

LSC Use Only Proposal No:

LSC Action-Date: AP-12/5/13

UWUCC Use Only Proposal No: 13-51

UWUCC Action-Date: AP-2/4/14

Senate Action Date: App-2/25/14

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

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Check all appropriate lines and complete all information. Use a separate cover sheet for each course proposal and/or program proposal.

1. Course Proposals (check all that apply)

New Course
 Course Prefix Change
 Course Deletion
 Course Revision
 Course Number and/or Title Change
 Catalog Description Change

Current course prefix, number and full title: **COMM 230: Issues in International Communication**

Proposed course prefix, number and full title, if changing: **COMM 230 Global Media and Communication**

2. Liberal Studies Course Designations, as appropriate
This course is also proposed as a Liberal Studies Course (please mark the appropriate categories below)

Learning Skills
 Knowledge Area
 Global and Multicultural Awareness
 Writing Across the Curriculum (W Course)
 Liberal Studies Elective (please mark the designation(s) that applies – must meet at least one)

Global Citizenship
 Information Literacy
 Oral Communication
 Quantitative Reasoning
 Scientific Literacy
 Technological Literacy

3. Other Designations, as appropriate

Honors College Course
 Other: (e.g. Women's Studies, Pan African)

4. Program Proposals

Catalog Description Change
 Program Revision
 Program Title Change
 New Track
 New Degree Program
 New Minor Program
 Liberal Studies Requirement Changes
 Other

Current program name: _____

Proposed program name, if changing: _____

5. Approvals	Signature	Date
Department Curriculum Committee Chair(s)	<i>[Signature]</i>	4/18/13
Department Chairperson(s)	<i>[Signature]</i>	4-18-13
College Curriculum Committee Chair	<i>[Signature]</i>	5/28/13
College Dean	<i>[Signature]</i>	5/29/13
Director of Liberal Studies (as needed)	<i>[Signature]</i>	1/12/14
Director of Honors College (as needed)		
Provost (as needed)		
Additional signature (with title) as appropriate		
UWUCC Co-Chairs	<i>[Signature]</i>	2/12/14

Received FEB 12 2014
Received DEC 3 2013
Received NOV 19 2013
Received MAY 30 2013
Liberal Studies
Liberal Studies
Liberal Studies
Liberal Studies

1.Catalog Description and Syllabus of Record

Current Catalog Description

COMM 230 Issues in International Communication

3c-01-3cr

Survey of international communications with particular emphasis on communications flow, four press theories, ownership, structure and access to media, government/media relationships, the impact of communications on developed and developing countries.

Proposed Catalog Description

COMM 230 Global Media and Communication

3c-01-3cr

Provides an overview of global media and international communications. Describes how international communication and development of global media has influenced relationships among nations and among people with different cultural background. Covers social, economic and political situations prior to and after globalization. Also covers press theories, media ownership, access to media, and the impact of media communications on culture and people living in developed and developing countries.

Rationale: The proposed catalog description provides an updated course better to reflect changes in the field of international communication and to meet the requirement of liberal studies. In addition, the previous syllabus of record is outdated with heavy emphasis on history and minimum discussion on the contemporary context related to the global context of media and communication. With the current global context and rapid development in media and technology, there is a need to update the discussion and information to create better awareness among students. Discussion of global media and culture, for example, is necessary in order to enhance students understanding on diversity and multiculturalism that media created to the world around them. The class has been also been revised to highlight the interconnectedness of individuals, institutions, and countries in order to create better understanding on the role of individuals and groups in their effort to create changes in their communities.

1. New Syllabus of Record

I. Catalog Description

COMM 230 Global Media and Communication

Prerequisite: None

3c-01-3cr

Provides an overview of global media and international communications. Describes how international communication and development of global media has influenced relationships among nations and among people with different cultural background. Covers social, economic and political situations prior to and after globalization. Also covers press theories, media ownership, access to media, and the impact of media communications on culture and people living in developed and developing countries.

II. Course Outcomes:

At the end of the course, students will be able to:

Objective 1: Explain the historical development of international communications and media during wars.

Expected Student Learning Outcome 1:

Informed Learners

Rationale:

This objective is attained to meet the required course content and expected learning outcomes for a Global and Multicultural Awareness class: it presents historical contexts of international media and communication during the wars to help students understand the historical and social context behind the purpose of global media existences. Three case studies related to media in the US, UK and Cuba will be included. Based on the case studies, students will be asked to think and express their ideas critically on how the global media during the war might have influenced perception and understanding among people in different nations and those relationships among people in global communities.

As Informed learners, students will be able to show knowledge and understanding of the interrelationship of cultures and global communities during the wars. Assignments require students to explain the role of media during World War I, II and the Cold War. Students will demonstrate such knowledge on exams.

Objective 2: Analyze the relationship between governments and their people.

Expected Students Learning Outcome 2 & 3:

Empowered Learners & Responsible Learners

Rationale

This objective is attained to meet the required course content and expected learning outcomes for a Global and Multicultural Awareness class: it presents different viewpoints of how government in different countries relate to their people. Case studies on freedom, press freedom and freedom of expressions from China, Brazil and France will be discussed in class to help students understand the interrelationship of government, people, cultures and global communities.

As empowered and responsible learners, students will demonstrate critical thinking, reflection and an understanding of themselves. They will respond to weekly online posts related to current affairs, issues covered in media that are related to culture, social justice, social action and citizenship. In their responses, they might be asked to explain, reflect or analyze on how they can relate to the issues.

Objective 3: Explain the influence of globalization to international communication and global media system.

Expected Students Learning Outcomes 1 & 2:

Informed learners, empowered learners

Rationale

This objective is attained to meet the required course content and expected learning outcomes for a Global and Multicultural Awareness class: it presents how Globalization created an opportunity for the advancement of media and technology which in turn influenced a new form of communication and understanding to the global context. Some case studies related to countries such as South Korea, Malaysia, and South Africa will be discussed in class. Students will be able to show knowledge and understanding of the interrelationship of media, cultures and global communities.

As informed and empowered learners, students will demonstrate the interrelationship within and across cultures, reflect and show the ability to synthesize information and ideas related to different culture. Assignments will require students to work in groups to compare media systems and global culture in a few different countries and present it to the class. The group will include case studies on certain entertainment programs to different countries and include explanations on the logic behind local adaptations of foreign programs that might relate to global-local culture.

Objective 4: Analyze how international communication infrastructure and global media influence culture, and increase cross-cultural awareness among people across the globe.

Expected Students Learning Outcomes 2 and 3:

Empowered learners and responsible learners

Rationale

This objective is attained to meet the required course content and expected learning outcomes for a Global and Multicultural Awareness class: it presents social contexts, media

development and cultural differences in developing countries such as African countries and Asian countries. Students will be able to show knowledge and understanding of the interrelationship of developed countries and their former colonies through the use of global media in order to create better understanding of cultures and respect to global communities.

As empowered and responsible learners, students will demonstrate critical thinking, reflection and an understanding of themselves. Students will be asked to interview one international student to find out how they learn the US culture through the media and how they adapt to the American culture. Students will then report and reflect their interaction in a paper. In the report, they need to describe how the interviewee connected to their culture and the American culture. In addition, they need to reflect and explain how the international student's explanations make them understand their own culture.

Objective 5: Describe the relationship between “global culture” and “local culture” and the role that mass media, global capitalism and local institutions play in shaping and re-shaping culture and increasing cross-cultural awareness and understanding of the diversity of perspectives in the global world.

Expected Students Learning Outcomes 1, 2 and 3:

Informed learners, empowered learners, responsible learners

Rationale

This objective is attained to meet the required course content and expected learning outcomes for a Global and Multicultural Awareness class: it presents different customs, consumption of media and different practices. By discussing novels about France, Qatar, Netherlands and Thailand, students will be able to show knowledge and understanding of the interrelationship of media, cultures and global communities. Students will read one of the suggested novels and analyze certain cases based on the questions provided (see page 10).

III. Course Outline

Theme 1: Historical Context of International Communication (6 hours)

Reading: *Globalization & Media: Chapter 1*

1. Media during World War I, II and the Cold War
2. Media & Propaganda
3. Case studies: VOA, the BBC, Radio Marti

Theme 2: Press Freedom & Media Effect Theories (5 hours)

Reading: *Globalization & Media: Chapter 2* & Zhengrong, H & Li, H. (2008)

1. Theories of the Press
2. Censorship and its impact
3. Gatekeeping & media effects theories
4. Case study in Brazil, South Africa & China

Exam 1 (1 hour)

Theme 3: Colonialism & Mass Media Development (4 hours)

Reading: *Globalization & Media: Chapter 3*

1. Dependency theory, Media Imperialism & Cultural Imperialism theory
2. Development Communication
3. Case studies: Philippines & Tanzania

Exam 2 (1 hour)

Theme 4: Globalization & Global Media (10 hours)

Reading: *Global Media: Chapter 4-6, Waisbord, S. (2004), Lins da Silva, C.E. (2008), Jan, M. (2009), Ferrari, C. (2009), Challaby, J. (2011) and Coutas, P. (2006)*

1. Globalization and its impact to media
2. Global media, trades, politics and technology
3. Media ownership (Business & Politics) -
4. Case studies related to the US, Japan and EU countries)
5. Global Films -- Case studies related to India and Nigeria
6. Global advertisements & global consumer culture
7. Case studies related to Taiwan, South Korea and Malaysia
8. Guest Speaker

Exam 3 (1 hour)

Theme 5: Influence of Global Media and Cultures around the World (6 hours)

Reading: (Weiner, 2011) & Turnbull, 2004, *Global Media chapter 6*

1. Case studies related to Qatar, Bhutan, Thailand and South Africa
2. Case studies of French Culture
3. Guest Speaker

Theme 6: Impact of Media and Technology to Culture (8 hours)

Reading: *Global Media chapter 7-8*

1. Diffusion of Innovation
2. Social Media and its impact
3. Case studies related to the Arab Springs
4. New technology and its impact to global communication
5. Case studies of the use of cell phones in Asian countries
6. *Glocal* (Global Culture vs. Local culture)
7. Case studies related to South Korea and Singapore
8. Impact of global media to US media and culture
9. World System Theory
10. Case studies related to African nations

Final Exam (2 hours)

IV. Evaluation methods

Interview assignment – Each student will write one essay based on an interview with an international student. The interview questions must be related to access to media, press freedom, censorship (if there is any), and adaptation to different culture, especially US culture. The paper is at least 2 full pages (see page 9 for the instruction). (15% of grade)

Exams - There will be three exams prior to the finals. Questions are based on class lectures and the textbook. The exams are written in the form of T/F and multiple choice questions. (15% of grade)

Online Discussion– Students are expected to respond to posted online materials on the specified learning management system (Moodle or D2L) once a week. The posted materials will be related to the current affairs stories from news websites. (10% of grade)

Class activities- Students will participate in class discussions or work in groups to discuss or solve certain issues. (5% of grade)

Novel report & analysis – Students are expected to read one of the suggested novels and complete questions provided. (15% of grade)

Group presentation - Students will work in a group with three or four students to design an interactive 20 minute presentation based on a topic assigned to them. Students are required to conduct background research related to the topics and present their topics to class engage participants in an interactive session. (20% of grade)

Final exam – Students will take a closed book final exam based on the lecture and textbook readings. The questions will be cumulative and will consist of multiple choice or T/F questions, short answer and essay questions. (20% of grade)

V. Example of Grading Scale

90% - 100 % = A
80% - 89% = B
70% - 79% = C
60 % - 69 % = D
Below 60% = F

VI. Undergraduate Course Attendance Policy

This course will follow the official IUP attendance policy as described in the IUP Undergraduate Catalog.

VII. Required Materials

Lule, Jack (2012). *Globalization & Media: Global Village of Babel*. Lanham: Rowman & Littlefield.

Weiner, Eric (2011). *The Geography of Bliss: One Grump's Search for the Happiest Places in the World*. New York: Twelve Publishing

Turnbull, Sarah (2004). *Almost French: Love and a New Life in Paris*. New York: Gotham Publishing.

Examples of Supplemental Readings:

Challaby, J. (2011). The making of an entertainment revolution: How the TV format trade became a global industry. *European Journal of Communication*. 26 (4) 293–309. DOI: 10.1177/0267323111423414

Coutas, P. (2006). Fame, Fortune, Fantasi: Indonesian Idol and the New Celebrity. *Asian Journal of Communication*. 16(4), 371-392.

Hibberd, M. (2004). Italian Democracy Gone Mad? Public service broadcasting in the Berlusconi era. *Trends in Communication*. 12(1), 15-31.

VIII. Special Resource Requirements

None.

IX. Bibliography

Adejunmobi, M. (2011). Nollywood, Globalization and Regional Media Corporations in Africa. *Popular Communication*, 9 (2). p. 67-78.

Challaby, J. (2012) At the origin of a global industry: The TV format trade as an Anglo-American invention. *Media, Culture & Society* (34), 1,

Challaby, J. (2011). The making of an entertainment revolution: How the TV format trade became a global industry. *European Journal of Communication*. 26(4) 293–309. DOI: 10.1177/0267323111423414

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- Khiabany, G. (2008). The Politics of Broadcasting in Iran: Continuity and change, expansion and control. *Television and Public Policy: Change and Continuity in an Era of Global Liberalization*. P 3-23. New York: Lawrence Erlbaum Associates.
- Lins da Silva, C.E. (2008). Television in Brazil. In D. Ward (Ed.), *Television and Public Policy: Change and Continuity in an Era of Global Liberalization*. P 3-23. New York: Lawrence Erlbaum Associates.
- Martinez, I. (2005). Romancing the globe. *Foreign Policy*. 151. 48-56.
- Price, S. (2001). Cartoons from Another Planet: Japanese Animation as Cross-Cultural Communication. *Journal of American & Comparative Cultures*, 24(1/2), 153-169.
- Skinner, D. (2008). Television in Canada: Continuity or Change? In D. Ward (Ed.), *Television and Public Policy: Change and Continuity in an Era of Global Liberalization*. P 3-23. New York: Lawrence Erlbaum Associates.
- Waisbord, S. (2004). McTV: Understanding the Global Popularity of Television Formats. *Television & New Media*, 5(4), 359-383
- Ward, D. (2008). Broadcasting Regulation in the United Kingdom: Shifting Public Policy Objectives. In D. Ward (Ed.), *Television and Public Policy: Change and Continuity in an Era of Global Liberalization*. P 245-262. New York: Lawrence Erlbaum Associates.
- Zhengrong, H & Li, H. (2008). China's Television in Transition. In D. Ward (Ed.), *Television and Public Policy: Change and Continuity in an Era of Global Liberalization*. P 3-23. New York: Lawrence Erlbaum Associates.

2. Summary of the Proposed Revision.

- a. Catalog description changed
- b. Revision of course objectives
- c. Updated textbooks
- d. Updated bibliography
- e. Updated course outlines

3. Justification/rationale for the Revision

The course is currently approved to meet Global and Multicultural Course and is being revised to meet the new curriculum criteria for this category.

The criteria for courses in the Global Multicultural Awareness area have been modified to highlight course content and assignments that emphasize issues of understanding diversity and multiculturalism and the role of media in helping us understand how we can understand each other in a global context.

In addition, the previous syllabus of record is out dated with heavy emphasis on history with minimum discussion on the contemporary context. With the current global context and rapid development in media and technology today, there is a need to update the discussion and information to create better awareness among students to the fast changing global society they live in today. The syllabus and course description have been revised to reflect recent changes in media and technology.

4. Assignment instruction for one major course assignment.

Sample of course assignment 1: Interview assignment

Instruction:

Interview one international student for at least 20 minutes. The interview questions should be related to their culture and their experience in the US, their access to media and their view of press freedom in their home countries. Please write in the form of essay. Don't forget to end your paper by your own analysis on what you can learn from this interview experience that may relate to our class. The paper is about 2 full pages or 3 pages.

Alternative questions for your interview assignment. Feel free to add more.

1. Tell me about yourself
2. Tell me about your experiences living/studying in the US?
3. What type of misconception, if there is any, which you used to have about American culture before coming here?
4. How did you adapt to American culture?
5. What are some differences between your home country and the United States?

6. What about your country do you think would surprise Americans the most?
7. Please describe media in your home country.
8. Here in the US, what type of media that you access every day? Can you access entertainment from your home country in the US?
9. To what extent your government restricted press freedom/freedom of expression in your country?
10. If there is one thing that I should remember most about your country, what would that be?

Sample of course assignment 2: Novel report & analysis

Direction: Please read one of the suggested novels for this class. If you choose to read *Almost French*, please answer the following questions.

Part 1 (compulsory)

Please begin your book report with a brief summary (1 paragraph) of the novel.

Part II (culture) Please answer at least 5 questions in this section.

1. Seeing Frederic's apartment for the first time and sharing their first at-home dinner, Sarah Turnbull, influenced by her own Australian culture, makes certain assumption about the French? Why and how does she modify these assumptions later on?
2. Explore the ways in which France and Australia are different but also similar. Are the same differences/similarities applicable to France and America?
3. The author tells us, "The biggest shock during these first months is how different France is from my romantic imaginings." How did Sarah Turnbull envision France and what does she conclude about the French?
4. Why is it so difficult for Sarah Turnbull to adapt to French ways? Why does she feel invisible?
5. What makes Sarah Turnbull realize she'll never be French and never be fully integrated? Have you had a similar experience?
6. How is Frederic's reaction to Australia different from what Sarah Turnbull expected? How are their roles reversed in Australia?
7. Why is the French approach to rules and regulations so difficult for a foreigner to understand? How does Sarah Turnbull explain these?

8. How did the author compare the English language to the French language?
9. Based on the novel, describe how language used differently by the French and Australian?
10. How did Sarah describe the perception of French locals toward foreigners like her? To what extent do you share the same perception toward foreigners in your country?
11. How did the author describe women's rights and women's roles in France?

III. Interpersonal Communication (Answer two questions from this section)

12. How does the fact that Frederic and Sarah speak different languages create misunderstandings, sometimes hilarious? Have you ever experienced this?
13. What would you have done in Sarah's place to cope with the frustrations of speaking in a foreign language?
14. How did Sarah Turnbull's style of communicating change after she lived in Paris for a while?

Media – Media (compulsory - please answer all questions)

15. How did she describe her work as a journalist and how it influenced the way she viewed different reality in the world?
16. What are some of the ways in which the author describes French media? Based on your reading, would you say that censorship is more prevalent than in the US? How would you classify the French media based on the press theory? Please explain.

Closing - Reflection (Compulsory)

17. List three interesting things that you learn as a result of reading this book.
18. What changes would you like to bring about in the way you interact with foreigners?

5. LIBERAL STUDIES QUESTIONS AND ANSWERS

a. What are the strategies your department will use to assure that basis equivalency exists. Basic equivalency among courses is not a concern for this course as this course will not be taught in multiple sections. This course will be taught by the proposer, however, occasionally other professors may teach this course. In this case, professors will meet prior to the new semester to discuss about the objectives of the course.

b. Liberal studies courses must include the perspectives and contributions of ethnic and racial minorities and of women whenever appropriate to the subject matter. By the explicit reference to specific items in the syllabus and/or by an explanation in your response to this answer, please describe how your course will meet this criterion.

This course explicitly addresses global multiculturalism as indicated in objective two, four and five. Themes in international communication include understanding the relationship between different governments and their people as stated in objective two and how global media influence culture around the world and in some cases might increase cross-cultural awareness, and deepen understanding of different perspective around the world and assimilation between people across the globe as stated in objective number 4. Objective five in the course will also ask students to describe the relationship between “global culture” and “local culture” and the role that mass media, global capitalism and local institutions play in shaping and re-shaping culture and increasing cross-cultural awareness and understanding of the diversity of perspectives in the global world.

c. Liberal studies courses require the reading and use by students at least one non-textbook work of fiction or non-fiction or a collection or related articles. How will the course meet this criterion?

The assigned books specifically related to international communication and case studies of culture (*Almost French*) and celebration of happiness (*Geography of Bliss*) practiced in at least 8 different culture. Both books describe clearly on global multiculturalism and the assignment require students to analyze how global culture enhance their understanding to their own culture.

d. If this is an introductory course intended for a general student audience, how is it different from what is provided for beginning majors?

This course is not an introductory communication course, however it offers an introduction to international and global communication that can be suitable for both communication and general audience. The class is indeed created toward communications media major, however, it is also open to other students who have interests in how global media influence understanding toward global culture.

6. Old Syllabus of Records.

COURSE SYLLABUS

I. CATALOG DESCRIPTION

CM 230 Issues in International Communication	3 credits 3 lecture hours 0 lab hours (3c-0l-3sh)
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Prerequisite: None

Survey of international communications with particular emphasis on: communications flow, four press theories, ownership, structure and access to media, government/media relationships, the impact of communications on developed and developing countries.

II. Course Objectives

Students will be able to:

1. articulate the four theories of the press (Authoritarian, Libertarian, Communist, and Social Responsibility); and discuss the pros and cons for each theory.
2. list how and why the government owns and controls the media in most countries of Latin America, South America, Asia and Africa.
3. compare the new systems of media that have been created with the old systems of the former Soviet Bloc countries.
4. discuss possible and current role of communication media in the development efforts of Third World countries.
5. critically analyze degrees of access to organs of communication by citizens of different regions of the globe.
6. discuss censorship and its possible effects on society's decision making processes.
7. articulate and document the use of broadcast media for educating people in the areas of health care, literacy, political awareness, environmental awareness, etc.
8. develop a systematic process for adapting western communication technologies to Third World countries.

Methodology

The approach will be lecture and discussion. There will also be guest lecturers, teleconferences and visits by embassy personnel, United Nations staff and other international visitors. The guest lecturers will relate theories covered in class to actual practices in their own countries. Video and other communication media will be used extensively.

Texts

Martin, L. John, Herbert, Ray Eldon. (1990). Current Issues in International Communications. White Plains, NY: Longman Publishing Company.

Merrill, John. (1991). Global Journalism: Survey of International Communication (Second Edition). White Plains, NY: Longman Publishing Company.

Grading

3 Tests 75%
Multiple choice and short answer

Test I-----Week 1 - 5

Test II-----Week 6 - 9

Test III-----Week 10-13

1 Paper 25%

The paper will be an in-depth analysis of how the media is used in a particular country to convey information, effect change, educate, and entertain.

90 and above-----A

80 to 89-----B

70 to 79-----C

60 to 69-----D

59 and below-----F

III. Course Outline

- Week 1 Global Media Philosophies and Theories of the Press
World Media Systems; Chapters I & III-Merrill
- Week 2 International Information Flow
Chapter II-Merrill and Chapter I-Martin
- Week 3 International Communications Policies
Chapter II-Martin
- Week 4 Censorship and Its Impact
Chapter III-Martin
- Week 5 Global Communication Controversies
Chapter IV-Merrill
TEST
- Week 6 Development Communication
Adoption versus "adaption" of western media technologies
by Third World countries.
(2 weeks) Chapter IX-Martin
- Week 7 Mass Communication Practices and Policies in Eastern
Europe (and the former Soviet states)
Chapter V-Merrill
- Week 8 Mass Communication Practices and Policies in the Middle
East and North Africa
Chapter VI-Merrill
- Week 9 Mass Communication Practices and Policies in
Sub Saharan Africa
Chapter VII-Merrill
TEST
- Week 10 Mass Communication Practices and Policies in Asia
and the Pacific
Chapter VIII-Merrill
- Week 11 Mass Communication Practices and Policies in Latin
America and the Caribbean

Chapter IX-Merrill
- Week 12 Impact of Global Communications
Chapter VII-Martin
- Week 13 New World Information Order
Chapter VIII-Martin
- Week 14 TEST

Part II. DESCRIPTION OF CURRICULAR CHANGE**I. Catalog Description**

CM 230 Issues in International Communication **3 credits**
3 lecture hours
0 lab hours
(3c-0l-3sh)

Prerequisite: None

Survey of international communications with particular emphasis on: communications flow, four press theories, ownership, structure and access to media, government/media relationships, the impact of communications on developed and developing countries.

SELECTED BIBLIOGRAPHY

5

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- Dizard, Wilson P. (1989). The Coming Information Age, (3rd Edition) White Plains, NY: Longman.
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- Fox, Elizabeth (1988). Media and Politics in Latin America: The Struggle for Democracy. Newbury Park, CA: Sage.
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- Lull, James, ed. (1988). World Families Watch Television. Newbury Park, CA: Sage.
- Martin, L. John, and Anju Grover Chaudhary, eds. (1983). Comparative Mass Communication Systems. White Plains, NY: Longman.
- Mowlana, Hamid. (1986). Global Information and World Communication. White Plains, NY: Longman.
- Picard, Robert G. (1988). The Ravens of Odin? The Press in the Nordic Nations. Ames: Iowa State University Press.
- Rogers, Everett (1986). Communications Technology: The New Media in Society. New York: Free Press.
- See W.A. Hachten and C. Anthony Gliffard (1984). The Press and Apartheid: Regression and Propaganda in South Africa. Madison: University of Wisconsin Press.
- Stevenson, Robert L. (1988). Communication, Development and the Third World. White Plains, NY: Longman.

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COURSE ANALYSIS QUESTIONNAIRE

A. DETAILS OF THE COURSE

- A1. This course will be placed into the Liberal Studies package as a non-western culture option and would be available to all majors of the university.
- A2. This course does not require changes in any existing courses.
- A3. This course will be offered as a mixture of lecture and discussion that is typical of many courses in the department. The department does have a teleconferencing unit that will be used to access embassy personnel and United Nations staff.
- A4. The course has not been offered as a special topic.
- A5. This course is not intended to be dual level.
- A6. This course is not to be taken for variable credit.
- A7. An examination of many college and university catalogs indicates that this course is not offered by other programs. Several universities offer a portion of the proposed course, but usually emphasize a different facet. The universities and course offerings are as follows:
Kent University - Intercultural/International Communication
California University - International Broadcast Systems
Temple University - International News Communication
Slippery Rock - Intercultural Communications
- A8. The content of this course is not recommended or requested by any professional society, accrediting authority, law, or other external agency.

B. INTERDISCIPLINARY IMPLICATIONS

- B1. This course will be taught by one instructor.
- B2. No additional or corollary courses are needed, now or later!
- B3. This course does not overlap with any other courses at the university.
- B4. It is not presently anticipated that students in the College of Continuing Education will be taking this course.

CM 230
+ Marcia
to
UWUCC

C. IMPLEMENTATION

CI. Resources

- a. No new faculty are needed to teach this course.
 - b. Current space allocations are adequate to teach this course.
 - c. The department already has the equipment needed to teach this course.
 - d. There are no laboratory supplies or consumable goods necessary to teach this course.
 - e. Library holdings are adequate.
 - f. No travel funds are associated with this course.
- C2. No grand funds are associated with this course.**
- C3. This course will be an occasional offering every spring.**
- C4. One section of the course will be offered at a time.**
- C5. Thirty students will be accommodated in this course. Enrollment will be restricted to this number due to the teleconferencing unit discussion and the writing assignment.**
- C6. No professional society recommends enrollment limits or parameters for this course.**
- C7. This course is available to non majors and as a controlled elective for CM majors.**

D. MISCELLANEOUS

No additional information is necessary.