said their students' awareness of the world had increased because of their newspaper reading (Poindexter-Wilson, 1986). However, because teachers think their students have increased their knowledge does not necessarily mean they have.

Purpose of the Study

According to Kane (1987) students who read newspapers in the classroom improve their knowledge in various areas. Poindexter-Wilson (1986) says that teachers believe their students benefit from reading newspapers in terms of increased world awareness. In general, it has long been accepted that reading is an excellent means of gaining knowledge about a subject. Because of this, one might hypothesize that students who read newspapers would know more about global issues than those who do not read newspapers. This project is an effort to test that hypothesis.

Limitations

This study dealt with the newspaper reading habits of high school students and their knowledge of selected global issues. The population surveyed was very small, 24 ninth graders and 23 eleventh graders. Information on

newspaper reading habits was self-reported and no effort was made to control other variables such as academic performance, educational level of parents, amount of current events discussion in the home, or other socioeconomic factors. The study was meant to be a "snapshot" of reading habits and knowledge at the time of the survey.

REVIEW OF THE LITERATURE

A problem in determining how much knowledge students have of global issues is the fact that there is a lack of agreement on what global education is. Vocke (1988) says that at least four approaches have been categorized as global education. These approaches include traditional area studies, foreign policy studies, world order studies that emphasize the concept of global citizenship, and a single issue, such as nuclear weapons, and its effect on the world. These four approaches tend to overlap, but each has a different emphasis. It is Vocke's opinion that these differences have led to confusion and some antagonism towards global education in general.

If there is little agreement on what global education is then how does one determine what a student should know? The Minnesota Department of Education has answered this question by drawing primarily on two sources. Willard Kniep's Next Steps in Global Education: A Handbook for Curriculum Development is used as a model for the

Chapter 2

REVIEW OF THE LITERATURE

Global Education in Schools

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The Minnesota Department of Education has answered this question by drawing primarily on two sources. Willard Kniep's Next Steps in Global Education: A Handbook for Curriculum Development is used as a model for the

Minnesota curriculum. Kniep believes that students must study global realities in terms of how they affect interdependent relationships world wide (Kniep, 1985).

The other source the Minnesota Department of Education depends on is Robert G. Hanvey. Like Kniep, Hanvey puts a great deal of emphasis on global interdependence. Hanvey feels students must gain a global perspective that includes five dimensions. The first dimension involves perspective consciousness--the awareness that one has a view of the world that is not universally shared. The second dimension is awareness of prevailing world conditions such as population growth, economic conditions, and conflicts within nations. The third dimension is the awareness of the diversity of the human condition throughout the world. Dimension four is knowledge of global dynamics, or an understanding of how the world works like a machine or large organism. The final dimension involves an awareness of the complex choices facing humans as knowledge of global systems grow (Hanvey, 1982).

The Influence of Media on Student Knowledge

The learner outcomes suggested by the Minnesota Department of Education for global education emphasize global citizenship, understanding diversity and global

interdependence. Can students learn these concepts by reading newspapers without the benefit of formal class studies in their schools? A study conducted in 1980 by The Council on Learning in cooperation with the Educational Testing Service attempted to find out what undergraduate college students knew about their world and what contributed to that knowledge. This study involved about 3,000 college freshmen and seniors who were given a knowledge test of 101 items on global issues. The test emphasized global interdependence, national development and global historical development (Barrows, 1981). A major conclusion of the study was that frequent reading of news articles in newspapers consistently correlated with higher scores on a test of global issues. In fact there was a greater correlation between newspaper reading and knowledge than there was between course study and knowledge.

Much of the research on knowledge and newspaper exposure involves comparison between reading and exposure to other forms of media. A study that compared news media use and information about nuclear issues among students in the Soviet Union and the United States pointed out the importance of newspaper reading in adolescents' knowledge about nuclear issues. Andreyenkov, Robinson, and Popov (1989) found that newspaper exposure was a better

predictor of knowledge than television usage, even though most teens in both countries said that television was their main information source.

Matabane, Gandy, and Omachonu (1986) concluded that mass media plays only a marginal role in the formation of college students' knowledge on the struggle in South Africa, although there is a slight edge given to those students who read newspapers as their source of news instead of watching television. Fleming and Weber (1984) had similar findings in a study of how 2,000 eighth and eleventh grade students in Virginia acquired information about current events. Most students believed television to be the most accurate source of news and reported television as their most frequently used source of news. However, indications were the heavier use of newspaper information led to more knowledge about current events issues than those who used other sources of information. In another report on the same study Fleming and Weber stated, "The role of the classroom as a news information source did not seem to be consequential when compared with television and newspapers" (Fleming & Weber, 1983, p. 218). This was the case even though nearly half the students said they discussed news items in their classrooms on a regular basis. This finding corresponds with that of Barrows (1981).

The Influence of Media on Adult Knowledge

Several studies involving the media use of adults and their knowledge of international news and events have been conducted with mixed results. Robinson (1967) reported that media exposure was a good predictor of world affairs information, but speculated that mass media in general and especially the printed media reached the minority of people who were already well informed. Similarly Gandy and Waylly (1984) concluded that the more education people have, the more interest they will have in international news. This interest in turn will lead to more media use, particularly newspapers and magazines.

Paraschos, Manny, Boice, and Ermalee (1985) conducted a poll to determine in part if people who "watch" know more or less than those who "read" international news. Most polled reported television to be their preferred medium, but those who claimed newspapers were their primary source of international news had more knowledge about selected questions. Miller, Singletary and Chen (1988) also report that persons who choose newspapers as their primary source of information have higher levels of public affairs knowledge than those who choose television.

Newspaper Use and Knowledge

First Barrows, then Weber and Fleming reported that reading newspapers may be more indicative of knowledge of various issues than covering those issues in the classroom. Others have reported that even though television is more often reported as the preferred medium for news, newspapers and other printed media have a greater correlation with knowledge about the news. Culbertson and Stempel III (1986) give a possible explanation for the above when they report that how people are exposed to a situation is not as important as how focused they are on what they are doing. Those who read newspapers are generally more focused on what they are doing than those who watch television since it requires a greater effort to read than to watch. In this way newspaper reading is a form of active involvement. Also, newspapers offer greater opportunity for planned usage than television news does, so people who read newspapers are more likely to be seeking information.

Chapter 3

DESCRIPTION OF THE STUDY

A study was conducted in September 1990 at Albany High School, Albany, Minnesota, to investigate the newspaper reading habits of students and their knowledge of global issues. Specifically students were quizzed on their knowledge and understanding of issues involving the concept of global interdependence.

Description of the Population

Subjects of the study were 24 ninth grade and 23 eleventh grade students who were enrolled in required social studies classes at the time. Albany High School is located in rural central Minnesota and has an enrollment of about 500 students in grades nine through twelve. In the Albany school district world geography is required of all eighth graders, so the ninth graders were just one summer removed from that class. In the tenth grade American history from the Civil War to the present is required. All eleventh graders must take a course in global studies, and it was the second day of class when the study was conducted.

Research Design

Students from regularly scheduled classes were used in the study and they were selected by chance. Since there is no tracking of students at Albany in social studies classes, there is no particular reason to believe these students were not typical of their classmates. The students were administered a two-part survey. They were asked to answer questions about their newspaper reading habits in the first part. The second part of the survey tested them on their global knowledge. Responses were read, then scored and analyzed.

The first part of the survey asked students to respond to questions about how often they read newspapers and what sections of the newspaper they are interested in. Students were asked where they read the newspaper, if they had a daily newspaper delivered to their home, and if any experiences from school had any effect on their reading habits.

The global issues test was a 16 item quiz which contained questions that dealt with a variety of issues, all related to the concept of global interdependence. Global interdependence was emphasized for two reasons. First, the Minnesota Department of Education has identified global interdependence as one of the primary concepts all Minnesota students should have as a result of

global education. Secondly, the concept of global interdependence requires a level of knowledge and understanding that goes beyond the trivial. To grasp this concept a student has to have more than just the ability to recognize a name or associate an event with a place that may come from hearing about something on the news, or in a passing conversation. To further insure that more than superficial knowledge was tested, five of the questions were of the open-ended variety, and one of those was a question where the students were asked to express their feelings on an issue. Ideas for specific questions were generated by selecting themes from news stories found in the international section of the Minneapolis Tribune.

Table 1
How Often Students Read the Newspaper

	Grade 11	Grade 9	Combined
Everyday	4	2	6
3-6 times/week	1	1	2
1-4 times/week	3	7	10
1-2 times/week	9	9	18
Less than once/week	5	9	14
Never	1	2	3

Chapter 4

RESULTS

Students' Reading Habits

Of the population studied, not many read a daily newspaper very often. Only 8 of the 47 surveyed reported they read a newspaper as often as five times a week. A total of 13 students said they read a newspaper less than once a week or never. There were 26 students who said they read a newspaper between one and four times a week. As can be seen in Table 1, there was little difference in frequency of reading between ninth and eleventh graders.

Table 1

How Often Students Read the Newspaper

	Grade 11	Grade 9	Combined
Everyday	4	2	6
5-6 times/week	1	1	2
3-4 times/week	3	7	10
1-2 times/week	9	7	16
Less than once/week	5	5	10
Never	1	2	3

When the students read the newspaper, they most frequently read the comic section and sports. Twenty-six of the 47 students reported they always read the comics when they read the newspaper and 21 of the 47 said they always read the sports. By contrast, only one student claimed to always read the international section. Twenty-one said they never read the international news. The international news was one of the least read sections of the paper, ranking ahead of only the editorial page, finance and business, and the home/living sections of the paper.

Why do students read the sections they do? Twenty-nine said because it was interesting and 12 reported they wanted to get information about a subject. Nineteen students said that some experience from school had an effect on their newspaper reading. Typical explanations were, "for current events" and "when we talk about something in school it seems more interesting."

Twenty-one students said they had a daily newspaper delivered to their homes, with the St. Cloud Daily Times most frequently mentioned (19). All students who said they read a newspaper at least five times a week had a newspaper delivered to their home. Of those who reported they read a newspaper less than once a week, none had a

paper delivered to their home. Only 12 students said they read a newspaper in school at least once a week.

Students' Global Knowledge

There was a total of 16 questions on the global knowledge portion of the survey. Question #3, asking students to express how they felt about the large number of imported automobiles sold in the United States, was an opinion question, so a correct response was not possible. Question #4 asked if students knew what happened at Chernobyl in the Soviet Union. If it was answered no, students were to skip question #5, which asked about the environmental impact of the nuclear accident at Chernobyl. Question #4 was not scored, and no answer on question #5 was considered a wrong answer. There were then 14 possible answers that the students were scored on.

Out of a possible 14, the scores of the 43 students ranged from 2 to 11, with 7 the most frequent score. Figure 1 shows the distribution of test scores for the entire population tested. There was little difference in scores between ninth and eleventh graders. The mean score of ninth graders was 7.4 and that of eleventh graders was 7.1.

Question #3 asked students their opinion about imported automobiles being sold in the United States. Their responses were graded as positive, negative, or

neutral. More students were positive (16) than negative (13), although most were neutral (18). As Table 2 shows, students who read the newspaper more frequently were more positive than those who did not.

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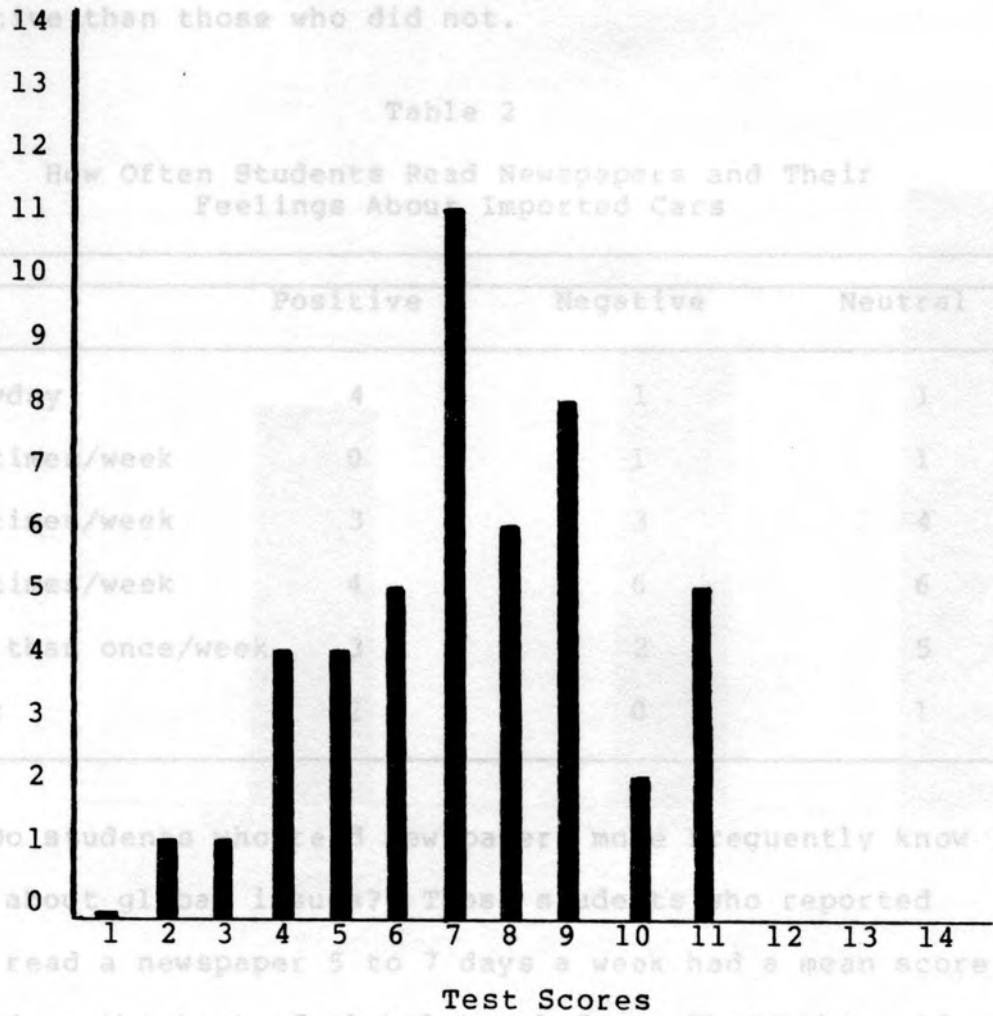


Figure 1
Distribution of Test Scores

Does reading a newspaper more frequently know more about global issues? The students who reported they read a newspaper 5 to 7 days a week had a mean score of 9.4 on the test of global knowledge. Those who said they read newspapers 1-4 days a week had a mean score of 7.2, while those who said they seldom or never read a newspaper had a mean score of 6.7. Figure 2 shows the frequency of newspaper reading and mean scores on the test.

neutral. More students were positive (16) than negative (13), although most were neutral (18). As Table 2 shows, students who read the newspaper more frequently were more positive than those who did not.

Table 2

How Often Students Read Newspapers and Their Feelings About Imported Cars

	Positive	Negative	Neutral
Everyday	4	1	1
5-6 times/week	0	1	1
3-4 times/week	3	3	4
1-2 times/week	4	6	6
Less than once/week	3	2	5
Never	2	0	1

Do students who read newspapers more frequently know more about global issues? Those students who reported they read a newspaper 5 to 7 days a week had a mean score of 9.4 on the test of global knowledge. Those who said they read newspapers 1-4 days a week had a mean score of 7.2, while those who said they seldom or never read a newspaper had a mean score of 6.3. Figure 2 shows the frequency of newspaper reading and mean scores on the test.

Using the chi-square test, the null hypothesis was considered--there is not a significant correlation between the frequency of newspaper reading and the scores on the test of global knowledge. The null hypothesis could not be rejected because the test statistic of 28 is less than the chi-square critical value of 38.7. Although a pattern may exist in terms of frequency of newspaper reading and scores on this test of global issues, it is not statistically significant.

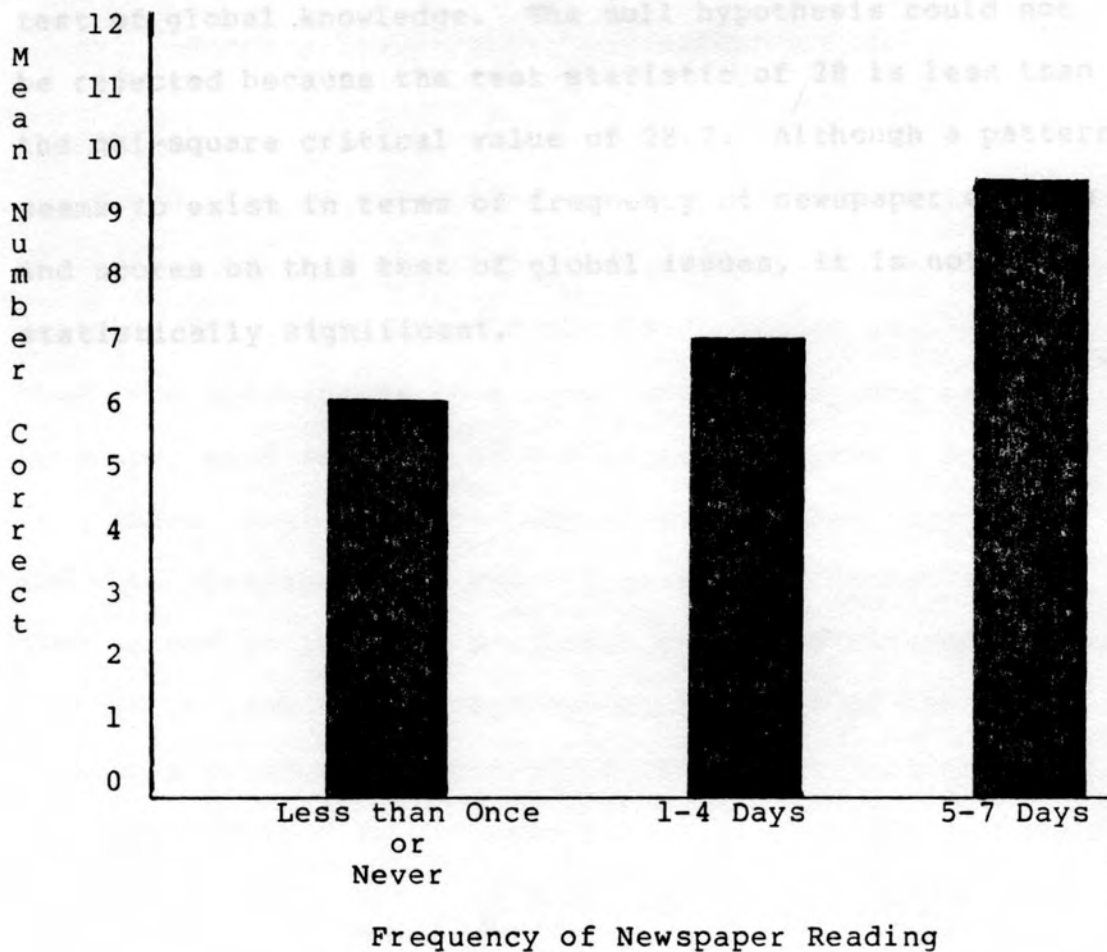


Figure 2
Mean Scores and Frequency of Newspaper Reading

Using the chi-square test, the null hypothesis was considered--there is not a significant correlation between the frequency of newspaper reading and the scores on the test of global knowledge. The null hypothesis could not be rejected because the test statistic of 28 is less than the chi-square critical value of 28.7. Although a pattern seems to exist in terms of frequency of newspaper reading and scores on this test of global issues, it is not statistically significant.

students to report on how often they read a newspaper in a week, and if they did read a newspaper what sections of the paper they read. Students were asked to give reasons why they read what they did, and what newspaper they usually read. The students were then tested on 14 items of global knowledge related to the concept of global interdependence. Several of the questions were of the open-ended variety so that students would be required to put some thought into their answers. The questions all dealt in some way with the concept of global interdependence because understanding this concept requires an understanding that goes beyond the trivial. One other question asked students to express their feelings about the large number of imported automobiles sold in this country. Students' performance on the test

of global knowledge was then compared with their newspaper reading habits.

Chapter 5

Conclusions and Recommendations

The SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

newspaper vary often, and when they did they most

Summary

frequently read the comics or the sports page. The design of this study was a survey administered to international and national news section of the paper was 47 ninth grade and eleventh grade students at Albany High School. The survey asked students to report on how often they read a newspaper in a week, and if they did read a newspaper what sections of the paper they read. Students were asked to give reasons why they read what they did, and what newspaper they usually read. The students were then tested on 14 items of global knowledge related to the concept of global interdependence. Several of the

questions were of the open-ended variety so that students would be required to put some thought into their answers.

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feelings about the large number of imported automobiles sold in this country. Students' performance on the test

of global knowledge was then compared with their newspaper reading habits.

Conclusions and Recommendations

The students studied in this project did not read the newspaper very often, and when they did they most frequently read the comics or the sports page. The international and national news section of the paper was read infrequently by comparison. The most common reason cited by the students as to why they read the sections they did was because it was interesting or because they wanted more information on a subject. This corresponds to the findings of Culbertson and Stempel III (1986) as stated elsewhere in this study. Nineteen students reported that some experience from school had an effect on their reading habits.

When comparing frequency of newspaper reading with scores on the test of global knowledge, a pattern developed. In general those students who reported they read a newspaper frequently scored higher on the test than those who said they did not read the paper at all, or very often.

Because the population studied was so small, it is difficult to draw any conclusions from this study, but some questions are raised that further research may

attempt to answer. Sports stories often have an international aspect. Stories and reports about the olympics, track and field, baseball, and even football often have foreign settings. Some of the comics deal with subjects of an international nature. These two sections were the most frequently read by the surveyed students. It may be possible students are getting some global knowledge from these sections.

A sizable portion of the population reported that school experiences had an effect on their reading habits. Perhaps teachers could encourage newspaper reading by making it an expected part of the course. Scrapbooks, reports, or daily discussions of current events may encourage students to take advantage of newspapers and help to arouse student interest in global issues.

No statistically significant correlation was found in this study between frequency of newspaper reading and knowledge of global issues. But even if one had been found, a cause and effect relationship could not have been established. A different approach to the study would be necessary to establish such a relationship.

It is recommended that future studies include a much larger population or an in-class experiment. Studying a larger population would require more resources than were available for this study in terms of money, time, and

human power. Experimenting with reading newspapers in the classroom and the use of a pre-test and post-test of global knowledge would offer the possibility of better controlling variables and conditions. The results of this study and the research cited indicate that a more extensive study may find a significant correlation between frequency of newspaper reading and student's knowledge of global issues.

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APPENDIX

Please mark the appropriate answer.

1. How often do you read a daily newspaper?

- Every day
 5-6 times a week
 3-4 times a week
 1-2 times a week
 Less than once a week
 Never

2. When you read the newspaper, how often do you read each of these sections?

- | | | | |
|--------------------|---------------------------------|------------------------------------|--------------------------------|
| National news | <input type="checkbox"/> Always | <input type="checkbox"/> Sometimes | <input type="checkbox"/> Never |
| Local news | <input type="checkbox"/> Always | <input type="checkbox"/> Sometimes | <input type="checkbox"/> Never |
| International news | <input type="checkbox"/> Always | <input type="checkbox"/> Sometimes | <input type="checkbox"/> Never |
| State news | <input type="checkbox"/> Always | <input type="checkbox"/> Sometimes | <input type="checkbox"/> Never |
| Entertainment | <input type="checkbox"/> Always | <input type="checkbox"/> Sometimes | <input type="checkbox"/> Never |
| Sports | <input type="checkbox"/> Always | <input type="checkbox"/> Sometimes | <input type="checkbox"/> Never |
| Editorial page | <input type="checkbox"/> Always | <input type="checkbox"/> Sometimes | <input type="checkbox"/> Never |
| Home/living | <input type="checkbox"/> Always | <input type="checkbox"/> Sometimes | <input type="checkbox"/> Never |
| Financial/business | <input type="checkbox"/> Always | <input type="checkbox"/> Sometimes | <input type="checkbox"/> Never |
| Comics | <input type="checkbox"/> Always | <input type="checkbox"/> Sometimes | <input type="checkbox"/> Never |

3. Why do you read the sections that you do?

4. Have any experiences from your schooling had an effect in your reading newspapers?

- Yes No If yes, briefly explain.

5. Is there a daily newspaper delivered to your home?

- Yes No If there is a daily newspaper delivered to your home, which one is it?

6. How often do you read a daily newspaper in school?

- 4-5 times a week
 2-3 times a week
 Once a week
 Never

Please mark the appropriate answer.

1. How often do you read a daily newspaper?

- Every day
 5-6 times a week
 3-4 times a week
 1-2 times a week
 Less than once a week
 Never

2. When you read the newspaper, how often do you read each of these sections?

- National news Always Sometimes Never
 Local news Always Sometimes Never
 International news Always Sometimes Never
 State news Always Sometimes Never
 Entertainment Always Sometimes Never
 Sports Always Sometimes Never
 Editorial page Always Sometimes Never
 Home/living Always Sometimes Never
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 Never

Please answer the following questions to the best of your ability.

1. If the ozone layer were to be damaged to any significant extent, would the impact be limited to industrialized nations, underdeveloped third world nations, or do you think the effects would be felt all over the world?

1. Industrialized nations
 2. Third world nations
 3. Whole world
 4. Don't know

2. Most imported automobiles today come from which of the countries listed below?

- | | |
|-------------------------------------|--|
| <input type="checkbox"/> 1. Brazil | <input type="checkbox"/> 4. Italy |
| <input type="checkbox"/> 2. England | <input type="checkbox"/> 5. Japan |
| <input type="checkbox"/> 3. Germany | <input type="checkbox"/> 6. Don't know |

3. How do you feel about the fact that so many imported automobiles are sold in the United States?

4. Do you know what happened at Chernobyl in the Soviet Union?

() Yes () No If no, skip #5.

5. The environmental impact of the nuclear accident at Chernobyl was widespread. Why do you think that the effects of the accident were not limited to the country in which it occurred?

1. Ocean currents
 2. Sun spots
 3. Wind patterns
 4. Thinning of the ozone layer
 5. Don't know

6. Which one of these countries is a good example of a country that has recently isolated itself from the outside world?
- 1. China
 - 2. Japan
 - 3. France
 - 4. Don't know
7. What is apartheid?
8. In which country has apartheid been the official government policy?
- 1. South Africa
 - 2. Kenya
 - 3. Nicaragua
 - 4. Nigeria
 - 5. Don't know
9. Which of the following is the major reason why more and more countries in Asia, Africa, and Latin America have become food importers in the last fifty years?
- 1. Generally they have not had the resources to grow enough food to feed their populations.
 - 2. They have been encouraged to shift production from food crops to cash crops.
 - 3. Importing food has seemed desirable as a hedge against frequent crop failure.
 - 4. They have shifted a large part of the labor force to industrial production.
10. Agricultural surpluses are most likely to occur in countries with:
- 1. Mild climates good for raising crops.
 - 2. Advanced technologies and good soil resources.
 - 3. Advanced irrigation technology
 - 4. 1 and 2.
11. Give an example of a product that is made in the United States and sold in foreign countries.

12. What do you think the term "global interdependence" means?
13. Give an example of how the United States is dependent on other countries and they on us.
14. On a world wide basis, rare metal and key energy resources are, for the most part:
- 1. Unevenly divided
 - 2. Fairly evenly divided
 - 3. Evenly divided among almost all nations, but with a few exceptions
 - 4. Are unevenly divided, although petroleum, coal, and natural gas are evenly divided.
15. A monetary exchange agreement between Canada and Japan would be an example of:
- 1. Economic interdependence
 - 2. Diplomatic interdependence
 - 3. Linguistic interdependence
 - 4. Military interdependence
16. Global interdependence has come hand in hand with:
- 1. Wars
 - 2. Technology
 - 3. The discovery of natural resources
 - 4. The rise of communism
 - 5. Increasing poverty in the world