Globalisation and Popular culture

In the age of globalization, our societies are subject to the process of unprecedented changes. Global forces have impacts on local values and cultures as well. Popular culture is also under the influence of new changes. The line between what is local and what is global is becoming indistinct. No country can ignore the influences of the new events. The impact of globalization in our daily life is serious. It brings about both opportunities and threats. Within this new context, the role of universities is of great importance. They should anticipate these new factors and develop appropriate strategies. Finding the right equilibrium between our universal and local undertakings is a challenging task. If we act properly, we can utilize this new situation at the service of our societies.

. Teaching about issues related to globalization is also important from a social justice perspective (Parker, 2008). While Western nations such as the United States maintain a strong commitment to democracy and equality, the reality is significant inequalities exist along racial, ethnic, and class lines. Theoretical Perspective I used both Critical Global Education (CGE) and Critical Media Literacy as theoretical frameworks for this study. Efforts to include global perspectives or global education in teacher education have evolved over the last fifty years to reflect the political and economic influences at the time. While there is no single agreed upon definition of global education (Kirkwood, 2001), scholars have proposed global education should include a number of concepts such as: multiple perspectives, knowledge of other cultures, global challenges, interconnectedness, concerns for peace and development, the legacies of imperialism, and cross-cultural experiences (Kirkwood, 2001; Lamy, 1987; Merryfield 1997). While some have criticized the global education movement as being associated with anti-capitalism and efforts to indoctrinate teachers (Schafly, 1986) and students, others have criticized global education as only associating the “rest” of the world insofar as it affects the United States (O’Conner & Zeichner, 2011; Sleeter, 2003). As such, O’Conner and Zeichner (2011) expand upon “mainstream” global education to include CGE, which they define as “an approach to global education that seeks to educate students about the causes and consequences of global injustices that aims to support students to work in solidarity within the worlds’ people toward transformative change” (p. 523). Essential to CGE is a discussion of not only the economic and Introduction In order to prepare students with the knowledge, skills, and attitudes necessary to live and work in an interconnected and interdependent world, it is essential they have teachers who understand global processes and can employ a global perspective in the classroom.

 While globalization can lead to expanded economic markets, increased mass communication, and reduced border restrictions, globalization has also been associated with tensions between those who benefit from global processes and those who are victims of the abuses associated with globalization (human trafficking, poverty, environmental issues, etc

**. Multi-Media and Popular Culture**

There is a growing body of literature that suggests aspects of popular culture, specifically mass media, have the potential to shape individuals’ attitudes regarding issues such as race (Graves, 1999; Joanou & Griffin, 2010; Kellner & Share, 2005). Given the potential impact of popular culture to affect and shape how individuals develop ethnic and cultural stereotypes, researchers have suggested using examples from popular culture as an effective pedagogical tool in classroom settings. For example Joanou and Griffin (2010) found using images from popular media an effective way to facilitate classroom discussions regarding race, class, gender, and sexuality among mainly White teacher candidates. Scanian and Feinberg (2000) have used the television show The Simpsons to engage undergraduate students in a number of sociological concepts such as race, ethnicity, gender, class, and socioeconomic status. Similarly, Melander and Wortmann (2011) discuss their success in using short clips of the television series.