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Development of a Course of Study for an

Undergraduate Course in Global Communication

By

Kim Lynn Mullikin

A Thesis

Submitted in partial fulfillment of the requirements of the
Master of Arts Degree in the Graduate Division
of Rowan University

May 2001

Approved by _____

Date approved____5 - 29 -01_____

Abstract

Kim Lynn Mullikin
Development of a Course of Study for an
Undergraduate Course in Global Communication
2001
Dr. Bagin
Public Relations

This thesis studies the components of successful undergraduate global communication courses. The thesis examines curriculum of American and European colleges and universities' global communication courses and programs. The author analyzed syllabi and course textbooks and surveyed Rowan University College of Communication staff members to develop a course of study for an undergraduate course in global communication.

The study determined that the top 10 topics to be included in a global communication course are: culture, globalization, politics, adaptation, race, television and film, business, conflict and culture shock.

Culture and globalization were covered in more than 50% of the syllabi studied. Adaptation, politics, race, television and film were covered in more than 37% of the syllabi studied. Business, conflict, culture shock and language were covered in 32% of the syllabi studied.

Business, culture and language were covered in more than 44% of the textbooks studied. Adaptation, culture shock, globalization and race were covered in more than 30%

of textbooks studied. Conflict, politics and television and film were covered in more than 19% of the textbooks studied.

More than 70% of the Rowan University College of Communication staff members interviewed agreed that the following topics should be included in a global communication course: adaptation, business, conflict, culture, culture shock, globalization, language, politics, race and television and film.

Mini-Abstract

Kim Lynn Mullikin
Development of a Course of Study for an
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This thesis studies the components of a successful undergraduate global communication course. The thesis examines curriculum of American and European colleges and universities' global communication courses and programs. The author analyzed syllabi and course textbooks and surveyed Rowan University College of Communication dean and professors to determine the necessary components of an undergraduate course in global communication.

Acknowledgments

I would like to thank my family. The support they gave me throughout this
year helped me become the person who I have always dreamed I would someday become.

I would like to thank my mom for calling me when
she knew that I was stressed and needed someone to talk to.

I would like to thank my dad for always caring about me
and encouraging me throughout the hardest year of my life.

I would like to thank my sister Lea for
always listening to me when I needed a friend.

I would like to thank my Grandma Lydia for keeping me
grounded and always helping me realize the important things in life.

I would also like to acknowledge and thank my best friend Corey
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Finally, I am grateful to Dr. Don Bagin for always having
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came across. I value his opinions and thank him for all his advice.

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Chapter One

<u>Statement of Problem</u>

It is essential to identify the needs and emerging issues pertaining to global communication when developing the curriculum for an undergraduate level course in global communication.

U.S. citizens cannot afford to ignore global communication, which is simply communication that occurs across international borders, nor to continue in their well-documented ignorance of world geography or in the provincialism that suggests that local concerns are their highest priority. [1]

Global communication is part and parcel of our everyday lives, often functioning in the background of our experience, unacknowledged and largely unknown. Yet it touches us profoundly, affecting the supply of goods in our stores, the nature of our political and cultural life, the dimensions of our religion. [2]

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[1] Fortner, R. (1993). <u>International Communication: History, Conflict, and Control of the Global Metropolis</u>. Belmont, CA: Wadsworth Publishing Company.
[2] Ibid.

Purpose of Study

The purpose of this study is to create a curriculum that will benefit students who will be taking the course in Global Communication.

The author will identify key topics to include specific advantageous elements that may benefit students and faculty.

Importance of Study

Students and faculty will benefit from a global communication course that follows a curriculum that focuses on identifying the key needs and emerging issues pertaining to international communication. Students who will eventually work overseas or with international clients will greatly benefit from this course.

Knowledge of global communication is one the most important skills a college student can obtain while pursuing an undergraduate degree. Communication students learn on a daily basis how to communicate with their peers and the world immediately surrounding them. However, most curriculums don't emphasize how various cultures around the world communicate differently.

Global communication is both more complex and more significant than most people in the United States realize. Most take it for granted. People's daily lives, however, are influenced by international communication. [3]

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[3] Fortner, R. (1993). International Communication: History, Conflict, and Control of the Global Metropolis. Belmont, CA: Wadsworth Publishing Company.

"Effective communication is the central lifeline of any organization. It's the vehicle for driving exchange, shaping expectations and rallying workers around a core purpose and common message. When managing a geographically diverse workforce, one that spans the world and crosses cultures, a strategic communication program can strengthen the organization and support its successes. The lack of one can be the linchpin of the organizational demise." [4]

Many students of today live in a world where they aren't exposed to individuals different from themselves. This course will open up the eyes of students who would otherwise live a life of monotony.

Plan of Study

The plan of study is to determine the key needs and emerging issues pertaining to global communication.

"In a global environment, where you must reach people across various languages and cultures, there are infinite possibilities as to the channels you can use to communicate information." [5]

"When developing a global communication strategy, it's important to consider the amount of context available through different types of interaction including informal contact (in the hallway outside a meeting); a physical exchange (handshake or bow); nonverbal cues (facial expressions, gestures)...." [6]

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[4] Solomon, C. (1999). Communicating in a Global Environment. 78 (11), 50 - 52.
[5] Ibid.
[6] Gundling, E. (1999). How to Communicate Globally. Training and Development. 53 (6), 28 - 31.

Procedure

The author researched the Internet to obtain various global communication course and program course descriptions, syllabi and other background information.

The author conducted research of numerous colleges and universities in the United States and Europe to determine what other programs view as the key needs and emerging issues pertaining to global communication.

The author also surveyed the Rowan University College of Communication dean and professors to determine their agreement on potential topics for a global communication course.

Assumptions and Limitations

The study was limited to colleges, universities and textbooks located on Internet web sites. The study contains a content analysis of global communication course descriptions, syllabi and textbooks. The study also contains general surveys of the Rowan University College of Communication professors and the dean of the College of Communication.

Definition of Terms

Adaptation is the act of adjusting oneself to new circumstances.

Advertising is a message, usually paid for, that is carefully crafted and graphically designed for specific audiences to persuade them to accept a product or service or to support an idea. [7]

Conflict may be a disagreement between or among persons in an interdependent relationship in which they try to meet each other's social needs while, in many cases, pursuing some instrumental goals. [8]

Communication is a symbolic process in which people create shared meanings. [9]

Counseling is the ability to give or exchange ideas or advice and to discuss possible solutions to a specific problem.

Crisis is a decisive or crucial event that will affect the future of the country where the crisis takes place.

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[7] Merrill, J. (1995). Global Journalism: Survey of International Communication. White Plains, New York: Longman Publishers USA.

[8] Chen, G., Starosta, W. (1998). Foundations of Intercultural Communication. Needham, Massachusetts: Allyn & Bacon.

[9] Lustig, M., Koester, J. (1999). Intercultural Competence: Interpersonal Communication Across Cultures (3rd ed.). New York: Addison Wesley Longman, Inc.

Culture functions to provide structure, stability and security that are used by a group of members to maintain themselves as a healthy system. [10] Culture is also a learned set of shared interpretations about beliefs, values and norms that affect the behaviors of a relatively large group of people. [11]

Culture shock is the alienation or confusion that may be experienced by someone encountering a new surrounding or culture. [12]

Development is the simple idea that social change (progress, development) can be facilitated by change agents and that the work of change agents can be multiplied by mass media. [13]

Economics is the management of income, expenditures and the satisfaction of the material needs of the people.

Education is a primary means by which a culture's history and traditions are passed from generation to generation. [14]

Ethics pertains to the means or methods of enacting behaviors and to the goals, to intentions, and consequences of our behaviors.

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[10] Chen, G., Starosta, W. (1998). Foundations of Intercultural Communication. Needham, Massachusetts: Allyn & Bacon.

[11] Lustig, M., Koester, J. (1999). Intercultural Competence: Interpersonal Communication Across Cultures (3rd ed.). New York: Addison Wesley Longman, Inc.
[12] Neufeldt, V. (1995). Webster's New World Compact School and Office Dictionary. New York: Macmillan.

[13] Stevenson, R. (1994). Global Communication in the Twenty-First Century. New York: Longman
[14] Samovar, L., Porter, R. (2001). Communication Between Cultures (4th ed.). Belmont, CA: Wadsworth Thomas Learning.

Ethnicity is an ethnic classification or affiliation. Ethnic identity is a set of ideas about one's own ethnic group membership; a sense of belonging to a particular group and knowing something about the shared experience of the group. [15]

Globalization is the integration of capital, technology and information across a national border. [16]

"Global Village" describes the consequences of the mass media's ability to bring events from the far reaches of the globe into people's homes. [17]

History is the knowledge and recording of all past events.

Hofstede Value Dimensions have a significant impact on behavior in all cultures. These dimensions are individualism-collectivism, uncertainty avoidance, power distance, and masculinity and femininity. [18]

Intercultural communication focuses on the interaction between people from different cultural backgrounds.

International communication focuses on the interaction between representatives of different nations.

Interracial and intercultural relationships are relationships between individuals of a different race, culture, nationality or creed.

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[15] Martin, J., Nakayama, T. (2001). Experiencing Intercultural Communication. Mountain View, California: Mayfield Publishing Company.
[16] Friedman, T. (2000). The Lexus and the Olive Tree. New York: Anchor Books.
[17] Lustig, M., Koester, J. (1999). Intercultural Competence: Interpersonal Communication Across Cultures (3rd ed.). New York: Addison Wesley Longman, Inc.
[18] Samovar, L., Porter, R. (2001). Communication Between Cultures (4th ed.). Belmont, CA: Wadsworth Thomas Learning.

Laws are the rules of conduct established by the authority or custom of a nation. [19]

Media in various forms carry a variety of messages. Messages may be carried by radio, television, newspaper, Internet and more.

Negotiation is the process in which two or more entities discuss common and conflicting interests to reach an agreement of mutual benefit. [20]

Nonverbal communication is communication through means other than language. An example may be a facial expression, personal space, eye contact, use of time and conversational silence. [21]

Politics is the science of government, including political affairs, political methods and tactics and political opinions. [22]

Prejudice consists of negative attitudes toward others based on faulty and inflexible stereotypes. Prejudice is a form of pre-judgment, or judging based on particular knowledge, without any previous thought or concern. [23]

Propaganda is any organization or movement working for the propagation of particular ideas, doctrines or practices.

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[19] O'Conner, J. (1995). Rogert's Desk Thesaurus. New York: Gramercy Books.
[20] Harris, P.R., Moran, R.T. (1966). Managing Cultural Differences: Leadership Strategies for a New World of Business (4th ed.). Houston: Gulf Publishing Company.
[21] Martin, J., Nakayama, T. (2001). Experiencing Intercultural Communication. Mountain View, California: Mayfield Publishing Company.
[22] Neufeldt, V. (1995). Webster's New World Compact School and Office Dictionary. New York: Macmillan.
[23] Calloway, C., Cooper, P., Blake, C. (1999). Intercultural Communication: Roots and Routes. Needham Heights, Massachusetts: Allyn & Bacon.

Public relations is the shaping of perception, through communication for the achievement of positive goals. [24]

Race may be defined as a distinct group of people from any geographical population sharing the same habits or ideas. [25]

Religion is a specific system of belief or worship and the belief in and worship of God or gods. Religion often involves a code of ethics. [26]

Social refers to how various cultures socialize with each other and with other cultures.

Stereotypes are those over-generalized or oversimplified beliefs used to categorize a group of people. The tendency to make a claim that goes beyond the facts and has no valid basis is a stereotype. [27]

Technology are inventions that a culture has created or borrowed, which include items such as tools, weapons, navigational aids, television, the Internet and more. [28]

Transnational is transcending the interests of a single nation.

War is an open armed conflict between nations, consisting of any active hostility or struggle. [29]

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[24] (1998). The Whit and Wisdom of PR Success. Rockville, MD: National School Public Relations Assoc.
[25] Neufeldt, V. (1995). Webster's New World Compact School and Office Dictionary. New York: Macmillan.
[26] Ibid.

[27] Chen, G., Starosta, W. (1998). Foundations of Intercultural Communication. Needham, Massachusetts: Allyn & Bacon.
[28] Lustig, M., Koester, J. (1999). Intercultural Competence: Interpersonal Communication Across Cultures (3rd ed.). New York: Addison Wesley Longman, Inc.
[29] Neufeldt, V. (1995). Webster's New World Compact School and Office Dictionary. New York: Macmillan.

Chapter Two

Four sources were used to compile the research used in this thesis: the Rowan University Campbell Library database, general surveys, World Wide Web and the Internet.

A search of current literature on global communication was conducted on Rowan University Campbell Library databases: ABI Inform. Lexis-Nexis and Periodical Abstracts. Key words used to locate information were global, international, communication and course.

Key words to locate information on the Internet and the World Wide Web were communication, courses, cross-cultural, global, international, intercultural, multicultural and global. A number of college and university web sites were visited to obtain information on their global communication courses and course descriptions. Numerous publishing company web sites were also visited to obtain textbooks and information pertaining to global communication.

Global Communication in the Workplace

Improvement of information technology has greatly reshaped intercultural communication, creating common meanings and a reliance on persons we may or may not meet face-to-face at some future date in our lives. Government is no longer the only disseminator of information across cultural boundaries; indeed, common people talk and type their way daily into a web of mediated intercultural interactions. [30]

Corporations bring in people from one country to another, so within the workforce for most nations there are representatives from cultures throughout the world. The citizenry itself includes many individuals who are strongly identified with a particular culture. Thus, it is no longer safe to assume that clients, customers, business partners, and co-workers will have similar cultural views about what is important and appropriate. [31]

Tremendous changes in the workplace in the recent years are one important reason to know about other cultures and communication patterns. Understanding intercultural communication is strategically important for U.S. businesses in the emerging transnational economy. [32]

In the 21st century racial and ethnic groups in the United States will outnumber whites for the first time. The browning of America will alter everything in society from politics and education to industry, values and culture. [33]

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[30] Chen, G., Starosta, W. (1998). Foundations of Intercultural Communication. Needham, Massachusetts: Allyn & Bacon.

[31] Lustig, M., Koester, J. (1999). Intercultural Competence: Interpersonal Communication Across Cultures (3rd ed.). New York: Addison Wesley Longman, Inc.
[32] Martin, J., Nakayama, T. (2001). Experiencing Intercultural Communication. Mountain View, California: Mayfield Publishing Company.
[33] Henry III, W. (1990). Beyond the Melting Pot. Time. (Apr. 9).

Global Communication in Business

Students who may decide to work overseas and students who may work with foreign clients someday will greatly benefit from a global communication class in college. To succeed in the world today business people must acknowledge that effective international business-communication skills are the backbone that supports the transaction of business around the world. [34]

In regard to students who will eventually work overseas, Lee Hornick, president of New York City based Business Communications Worldwide, stated that students will come to understand that, "Today's organization is one without walls. Communication is even more important when you're at different locations. Everyone must have the same organizational and project goals." [35]

The English-speaking world dominates global communication and its still at the forefront of the information revolution. This culture is promoted by a new generation of broad-based, communication-orientated corporations. Although the content of the emerging global culture still looks Anglo-American, more and more of it is produced and distributed by European and Japanese conglomerates that aim for global markets. [36]

The political and economic effectiveness of the United States in the global arena depends on individual and collective abilities to communicate competently with people

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[34] Scott, J.C. (1996). Facilitating International Business Communication: A Global Perspective. Little Rock, AR: Delta Pi Epsilon.
[35] Gundling, E. (1999). How to communicate globally. Training and Development, 53 (6), 28 - 31.

[36] Stevenson, R. (1994). Global Communication in the Twenty-First Century. New York: Longman.

from other cultures. However, many American business people who are sent overseas by U.S.-based multinational corporations have not fared as well as their European and Asian counterparts. An estimated 20 to 50 percent of American business people return home early from their international assignments because they are ill prepared for their experiences. [37]

Knowledge in intercultural communication is a precondition for successful intercultural business, but by itself it is not enough. [38] When becoming part of a global corporation, one must understand that it requires speaking with a global voice. A "global voice" is the subject of considerable study and attention by many of the world's finest corporations, even though the subject might be disguised under a host of other names. "One voice," "single voice," "key messages" and "must airs" are examples. Few corporations have recognized that a global voice is not optional nowadays; it is a corporate necessity. [39]

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[37] Mendenhall, M., Dunbar, E., Oddou, G. (1987). Expatriate Selection, Training, and Career-Pathing: A Review and Critique. Human Resources Management, 26, 331-345.
[38] Lovitt, C.R.(1999). Rethinking the Role of Culture in International Communication. New York: Baywood.

[39] Morley, M. (1998). How to Manage Your Global Reputation: A Guide to the Dynamics of International Public Relations. Washington Square, NY: New York University Press.

Global Communication Around the World

To be successful in their relationships overseas, international business people must be students of culture. They must not only have factual knowledge; they must also become culturally sensitive. [40]

Communicating between cultures is becoming easier and easier every day. New and advanced communication systems continue to encourage and facilitate cultural interaction. Communication satellites, sophisticated television transmission equipment, and fiber optic or wireless connection systems permit people throughout the world to share information and ideas instantaneously. Cellular telephone service is expanding rapidly with as many as 50,000 new subscribers each day. The world in the year 2001 has 180 million personal computers and 1.2 billion television sets. [41]

Nowhere is the imperative to improve intercultural communication competence stronger than within the borders of the United States. The United States – as is the world as a whole – is currently in the midst of what is perhaps the largest and most extensive wave of cultural mixing in recorded history. [42]

As inhabitants of the twenty-first century, we will no longer have a choice about whether to live in a world of many cultures. The forces that bring people from other cultures into your life are dynamic, potent and every present. [43]

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[40] Ball, D., McCulloch, W. (1999). International Business: The Challenge of Global Competition (7th ed.). New York: Irwin McGraw-Hill
[41] Samovar, L., Porter, R. (2001). Communication Between Cultures (4th ed.). Belmont, CA: Wadsworth Thomas Learning.
[42] Lustig, M., Koester, J. (1999). Intercultural Competence: Interpersonal Communication Across Cultures (3rd ed.). New York: Addison Wesley Longman, Inc.
[43] Ibid.

In each of the settings in which we conduct our lives – in work, school, the neighborhood, personal relationships, and the family – intercultural competence is crucial. Economic success increasingly depends on the ability to display competent communication behaviors with individuals from other cultures, even if the work is within the national boundaries of the United States. [44]

Hofstede Value Dimensions

Communication between cultures is often a major obstacle when it comes to communicating with individuals from another country. Understanding other cultures is the first step that needs to be taken before success in global communication will be experienced. Geert Hofstede identified four value dimensions that have a significant impact on behavior in all cultures. These dimensions are individualism-collectivism, uncertainty avoidance, power distance, and masculinity and femininity. [45]

The author explains these dimensions and demonstrates to the reader how different cultures interact with their people, which will help in understanding how best to communicate with these cultures.

Individual-Collectivism

For many years researchers have maintained that "self-orientation versus collective orientation is one of the basic pattern variables that determine human action."

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[44] Lustig, M., Koester, J. (1999). Intercultural Competence: Interpersonal Communication Across Cultures (3rd ed.). New York: Addison Wesley Longman, Inc.

[45] Samovar, L., Porter, R. (2001). Communication Between Cultures (4th ed.). Belmont, CA: Wadsworth Thomas Learning.

In cultures that practice individualism the following traits are stressed: (1) the individual is the single most important unity in any social setting, (2) independence rather than dependence is stressed, (3) individual achievement is awarded, and (4) the uniqueness of each individual is paramount. [46]

Collectivism is characterized by a rigid social framework that distinguishes between in-groups and out-groups. People count on their in-group (relatives, clans, organizations) to look after them, and in turn they believe that they owe absolute loyalty to the group. Collectivism means a greater emphasis on (1) the views, needs, and goals of the in-group rather than oneself, (2) social norms and duty defined by the in-group rather than behavior to get pleasure, (3) beliefs shared with the in-group rather than beliefs that distinguish self from in-group, and (4) great readiness to cooperate with in-group members. [47]

Uncertainty Avoidance

According to Hofstede, uncertainty avoidance "defines the extent to which people within a culture are made nervous by situations which they perceive as unstructured, unclear, or unpredictable, situations which they therefore try to avoid by maintaining strict codes of behavior and the belief in absolute truths." [48]

High-uncertainty-avoidance cultures try to avoid uncertainty and ambiguity by providing stability for their members, establishing more formal rules, not tolerating

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[46] Samovar, L., Porter, R. (2001). Communication Between Cultures (4th ed.). Belmont, CA: Wadsworth Thomas Learning.
[47] Ibid.
[48] Ibid.

deviant ideas and behaviors, seeking consensus, and believing in absolute truths and the attaining of expertise. [49]

Low-uncertainty-avoidance cultures more easily accept the uncertainty inherent in life and are not as threatened by deviant people and ideas, so they tolerate the unusual. They prize initiative, dislike the structure associated with hierarchy, are more willing to take risks and think that there should be as few rules as possible. [50]

Power Distance

The premise of power distance deals with the extent to which a society prefers that power in relationships, institutions and organizations is distributed unequally.

In large-power distance cultures individuals believe that power and authority are facts of life. These cultures teach their members that people are not equal in this world and that everybody has a rightful place, which is clearly marked by countless vertical arrangements. Social hierarchy is prevalent and institutionalizes inequality. [51]

Small-power distance cultures believe that inequality in society should be minimized. People in these cultures believe they are close to power and should have access to that power. In this culture, hierarchy is an inequality and subordinates consider superiors to be the same kind of person as they are and vice versa. [52]

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[49] Samovar, L., Porter, R. (2001). <u>Communication Between Cultures</u> (4th ed.). Belmont, CA: Wadsworth Thomas Learning.
[50] Ibid.
[51] Ibid.

[52] Ibid.

Masculinity-Femininity

Hofstede uses the terms masculinity and femininity to refer to the degree to which masculine and feminine traits are valued and revealed in a culture. Masculinity is the extent to which the dominant values in the society are male oriented. In a masculine society men are taught to be domineering, ambitious, and assertive.

In feminine cultures people are taught caring and nurturing behavior. A feminine world view maintains that men need not be assertive and that they can assume nurturing roles. They also promote sexuality equality and hold that people and the environment are important. [53]

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[53] Samovar, L., Porter, R. (2001). <u>Communication Between Cultures</u> (4th ed.). Belmont, CA: Wadsworth Thomas Learning.

An example of the Hofstede ranking of forty countries on masculinity and

femininity:

Country	Ranking	Country	Ranking
Argentina	18	Japan	1
Australia	14	Mexico	6
Austria	2	Netherlands	38
Belgium	20	New Zealand	15
Brazil	23	Norway	39
Canada	21	Pakistan	22
Chile	34	Peru	31
Columbia	11	Philippines	10
Denmark	37	Portugal	33
Finland	35	Singapore	24
France	29	South Africa	12
Germany	9	Spain	30
Great Britain	8	Sweden	40
Greece	16	Switzerland	5
Hong Kong	17	Taiwan	27
India	19	Thailand	32
Iran	28	Turkey	26
Ireland	7	U.S.A.	13
Israel	25	Venezuela	3
Italy	4	Yugoslavia	36

- A high score means that the country can be classified as one that favors feminine traits; a low score is associated with cultures that prefer masculine traits. [54]

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[54] Samovar, L., Porter, R. (2001). <u>Communication Between Cultures</u> (4th ed.). Belmont, CA: Wadsworth Thomas Learning.

E.T. Hall's High-Context and Low-Context Orientation

Variety in cultures results from more than just differences in language or geography. Anthropologist E.T. Hall offers another effective means of examining cultural similarities and differences in both perception and communication. He categorizes cultures as being either high or low context, depending on the degree to which meaning comes from the setting or from the words being exchanged.

The study of high-context and low-context cultures gives an insight into not what people pay attention to but what they ignore. [55] And to understand what a culture cares about, pays attention to, or doesn't pay attention to will help during the planning process of a communication plan with a foreign culture.

High-Context

In high-context cultures people are very homogeneous with regard to their experiences. Due to traditions in high-context cultures history changes little over time. High-context cultures tend to be more aware of their surroundings and their environment and can communicate those feelings without words. In high-context cultures, so much information is available in the environment that it is unnecessary to verbalize everything. [56]

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[55] Samovar, L., Porter, R. (2001). Communication Between Cultures (4th ed.). Belmont, CA: Wadsworth Thomas Learning.

[56] Ibid.

Low-Context

In low-context cultures, the population is less homogeneous and therefore tends to compartmentalize interpersonal contacts. This lack of a large pool of common experience means that each time they interact with others they need detailed background information. In low-context cultures, the verbal message contains most of the information and very little is embedded in the context or the participants. [57]

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[57] Samovar, L., Porter, R. (2001). <u>Communication Between Cultures</u> (4th ed.). Belmont, CA: Wadsworth Thomas Learning.

An example of cultures arranged along the high-context and low-context dimension:

High-Context Culture
|
Japanese
|
Chinese
|
Korean
|
African American
|
Native American
|
Arab
|
Greek
|
Latin
|
Italian
|
English
|
French
|
American
|
Scandinavian
|
German
|
German-Swiss
|
Lower-Context Culture

Chapter Three

Procedures

Four sources were used to compile the research used in this thesis: the Rowan University Campbell Library database, general surveys, World Wide Web and the Internet.

Literature Search

A search of current literature on global communication was conducted on the Rowan University Campbell Library databases: ABI Inform. Lexis-Nexis and Periodical Abstracts. Key words used to locate information included global, international, communication and course.

Key words to locate information on the Internet and the World Wide Web were communication, courses, cross-cultural, global, international, intercultural, multicultural and global. More than 60 college and university web sites were visited to obtain information on their global communication courses and course descriptions. More than 20 publisher web sites were also visited to obtain textbooks and information pertaining to global communication.

A general survey of Rowan University College of Communication staff was conducted. A copy of the survey is located in appendix A.

Universities and colleges researched were:

- American University
- American Graduate School
- Arizona State University
- University of British Columbia
- Brigham Young University
- The College of New Jersey
- University of Florida
- Florida International University
- Indiana University
- University of Leeds
- Loyola University Chicago
- University of Maryland
- New York University
- Ohio University
- University of Pennsylvania
- University of Rhode Island
- Rider University
- Slippery Rock University
- Villanova University

Textbooks researched were:

- Borderlands/La Frontera
- Communication Between Cultures
- Experiencing Intercultural Communication
- Experiencing Intercultural Communication (Instructors Manual)
- Foundation of Intercultural Communication
- Global Communication in the 21st Century
- The Global Dynamics of News
- Global Journalism – Survey of International Communication (3rd edition)
- How to Manage Your Global Reputation
- Intercultural Communication
- Intercultural Communication – A Reader
- Intercultural Competence – Interpersonal Communication Across Cultures
- International Communication
- International Public Relations
- The Lexus and the Olive Tree
- Visual Language – Global Communication in the 21st Century

Dean and professors interviewed and surveyed:

- Antoinette Libro, Ph.D., Dean of College of Communication
- Julia Chang, Journalism and Creative Writing Department
- Cindy Corison, Ph.D., Chair of Communication Studies Department
- Mike Donovan, Radio/Television/Film Department
- Alberta Foster-Faulcon, Director of Multicultural and International Affairs
- Anthony Fulginiti, Public Relations/Advertising Department
- Carl Hausman, Ph.D., Chair of Journalism Department
- Edward Moore, Chair of Public Relations Department
- Janice Rowan, Composition and Rhetoric Department
- Edward Streb, Ph.D., Communication Studies Department

Chapter Four

A content analysis of global communication syllabi, textbooks and a general survey of the dean and professors at Rowan University's College of Communication revealed the following information on curriculums for global communication courses.

Nineteen college global communication courses syllabi, 16 global communication textbooks and 10 general surveys were analyzed to determine the key needs and emerging issues pertaining to global communication.

The following information represents the results from a content analysis of the global communication course syllabi, global communication textbooks and surveys.

(Definitions will not be included for topic with obvious interpretation.)

Culture

Culture functions to provide structure, stability and security that are used by members of a group to maintain themselves as a healthy system. [58]

Syllabi

Culture is covered in 89% of the syllabi studied:

At Loyola University Chicago Dr. Elizabeth Lozano's Intercultural Communication course examines the basic dynamics that characterize the life of a culture and the implications of these dynamics for individuals who interact within and across cultures.

At Arizona State University Professor Fernando Delgado's Cultural and Intercultural Communication course introduces the basic conceptual and theoretical concepts and issues related to the study of communication and culture. The course examines culture as vital to many levels and contexts of communication.

At the University of Leeds Dr. Jayne Rodgers' Communication and International Affairs course addresses cultural and media imperialism versus cultural diplomacy.

At Villanova University Dr. Heidi Rose's Intercultural Communication course examines the impact of culture on communication styles. The course also examines how communication functions in a variety of intercultural contexts.

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[58] Chen, G., Starosta, W. (1998). <u>Foundations of Intercultural Communication</u>. Needham, Massachusetts: Allyn & Bacon.

Textbooks

Culture is covered in 63% of the textbooks studied:

"Foundations of Intercultural Communication," by Guo-Ming Chen, William Starosta, contains information on cultural assimilators, cultural awareness, cultural conflict, cultural contact, cultural differences and cultural diversity. The text also covers cultural identity, cultural migration, cultural perception, cultural value differences and cultural values in relationship to ethics and communication.

"Global Communication in the Twenty-First Century," by Robert Stevenson, reviews cultural conflict, language as a source of cultural conflict, cultural identity, cultural imperialism, cultural values, and the emergence of a global culture.

"Intercultural Communication: Roots and Routes," by Carolyn Calloway-Thomas, Pamela Cooper and Cecil Blake, studies cultural dimensions in the classroom, cultural diversity, cultural domination, cultural foundations, cultural socialization, cultural norms, culture and media and culture and perception.

"Intercultural Competence," by Myron Lustig and Jolene Koester, covers metaphors of cultural diversity, cultural groups in the United States, cultural characteristics of language, cultural patterns, culture-specific perceptions and cultural biases.

Surveys

Eighty percent of the Rowan University College of Communication members interviewed strongly agree that culture is an important topic that should be covered in a global communication course.

Twenty percent of the Rowan University College of Communication members agree that culture is an important topic that should be covered in a global communication course.

Culture

Agree
20%

Strongly
Agree
80%
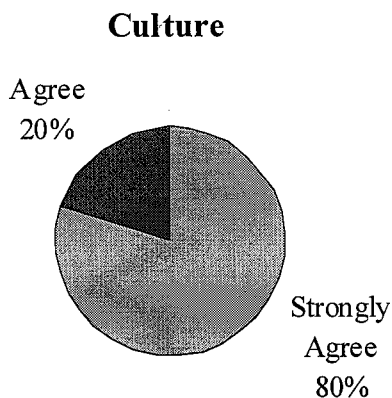
Globalization

Globalization is the integration of capital, technology and information across a national border. [59]

Syllabi

Globalization is covered in 53% of the syllabi studied:

At American University Professor Shalini Venturelli's Foundations of International Communication course covers economic globalization and the globalization of the Internet and digital communication. Professor Burcu Akan's Cross-Cultural Communication course discusses culture and globalization.

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[59] Friedman, T. (2000). <u>The Lexus and the Olive Tree</u>. New York: Anchor Books.

At Brigham Young University Professor John Dancy's Comparative Mass Media Systems course studies the globalization of business and culture.

At Florida International University Professor Patricia Rose's Multicultural Communication course reviews the meaning of globalization and the globalization of markets.

At the University of Leeds Dr. Jayne Rodgers' Communication and International Affairs course explores the globalization of the communication industry.

Textbooks

Globalization is studied in 31% of the textbooks studied:

"Experiencing Intercultural Communication: An Introduction," by Judith Martin and Thomas Nakayama, explains the process of globalization in business.

"How to Manage Your Global Reputation," by Michael Morley, explains the importance of globalization in global public relations.

"Communication Between Cultures," by Larry Samovar and Richard Porter, explains business globalization.

Surveys

The survey didn't contain the topic of globalization.

<u>Politics</u>

Politics is the science of government, including political affairs, political methods and tactics and political opinions. [60]

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[60] Neufeldt, V. (1995). <u>Webster's New World Compact School and Office Dictionary</u>. New York: Macmillan.

Syllabi

Politics is covered in 42% of the syllabi studied:

Brigham Young University Professor John Dancy's Comparative Mass Media Systems course studies the political dimensions of various countries. Professor Rich Long's Issues in International Communication course studies communication development in the context of political change.

At American University Professor Gary Weaver's Intercultural Communication course studies political development. Professor Jamie Frueh's Cross-Cultural Communication course reviews the politics of identity and difference. Professor Shalini Venturelli's Foundations of International Communication course reviews politics and the international legal dimensions of the internationalization of communication.

At the University of Leeds Dr. Jayne Rodgers' Communication and International Affairs course covers political activism.

Textbooks

Politics is covered in 19% of the textbooks studied:

"Global Communication in the Twenty-First Century," by Robert Stevenson, contains a chart, created by the Freedom House in New York City, which evaluates and ranks each country in the world in regard to its political rights and civil liberties.

"International Communication," by Robert Fortner, covers political communication, economic policies and politics, and political sovereignty.

"Experiencing Intercultural Communication: An Introduction," by Judith Martin and Thomas Nakayama, covers conflict and politics, and language and politics.

Surveys

Sixty percent of the Rowan University College of Communication members interviewed agree that politics is an important topic that should be covered in a global communication course.

Twenty percent of the Rowan University College of Communication members are neutral.

Ten percent of the Rowan University College of Communication members strongly agree that politics should be covered in a global communication course.

Ten percent of the Rowan University College of Communication members don't know if politics should be covered in a global communication course.

Politics
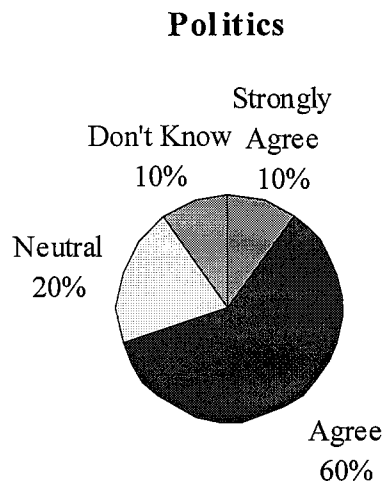
Adaptation

Adaptation is the act of adjusting oneself to new circumstances.

Syllabi

Adaptation is covered in 37% of the syllabi studied:

American University's Professor Gary Weaver's Intercultural Communication course places special emphasis on adaptation. A case study/take home examination requires the analysis and discussion of cross-cultural adaptation.

At Rider University Professor Dr. Minmin Wang's Intercultural Communication course covers adaptation and culture shock simultaneously during the eighth week of the semester.

At Arizona State University Professor Jeffrey Kassing's Cultural and Intercultural Communication Theory and Research course studies intercultural adaptation.

At Rhode Island University Professor Agnes Doody's Intercultural Communication studies adaptation and culture shock.

Textbooks

Adaptation is covered in 31% of the textbooks studied:

"Foundations of Intercultural Communication," by Guo-Ming Chen and William Starsota, devotes one chapter to intercultural adaptation. The chapter discusses the nature and study of intercultural adaptation, as well as the dimensions and models for studying intercultural adaptation.

"Communication Between Cultures," by Larry Samovar and Richard Porter, discusses adaptation by cultures and individuals. The text explains the challenges with adaptation, including how to cope with ethnocentrism and language problems. The text

also explains how to improve the adaptation process by acquiring knowledge of the host culture and increasing contact with the host culture.

"Intercultural Competence: Interpersonal Communication Across Cultures," by Myron Lustig and Jolene Koester, covers adaptation as an outcome of intercultural contact. It deals with the definition of acculturation, culture shock versus acculturation, the acculturation process and the different types of acculturation.

Surveys

Forty percent of the Rowan University College of Communication members interviewed agree that adaptation is an important topic that should be covered in a global communication course.

Thirty percent of the Rowan University College of Communication members strongly agree that adaptation should be covered in a global communication course.

Thirty percent of the Rowan University College of Communication members are neutral.

Adaptation

Neutral
30%

Strongly Agree
30%

Agree
40%
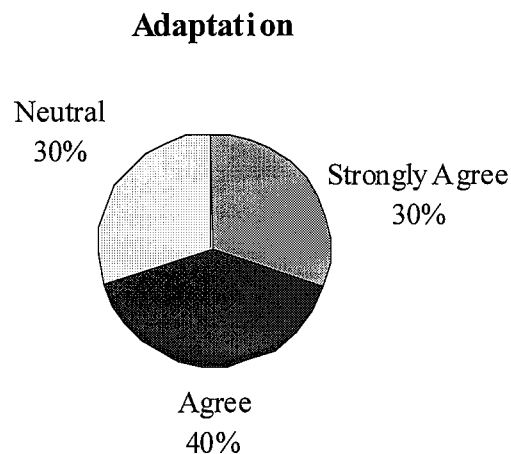
Race

Race may be defined as a distinct group of people from any geographical population sharing the same habits or ideas. [61]

Syllabi

Race is covered in 37% of the syllabi studied:

At Rider University Dr. Minmin Wang's Intercultural Communication course studies the students' racial identity and the affect their racial identity has on other people's interactions. The course also covers racial tensions.

At American University Professor Jamie Frueh's Cross-Cultural Communication course and professor Gary Weaver's Intercultural Communication course both study race.

At Arizona State University-West Professor Shome's Intercultural Communication course studies racism and race function in contemporary cultures.

Textbooks

Race is covered in 31% of the textbooks studied:

"Intercultural Communication: Roots and Routes," by Carolyn Calloway-Thomas, Pamela Cooper and Cecil Blake, contains a chapter on race, ethnicity and gender. The chapter contains information on racial formations, the ideological roots of race and race as a factor of communication. The text also covers race and credibility, race and intercultural accessibility, race and cultural contacts and race and language.

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[61] Neufeldt, V. (1995). Webster's New World Compact School and Office Dictionary. New York: Macmillan.

"Experiencing Intercultural Communication: An Introduction," by Judith Martin and Thomas Nakayama, covers race in relationship to class, racial histories, racial identity, racism and discrimination and white perceptions of race.

"Intercultural Competence," by Myron Lustig and Jolene Koester, covers racism and cultural differences and race.

"Communication Between Cultures," by Larry Samovar and Richard Porter, studies communication between races and racial discrimination in the workplace.

Surveys

Sixty percent of the Rowan University College of Communication members interviewed agree that race is an important topic that should be covered in a global communication course.

Twenty percent of the Rowan University College of Communication members strongly agree that race should be covered in a global communication course.

Ten percent of the Rowan University College of Communication members strongly disagree that race should be covered in a global communication course.

Ten percent of the Rowan University College of Communication members are neutral.

Race

Strongly
Disagree
10%

Strongly
Agree
20%

Neutral
10%

Agree
60%
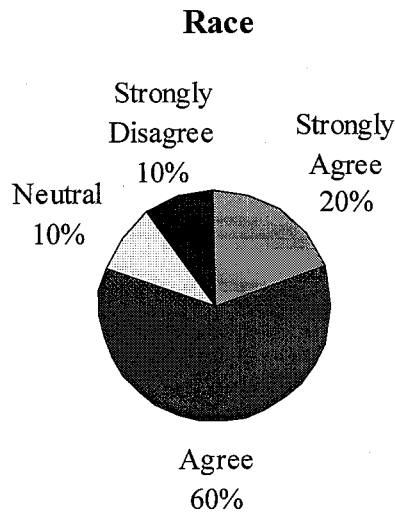
Television and Film

Syllabi

Television and films are covered in 37% of the syllabi studied:

At American University Professor Shalini Venturelli's Foundations of International

Communication course studies television and society and how television transforms the

news.

At Brigham Young University Professor John Dancy's Comparative Mass Media

Systems course examines how television affects the lives of individuals.

At Villanova University Professor Heidi Rose's Intercultural Communication

course requires students to view cultural films, television programs and live performances.

At Rider University Dr. Minmin Wang's Intercultural Communication course

examines intercultural films.

Textbooks

Television and films are covered in 25% of the textbooks studied:

"Global Communication in the Twenty-First Century," by Robert Stevenson, studies television in the following countries: Brazil, Canada, Europe, France, Germany, Great Britain, Japan and the Soviet Union. The text also covers audience preferences in television, television dominance in the United States, and television viewership in various countries. The text also ranks the top money-making movies in selected countries during 1992.

"Experiencing Intercultural Communication: An Introduction," by Judith Martin and Thomas Nakayama, studies the popular view of television and television's portrayal of minorities.

"Intercultural Communication: A Reader," by Larry Samovar and Richard Porter, covers television commercials.

Surveys

Fifty percent of the Rowan University College of Communication members interviewed strongly agree that television and films are important topics that should be covered in a global communication course.

Twenty percent of the Rowan University College of Communication members agree that television and films should be covered in a global communication course.

Twenty percent of the Rowan University College of Communication members are neutral.

Ten percent of the Rowan University College of Communication members

disagree that television and films should be covered in a global communication course.

Television and Film

Disagree
10%

Neutral
20%

Strongly
Agree
50%

Agree
20%
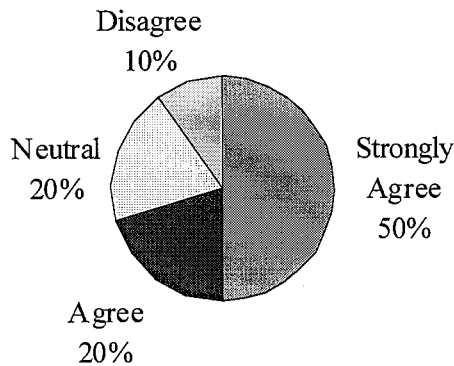
Business

Many countries are tied directly to an international system of economic

interdependence, and most countries have at least one asset within their borders that is

needed by another country. [62]

Syllabi

Business is covered in 32% of the syllabi studied:

At the University of Maryland Dr. Laura Drake's Intercultural Communication

course studies business and social structures.

At Brigham Young University Professor John Dancy's Comparative Mass Media

Systems course covers the globalization of business and culture.

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[62] Samovar, L., Porter, R. (2001). Communication Between Cultures (4th ed.). Belmont, CA: Wadsworth Thomas Learning.

At Florida International University Professor Patricia Rose's Multicultural Communication course studies the cultural differences of conducting business.

Textbooks

Business is covered in 44% of the textbooks studied:

"Experiencing Intercultural Communication: An Introduction," by Judith Martin and Thomas Nakayama, dedicates one chapter to intercultural communication and business. This chapter consists of power issues in intercultural business encounters and communication challenges in business contexts.

"Communication Between Cultures," by Larry Samovar and Richard Porter, covers culture and the business context, international business context. The text includes: North American management culture, European management culture, Asian management culture and Latin American management culture. The text also reviews culture-specific business practices and cultural conflicts in the workforce.

"Intercultural Communication: A Reader," by Larry Samovar and Richard Porter, illustrates institutional discrimination in business communication and diversity issues in business communication.

"Foundations of Intercultural Communication," by Guo-Ming Chen and William Starosta, touches upon how cultural diversity affects the workplace and global business ethics.

"How to Manage Your Global Reputation," by Michael Morley, studies business ethics and business to business interactions.

Surveys

Fifty percent of the Rowan University College of Communication members interviewed agree that business is an important topic that should be covered in a global communication course.

Thirty percent of the Rowan University College of Communication members strongly agree that business should be covered in a global communication course.

Ten percent of the Rowan University College of Communication members don't know if business should be covered in a global communication course.

Ten percent of the Rowan University College of Communication members are neutral.

Business

Don't Know
10%

Neutral
10%

Strongly
Agree
30%
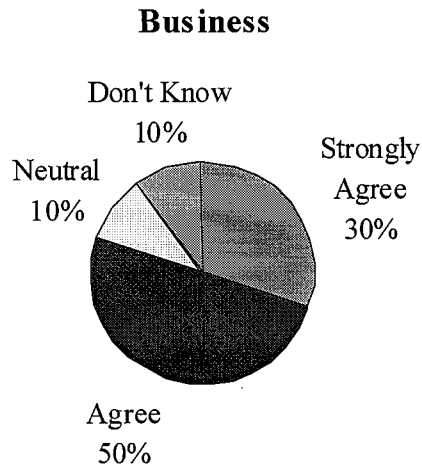
Agree
50%

Conflict

A conflict may be a disagreement between or among persons in an interdependent relationship in which they try to meet each other's social needs while, in many cases, pursuing some common goals. A disagreement can occur when one person faces incompatible goals, resources, decision making and behaviors. [63]

Syllabi

Conflict is covered in 32% of the syllabi studied:

At American University Professor Burcu Akan's Cross-Cultural Communication course explores the issue of international conflict. Professor Jamie Frueh's Cross-Cultural Communication course devotes one week to conflict and resistance. And Professor Gary Weaver's Intercultural Communication course applies special emphasis to conflict. One week of Weaver's course is dedicated to the psychology and cultural aspects of international conflict.

Textbooks

Conflict is covered in 25% of the textbooks studied:

"Experiencing Intercultural Communication: A Introduction," by Judith Martin and Thomas Nakayama, examines competitive and cooperative conflict, productive and destructive conflict, social movements and conflict and conflict resolutions.

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[63] Chen, G., Starosta, W. (1998). <u>Foundations of Intercultural Communication</u>. Needham, Massachusetts: Allyn & Bacon.

"Foundations of Intercultural Communication," by Guo-Ming Chen and William Starosta, covers cultural conflict, inter-organizational conflict, interpersonal conflict and the nature of conflict.

"Intercultural Communication: A Reader," by Larry Samovar and Richard Porter, studies the avoidance of conflict in Asian countries.

Surveys

Sixty percent of the Rowan University College of Communication members interviewed strongly agree that conflict is an important topic that should be covered in a global communication course.

Twenty percent of the Rowan University College of Communication members agree that conflict should be covered in a global communication course.

Ten percent of the Rowan University College of Communication members strongly disagree that conflict should be covered in a global communication course.

Ten percent of the Rowan University College of Communication members are neutral.

Conflict

Strongly
Disagree
10%

Neutral
10%

Agree
20%

Strongly
Agree
60%
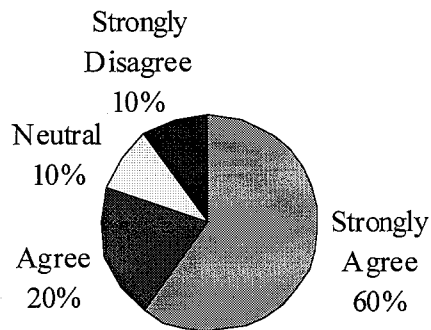
Culture Shock

Culture shock is the alienation or confusion that may be experienced by someone encountering a new surrounding or culture. [64]

Syllabi

Culture shock is covered in 32% of the syllabi studied:

At American University Professor Gary Weaver's Intercultural Communication course requires students to discuss the adjustment pattern of foreign students coming to American University and American students studying abroad. The course also discusses American students traveling abroad suffering from culture shock.

At the University of Maryland Dr. Laura Drake's Intercultural Communication course discusses culture shock and reverse culture shock.

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[64] Neufeldt, V. (1995). <u>Webster's New World Compact School and Office Dictionary</u>. New York: Macmillan.

At Rider University Dr. Minmin Wang's Intercultural Communication course covers culture shock and adaptation.

Textbooks

Culture shock is covered in 38% of the textbooks studied:

"Communication Between Cultures," by Larry Samovar and Richard Porter, defines culture shock and explains the stages of culture shock

"Intercultural Competence," by Myron Lustig and Jolene Koester, explains the difference between culture shock and adaptation.

"Foundations of Intercultural Communication," by Guo-Ming Chen and William Starosta, covers the effects of culture shock, symptoms of culture shock and culture shock and cultural adaptation.

"Global Communication in the Twenty-First Century," by Robert Stevenson, studies culture shock.

Surveys

The survey didn't contain the topic of culture shock.

Language

Syllabi

Language is covered in 32% of the syllabi studied:

At American University Professor Burcu Akan's Cross-Cultural Communication course studies language and communication.

At Villanova University Dr. Heidi Rose's Intercultural Communication course covers language use in various social, professional and cultural contexts.

At the University of Maryland Dr. Laura Drake's Intercultural Communication course studies language and communication and language and communication style.

Textbooks

Language is covered in 50% of the textbooks studied:

"Global Communication in the Twenty-First Century," by Robert Stevenson, covers the cognitive processes affected by language, English as a global language, the force of culture on language, formality expressed in language, language as a source of cultural conflict and the predisposition to language.

"Foundations of Intercultural Communication," by Guo-Ming Chen and William Starosta, studies the characteristics of language, language and culture, structure of language, variations of language, language expressions and language shock.

"Intercultural Competence," by Myron Lustig and Jolene Koester, covers language dialects, language accent, cultural characteristics of language, dominance and language, respect shown by languages, language translations and more.

"Experiencing Intercultural Communication: An Introduction," by Judith Martin and Thomas Nakayama, reviews language and perceptions, language components and language policies.

Surveys

Fifty percent of the Rowan University College of Communication members interviewed strongly agree that language is an important topic that should be covered in a global communication course.

Forty percent of the Rowan University College of Communication members agree that language should be covered in a global communication course.

Ten percent of the Rowan University College of Communication members don't know if language should be covered in a global communication course.

Language

Don't Know
10%

Strongly
Agree
50%

Agree
40%
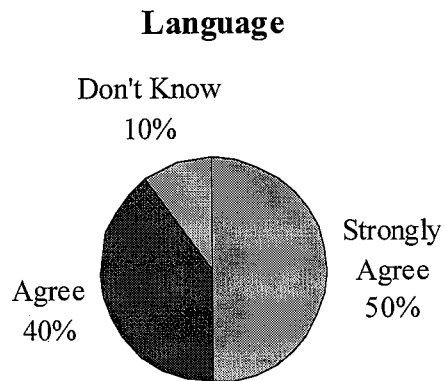
Media

Media in various forms carry a variety of messages. Messages may be carried by radio, television, newspaper, Internet and more.

Syllabi

Media are covered in 32% of syllabi studied:

At the University of Leeds Dr. Jayne Rodgers' Communication and International Affairs course aims to develop an understanding of the way the media interact with foreign politics, diplomacy, military and culture.

At Brigham Young University Professor Rich Long's Issues in International Communication course covers global media, "western" media, "communist" media, authoritarian media, development media and revolutionary media.

At Brigham Young University Professor John Dancy's Comparative Mass Media Systems course studies the way mass media affects society. The course also studies news from around the world and how the Western cultures dominate the information culture of the world.

At American University Dr. Christine Chin's Cross-Cultural Communication course devotes one week to new media and culture. Dr. Shalini Venturelli's Foundations of International Communication course examines how television transforms the news, global media systems and the news media and foreign policy.

Textbooks

Media are covered in 25% of the textbooks studied:

"Intercultural Communication: Roots and Routes," by Carolyn Calloway-Thomas, Pamela Cooper and Cecil Blake, covers media and culture. The text includes information on cultural norms and media, international dimensions of the media, media and ideology, media ownership and cultural perception. The text also covers gender, class and the media.

"Experiencing Intercultural Communication: An Introduction," by Judith Martin and Thomas Nakayama review the influence of media and media imperialism.

"Global Communication in the Twenty-First Century," by Robert Stevenson, contains one chapter on global media.

"Foundations of Intercultural Communication," by Guo-Ming Chen and William Starosta, covers media communication.

Surveys

The survey didn't contain the topic of media.

Nonverbal Communication

Nonverbal communication is communication through means other than language. An example may be a facial expression, personal space, eye contact, use of time and conversational silence. [65]

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[65] Martin, J., Nakayama, T. (2001). Experiencing Intercultural Communication. Mountain View, California: Mayfield Publishing Company.

Syllabi

Nonverbal communication is covered in 32% of the syllabi studied:

At Rhode Island University Professor Agnes Doody's Intercultural Communication course requires all students to observe meaningful nonverbal communication around the campus and share observations with classmates.

At the University of Maryland Dr. Laura Drake's Intercultural Communication course examines verbal and nonverbal communication channels which are influenced by cultural, racial and geographic differences.

At Villanova University Dr. Heidi Rose's Intercultural Communication course studies the ways in which cultural membership defines and influences aspects of verbal and nonverbal communication, and how these different communicative styles impact intercultural [mis]understanding.

Textbooks

Nonverbal communication is covered in 44% of the textbooks studied:

"Foundations of Intercultural Communication," by Guo-Ming Chen and William Starosta, discusses the nature, functions, characteristics and structure of nonverbal communication. The text also touches upon nonverbal communication and culture and intercultural skills and nonverbal communication.

"Intercultural Communication: Roots and Routes," by Carolyn Calloway-Thomas, Pamela Cooper and Cecil Blake, devotes a chapter to the origin and nature of nonverbal communication. The chapter covers the relationship of verbal and nonverbal communication and the dimensions of nonverbal communication.

"Experiencing Intercultural Communication: An Introduction," by Judith Martin and Thomas Nakayama, dedicates one chapter to nonverbal communication issues. The chapter begins by defining nonverbal communication before explaining what nonverbal behavior communicates. The text also explains cultural variations in nonverbal behavior and nonverbal codes, such as eye contact, personal space, time orientation and facial expressions.

"Intercultural Competence: Interpersonal Communication Across Cultures," by Myron Lustig and Jolene Koester, contains one chapter focusing on nonverbal intercultural communication. This chapter defines nonverbal codes and cultural universals in nonverbal communication. It also touches upon cultural variations in nonverbal communication and nonverbal messages in intercultural communication.

"Communication Between Cultures," by Larry Samovar and Richard Porter, includes one chapter on nonverbal communication. This chapter first explains the importance of nonverbal communication, including first impressions, subconscious actions and culture-bound nonverbal communication. The chapter explains the functions of nonverbal communication, including repeating, complimenting, substituting, regulating and contradicting. The chapter also explains nonverbal communication guidelines and limitations.

Surveys

Sixty percent of the Rowan University College of Communication members interviewed strongly agree that nonverbal communication is an important topic that should be covered in a global communication course.

Thirty percent of the Rowan University College of Communication members

agree that nonverbal communication should be covered in a global communication course.

Ten percent of the Rowan University College of Communication members are

neutral.

Nonverbal Communication
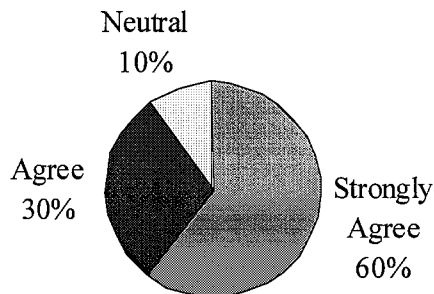
Region Specific

Global communication courses and textbooks that review specific regions and their

cultural differences give specific information to individual countries and regions.

Syllabi

Of the syllabi studied 32% were region specific:

At American University Professor Gary Weaver's Intercultural Communication

course covers teaching children in Turkey, critical incidents in Iran, American POWs

during the Korean War, rural Arkansan in Kenya, spiritualism in Latino communities and

Argentina and Malvinas during the Persian Gulf War.

At Brigham Young University Professor John Dancy's Comparative Mass Media Systems course requires students to develop different region or country profiles. Profiles include the region or country's cultural, social, political and economic dimensions.

At Rhode Island University Professor Agnes Doody's Intercultural Communication course requires students to interview someone from another country and to write a paper on the country that person came from. The paper includes information on culture shocks experienced, varying holidays, food preferences, religious beliefs, gender roles and family structure.

At Florida International University Professor Patricia Rose's Multicultural Communication course requires students to complete a country project.

Textbooks

Of the textbooks studied 38% were region specific:

"Global Journalism," by John Merrill, reviews history, print media, electronic media, news services and government media relations. The text also reviews concepts of media freedom, media economics and special problems, journalism education and training, prospects of the future in 13 separate regions. The regions include: east central Europe, southeasters Europe, Russia and the newly independent states, Middle East, north Africa, sub-saharan Africa, Asia, Pacific, Latin America, Caribbean, Canada and the United States.

"International Public Relations: A Comparative Analysis," by Hugh Culbertson and Ni Chen, examines public relations in the following countries: Asia, Africa, Thailand, southern India, Philippines, south east Asia, Japan, Middle East, Costa Rica, South America, Central America, Finland, Romania, Germany and Europe.

"The Global Dynamics of News: Studies in International News Coverage and News Agenda," by Abbas Malek and Anandam Kavoori, studies the dynamics of news in Africa, Bulgaria, Latin America, United States and more.

Surveys

Survey didn't contain the topic of region specific.

Socialization

In global communication, socialization refers to how various cultures socialize with each other and with other cultures.

Syllabi

Socialization is covered in 32% of the syllabi studied:

At Rider University Dr. Minmin Wang's Intercultural Communication course examines the important role of socialization in intercultural communication.

Brigham Young University Professor Rich Long's Issues in International Communication course examines communication development in social change. Professor John Dancy's Comparative Mass Media Systems course explores social dimensions on various cultures.

Textbooks

Socialization is covered in 56% of the textbooks studied:

"Communication Between Cultures," by Larry Samovar and Richard Porter, covers cultural value orientation toward social relationships, family teachings on social relationships, and language and social relationships.

"Foundations of Intercultural Communication," by Guo-Ming Chen and William Starosta, covers social anxiety, social behaviors, social needs, communication as a social reality, social relaxation, social rituals, social skills and social support.

"Intercultural Competence," by Myron Lustig and Jolene Koester, reviews social categorizing, social hierarchy, social roles, social identity are more.

"Intercultural Communication: Roots and Routes," by Carolyn Calloway-Thomas, Pamela Cooper and Cecil Blake, reviews cultural socialization.

"Intercultural Communication: A Reader," by Larry Samovar and Richard Porter, covers social barriers.

"Experiencing Intercultural Communication: A Reader," by Judith Martin and Thomas Nakayama, covers socialization.

Surveys

Fifty percent of the Rowan University College of Communication members interviewed agree that socialization is an important topic that should be covered in a global communication course.

Twenty percent of the Rowan University College of Communication members strongly disagree that socialization should be covered in a global communication course.

Ten percent of the Rowan University College of Communication members strongly agree that socialization should be covered in a global communication course.

Ten percent of the Rowan University College of Communication members don't know if socialization should be covered in a global communication course.

Ten percent of the Rowan University College of Communication members are

neutral.

Socialization

Strongly
Agree
10%

Don't Know
10%

Strongly
Disagree
20%

Neutral
10%

Agree
50%
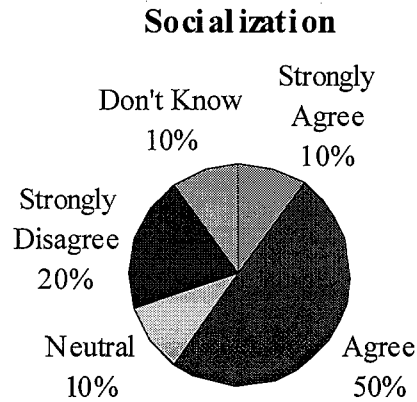
Development

Development is the simple idea that social change (progress, development) can be

facilitated by change agents and that the work of change agents can be multiplied by mass

media. [66]

Syllabi

Development is covered in 26% of the syllabi studied:

At Brigham Young University Professor Rich Long's Issues in International

Communication course studies communication development in the context of economic,

social/cultural and political change. The course also covers how development impacts

cultures and social structures.

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[66] Stevenson, R. (1994). Global Communication in the Twenty-First Century. New York: Longman.

At the University of Leeds Dr. Jayne Rodgers' Communication and International Affairs course discusses development and communication. The course reviews development issues relating to the spread of communication technologies.

At American University Professor Shalini Venturelli's Foundations of International Communication course covers developmental trade and media development.

Textbooks

Development is covered in 19% of the textbooks studied:

"Global Communication in the Twenty-First Century," by Robert Stevenson, contains a chapter on development media. This chapter covers mass media and development, development news, communication development during the 1990s and development policies.

"Foundations of Intercultural Communication," by Guo-Ming Chen and William Starosta studies communication as a developmental process.

"International Communication," by Robert Fortner, discusses developing countries.

Survey

The survey didn't contain the topic of development.

Economics

Economics is the management of income, expenditures and the satisfaction of the material needs of the people.

Syllabi

Economics is covered in 26% of the syllabi studied:

At Florida International University Professor Patricia Rose's Multicultural Communication course focuses on the socio-economic differences among publics. Students are also required to study a single country, understand its economy, and present an overview of the chosen country to the class.

At Brigham Young University Professor Rich Long's Issues in International Communication course requires a research paper that requires information on the chosen country's economy and its affect on development.

Textbooks

Economics is covered in 38% of the textbooks studied:

"Intercultural Communication: Roots and Routes," by Corolyn Calloway-Thomas, Pamela Cooper and Cecil Blake covers economic global transformations, economic tensions and economics and culture.

"Communication Between Cultures," by Larry Samovar and Richard Porter, discusses economic sanctions and economics in a new world order.

"Foundations of Intercultural Communication," by Guo-Ming Chen and William Starosta reviews the globalization of the economy.

"Global Communication in the Twenty-First Century," by Robert Stevenson, studies economic growth.

"How to Manage Your Global Reputation," by Michael Morley, covers economic development and trade relations.

Surveys

Fifty percent of the Rowan University College of members interviewed agree that economics is an important topic that should be covered in a global communication course.

Thirty percent of the Rowan University College of Communication members are neutral.

Twenty percent of the Rowan University College of Communication members strongly agree that economics should be covered in a global communication course.

Economics

Strongly
Neutral   Agree
30%   20%

Agree
50%
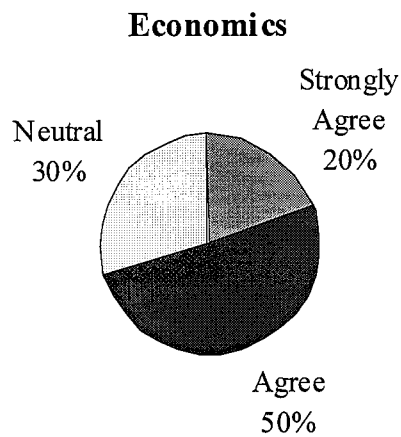
Ethnicity

Ethnicity is an ethnic classification or affiliation. Ethnic identity is a set of ideas about one's own ethnic group membership; a sense of belonging to a particular group and knowing something about the shared experience of the group. [67]

An ethnic group is one whose members entertain a subjective belief in their common descent because of similarities of physical type or of customs or both. [68]

Syllabi

Ethnicity is covered in 26% of the syllabi studied:

At Brigham Young University Professor John Dancy's Comparative Mass Media Systems course students are required to complete a region or country profile, which includes the ethnic background of chosen region or country.

At American University Professor Jamie Frueh's Cross-Cultural Communication course requires all students to participate in a team presentation. One of the teams must present on ethnicity. The course also reviews ethnicity and politics in South Africa.

At Florida International University Professor Patricia Rose's Multicultural Communication course examines the role of culture, ethnicity and communication.

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[67] Martin, J., Nakayama, T. (2001). Experiencing Intercultural Communication. Mountain View, California: Mayfield Publishing Company.
[68] Calloway, C., Cooper, P., Blake, C. (1999). Intercultural Communication: Roots and Routes. Needham Heights, Massachusetts: Allyn & Bacon.

Textbooks

Ethnicity is covered in 38% of the textbooks studied:

"Foundations of Intercultural Communication," by Guo-Ming Chen and William Starosta, reviews ethnic dialect, ethnic diversity issues, ethnic groups in the United States, ethnic identity, ethnic impact on the workforce and ethnic social communication.

"Experiencing Intercultural Communication: An Introduction," by Judith Martin and Thomas Nakayama, reviews ethnic histories, ethnic identity, and conflict resolutions and ethnicity.

"Intercultural Communication: Roots and Routes," by Carolyn Calloway-Thomas, Pamela Cooper and Cecil Blake, covers ethnic identity, ethnicity and religion, and "ethnic cleansing."

"Communication Between Cultures," by Larry Samovar and Richard Porter, covers ethnic discrimination in the workplace and communication between ethnic groups.

Surveys

Thirty percent of the Rowan University College of Communication members interviewed strongly agree that ethnicity is an important topic that should be covered in a global communication course.

Thirty percent of the Rowan University College of Communication members agree that ethnicity should be covered in a global communication course.

Twenty percent of the Rowan University College of Communication members are neutral.

Ten percent of the Rowan University College of Communication members

strongly disagree that ethnicity should be covered in a global communication course.

Ten percent of the Rowan University College of Communication members

disagree that ethnicity should be covered in a global communication course.

Ethnicity
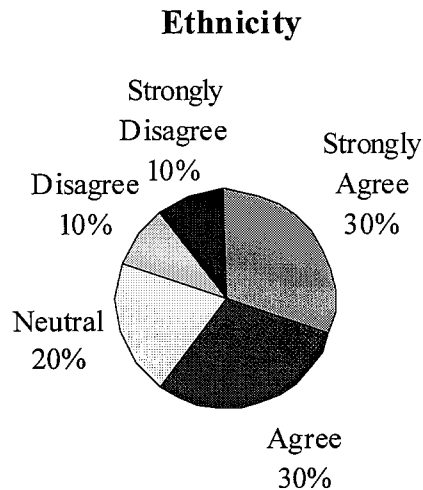
Interracial/Intercultural Relationships

Interracial and intercultural relationships are relationships between individuals of a

different race, culture, nationality or creed.

Syllabi

Interracial/Intercultural Relationships is covered in 26% of the syllabi studied:

At Rider University Dr. Minmin Wang's Intercultural Communication requires all

students to participate in a group performance that may depict intercultural or interracial

relationships/dating and the prejudices and stereotypes.

At Rhode Island University Professor Agnes Doody's Intercultural

Communication course discusses the development of intercultural relationships.

At the University of Maryland Dr. Laura Drake's Intercultural Communication course studies intercultural friendships.

Textbooks

Interracial and intercultural relationships are covered in 25% of the textbooks studied:

"Intercultural Competence," by Myron Lustig and Jolene Koester, explains the handling of differences and improving intercultural relationships.

"Experiencing Intercultural Communication: An Introduction," by Judith Martin and Thomas Nakayama, covers intercultural relationships, including dating and marriage. The test also covers cultural differences, negative stereotypes and physical attractions that come with intercultural relationships.

Surveys

Forty percent of the Rowan University College of Communication members interviewed are neutral.

Thirty percent of the Rowan University College of Communication members strongly agree that interracial/intercultural relationships should be covered in a global communication course.

Twenty percent of the Rowan University College of Communication members agree that interracial/intercultural relationships should be covered in a global communication course.

Ten percent of the Rowan University College of Communication members

strongly disagree that interracial/intercultural relationships should be covered in a global

communication course.

Interracial/Intercultural Relationships

Strongly
Disagree
10%

Strongly
Agree
30%

Neutral
40%

Agree
20%
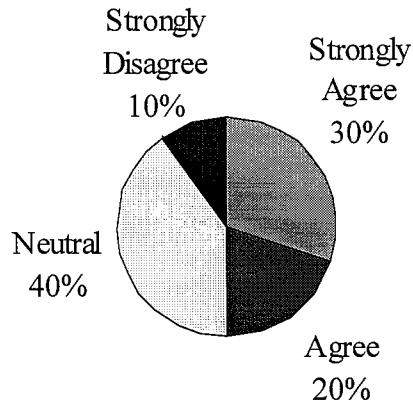
War

War is an open armed conflict between nations, consisting of any active hostility

or struggle. [69]

Syllabi

War is covered in 25% of the syllabi studied:

At American University professor Gary Weaver's Intercultural Communication

course examines the Persian Gulf War and American POWs during the Korean War.

At Brigham Young University Professor Rich Long's Issues in International

Communication course studies WW II and the Cold War.

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[69] Neufeldt, V. (1995). Webster's New World Compact School and Office Dictionary. New York: Macmillan.

At the University of Leeds Dr. Jayne Rodgers' Communication and International

Affairs course examines the role of physiological warfare during the Cold War and at

Psychological Operations in 2001.

Textbooks

War is covered in 25% of the textbooks studied:

"International Communication," by Robert Fortner, reviews the international

communication system during WW I, propaganda in WW I, broadcasting during WW II,

information control during WW II. The text also covers Soviet interpretation of the role

of international propaganda during the Cold War.

"Experiencing Intercultural Communication: An Introduction," by Judith Martin

and Thomas Nakayama, covers the War of 1812.

"Communication Between Cultures," by Larry Samovar and Richard Porter,

studies war as an international conflict.

Surveys

The survey didn't contain the topic of war.

History

History is the knowledge and recording of all past events. [70]

Syllabi

History is covered in 21% of the syllabi studied:

At American University Professor Burcu Akan's Cross-Cultural Communication course studies the role of history in the formation of cultures. Professor Shalini Venturelli's Foundations of International Communication course covers the history of long-distance communication.

At Rider University Dr. Minmin Wang's Intercultural Communication course studies the history of intercultural communication and history and intercultural communication.

Textbooks

History is covered in 44% of the textbooks studied:

"International Communication: History, Conflict, and Control of the Global Metropolis," by Robert Fortner, contains an international communication timeline from 1835 to 1995. The text also contains a section on international communication and political history, including the period of international conventions (1835 - 1932), period of politicalization and propaganda (1933 - 1969) and the period of increasing complexity and proliferation (1970 - present).

"Experiencing Intercultural Communication: An Introduction," by Judith Martin

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[70] O'Conner, J. (1995). <u>Rogert's Desk Thesaurus</u>. New York: Gramercy Books.

and Thomas Nakayama, devotes one chapter to history and intercultural communication. This chapter includes political histories, intellectual histories, social histories, family histories, national histories, cultural group histories, religious histories, sexual orientation histories, gender histories, racial and ethnic histories and socioeconomic class histories.

"Global Journalism: Survey of International Communication," by John Merrill, provides historical highlights of east central Europe, southeastern Europe, Russia and newly independent states, Middle East, North Africa, Sub-Saharan Africa, Asia, Pacific, Latin America and the Caribbean.

"Communication Between Cultures," by Larry Samovar and Richard Porter, covers the histories of African Americans, Chinese, Japanese, Jewish, Mexicans, Russians and Americans. The text also explains the influence of history.

Survey

Forty percent of the Rowan University College of Communication members interviewed agree that history is an important topic that should be covered in a global communication course.

Thirty percent of the Rowan University College of Communication members strongly agree that history should be covered in a global communication course.

Twenty percent of the Rowan University College of Communication members are neutral.

Ten percent of the Rowan University College of Communication members disagree that history should be covered in a global communication course.

History

Disagree
10%

Strongly
Agree
30%

Neutral
20%

Agree
40%
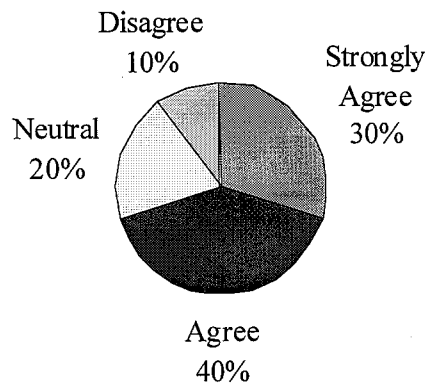
Technology

Technology are the inventions that a culture has created or borrowed, which include

items such as tools, weapons, navigational aids, television, the Internet and more. [71]

Syllabi

Technology is covered in 21% of the syllabi studied:

At American University Professor Shalini Venturelli's Foundations of

International Communication course examines the technological dimensions of the

internationalization of communication.

At the University of Leeds Dr. Jayne Rodgers' Communication and International

Affairs course studies how the principal technologies and systems of international

communication impact upon the international dissemination of information.

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[71] Lustig, M., Koester, J. (1999). <u>Intercultural Competence: Interpersonal Communication Across Cultures</u> (3rd ed.). New York: Addison Wesley Longman, Inc.

At Florida International University Professor Patricia Rose's Multicultural Communication course requires students to learn the technological conditions of specific countries.

At Brigham Young University Professor Rich Long's Issues in International Communication course examines the way a changing world has altered the communication process and technology.

Textbooks

Technology is covered in 44% of the textbooks studied:

"Experiencing Intercultural Communication," by Judith Martin and Thomas Nakayama, covers technology and human communication.

"Foundations of Intercultural Communication," by Guo-Ming Chen and William Starosta, explains how to keep up with technology.

"Intercultural Competence," by Myron Lustig and Jolene Koester, reviews cultural differences and technology.

"International Communication," by Robert Fortner, reviews social control and technology.

Surveys

Sixty percent of the Rowan University College of Communication members interviewed agree that technology is an important topic that should be covered in a global communication course.

Twenty percent of the Rowan University College of Communication members strongly agree that technology should be covered in a global communication course.

Twenty percent of the Rowan University College of Communication members are

neutral.

Technology

Neutral 20%

Strongly Agree 20%

Agree 60%
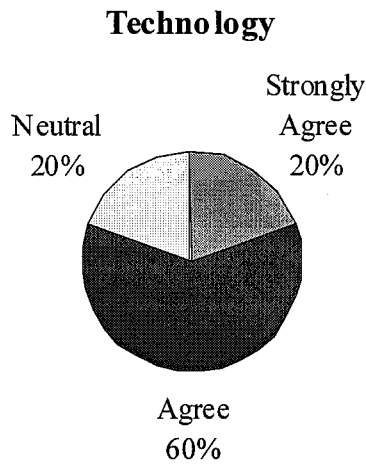
Education

Education is a primary means by which a culture's history and traditions are

passed from generation to generation. [72]

Syllabi

Education is covered in 16% of the syllabi studied:

At American University Professor Gary Weaver's Intercultural Communication

course studies the effects of American University students studying abroad and the

travels effectiveness or lack of effectiveness. The course also discusses high school drop

out rates and the non-predictive element of standardized tests. Professor Shalini

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[72] Samovar, L., Porter, R. (2001). <u>Communication Between Cultures</u> (4th ed.). Belmont, CA: Wadsworth Thomas Learning.

Venturelli's Foundations of International Communication course studies the rise of the reading public.

Textbooks

Education is covered in 56% of the textbooks studied:

"Communication Between Cultures," by Larry Samovar and Richard Porter, contains one chapter on the cultural influences on the educational setting. The chapter reviews culture and education, cultural differences in education, multicultural education in the United States, goals of multicultural education, approaches to multicultural education, language diversity and the multicultural teaching competencies.

"Foundations of Intercultural Communication," by Guo-Ming Chen and William Starosta, discusses education in regard to language study, study abroad, interdisciplinary collaboration and scholarly ethnorelativism. The text also covers multicultural education.

"Experiencing Intercultural Communication: An Introduction," by Judith Martin and Thomas Nakayama, contains one chapter on intercultural communication and education. This chapter reviews studying abroad, culturally specific education, intercultural communication in educational settings, social issues and education, and communication, education and cultural identity.

"Global Journalism: Survey of International Communication," by John Merrill, covers journalist education and training in western Europe, east central Europe, southeastern Europe, Russia, Russia's newly independent states, Middle East, North Africa, Asia, Pacific, Latin America, Caribbean, Canada and the United States.

"International Public Relations: A Comparative Analysis," by Hugh Culbertson and Ni Chen, covers public relations education in the United States.

Surveys

Fifty percent of the Rowan University College of Communication members interviewed agree that education is an important topic that should be covered in a global communication course.

Twenty percent of the Rowan University College of Communication members strongly agree that education should be covered in a global communication course.

Ten percent of the Rowan University College of Communication members strongly disagree that education should be covered in a global communication course.

Ten percent of the Rowan University College of Communication members disagree that education is an important topic that should be covered in a global communication course.

Ten percent of the Rowan University College of Communication members are neutral.

Education
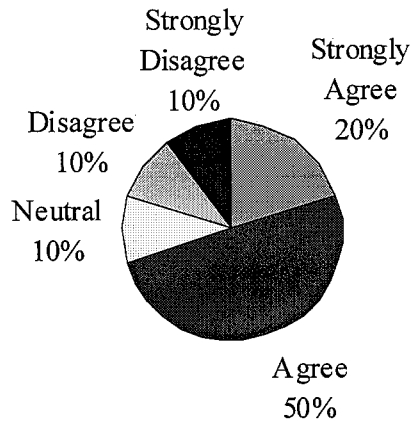
Gender

Syllabi

Gender is covered in 16% of the syllabi studied:

At American University Professor Jamie Frueh's Cross-Cultural Communication course covers gender. The course contains studies on masculinity and femininity. The course also questions male dominance being rooted in biology and straight gay politics.

At American University Professor Burcu Akan's Cross-Cultural Communication course requires group presentations on how Americans and gender are represented in the movies. Students must also explain how other cultures' gender issues are represented in movies.

Textbooks

Gender is covered in 50% of the textbooks studied:

"Foundations of Intercultural Communication," by Guo-Ming Chen and William Starosta, covers gender differences in the workplace and in socialization.

"Intercultural Communication: A Reader," by Larry Samovar and Richard Porter, covers gender, communication and culture. It also deals with the social-symbolic construction of gender and feminine and masculine communication cultures.

"Experiencing Intercultural Communication: An Introduction," by Judith Martin and Thomas Nakayama, explains gender histories, gender identity, development of gender orientation, conflict resolution and gender orientation and gender roles.

"International Public Relations: A Comparative Analysis," by Hugh Culbertson and Ni Chen, covers various gender issues in the public relations profession.

"Intercultural Communication: Roots and Routes," by Carolyn Calloway-Thomas, Pamela Cooper and Cecil Blake, contains information on gender and gender formation.

Surveys

Seventy percent of the Rowan University College of Communication members interviewed strongly agree that gender is an important topic that should be covered in a global communication course.

Twenty percent of the Rowan University College of Communication members are neutral.

Ten percent of the Rowan University College of Communication members disagree that gender should be covered in a global communication course.

Gender

Disagree
10%

Neutral
20%

Strongly
Agree
70%
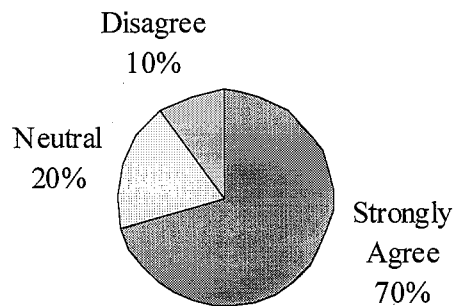
Internet

Syllabi

Internet is covered in 16% of the syllabi studied:

At American University Dr. Shalini Venturelli's Foundations of International Communication course studies the battle over copyright on the Internet and the Internet-based political and social communication in Europe. The course also studies the globalization of the Internet and digital communication.

At the University of Leeds Dr. Jayne Rodgers' Communication & International Affairs course studies the Internet and political activism. The course looks at how the Internet is being used to effect political change in the international arena.

Textbooks

Internet is covered in 25% of the textbooks studied:

"Communication Between Cultures," by Larry Samovar and Richard Porter, explains how international contact has been accelerated by the Internet.

"Foundations of Intercultural Communication," by Guo-Ming Chen and William Starosta, describes the Internet as communication technology that allows instantaneous communication interchange at any time to anywhere around the world.

"How to Manage Your Global Reputation," by Michael Morley, describes the Internet as a significant venue for issue identification and intervention.

Surveys

Sixty percent of the Rowan University College of Communication members interviewed agree that the Internet is an important topic that should be covered in a global communication course.

Twenty percent of the Rowan University College of Communication members strongly agree that the Internet should be covered in a global communication course.

Twenty percent of the Rowan University College of Communication members are neutral.

Internet

Neutral 20%

Strongly Agree 20%

Agree 60%
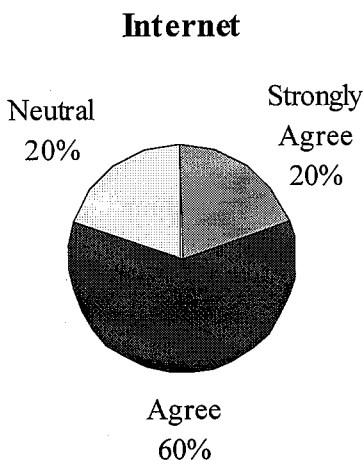
Propaganda

Propaganda is any organization or movement working for the propagation of particular ideas, doctrines or practices. [73]

Syllabi

Propaganda is covered in 16% of the syllabi studied:

At Brigham Young University Professor Rich Long's Issues in International Affairs course studies propaganda as a communication tool. Also at Brigham Young University, Professor John Dancy's Comparative Mass Media Systems course covers public diplomacy and propaganda.

At the University of Leeds Dr. Jayne Rodgers' Communication and International Affairs course studies the way propaganda contributes towards achievement of national objectives overseas.

Textbooks

Propaganda is covered in 19% of the textbooks studied:

"International Communication," by Robert Fortner, studies cultural implications of propaganda, effectiveness of propaganda, propaganda as a political weapon, black versus white propaganda, BBC and propaganda, Nazis and propaganda, and propaganda during WW I and WW II.

"Global Communication in the Twenty-First Century," by Robert Stevenson, gives an explanation of propaganda and shows how propaganda was used during WW II.

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[73] Neufeldt, V. (1995). Webster's New World Compact School and Office Dictionary. New York: Macmillan.

"How to Manage Your Global Reputation," by Michael Morley, covers propaganda.

Surveys

Fifty percent of the Rowan University College of Communication members interviewed strongly agree that propaganda is an important topic that should be covered in a global communication course.

Thirty percent of the Rowan University College of Communication members agree that propaganda should be covered in a global communication course.

Ten percent of the Rowan University College of Communication members disagree that propaganda should be covered in a global communication course.

Ten percent of the Rowan University College of Communication members don't know if propaganda should be covered in a global communication course.

Propaganda

Don't Know
10%

Disagree
10%

Strongly
Agree
50%

Agree
30%
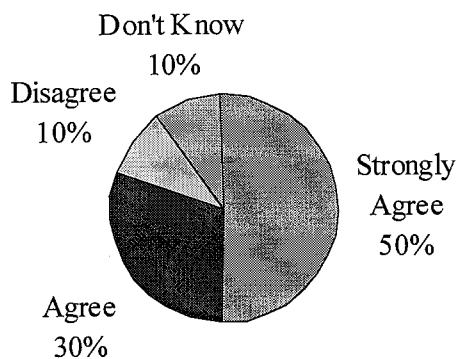
Advertising

A message, usually paid for, that is carefully crafted and graphically designed for specific audiences to persuade them to accept a product or service or to support an idea. [74]

Syllabi

Advertising is covered in 11% of the syllabi studied:

At Brigham Young University Professor John Dancy's Comparative Mass Media Systems course studies world advertising.

Florida International University's professor Patricia Rose's Multicultural Communication course covers advertising during a country project.

Textbooks

Advertising is covered in 25% of the textbooks studied:

"Global Journalism: Survey of International Communication," by John Merrill, devotes one chapter to global advertising and public relations. The text reviews global advertising in Asia, Pacific, Latin America, Caribbean, Sub-Saharan Africa, Middle East, North Africa, Eastern Europe, Western Europe, United States and Canada.

"Intercultural Communication: Roots and Routes," by Carolyn Calloway-Thomas, Pamela Cooper and Cecil Blake, reviews advertising and culture and its intercultural dimensions.

"Communication Between Cultures," by Larry Samovar and Richard Porter, covers the importance of diversity in advertising.

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[74] Merrill, J. (1995). Global Journalism: Survey of International Communication. White Plains, New York: Longman Publishers USA.

Surveys

Thirty percent of the Rowan University College of members interviewed strongly agree that advertising is an important topic that should be covered in a global communication course.

Thirty percent of the Rowan University College of Communication members agree that advertising should be covered in a global communication course.

Thirty percent of the Rowan University College of Communication members are neutral.

Ten percent of the Rowan University College of Communication members don't know if advertising should be covered in a global communication course.

Advertising

Don't Know
10%

Strongly
Agree
30%

Neutral
30%

Agree
30%
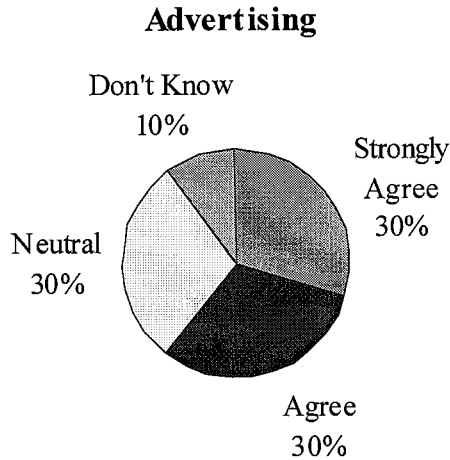
Ethics

Communication ethics pertains to the means or methods of enacting behaviors and to the goals, to intentions, and consequences of our behaviors. Ethics considers how we should communicate. It asks what is right and wrong, good or bad, and what standards and rules should guide our conduct. [75]

Syllabi

Ethics are covered in 11% of the syllabi studied:

At Rhode Island University Professor Agnes Doody's Intercultural Communication course and Arizona State University's Professor Jeffrey Kassing's Cultural and Intercultural Communication Theory and Research course studies ethics.

Textbooks

Ethics is covered in 50% of the textbooks studied:

"Intercultural Communication: A Reader," by Larry Samovar and Richard Porter, covers ethics and human communication. The text also covers Confucianism and Hinduism in reference to an intercultural ethical framework for communication. In regard to Confucianism and Hinduism the text covers communicator ethics, message ethics, receiver and audience ethics.

"Foundations of Intercultural Communication," by Guo-Ming Chen and William Starosta, covers the nature of intercultural communication ethics. The text defines ethics, explains the reasons to study intercultural communication ethics, theories of ethical

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[75] Chen, G., Starosta, W. (1998). Foundations of Intercultural Communication. Needham, Massachusetts: Allyn & Bacon.

study, principles of ethical intercultural communication and ethical rules for intercultural communication.

"Global Journalism: Survey of International Communication," by John Merrill, covers the possible future for media philosophy, ethics and criticism.

"Communication Between Cultures," by Larry Samovar and Richard Porter, reviews ethical considerations and the guidelines for intercultural ethics.

"Experiencing Intercultural Communication: An Introduction," by Judith Martin and Thomas Nakayama, reviews ethical judgments and cultural values.
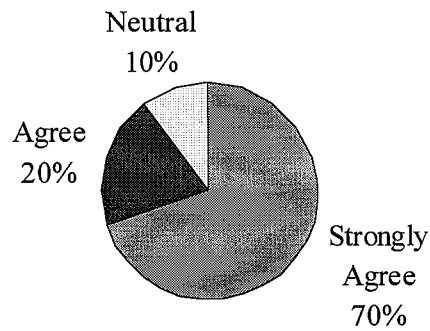
Surveys

Seventy percent of the Rowan University College of Communication members interviewed strongly agree that ethics is an important topic that should be covered in a global communication course.

Twenty percent of the Rowan University College of Communication members agree that ethics is an important topic that should be covered.

Fifty percent of the Rowan University College of members are neutral.

Ethics

Neutral
10%

Agree
20%

Strongly
Agree
70%

Foreign Policy

Syllabi

Foreign policy is covered in 11% of the syllabi studied:

At the University of Leeds Dr. Jayne Rodgers' Communication and International

Affairs course explains media influence on foreign policy-making.

At American University Professor Shalini Venturelli's Foundations of International

Communication course introduces students to the news media and foreign policy.

Textbooks

No textbooks studied contained information on foreign policy.

Surveys

Forty percent of the Rowan University College of Communication members

interviewed agree that foreign policy is an important topic that should be covered in a

global communication course.

Forty percent of the Rowan University College of Communication members are neutral.

Twenty percent of the Rowan University College of Communication members agree that foreign policy should be covered in a global communication course.

Foreign Policy

Neutral 40%

Strongly Agree 40%

Agree 20%
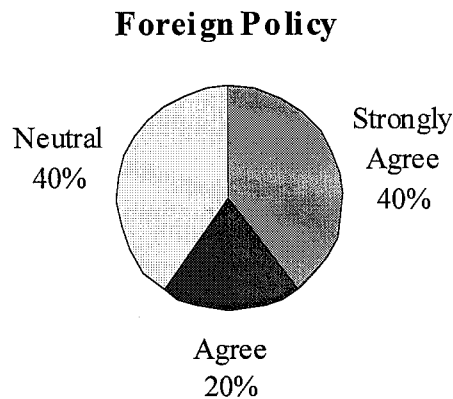
"Global Village"

The term "global village" was coined by Marshall McLuhan. "Global village" describes the consequences of the mass media's ability to bring events from the far reaches of the globe into people's homes. [76]

Syllabi

"Global village" is covered in 11% of the syllabi studied:

At the University of Pennsylvania Professor Russel Neuman's Global Communication course covers communication technology and a "global village."

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[76] Lustig, M., Koester, J. (1999). <u>Intercultural Competence: Interpersonal Communication Across Cultures</u> (3rd ed.). New York: Addison Wesley Longman, Inc.

At the University of Leeds Dr. Jayne Rodgers' Communication and International Affairs course addresses the theory of a "global village."

Textbooks

"Global village" is covered in 31% of the textbooks studied:

"International Communication: History, Conflict, and Control of the Global Metropolis," by Robert Fortner, questions the difference between a global metropolis and a "global village."

"How to Manage Your Global Reputation," by Michael Morley, devotes a chapter on the driving forces towards a "global village." Driving forces include: survival, power, peace, profit, technology, privatization, travel, standardization, education, media impact, language and politics.

"Intercultural Competence," by Myron Lustig and Jolene Koester, explains that a "global village" is an imperative for intercultural competence.

"Experiencing Intercultural Communication: An Introduction," by Judith Martin and Thomas Nakayama, describe a "global village" as a technological imperative.

Survey

Fifty percent of the Rowan University College of Communication members interviewed strongly agree that "global village" is an important topic that should be covered in a global communication course.

Twenty percent of the Rowan University College of Communication members disagree that "global village" should be covered in a global communication course.

Twenty percent of the Rowan University College of Communication members are neutral.

Ten percent of the Rowan University College of Communication members agree that "global village" should be covered in a global communication course.

"Global Village"

Disagree
20%

Neutral
20%

Strongly
Agree
50%

Agree
10%
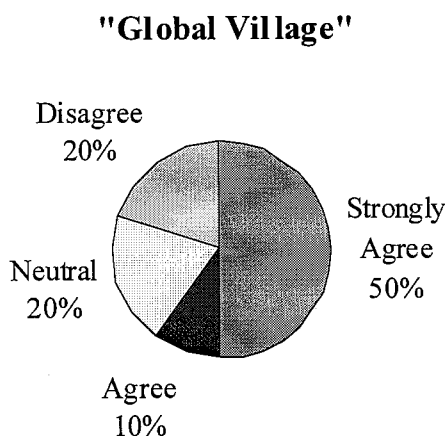
Government Relations

Syllabi

Government relations is covered in 11% of the syllabi studied:

At the University of Leeds Dr. Jayne Rodgers' Communication and International Affairs course discusses how the government restricts the flow of information on the Internet.

At American University Professor Shalini Venturelli's Foundations of International Communication course studies the rise in government regulations.

Textbooks

Government relations is covered in 19% of the textbooks studied:

"Global Communication in the Twenty-First Century," by Robert Stevenson,

covers the American view of government relations, government relations and

English-language dailies in non-English-speaking countries. The text also studies

European views of government, relationship between the media and the government and

the role of communication in government.

"Global Journalism: Survey of International Communication," by John Merrill,

covers government media relations in the following regions: east central Europe, south

eastern Europe, Russia and the newly independent states, Middle East, North Africa, Asia,

Sub-Saharan Africa, Pacific, Latin America, Caribbean, Canada and the United States.

"How to Manage Your Global Reputation," by Michael Morley, covers

government relations.

Survey

Forty percent of the Rowan University College of Communication members

interviewed agree that government relations is an important topic that should be covered

in a global communication course.

Forty percent of the Rowan University College of Communication members are

neutral.

Twenty percent of the Rowan University College of Communication members

strongly agree that government relations should be covered in a global communication course.

Government Relations
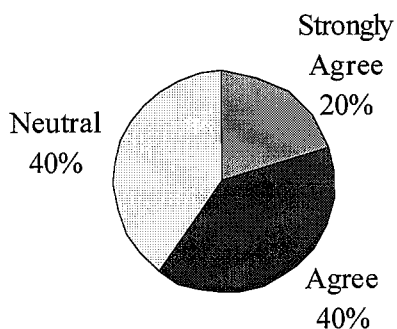
Negotiation

Negotiation is the process in which two or more entities discuss common and conflicting interests to reach an agreement of mutual benefit. [77]

Syllabi

Negotiation is covered in 11% of the syllabi studied:

At American University Professor Gary Weaver's Intercultural Communication course studies cross-cultural negotiation, the history of hostage negotiation and the cultural considerations in hostage negotiation. The course also reviews various techniques in achieving integrative agreements in negotiation.

At the University of Maryland Dr. Laura Drake's Intercultural Communication course covers international negotiation.

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[77] Harris, P.R., Moran, R.T. (1966). <u>Managing Cultural Differences: Leadership Strategies for a New World of Business</u> (4th ed.). Houston: Gulf Publishing Company.

Textbooks

Negotiation is covered in one of the syllabi studied:

"Communication Between Cultures," by Larry Samovar and Richard Porter,

reviews business negotiation. The text covers evidence and truth determination in

business negotiation, styles of negotiation, timing and trust in negotiation.

Surveys

Forty percent of the Rowan University College of Communication members

interviewed strongly agree that negotiation is an important topic that should be covered in

a global communication course.

Thirty percent of the Rowan University College of Communication members

agree that negotiation should be covered in a global communication course.

Thirty percent of the Rowan University College of Communication members are

neutral.

Negotiation
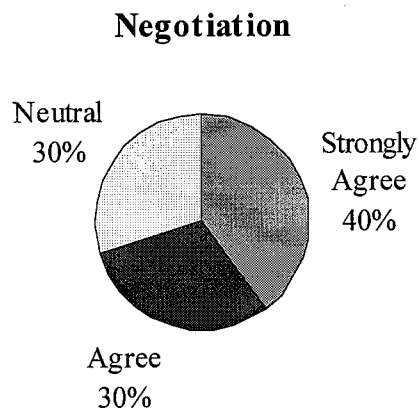
Prejudice and Stereotypes

Prejudice consists of negative attitudes toward others based on faulty and inflexible stereotypes. Prejudice is a form of pre-judgment, or judging based on particular knowledge, without any previous thought or concern. [78]

Stereotypes are those over-generalized or oversimplified beliefs used to categorize a group of people. The tendency to make a claim that goes beyond the facts and has no valid basis is a stereotype. A stereotype may be based on the truth, but they are exaggerated statements regarding what others believe a group of people are or should be. [79]

Syllabi

Prejudice and stereotypes are covered in 11% of the syllabi studied:

At Arizona State University-West Professor Shome's Intercultural Communication course applies sensitive understanding and awareness to social prejudice and oppression. One of the central areas for discussion and lecture are the understanding of the differences between prejudice and racism.

At Rider University Dr. Minmin Wang's Intercultural Communication course requires all students to participate in a group intercultural performance that may deal with prejudice.

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[78] Calloway, C., Cooper, P., Blake, C. (1999). Intercultural Communication: Roots and Routes. Needham Heights, Massachusetts: Allyn & Bacon.

[79] Chen, G., Starosta, W. (1998). Foundations of Intercultural Communication. Needham, Massachusetts: Allyn & Bacon.

Textbooks

Prejudice and stereotypes are covered in 38% of the textbooks studied:

"Foundations of Intercultural Communication," by Guo-Ming Chen and William Starosta, discusses the different forms of prejudice, which include verbal abuse, physical avoidance, discrimination, physical attack and massacre. The text also describes specific examples of verbal abuse and the origins and impact of stereotypes and prejudice.

"Intercultural Communication: Roots and Routes," by Carolyn Calloway-Thomas, Pamela Cooper and Cecil Blake, defines prejudice and outlines the main characteristics of prejudice. The text also covers racism and discrimination.

"Intercultural Competence: Intercultural Communication Between Cultures," by Myron Lustig and Jolene Koester, explains the link between prejudice and stereotypes. The text also contains sections on discrimination, racism and the process of overcoming cultural bias.

"Experiencing Intercultural Communication: An Introduction," by Judith Martin and Thomas Nakayama, covers the comparison of prejudice and stereotyping. The text also discusses diversity, prejudice and discrimination in the workplace.
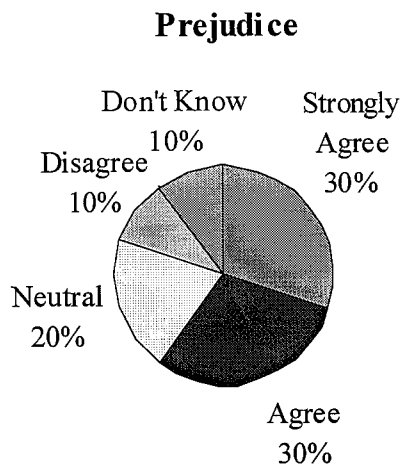
Surveys

Thirty percent of the Rowan University College of Communication members interviewed strongly agree that prejudice is an important topic that should be covered in a global communication course.

Thirty percent of the Rowan University College of Communication members agree that prejudice should be covered in a global communication course.

Twenty percent of the Rowan University College of Communication members are neutral.

Ten percent of the Rowan University College of Communication members disagree that prejudice should be covered in a global communication course.

Ten percent of the Rowan University College of Communication members don't know if prejudice should be covered in a global communication course.

Prejudice

Fifty percent of the Rowan University College of Communication members interviewed agree that stereotypes is an important topic that should be covered in a global communication course.

Twenty percent of the Rowan University College of Communication members strongly agree that stereotypes should be covered in a global communication course.

Twenty percent of the Rowan University College of Communication members strongly disagree that stereotypes should be covered in a global communication course.

Twenty percent of the Rowan University College of Communication members are neutral.

Stereotypes

Strongly Disagree 20%

Strongly Agree 20%

Neutral 10%

Agree 50%
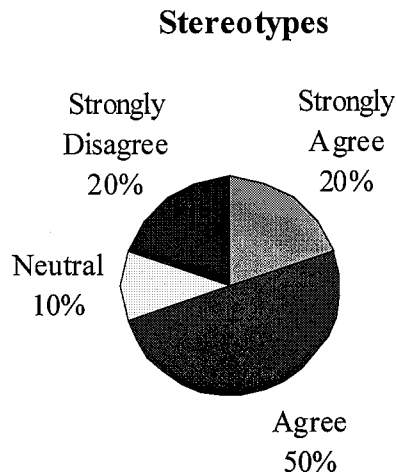
Religion

Religion is a specific system of belief or worship and the belief in and worship of God or gods. Religion often involves a code of ethics. [80]

Syllabi

Religion is covered in 11% of the syllabi studied:

At Florida International University Professor Patricia Rose's Multicultural Communication course requires a country project, which includes information on religion.

At Rhode Island University Professor Agnes Doody's Intercultural Communication course requires students to interview someone from another country and ask them about customs and religious beliefs.

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[80] Neufeldt, V. (1995). Webster's New World Compact School and Office Dictionary. New York: Macmillan.

Textbooks

Religion is covered in 38% of the textbooks studied:

"Intercultural Communication: Roots and Routes," by Carolyn Calloway-Thomas, Pamela Cooper and Cecil Blake, covers religion and ethnicity, religion and race, and religion as communication.

"Communication Between Cultures," by Larry Samovar and Richard Porter, covers the cultural importance of religion, discrimination based upon religion, similarities among religions and healthcare and religion. The text also studies the following religions: Buddhism, Christianity, Confucianism, Hinduism, Islam and Judaism.

"Foundations of Intercultural Communication," by Guo-Ming Chen and William Starosta, studies religious diversity issues.

"Intercultural Competence," by Myron Lustig and Jolene Koester, covers religion as a institutional network.

"International Communication," by Robert Fortner, reviews early religious broadcasting.

Surveys

Forty percent of the Rowan University College of Communication members interviewed agree that religion is an important topic that should be covered in a global communication course.

Thirty percent of the Rowan University College of Communication members strongly agree that religion should be covered in a global communication course.

Twenty percent of the Rowan University College of Communication members are neutral.

Ten percent of the Rowan University College of Communication members strongly disagree that religion should be covered in a global communication course.

Religion

Counseling

Counseling is the ability to give or exchange ideas or advice and to discuss possible solutions to a specific problem.

Syllabi

Counseling was covered in one of the syllabi studied:

At American University Professor Gary Weaver's Intercultural Communication course places emphasis on counseling and adaptation.

Textbooks

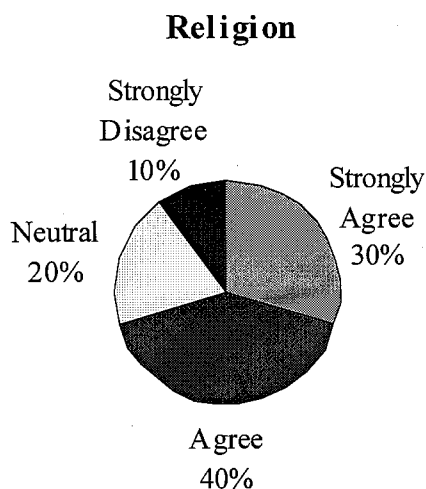No textbooks studied contained information on counseling.

Surveys

Forty percent of the Rowan University College of Communication members interviewed agree that counseling is an important topic that should be covered in a global communication course.

Fifty percent of the Rowan University College of Communication members are neutral.

Ten percent of the Rowan University College of Communication members strongly disagree that counseling is an important topic that should be covered in a global communication course.

Counseling

Strongly
Disagree
10%

Agree
40%

Neutral
50%
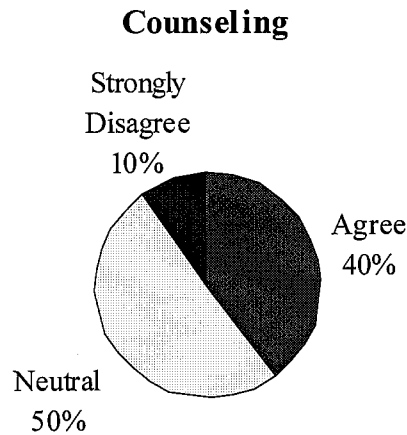
Hofestede Value Dimensions

Geert Hofstede identified four value dimensions that have a significant impact on behavior in all cultures. These dimensions are individualism-collectivism, uncertainty avoidance, power distance, and masculinity and femininity. [81]

Syllabi

Hofestede Value Dimensions is covered in one of the syllabi studied:

At Florida International University Professor Patricia Rose's Multicultural Communication course requires students to review the Hofestede's model and to bring in advertisements which relate to Hofestede's model.

Textbooks

Hofestede Value Dimensions is covered in 13% of the textbooks studied:

"Intercultural Competence: Interpersonal Communication Across Cultures," by Myron Lustig and Jolene Koester, explains the history of the Hofestede Value Dimensions and how the dimensions work within a culture. The text explains the characteristics, predictors and consequences of power distance, uncertainty avoidance, individualism/collectivism and masculinity/femininity. The text also ranks 50 countries and three regions on all four of Hofstede's Value Dimensions.

"Communication Between Cultures," by Larry Samovar and Richard Porter, defines the Hofestede Value Dimensions and explains the four dimensions: power

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[81] Samovar, L., Porter, R. (2001). <u>Communication Between Cultures</u> (4th ed.). Belmont, CA: Wadsworth Thomas Learning.

distance, uncertainty avoidance, individualism/collectivism and masculinity/femininity. This text ranks 40 countries on all four of Hofstede's Value Dimensions.

Survey

Forty percent of the Rowan University College of Communication members interviewed are neutral.

Thirty percent of the Rowan University College of Communication members don't know if the Hofstede Value Dimensions should be covered in a global communication course.

Ten percent of the Rowan University College of Communication members strongly agree Hofstede Value Dimensions should be covered in a global communication course.

Ten percent of the Rowan University College of Communication members agree that Hofstede Value Dimensions should be covered in a global communication course.
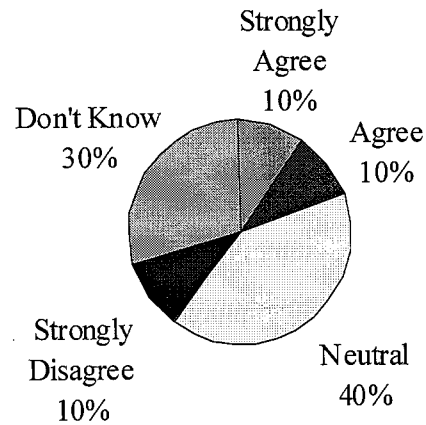
Ten percent of the Rowan University College of Communication members strongly disagree that Hofstede Value Dimensions should be covered in a global communication course.

Hofstede Value Dimensions

Strongly
Agree
10%

Don't Know
30%

Agree
10%

Strongly
Disagree
10%

Neutral
40%

Law

Laws are the rules of conduct established by the authority or custom on a nation. [82]

Syllabi

Law is covered in one of the syllabi studied:

At American University Professor Shalini Venturelli's Foundations of

International Communication course studies the international legal dimensions of the

internationalization of communication.

Textbooks

No textbooks studied contained information on law.

Surveys

Fifty percent of the Rowan University College of Communication members

interviewed agree that law is an important topic that should be covered in a global

communication course.

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[82] O'Conner, J. (1995). Rogert's Desk Thesaurus. New York: Gramercy Books.

Twenty percent of the Rowan University College of Communication members strongly agree that law should be covered in a global communication course.

Twenty percent of the Rowan University College of Communication members are neutral.

Ten percent of the Rowan University College of Communication members don't know if law should be covered in a global communication course.

Law
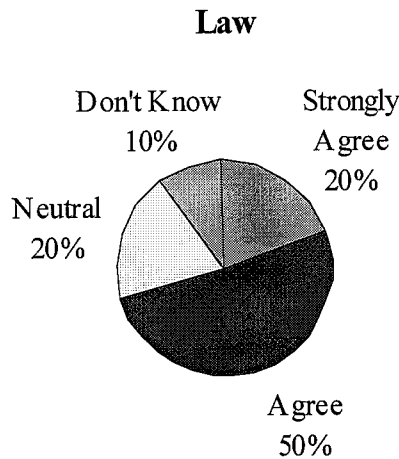
Public Relations

Public relations is the shaping of perception, through communication for the achievement of positive goals. [83]

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[83] (1998). The Whit and Wisdom of PR Success. Rockville, MD: National School Public Relations Assoc.

Syllabi

Public relations is covered in one of the syllabi studied:

At Florida International University Professor Patricia Rose's Multicultural Communication course requires students to complete a country project which includes a section on the country's public relations expenditures and sophistication.

Textbooks

Public relations is covered in 13% of the textbooks studied:

"How to Manage Your Global Reputation," by Michael Morley, covers public relations in regard to corporate reputation, corporate management, crisis, public affairs, sponsorship, philanthropy, promotion and international public relations.

"International Public Relations: A Comparative Analysis," by Hugh Culbertson and Ni Chen, focuses on public relations in specific regions, some which include: Asia, Africa, Thailand, Philippines, Japan, Middle East, South America, Central America, Romania and Europe. The text has a chapter on public relations ethics and public relations education. The text also covers gender issues in the public relations practice.
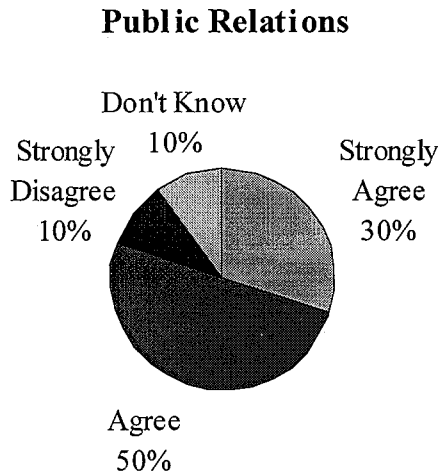
Surveys

Fifty percent of the Rowan University College of Communication members interviewed agree that public relations is an important topic that should be covered in a global communication course.

Thirty percent of the Rowan University College of Communication members strongly agree that public relations should be covered in a global communication course.

Ten percent of the Rowan University College of Communication members strongly disagree that public relations should be covered in a global communication course.

Ten percent of the Rowan University College of Communication members don't know if public relations should be covered in a global communication course.

Public Relations

Don't Know
Strongly   10%
Disagree   Strongly
10%   Agree
                   30%

Agree
50%

Crisis

A crisis is a decisive or crucial event that will affect the future of the country where the crisis takes place.

Syllabi

No syllabi studied contained information on crisis.

Textbooks

Crisis is covered in 13% of the textbooks studied:

"Foundations of Intercultural Communication," by Guo-Ming Chen and William Starosta, studies the crisis period during cultural adaptation.

"How to Manage Your Global Reputation," by Michael Morley, covers crisis and issues management and the protecting of one's reputation during a crisis.

Surveys

Fifty percent of the Rowan University College of Communication members interviewed strongly agree that crisis is an important topic that should be covered in a global communication course.

Twenty percent of the Rowan University College of Communication members agree that crisis is an important topic that should be covered in a global communication course.

Ten percent of the Rowan University College of Communication members strongly disagree that crisis is an important topic that should be covered in a global communication course.

Twenty percent of the Rowan University College of Communication members are neutral.

Crisis

Journalism

Syllabi

Journalism was not covered in any of the syllabi studied.

Textbooks

Journalism is covered in 13% of the textbooks studied:

"Global Journalism: Survey of International Communication," by John Merrill, reviews the freedom of press around the world, international journalism ethics and media controversies in journalism. The text also discusses journalism in western Europe, east central Europe, southeastern Europe, Russia and the newly independent states, Middle East, north Africa, sub-saharan Africa, Asia, Pacific, Latin America, Caribbean, Canada and the United States.

"Global Communication in the Twenty-First Century," by Robert Stevenson, covers the development of journalism, varying views on journalism, data regarding attacks on journalists, emigration of Canadian journalists and the harassment of journalists.
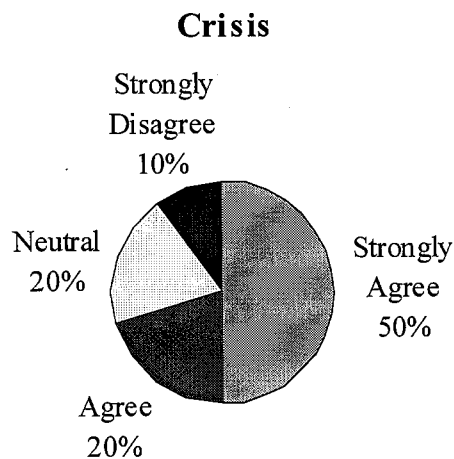
Surveys

Sixty percent of the Rowan University College of Communication members interviewed strongly agree that journalism is an important topic that should be covered in a global communication course.

Twenty percent of the Rowan University College of Communication members agree that journalism should be covered in a global communication course.

Ten percent of the Rowan University College of Communication members don't know if journalism should be covered in a global communication course.

Ten percent of the Rowan University College of Communication members are neutral.

Journalism

Don't Know
10%

Neutral
10%

Agree
20%

Strongly
Agree
60%
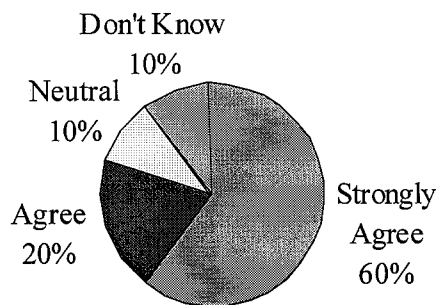
Chapter Five

An analysis of numerous colleges and universities in the United States and Europe

and numerous global communication textbooks was conducted to determine what other

programs view as the key needs and emerging issues pertaining to global communication.

The study concluded with a general survey of the Rowan University College of

Communication staff to determine their agreement on potential topics for a global

communication course.

<u>Conclusions</u>

Culture is covered in 89% of the syllabi and 63% of the textbooks studied. All of

the Rowan University College of Communication members interviewed agreed that

culture should be covered in a global communication course.

Globalization is covered in 53% of the syllabi and 31% of the textbooks studied.

Politics is covered in 42% of the syllabi and 19% of the textbooks studied.

Seventy percent of the Rowan University College of Communication members

interviewed agreed that politics should be covered in a global communication course.

Adaptation is covered in 37% of the syllabi and 31% of the textbooks studied. Seventy percent of the Rowan University College of Communication members interviewed agreed that adaptation should be covered in a global communication course.

Race is covered in 37% of the syllabi and 31% of the textbooks studied. Eighty percent of the Rowan University College of Communication members interviewed agreed that race should be covered in a global communication course.

Television and films are covered in 37% of the syllabi and 25% of the textbooks studied. Seventy percent of the Rowan University College of Communication members interviewed agreed that television and film should be covered in a global communication course.

Business is covered in 32% of the syllabi and 44% of the textbooks studied. Eighty percent of the Rowan University College of Communication members interviewed agree that business should be covered in a global communication course.

Conflict is covered in 32% of the syllabi and 25% of the textbooks studied. Eighty percent of the Rowan University College of Communication members interviewed agreed that conflict should be covered in a global communication course.

Culture shock is covered in 32% of the syllabi and 38% of the textbooks studied.

Language is covered in 32% of the syllabi and 50% of the textbooks studied. Ninety percent of the Rowan University College of Communication members interviewed strongly agree that language should be covered in a global communication course.

Media are covered in 32% of syllabi and 25% of the textbooks studied.

Nonverbal communication is covered in 32% of the syllabi and 44% of the textbooks studied. Ninety percent of the Rowan University College of Communication members interviewed agreed that nonverbal communication should be covered in a global communication course.

Of the syllabi studied 32% were region specific and 38% of textbooks were region specific.

Socialization is covered in 32% of the syllabi and 56% of the textbooks studied. Sixty percent of the Rowan University College of Communication members interviewed agree that socialization should be covered in a global communication course.

Development is covered in 26% of the syllabi and 19% of the textbooks studied.

Economics is covered in 26% of the syllabi and 38% of the textbooks studied. Seventy percent of the Rowan University College of Communication members interviewed agree that economics should be covered in a global communication course.

Ethnicity is covered in 26% of the syllabi and 38% of the textbooks studied. Sixty percent of the Rowan University College of Communication members interviewed agreed that ethnicity should be covered in a global communication course.

Interracial/intercultural relationships are covered in 26% of the syllabi and 25% of the textbooks studied. Fifty percent of the Rowan University College of Communication members interviewed agreed that interracial/intercultural relationships should be covered in a global communication course.

War is covered in 25% of the syllabi and 25% of the textbooks studied.

History is covered in 21% of the syllabi and 44% of the textbooks studied. Seventy percent of the Rowan University College of Communication members interviewed agreed that history should be covered in a global communication course.

Technology is covered in 21% of the syllabi and 44% of the textbooks studied. Eighty percent of the Rowan University College of Communication members interviewed agreed that technology should be covered in a global communication course.

Education is covered in 16% of the syllabi and 56% of the textbooks studied. Seventy percent of the Rowan University College of Communication members interviewed agreed that education should be covered in a global communication course.

Gender is covered in 16% of the syllabi and 50% of the textbooks studied. Seventy percent of the Rowan University College of Communication members interviewed agreed that gender should be covered in a global communication course.

Internet is covered in 16% of the syllabi and 25% of the textbooks studied. Eighty percent of the Rowan University College of Communication members interviewed agreed that the Internet should be covered in a global communication course.

Propaganda is covered in 16% of the syllabi and 19% of the textbooks studied. Eighty percent of the Rowan University College of Communication members interviewed agreed that propaganda should be covered in a global communication course.

Advertising is covered in 11% of the syllabi and 25% of the textbooks studied. Sixty percent of the Rowan University College of members interviewed agreed that advertising should be covered in a global communication course.

Ethics are covered in 11% of the syllabi and 50% of the textbooks studied. Ninety percent of the Rowan University College of Communication members interviewed agreed that ethics should be covered in a global communication course.

Foreign policy is covered in 11% of the syllabi. Sixty percent of the Rowan University College of Communication members interviewed agreed that foreign policy should be covered in a global communication course.

"Global village" is covered in 11% of the syllabi and 31% of the textbooks studied. Sixty percent of the Rowan University College of Communication members interviewed agreed that "global village" should be covered in a global communication course.

Government relations is covered in 11% of the syllabi and 19% of the textbooks studied. Sixty percent of the Rowan University College of Communication members interviewed agreed that government relations should be covered in a global communication course.

Negotiation is covered in 11% of the syllabi and one of the textbooks studied. Seventy percent of the Rowan University College of Communication members interviewed agreed that negotiation should be covered in a global communication course.

Prejudice and stereotypes are covered in 11% of the syllabi and 38% of the textbooks studied. Sixty percent of the Rowan University College of Communication members interviewed agreed that prejudice should be covered in a global communication course. Seventy percent of the Rowan University College of Communication members interviewed agreed that stereotypes should be covered in a global communication course.

Religion is covered in 11% of the syllabi and 38% of the textbooks studied. Seventy percent of the Rowan University College of Communication members interviewed agreed that religion should be covered in a global communication course.

Counseling was covered in one of the syllabi studied. Forty percent of the Rowan University College of Communication members interviewed agreed that counseling should be covered in a global communication course.

Hofestede Value Dimensions is covered in one of the syllabi and 13% of the textbooks studied. Twenty percent of the Rowan University College of Communication members interviewed agreed that Hofstede Value Dimensions should be covered in a global communication course.

Law is covered in one of the syllabi studied. Seventy percent of the Rowan University College of Communication members interviewed agreed that law should be covered in a global communication course.

Public relations is covered in one of the syllabi and 13% of the textbooks studied. Eighty percent of the Rowan University College of Communication members interviewed agreed that public relations should be covered in a global communication course.

Crisis is covered in 13% of the textbooks studied. Seventy percent of the Rowan University College of Communication members interviewed agreed that crisis should be covered in a global communication course.

Journalism is covered in 13% of the textbooks studied. Eighty percent of the Rowan University College of Communication members interviewed agreed that journalism should be covered in a global communication course.

The top 10 topics to be included in a global communication course are:

1. Culture

2. Globalization

3. Politics

4. Adaptation

5. Race

6. Television and Film

7. Business

8. Conflict

9. Culture Shock

10. Language

Key Recommendations From Related Research

Understanding global communication is necessary to flourish in an international

business in 2001. Studying various cultures around the world will lend to the success of

many individuals who work overseas or communicate with foreign clients on a daily basis.

To be successful in their relationships overseas, international business people

must be students of culture. They must not only have factual knowledge; they must also

become culturally sensitive. [84]

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[84] Ball, D., McCulloch, W. (1999). <u>International Business: The Challenge of Global Competition</u> (7th ed.).
New York: Irwin McGraw-Hill

A global communication course in college will help the future international business communicators begin their careers with knowledge of the world around them and teach them how to communicate successfully.

Recommendations for Further Study

With the constant changes being experienced around the world, the author feels additional research should encompass more textbooks, universities and colleges. The author suggests researching the regional needs of various universities and colleges around the United States. The author also suggests a study of managers who are responsible for preparing employees for work in foreign cultures.

My name is Kim Mullikin and I'm a graduate public relations student at Rowan University. I'm working on my graduate thesis and would like to ask you for your help in answering a survey for me. I am developing the curriculum for a global communication course and would like to know your opinion on specific topics that are common in global communication syllabi and books.

Please rate the following topics in regard to your agreement that the topics listed are important to be covered in a global communication course at Rowan University. Please return the completed survey through interoffice mail to **Kim Mullikin, Bole Hall, Office of University Relations**.

Thank you for your help in my research.

Your Name: _____

Your Department: _____

(SA - Strongly Agree   A - Agree   N - Neutral   D - Disagree   SD - Strongly Disagree   DK - Don't Know)

Please circle one:

Adaptation (The act of individuals changing their lifestyle to match the environment they're living in.)	SA	A	N	D	SD	DK

Topic	SA	A	N	D	SD	DK
Advertising	SA	A	N	D	SD	DK
Business	SA	A	N	D	SD	DK
Conflict	SA	A	N	D	SD	DK
Counseling	SA	A	N	D	SD	DK
Crisis	SA	A	N	D	SD	DK
Culture	SA	A	N	D	SD	DK
Economics	SA	A	N	D	SD	DK
Education	SA	A	N	D	SD	DK
Ethics	SA	A	N	D	SD	DK
Ethnicity	SA	A	N	D	SD	DK

Foreign Policy	SA	A	N	D	SD	DK
Gender	SA	A	N	D	SD	DK
"Global Village"	SA	A	N	D	SD	DK
Government Relations	SA	A	N	D	SD	DK
High Context/Low Context	SA	A	N	D	SD	DK

(People in high context cultures are very homogeneous,
whereas people in low context cultures are less homogeneous)

History of Global Communication	SA	A	N	D	SD	DK
Hofstede Value Dimensions	SA	A	N	D	SD	DK
Internet	SA	A	N	D	SD	DK
Interracial/Intercultural Relationships	SA	A	N	D	SD	DK
Journalism	SA	A	N	D	SD	DK
Language	SA	A	N	D	SD	DK
Law	SA	A	N	D	SD	DK
Negotiation	SA	A	N	D	SD	DK
Nonverbal Communication	SA	A	N	D	SD	DK
Politics	SA	A	N	D	SD	DK
Propaganda	SA	A	N	D	SD	DK
Prejudice	SA	A	N	D	SD	DK
Public Relations	SA	A	N	D	SD	DK
Race	SA	A	N	D	SD	DK
Religion	SA	A	N	D	SD	DK
Social	SA	A	N	D	SD	DK
Stereotypes	SA	A	N	D	SD	DK
Technology	SA	A	N	D	SD	DK
Television/Film	SA	A	N	D	SD	DK

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