

2

PROPOSAL SCC #00-01 207

CURRICULUM PROPOSAL FORM 2000-2001

NON-GENERAL EDUCATION PROCESS A

***DEADLINES:** Deadline dates for 2000/2001 submissions: Regular proposals: October 20, 2000 to be implemented in Fall 2001; Short-Term proposals: December 8, 2000 to be implemented in Fall, 2001; Regular proposals February 16, 2001 to be implemented in Spring, 2002; March 23, 2000 for short-term courses to be implemented in Spring 2002.

PROPOSAL TITLE: 0602 320
 International Media Communication

SPONSOR(S):
 Carl Hausman

DEPARTMENT:
 Journalism and Creative Writing

COLLEGE:
 Communication

IF LAS CHECK ONE: History/Humanities Math/Sciences Social/Behavioral Sciences

Check one: Undergraduate Graduate

THE ATTACHED **NON-GEN-ED** PROPOSAL IS BEST DESCRIBED BY THE ITEM(S) CHECKED.

New non-gen-ed course

Short-term non-gen-ed course

Minor curricular changes (fewer than three) to:

- existing non-gen-ed course
- non-gen-ed degree requirements
- major
- minor, specialization, concentration, track, certificate program

DEPARTMENT
 (Signature indicates approval)

Carl Hausman 10/19/2000

Dept. Curriculum Chair / Date

Carl Hausman 10/19/2000

pt. Chairperson / Date

ACADEMIC DEAN

Approved Not Approved Comments:

Dean's Signature/Date *Christina* 10/26/00

COLLEGE CURRICULUM COMMITTEE

Date of open hearing (if necessary) 11/29/00 Approved Not Approved _____

Comments: Changes in title requested

Signature of College Chair/Date: [Signature] 11/29/00

UNIVERSITY CURRICULUM COMMITTEE

Date Received/Processed 6/13/01

Comments: Change in title

Curriculum Chair Signature [Signature] Date Announced At Senate 6/19/01

EXECUTIVE VICE PRESIDENT/PROVOST

Approved Not Approved _____ If no, reasons are as follows:

Student Credit Hours _____ Faculty Load Hours _____ Equalized Credit Hours _____

Official Copy & Approval Sheet Filed (Date): _____ Executive VP/Provost Signature/Date [Signature] 6/19/01

REGISTRAR

Date Approved Course Description Received _____ Hegis Taxonomy & Course Number Assigned _____

Registrar Signature/Date [Signature] 6/25/01

NOTIFICATION FORWARD

Senate Curriculum Committee Chairperson Academic Dean(s) 8/22/01
 Department Chairpersons Registrar _____ Sponsor(s)

Course Proposal

International Media Communication

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1. Details of the Proposed Course

This section lists and explains the *title, credit hours, course level, prerequisites, time and scale of implementation, curricular effect, adequacy of present resources, and recommended library resources* as they pertain to the proposed course.

Course Title:

International Media Communication.

Sponsor:

Carl Hausman, Department of Journalism and Creative Writing, and
Maccamus Ikpah, Department of Composition and Rhetoric, College of
Communication.

Credit Hours:

The course will carry 3 credit hours.

Course Level:

International Media Communication will be a 300-level course.

Prerequisites:

Mass Media and Their Influences (0601.203) or permission of instruction.

Suggested Time and Scale of Implementation

The course will first be offered in Spring, 2002. This course will be offered once per academic year.

Curricular Effect:

International Media Communication will not duplicate existing course content in the College of Communication or in other colleges of the university. The proposed course would synergistically add to the student's understanding of media, news, politics, and diplomacy by enhancing knowledge of how the media affect political and social systems globally.

Adequacy of the Present Staff, Resources, and Space Needs.

Staff: The course will be initially taught by Carl Hausman. Hausman is editor of a magazine dealing with ethics in international affairs, author of three books on media ethics, and a journalist who has reported from several nations including China and Thailand. Maccamus Ikpah, who has a professional and academic background in global communications, will also teach the course on a rotating basis.

Resources: Facilities are currently adequate. No special facilities, other than a classroom equipped to show videotapes, are required.

Space: The department has adequate classroom space to accommodate the course.

Funds: The course will be taught in load by a faculty member of the Department of Journalism and Creative Writing. The department plans one new hire for Fall 2001, allowing all courses to be adequately staffed within budget.

Recommended Library Resources

The library currently has a reasonably large collection of books about journalism. The listing of current holdings is attached as Appendix A. However, the collection is dated in parts and I recommend the additional purchase of 10 books and three periodicals, at a cost of approximately \$600 for the books and \$150 yearly for the periodicals. The proposed additions are listed in Appendix B.

2. Rationale for the Course

Stunning technological advances in new media have figuratively shrunk the world and made formerly impenetrable borders porous. While these effects are in large part positive, there are also inherent problems and dangers attached to a global communications infrastructure. Concepts in one culture may not equate or translate to members of another culture; assumptions about the relationship between media and government are far from universal; some nations regard the spread of American culture as a usurpation of their cultural sovereignty; the capacity for cultural miscommunication in times of crisis may indeed *fuel* a crisis; and introduction of new media systems may put some parties at a perceived diplomatic or economic disadvantage.

We are proposing this course because we believe that students studying communication must be prepared to enter an *ecological* international media marketplace. "Ecological" is used here in its literal sense, meaning that media is part of an interdependent, interconnected media system that is not a world system plus media, but *an entirely new system* that ecologically incorporates media.

International Media Communication will enable students to better evaluate the function of communication in that ecological world system and address the culture-bound perspectives that students are reluctant to relinquish.

3. Essence of the Course

This section lists and explains the course's *objectives, content, and evaluation procedures*.

Objectives of the Course

When students complete this course, they will be able to:

- Compare U.S. and other world media systems, articulating the main differences and similarities in a coherent manner.
- Understand how policy determines the development of technology and the content of media that utilize evolving technologies. Also, understand the ways that policy and regulation are formulated within differing societies and cultures.
- Comprehend the world-wide struggles for control of information flow, with particular emphasis on the role of censorship in media operations.
- Understand the claims of conflicting groups that wish to regulate world communication structures.
- Place current events into context through an understanding of the history and development of global media systems, focusing on four or five systems in depth.
- Grasp the realm of implications of "globalization."
- Understand competing theories on intellectual property in the digital age.
- Articulate ethical issues in a global context.
- Comprehend the interaction of media with economics, diplomacy, and government.

Topical Outline and Content

International Media Communication will meet twice weekly or once a week if offered in the evening..

One of the anticipated texts is Robert S. Fortner, International Communication, Belmont, CA: Wadsworth, (2000).

The availability of internationally oriented publications on the Web will greatly benefit this course; students will be given regular reading assignments from the following publications:

The Economist (www.economist.com)
Financial Times (www.ft.com)
Atlantic Monthly (www.theatlantic.com)
Business 2.0 (www.business2.com)
Insights on Global Ethics (www.globalethics.org)
Red Herring (www.redherring.com)
Wired (www.wired.com)
Information Strategy (www.info-strategy.com)
World Press Review (www.worldpressreview.com)

We may also include films that explore cultures in conflict, such as Hanif Kureishi's film My Son the Fanatic, which explores cultural roles in England, or a book such as Disgrace, which explores clashing cultures in South Africa.

During a typical semester, the course content would be broken down this way:

Week 1 Introduction; course requirements.

Week 2 Communication as a fundamental human right; conflicting views of the right to communicate. Historical overview of communication, power, culture, and technology.

Week 3 The technological revolution and its impact on the world. The "waves" of technological change – and how each wave has altered the world in a ecological way.

Week 4 The meaning of globalization. Fundamental changes in the nature of economies, diplomacy, balance of power, sovereignty.

Week 5: Debates on restructuring the world communications – the issues and the players. The New World Order, the Global Information Society, ITU, TWO EU, G7, and G8.

Week 6: Whose news? The role of news in international conflict. Charges of cultural imperialism in news. CNN, satellite technology, and global impact. The problems of infrastructure in the developing world.

Week 7: Whose culture? So-called cultural imperialism and reactions against Western-based commercialism.

Week 8 Commerce in the new communications system. E-commerce across borders. Advertising across borders. Global branding. The ethical, commercial, and diplomatic challenges. Public relations and

corporate image; is the vilification of the corporate role in world commerce justified?

Week 9: Ethics, media, and international media. Who defines right and wrong? Are there moral absolutes? Intellectual property. Cross-border issues: subversion, dissent, obscenity, gambling, and drug sales.

Week 10: Propaganda. The elusive definition of propaganda; news as propaganda – and propaganda as news.

Week 11: The power of ideas and identity.

Weeks 12-14: Student presentations

Evaluation and Grading Procedure of Students

Students will be graded on three papers, a formal presentation, and their performance in class discussions.

Papers. The papers assigned will be:

- An analysis of one nation's media system, **using information garnered through first-hand evaluation of that nation's media** and other documents, news reports about media issues in that country, and other relevant source documents. For example, a student may analyze the media system in China, reading several of that nation's web-based English-language publications, (including official publications) and analyzing press reports over the current conflicts about press freedoms in a nation undergoing a difficult transition to a market economy.
- An analysis of **how regulation has affected – or, indeed, shaped -- one particular medium**, comparing the way the medium developed in the United States and one other nation. For example, students may elect to compare the structure of commercial television in the United States and Great Britain – mindful of the differences inherent in a system supported mainly by advertising and one paid for by government subsidies and a tax on individual television receivers.
- A discussion of **differing views on culture, commerce and news based on on-line contact with a journalist from another nation**. Students will be expected to use the web to make contact with one or more international

journalists and correspond on at least a weekly basis. The point of this paper is to identify differences in fundamental viewpoints (if any) that are culturally based, and trade those viewpoints to their roots.

The Presentation: Each student will prepare a presentation about a particular nation's media system and present it to the class, paying particular attention to the cultural heritage that affected the growth of that system. Students are encouraged to use the nation of their Internet-based correspondent, although this is not required.

Course Evaluation

Standard student evaluations will be administered during the final weeks of the course. Also, members of the departmental curriculum committee will be invited to view the process and the product.

4. Consultation

Letters from interested parties are attached in an appendix to this proposal.

6. Catalog Description

International Media Communication. International Media Communication examines systems of communication from a global perspective, analyzing the historical, cultural, and philosophical influences that have shaped those systems. The course enables students to analyze the systemic effects of globalization, new technologies, regulation, efforts of various groups to control development of communication structures, inequities in communication infrastructure, so-called cultural imperialism, and the linkage between international media and diplomacy, economics, and politics.

Appendix A

Current Library Holdings

Books About Electronic News Reporting and Writing

Broussard, E. Joseph, Writing and reporting broadcast news. New York: Macmillan; London: Collier Macmillan, 1982.

Fang, Irving E., Television news, radio news. 4th ed., rev. St. Paul: Rada Press. 1985.

The Functions of mass communications [videorecording]. Maumee, Ohio: Instructional Video. 1989.

Mayeux, Peter E., Broadcast news: writing & reporting. 2nd ed [rev.]. Madison [Wis.]: Brown & Benchmark. 1996.

Books about “Authorship” of Television News

Bliss, Edward, Writing news for broadcast. New York: Columbia University Press. 1971.

Block, Mervin, Writing broadcast news: shorter, sharper, stronger : a professional handbook. Chicago: Bonus Books. 1987.

Broussard, E. Joseph, Writing and reporting broadcast news. New York: Macmillan; London: Collier Macmillan. 1982.

Hall, Mark W., Broadcast journalism; an introduction to news writing. [1st ed.]. New York, Hastings House. 1971.

MacDonald, R. H., A broadcast news manual of style, 2nd ed. New York: Longman. 1994.

Smeyak, G. Paul, Broadcast news writing. 2nd ed. New York: Macmillan. 1986.

Zousmer, Steven, TV news off-camera: an insider's guide to newswriting and newspeople. 1987.

Books About “Authorship” of Radio News

Brooks, William F. , Radio news writing. 1st ed. New York, McGraw-Hill Book Co. 1948.

Howe, Quincy, The news and how to understand it in spite of the newspapers, in spite of the magazines, in spite of the radio. New York: Columbia University Press, 1968.

Books About the General Study of Broadcast News

Carroll, Marie, A study examining the effectiveness of elementary students using commercial television. New York: Perigée, 1993.

Carter, Jimmy, 1924. We are prepared to meet confrontation or cooperation [Sound recording]. 1978.

Efron, Edith, The news twisters. Los Angeles: Nash Pub. 1971.

Green, Maury, Television news; anatomy and process. Belmont, Calif.: Wadsworth Pub. Co. 1969.

Gunter, Barrie, Poor reception: misunderstanding and forgetting broadcast news. Hillsdale, N.J.: L. Erlbaum Associates. 1987.

Neuman, Johanna, Lights, camera, war: is media technology driving international politics? 1st ed. New York: St. Martin's Press. 1996.

Singer, Eleanor. Reporting on risk: how the mass media portray accidents, diseases, disasters, and other hazards. New York: Random House, 1985.

Skornia, Harry Jay, Television and the news; a critical appraisal. Palo Alto, Calif.: Pacific Books. 1968.

Tyrrell, Robert, The work of the television journalist. New York, Hastings House 1972.

Wood, William Almon, Electronic journalism. New York: Columbia University Press, 1987.

Yorke, Ivor, The technique of television news. 2nd ed. Boston: Focal Press. 1987.

Zousmer, Steven, 1942. TV news off-camera: an insider's guide to Newswriting and newspeople. Boston: Houghton-Mifflin, 1987.

Books About Political Aspects of Television News

Barrett, Marvin, The politics of broadcasting. New York, Crowell. 1973.

Graham, Fred P., Happy talk: confessions of a TV journalist. New York: Norton. 1990.

Hosley, David H., Hard news: women in broadcast journalism. New York: Greenwood Press. 1987.

Iyengar, Shanto, Is anyone responsible?: how television frames political issues. Chicago: University of Chicago Press. 1991.

Iyengar, Shanto. News that matters: television and American opinion. Chicago: University of Chicago Press, 1987.

Keirstead, Phillip O., Journalist's notebook of live radio-TV news. Blue Ridge Summit, Pa.: G/L Tab Books. 1976.

Books About Print Journalism and Journalism in General

Barnhart, Thomas Frederick, Weekly newspaper writing and editing. New York, Dryden Press. 1949.

Bernstein, Theodore Menline, More language that needs watching: second aid for writers and editors, emanating from the news room, Boston: Houghton-Mifflin, 1962.

Berry, Thomas Elliott, Journalism in America: an introduction to the news media. New York: Hastings House, 1976.

Brennecke, Ernest, Magazine article writing. New York, Macmillan, 1930.

Campbell, Laurence Randolph, 1903. Newsmen at work; reporting and writing the news. Boston, Houghton Mifflin, 1949.

Cirino, Robert, Power to persuade: mass media and the news. New York: Bantam Pathfinder Editions. 1974.

Click, J. W. , Magazine editing and production. Dubuque, Iowa: W. C. Brown Co. 1974.

Coblentz, Edmond D., comp., Newsmen speak; journalists on their craft. Freeport, N.Y., Books for Libraries Press. 1968.

Copple, Neale, Depth reporting: an approach to journalism. Englewood

Cliffs, N.J.: Prentice-Hall. 1964.

Cunliffe, John Williams, ed., Writing of today: models of journalistic prose. 4th and rev. ed. New York: The Century Co., 1925.

Dana, Charles A, The art of newspaper making. New York, Arno. 1970.

Doig, Ivan, News, a consumer's guide. Englewood Cliffs, N.J.: Prentice-Hall, 1972.

English, Earl, Scholastic journalism. Ames: Iowa State University Press. 1962.

Ferguson, Rowena, Editing the small magazine. New York: Columbia University Press 1963.

Gerald, J. Edward, The social responsibility of the press. Minneapolis: University of Minnesota Press, 1963.

Hohenberg, John, Concise Newswriting. New York: Hastings House, 1987.

Hohenberg, John. The professional journalist; a guide to the practices and principles of the news media. Boston: Allyn and Bacon, 1969.

How a magazine is published [videorecording]. Maumee, Ohio: Instructional Video. 1989.

Hudson, Frederic, Journalism in the United States, from 1690-1872. New York: Harper & Brothers, 1873.

Hughes, Helen, News and the human interest story. New York: Greenwood Press. 1968.

Improving Newswriting: the best of The Bulletin of the American Society of Newspaper Editors. New York, American Society of Newspaper Editors, 1982.

Journalism and popular culture. London: Sage Publications. 1992.

Kennedy, Bruce M., Community journalism; a way of life. [1st ed.]. Ames:Iowa State University Press. 1974.

Kobre, Sidney, Backgrounding the news. Oakland, Calif.: Acme Books. 1969.

LeRoy, David J., Mass news: practices, controversies, and alternatives. Englewood Cliffs, N.J.: Prentice-Hall. 1973.

Liberating the media: the new journalism. Washington: Acropolis Books, 1974.

MacDougall, Curtis Daniel, Interpretative reporting. 5th ed. New York: Macmillan, 1968.

Mayer, Martin, Making news. Garden City, N.Y.: Doubleday, 1987.

Mayer, Martin, Making news. Rev. and updated [ed.]. Boston: Harvard Business School Press, 1993.

Mayeux, Peter E., Broadcast news: writing & reporting. 2nd ed [rev.]. Madison [Wis.]: Brown & Benchmark, 1996.

McClendon, Sarah, Reporting from the White House [sound recording]. 1982.

Media, myths, and narratives: television and the press. Newbury Park, Calif.: Sage Publications, 1988.

Meyer, Philip, Precision journalism: a reporter's introduction to social science methods. Bloomington: Indiana University Press, 1973.

Moyers, Bill D., The human responsibility of journalism [sound recording]. 1982.

Neal, Robert Miller, News gathering and news writing. New York, Prentice-Hall, 1940.

The News media in national and international conflict. Boulder: Westview Press. 1984.

Newsmen's holiday. Nieman essays, first series. Freeport, N.Y.: Books for Libraries Press. 1969.

Patterson, Helen Marguerite, Writing and selling feature articles, 3d ed. Englewood Cliffs, N.J.: Prentice-Hall. 1956.

Peacocke, Emilie Hawkes, Writing for women. London, A. & C. Black, 1956.

Pesmen, Sandra, Writing for the media. Lincolnwood, IL: NTC Business Books, 1983.

Plain talk about the word business. Washington, Public Affairs Press, 1970.

Pray, Isaac Clarke, Memoirs of James Gordon Bennett and his times. New York: Arno. 1970.

Presson, Hazel, The student journalist and interviewing. Rev. ed. New York: R. Rosen Press, 1989.

Reid, Whitelaw, American and English studies. Freeport, N.Y., Books for Libraries Press, 1968.

Rucker, Frank Warren, Newspaper organization and management,3d ed. Ames: Iowa State University Press, 1969.

Waldrop, Arthur Gayle, Editor and editorial writer, 3d ed. Dubuque, Iowa: W. C. Brown Co. , 1967.

Walker, Stanley, City editor. New York: Frederick A. Stokes, 1967.

Westley, Bruce H., News editing. Boston: Houghton Mifflin, 1972.

Wilhelm, Donald George, . Writing for profit. New York: McGraw-Hill. 1930.

Journalism Periodicals

The Author's & writer's who's who. London: Burke's Peerage, Ltd.

Columbia journalism review.

Editor & publisher.

Journalism & mass communication quarterly.

The Journalism quarterly.

Nieman reports.

Appendix B: Suggested Additions to the Library's Holdings

Books

Castells, Manuel. The Information Age: Economy, Society and Culture. Oxford: Blackwell, 1999.

Barnet, Richard J. and John Cavanagh, Global Dreams: Imperial Corporations and the New World Order. New York: Simon and Schuster, 1994).

Shapiro, Carl and Hal R. Varian, Information Rules, Boston: Harvard Business School Press, 1999).

Dodd, Annabel Z. The Essential Guide to Telecommunications (New Jersey: Prentice Hall, 1998).

Kelly, Kevin. New Rules for the New Economy: 10 Radical Strategies for a Connected World, New York: Viking Penguin, 1998.

Sassen, Saskia. Globalization and its Discontents: Essays on the New Mobility of People and Money, New York: The New Press, 1998.

Periodicals

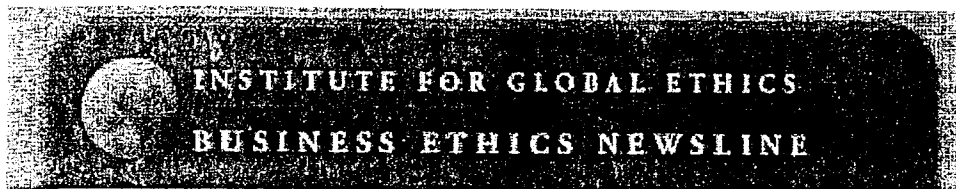
Insights on Global Ethics

South China Daily

The Guardian

Appendix C: A Relevant Article

While not dealing with communications per se, this article deals with the clash of cultures inevitable in the globalization of the economy, and the ethical/cultural issues that are appearing on the global radar screen.



[One Page, Scrollable Version](#)

Starline

Health Care:

Bumps along the HMO Road

Commentary

[One Nation, Two Worlds](#)

Weekly Overview

[Collusion or Coincidence?](#)

News

Energy:

FTC to Probe Increase in Gas Prices

Financial Services:

European Commission Says Price-Fixing Charges against EU Banks are Credible

Government:

High Court Strikes Down Massachusetts Law Penalizing Companies Doing Business with Burma

Government:

Globalization Fosters Job Insecurity, ILO Report Claims

Financial Services:

Growing Scandal Involves Many of Canada's Largest Brokerage Firms

Financial Services:

G7 Task Force Cites Fifteen Nations as Havens for Money Laundering

Government:

Thailand's Anticorruption Chief Suspended pending Probe of Stock Ownership

Financial Services:

Insurance Company Settles Claim It Inflated Some Rates to Minorities

Telecommunications:

Nextel Minority Employees Seek Class-Action Status for \$1.76 Billion Race-Discrimination Suit

Transportation:

Weight Guidelines for Flight Attendants Discriminatory, Court Rules

Internet:

Commentary

One Nation, Two Worlds

by Carl Hausman

"Something is clearly wrong with the equation," said my companion as we stood in a gleaming shopping center housing dozens of upscale stores.

We were in the heart of Guangzhou, China, an ancient, sprawling city where the juxtaposition of old and new is startling. In the shadow of glass-box skyscrapers, a visitor finds thousands of locals living in warrens of winding alleys so narrow that a tall man can almost touch buildings on both sides. Next door to a shop selling high-tech audio equipment is a store where an ancient iron contraption grinds sugarcane into a traditional summer drink. And as we walk by a toothless shoe repair craftsman squatting on the sidewalk in the murderous midday heat, wearing only a pair of ragged shorts as he sits idly among some rusted tools, frigid air conditioning blasts from the front door of a fashion boutique.

The "equation" in question deals with the fact that in an economy where many professionals in modern China still hold jobs that pay, perhaps, the equivalent of \$400 per month, hundreds of everyday Chinese swarm the new shopping centers, buying \$40 shirts and \$200 watches.

"Most of the people around us probably have two incomes," said my companion, who did not want his name used in print. "The official income and the money that comes off the books."

Off-the-books income, he explained, can come from legitimate side businesses or, commonly, from kickbacks and bribes.

For example, he explained, officials who are in charge of awarding contracts may receive gifts of goods or services that are individually small but, in aggregate, contribute substantially to their standards of living. Or workers for state enterprises may arrange their purchases through suppliers who kick back money or extra goods that are resold on a black market.

Such an underground economy, he ventured, is virtually inevitable in a society undergoing a transition from the "iron rice bowl," a system of guaranteed but low-paying jobs, to the relative free-for-all of capitalism.

Like most people I met and interviewed while traveling through China, my companion was reticent to talk with an American reporter, especially one he had just met, about corruption. While corruption at some level seems to permeate the economy, it is something the Chinese government takes seriously. Recent high-profile cases have involved the execution of public officials who took bribes and kickbacks that frankly, by U.S. standards, seem minor-league.

Anticorruption drives in China have worked their way down to the rank and file. Despite the disintegration of the iron rice bowl, the Communist party still is woven into the fabric of many organizations, and during at-work party meetings, employees are instructed to inform on coworkers engaged in corruption.

But not surprisingly, such efforts meet with resistance. "We have a saying in China," a businessman who has attended such meetings told me, "and it translates to something like, 'hurt me an inch and I'll hurt you a foot.' While there are penalties for corruption, there are also very real penalties for informing on your coworkers."

So is there a real, perceptible change in readings of the nation's moral barometer when examining corruption issues? In some cases, yes, in others, apparently not. While the government has received recent praise from

**Supreme Court Justices
Financial Disclosure
Statements Posted Online**

Research Report

**Health Care:
Half of U.S. Adults Report
Problems -- from Minor to
Major -- with Their Health
Insurance Plans Last Year**

Quote

Emerson on Economy

independent monitoring organizations for its efforts to crack down on corruption, the visible rewards of the capitalist system stand at odds with the remnants of a system that until only a few years ago vigorously and sometimes brutally discouraged acquisition of wealth. At the same time that the government mounts public demonstrations of crackdowns on piracy, a print shop in Guangzhou openly exhibits phony famous-name manufacturers' labels for sale, and Hong Kong street stalls along a famous shopping district openly display catalogs with photos of real Rolex watches and Gucci bags so that shoppers may conveniently choose their counterfeit item.

Such are the contradictions of the evolving Chinese economy.

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[Key to Regional Icons](#)

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Comments and questions? Email **Business Ethics Newsline:**
newsline@globalethics.org.

Rushworth Kidder is traveling this week. His column will return next week.

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Janice Rowan
Chair, College Writing
College of Communication
Rowan University

November 25, 2000

Dr. Carl Hausman, Chair
Journalism/Creative Writing
Rowan University

Dear Dr. Hausman:

I am responding to your proposal for a new course in International Communications. As we have discussed several times in our College of Communication chairs' meetings, there is a real need to expand our students' horizons concerning cultures other than their own.

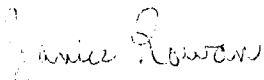
Certainly, a course like this fits in perfectly with a general trend in higher education to cultivate international perspectives. For instance, in recent years, all of the texts I use in our Writing for the Workplace course have added materials on communicating across cultures. Chapters and case studies emphasize developing sensitivities to a wide variety of cultures and learning how to succeed in a multicultural work force. And your proposal responds to our University's commitment to providing students with a multicultural understanding. So, for many reasons, a course in international communication would fill a curricular gap as well as complement other internationalizing efforts in our College and across campus.

The three paper topics you propose are challenging and interesting, and the use of the web to provide many of the supplementary readings makes important materials accessible. The emphasis on "ethical issues in a global context" also contributes to the course's appeal.

One suggestion I would make is to consider to including content suggestions from faculty in Radio/TV/Film and Communication Studies. Perhaps the course would be enriched by having faculty from those departments provide guests lectures, or, in the future, the course could be team-taught.

I endorse the proposal. The course is a welcome addition to the College of Communication offerings.

Sincerely,



Janice Rowan



Department of Journalism and Creative Writing

December 4, 2000

Carl Hausman, Chair
Department of Journalism and Creative Writing
College of Communication
Rowan University
201 Mullica Hill Road
Glassboro, NJ 08028

Dear Dr. Hausman:

I strongly favor the inclusion of a course in International Communication in the curriculum.

My independent reading in intercultural communication and my work with intercultural couples has sensitized me to the many issues which Americans and the American press routinely seem to overlook. Such a course, I believe, could alert Americans to the cultural differences between and among cultures, including the influence of culture on policy and regulation. I believe such a course would expand the interests and understandings of students working in communication and, particularly, in media.

Please accept my support of your proposal.

Sincerely,

Estelle P. Resnik, Ph.D.
Assistant Professor



TO: Dr. Carl Hausman, Chair, Journalism & Creative Writing Department
FROM: Dr. Richard Grupenhoff, Chair, Radio/TV/Film Department *Rg*
DATE: December 5, 2000
RE: International Communication Course Initiative

I have read your proposal to implement a new course, International Communication. I found it to be quite thorough and complete. As you have presented it, the course would offer a comprehensive, interdisciplinary view of cross-border and cross-cultural media.

I support your proposal and anticipate its approval. The course will be a welcomed addition to the College of Communication.

RG/jh



Department of Communication Studies

October 18, 2000

To: Dr. Carl Hausman, Chair, Journalism and Creative Writing

From: Dr. Cindy Corison, Chair, Communication Studies

Re: International Communication Course Proposal

The Communication Studies department is in complete support of your argument that our Communication students need to be able to function in a global marketplace when they leave Rowan University. As such, we feel that a course that focuses on international news media is a highly appropriate and desirable addition to the College of Communication and particularly the curriculum of the Journalism and Creative Writing program.

Based on the syllabus and the list of library resources, etc., it is clear that the focus of the course will be on International Communication as it relates to journalism. Therefore, we suggest a name for the course that reflects such a focus. Perhaps "International News Media," which is close to the "International Media" suggested on the catalog description, would serve well as a course title. Such a title would emphasize the focus on Journalistic Communication. It would be a strategic move for the College as it would leave space for other courses focusing on International Communication. For example, the Public Relations/Advertising department might choose to develop a course in International/Multi-National Public Relations. Or, the Radio/TV/Film department might choose to focus on International Film. Or, the Communication Studies department may want to develop a course in International Communication Studies or International Rhetoric and Communication.

With this slight modification in course title, we think that the course would provide a valuable asset to the College while still allowing growth (and preventing the appearance of unacceptable overlap) in the study of International issues for all departments in the College of Communication.

Notes on Consultation for International Communication

Copies of the proposal were sent to all department chairs in the college of communication. Professor Corrison supplied a letter of support noting that the course appeared to focus on journalism; more detail related to other areas of communication was added to subsequent versions. Professor Grupenhoff wrote a brief hand-written note of support. Professor Sparks-Fitzgerald requested more coverage of public relations, which was added to a subsequent draft of the proposal. Professor Rowan said she would write a letter of support when her schedule allowed. Maccamus Ikpah, after reading a final draft of the proposal, agreed to co-sponsor. General philosophies of the course were also discussed with Edward Smith of the foreign languages department.