INTERNATIONALIZING THE COLLEGE

JOURNALISM CURRICULA

By

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CHAPTER I

INTRODUCTION

General

The mass media may have helped change the world into a "global village,"[1] a catch phrase coined and popularized by Canadian communication philosopher Marshall McLuhan in the 1960s. He theorized that, as a result of proliferated electronic news media and improved communication technologies, nations had become dependent on each other for international trade, political relations, travel, educational exchanges, humanitarian missions, entertainment distributions, military peace-keeping efforts and other activities.

A similar thought about the global village concept was made more than a century earlier when the telegraph and codes were introduced by American inventor Samuel Morse. He had predicted, "through electromagnetic telegraphy humankind would be able to create an artificial nerve system to 'diffuse, with the speed of thought, a knowledge of all that is occurring throughout the land, making, in fact, one neighborhood of the whole country.'"[2]

Today, aided by similar technology, people may send and receive information about other people from different nations instantaneously. Through the mass media, they are taught about the various cultures from which the news originates. In fact, "newspapers, and even television, ...do 'teach,' at least according to the majority of the scholarly research dealing with this

particular topic."[3] (One relevant study, entitled <u>Other Nations, Other Peoples:</u> <u>A Survey of Student Interests, Knowledge, and Perceptions</u>, showed that students acquire most of their information on world affairs from the mass media, particularly from newspapers, television and radio.[4])

Yet, while other countries in the world are adapting to the global village description via exposure to information provided in newspapers, television and other mass media, the United States seems resistant to international perspectives. This is evident in various reports comparing the United States with other countries in their citizens' knowledge of global issues.

As Rosengren, Wiley and Wiley asserted, "today, more than ever before, Americans are tied closely to people from all around the world, and yet, most U.S. students lack the international understanding which would enable them to participate more fully, in an interdependent world."[5]

Specifically, another cultural author observed about Americans, "every year we hear reports that the majority of high school graduates do not know the location of the 50 states and most of the countries of the world."[6]

A journalism professor added, "We watch young children in the [former] Soviet Union answering a U.S. television reporter's questions in fluent English as we shake our heads in dismay that U.S. children can't even speak their native tongue without tripping grammatically."[7]

Sewall, an American editor and educator, elaborated on the problem of inadequate globalized curricula in the schools:

> Americans have reason to be concerned about the curriculum in areas that bear directly on global affairs. In spite of initiatives to favor "international studies," repeated surveys document profound geographic illiteracy among young Americans, even more disturbing when we compare U.S. students' geographic knowledge with that of students in many other countries. In most education systems, geography is

considered a basic academic subject. In the United States only one in seven students takes a discrete high school geography course. Of course, students learn non-American geography in world history classes. But only about 44 percent of the nation's high school graduates do take such courses.

The problem extends beyond social studies. In mathematics and science U.S. students rank last in comparison with students in other advanced industrial nations. In foreign languages, student skills and general achievement remain a national embarrassment; the French, Spanish, and Latin courses that were once part of the standard secondary-level regimen have been the great curricular losers of the last twenty-five years. The number of high school students engaged in any kind of serious foreign language study is small, and figures on student participation are ambiguous. In esoteric but strategically important languages such as Russian, Chinese, Japanese, and Arabic, American students are virtually untutored.[8]

Numerous statistics also indicate that the American education system is inadequate in teaching students about international perspectives. Global studies education researchers Mehlinger, Huson, Smith and Wright reported results from a 1970s poll conducted on adult Americans. They found that:

The majority were unaware of American dependence on foreign oil imports--at a time when nearly 50 percent of the oil consumed in the United States is shipped from abroad, and this dependence is growing steadily. In 1971, a nine-nation study involving 30,000 students and measuring their interest in and knowledge about international affairs showed that American students compared unfavorably when measured against the performances of youth in the [former] Federal Republic of Germany, Finland, Ireland, Israel, Italy, the Netherlands, New Zealand and Sweden.[9]

Another study done in the 1970s by Pike and Barrows of the Educational Testing Service (ETS) also found that American students know little about their world. In 1979, ETS

conducted a major survey of fourth, eighth, and twelfth graders' knowledge and attitudes about other peoples and other nations....The results proved generally disconcerting to educators and social observers alike. The majority of the students had a surprisingly limited understanding of other countries.[10]

Statistics from a study conducted in 1983 yielded comparable results. The National Commission on Excellence in Education reported that "American schools are not working well for most students, as the comparison of the academic performance of U.S. students from Germany, Korea and Japan on international tests indicate."[11]

Still, more than 10 years later, American students lag in education. A 1994 international study suggested that the U.S. is 'lagging at the core' in education in comparison to 23 other industrialized nations, including France, Japan, Finland, Sweden, Germany, Switzerland, Belgium and Iceland. The study also showed that "in math and science, 13-year-olds in the U.S. scored lower than students in most other countries. And in reading performance, 14-year-olds in the U.S. fell behind Finland, France, Sweden, New Zealand, Switzerland and Iceland."[12]

Other comparative education statistics report similar findings. The United Nations Education, Scientific and Cultural Organization (UNESCO) reported that one-third of all foreign students worldwide come to study in the United States, which caused an American educator to remark, "a significant portion of the world is making an effort to learn about us; what effort are we making to learn about them? This is our *real* trade imbalance."[13]

"A more recent study made the broader point that 'America just does not prepare enough of its own citizens to be true cosmopolitans the way other countries do.'"[14]   This study, along with several others, including the

previously mentioned statistical reports, may lead to the conclusion that the American education system has failed to provide students with more opportunities to learn about the world in which they live.

Background

Many large public and private organizations, including the media, operate on an international basis, which provide opportunities to communicate interculturally. But it is ironic that, with the proliferation of electronic news media and improved communication technologies, increased international trade, political relations, travel, educational exchanges, humanitarian missions, entertainment distributions, military peace-keeping efforts and other activities worldwide, some Americans are not as globally-minded as people from other countries, as indicated earlier by the intercultural communication researchers, international journalists and general comparative educators, many of whom predicted that Americans' lack of knowledge may contribute to a decline of the United States as a superpower.[15]

This prediction was initially fulfilled during the Cold War, when the U.S. adversary at the time, the former Soviet Union, launched Sputnik.

> The launching of Sputnik in 1957 did more to advance American awareness of the need to compete educationally than any other single modern event. What before had appeared as primarily a political and military rivalry between the United States and the Soviet Union took on the appearance of a scientific and educational rivalry.[16]

Perhaps from this critical event, Americans realized that their education system needed to be improved by incorporating international perspectives in the curriculum. As suggested by multicultural education researcher Diaz:

It is necessary to help all of the nation's future citizens acquire the knowledge, attitudes, and skills needed to survive in the twenty-first century. Nothing less than the nation's survival is at stake. The rapid growth in the nation's population of color, the escalating importance of nonwhite nations such as China and Japan, and the widening gap between the rich and the poor make it essential for our future citizens to have multicultural literacy and cross-cultural skills. In the twenty-first century, a nation whose citizens cannot negotiate on the world's multicultural global stage will be tremendously disadvantaged, and its very survival will be imperiled.[17]

Eisner shared a similar thought about how the United States is not faring well in the education race against other countries. He explained:

We hear from the highest offices in our land that American schools are in a dismal state. We hear from others that they are in a state of crisis. We read in the mass media about our lowly position, not in the arms race, but in the "education race." Education has become the front line in our quest for international supremacy. For many, there is no mistaking it: Education is not only a business, it is a competitive race.[18]

Cleveland also criticized Americans for being badly prepared to live and work in the global village, where there will

evidently be a high premium on long-range vision, strategic thinking, and the wider view. Yet educators of the eighties and nineties are responsible for making sure that Americans enter the twenty-first century with a view as wide as the world. The implication is far reaching: The widest and most neglected frontier of U.S. educational reform is no longer international studies. It is a global perspective on *all* studies.[19]

Finn felt that the United States needs to reform its education system to include global perspectives. In advising government officials in Washington, D.C., he emphasized:

Solid educational foundations are essential if our young people are one day to possess a sophisticated understanding of what is going on in their world and why. Properly educating today's students for tomorrow's world accordingly means meticulous attention to both the "domestic" and "international" portions of what they learn and--perhaps most interesting of all--to the junctions between these. That's why efforts to improve international education need to proceed in tandem with the broader "excellence movement" now striving to renew American education.[20]

Mehlinger, et al. also stressed the need for Americans to learn about the world in which they live. They emphasized:

More than ever before, Americans need to develop a species view, a humankind or global perspective, if they are to understand and function effectively in the global society in which they live. Schools, at the elementary through university level, have the primary responsibility for developing this global perspective in youth.[21]

Now, primary, secondary and tertiary schools are introducing international and global perspectives into their curricula. Even at the tertiary level, higher education has begun to take on the responsibility for developing global perspectives in students and has begun to help Americans substantiate their knowledge by requiring them to fulfill a cultural or international dimension in their core courses or pre-major requirements, according to curriculum analysts.[22]

Furthermore, Ernest Boyer, President of the Carnegie Foundation for the Advancement of Teaching, supported this action in American universities and colleges. He said:

Our world has undergone immense transformations. It has become a more crowded, more interconnected, more unstable place. A new generation of Americans must be educated for life in this increasingly

complex world. If the undergraduate college cannot help students see beyond themselves and better understand the interdependent nature of our world, each new generation will remain ignorant, and its capacity to live confidently and responsibly will be dangerously diminished.[23]

Boyer's statement is applicable to college-level journalism programs as well. As journalism professor Bonnie Brownlee noted, in specific reference to journalism education, "any perceived isolation remaining in the heads of U.S. citizens represents a failure of both the educational system and the news media of this country. In the case of journalism education, of course, the two are linked."[24]

Another journalism professor agreed with and supported Brownlee's view of the need to internationalize the college journalism curriculum. At the 1993 Association for Education in Journalism and Mass Communication, Robert L. Stevenson announced:

> Many of our [American] journalism students in a sense are really naive about the ways of the world, that is, many of them have not had the chance to travel extensively. They sometimes have never much been outside of the state let alone the country. And so I think that becomes that naiveté, that lack of the firsthand understanding of other cultures and other media systems and so forth that becomes important.... So, despite the many kinds of global communications that we all talk about so much--globalization of the culture and the economy and so forth--in spite of that, [they] are really very narrow in their background but who, for the most part, are open to exploration in other cultures. I think the topic of international communication, especially today, is inherently interesting.[25]

Brownlee continued to stress the importance of providing more international perspectives in all journalism classes. She stated that "if journalism programs don't stress the importance of understanding world affairs, world events, and just plain geography, journalism graduates and, later,

journalists are not likely to work very hard to make such issues understandable to the general public."[26]

As a consequence of the failure to teach international perspectives in journalism classes, Americans will remain stagnant in their knowledge about the global village while other nations will progress and challenge the superpower status of the United States.

Statement of the Problem

Given Americans' lack of substantive knowledge of and journalism students' need for improved global education, the major problem identified for this study is the degree to which university and college journalism departments are teaching international perspectives.

Ogan and Brownlee also identified this problem and attempted similar research in 1986. Research data in their book, From Parochialism to Globalism: International Perspectives on Journalism Education, is 10 years old and should be updated. Brownlee's essay in this book, "Internationalizing the Journalism Core: What's Being Done," is the foundation for this dissertation.[27]

Purpose

The main purpose of this research is to examine the nature and extent of instruction in journalism education on globalization for students about to enter an international world.

Data were collected from journalism and mass communication educators about the ideas and actual techniques for effectively teaching a global perspective. Current practices of internationalizing the journalism core are described and discussed.

Research Objectives and Methodology

The objectives of this study were to obtain answers to the following general research questions:

1)   What is the extent and/or degree for the need to internationalize journalism curricula at the college level, according to journalism and mass communication educators?

2)   How is that need, whatever the extent and/or degree, being addressed?

These related research questions, more broadly phrased, were asked also:

1)   How are future journalists being prepared by their major programs to operate in an international community?

2)   How are the core courses in the journalism curricula incorporating the teaching of international perspectives in the 1990s?

Based on these questions, three general statements were hypothesized also:

1)   There would be differences between the accredited vs. non-accredited programs in their attitudes toward internationalizing the journalism curricula (because the latter may have less pressure of maintaining higher curricular standards);

2)   There would be differences between small vs. large undergraduate programs in their attitudes toward internationalizing the journalism curricula (because the latter may have more opportunities and support to internationalize its curricula); and

3)   There would be no differences between small vs. large graduate programs in their attitudes toward internationalizing the journalism curricula (because, at that level, higher curricular standards are already expected).

The basic method for obtaining answers to these research questions and for testing the hypothetical statements was a mail survey to a random sample of heads/coordinators/directors of schools and departments of journalism and mass communication in the United States.

Theoretical Framework

Social psychologist Leon Festinger's Theory of Cognitive Dissonance is an appropriate theory to explain the relationship among the three conditional elements: 1) journalism and general education, 2) the American public's attitude of ethnocentrism and 3) the nation's challenged status as a superpower.

The basic concept of this theory, which is the framework for this study, is "that two elements of knowledge are in dissonant relation if, considering these two alone, the obverse of one element would follow from the other."[28]

Limitations of the Research

This research was limited to the following:

1) Universities and colleges in the United States with journalism and mass communication programs;

2) Higher education, as opposed to workshops, seminars, on-the-job training and other pre-career, non-credit preparations for the journalism and mass communication field;

3) Traditional journalism fields of print and broadcast media (for the sake of manageability, public relations, advertising and related mass communication courses were excluded);

4) The journalism core curricula (for the sake of manageability, pre-requisite, elective, non-journalism courses and the like were excluded);

5)   The time during which this study was conducted (mass communication and education are dynamic fields; thus, information herein is subject to change).

Significance of the Research

The answers obtained from this research may benefit journalism and other educators and students, professional journalists and the American public.

Journalism educators and students, as well as educators and students in college in general, may benefit because they may learn what the current practices are in internationalizing the journalism core curricula and program in their own and in other schools. Moreover, educators can consider improving those areas in their schools which are lacking in global perspectives.

Professional journalists may benefit because they may learn how their prospective colleagues are being educated and trained for the field and for the real world and may provide helpful suggestions and recommendations for other changes in the preparation of journalism students.

Ultimately, Americans may benefit because, if journalists become more internationally-minded and less ignorant about global issues and are able to more effectively interpret the world to Americans, in turn Americans may be more internationally-minded and less ignorant about global issues also.

Organization of the Research

The remainder of this study is organized as follows:

Chapter II reviews existing literature on the need for internationalizing and globalizing the curricula in institutions of primary, secondary and higher education, with particular focus on college journalism programs.

Chapter III explains the evolution of the Theory of Cognitive Dissonance and its application to this study.

Chapter IV describes the methodology for obtaining and analyzing data via a mail survey of college journalism educators.

Chapter V reports the research findings and provides a detailed analysis of those findings.

And Chapter VI includes a summary of this research, conclusions and recommendations.

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CHAPTER II

REVIEW OF LITERATURE

Chapter Overview

This chapter defines global/international/world education, provides a brief history of the realization of the need to internationalize American education, suggests international guidelines and gives model curricula for general, primary, secondary and higher education with specific concentration at each level. The main focus is on the curricula of college journalism programs as cited by various authorities.

Definition of Global Education

One must know and clearly understand what global/international/world education is to see how it relates to the importance of internationalizing American education. The term international/global/world education should not be confused with multicultural education; the latter term refers to studies relating to the ethnic diversity of American society.[1]

American educators and authorities of world education, Tye and Kniep, defined global, international and world education and the like as that which

involves learning about those problems and issues which cut across national boundaries and about the interconnectedness of systems-- cultural, ecological, economic, political, and technological. Global education also involves learning to understand and appreciate our neighbors with different cultural backgrounds from ours; to see the world through the eyes and minds of others; and to realize that all people of the world need and want much of the same things.[2]

Deutsch, who reviewed literature on international education, defined global and world education as a generic term which includes "the study of non-Western cultures; education for world understanding; American studies abroad; programs of educational exchange, of both students and teachers; and university programs such as educational technical assistance and institution-building in developing nations."[3]

Rosengren, Wiley and Wiley defined international education as that which

encompasses diverse educational goals and strategies at different levels of the school system, colleges, and universities. Based on differing goals, there are different definitions of international education, with six broadly recognized subdivisions: area studies and foreign language, multicultural and intercultural education, international relations, international development studies, global issues education and education with a global perspective.[4]

Fonte and Ryerson, summarizing a report made to the National Governors' Association, defined international education as that "which is meant a knowledge of the world beyond our borders and specifically: world history, international politics and economics, global geography, and foreign languages."[5]

More elaborate definitions of global, international and world education were produced by educators at a Kettering Foundation workshop. These included:[6]

> Global education is an interdisciplinary program based on students learning the skills needed to contribute to the present and future so they will have an understanding and acceptance of human diversity.

> Global education is the development of an understanding of the diversity and interrelationship of the human community and involves the process of building attitudes, values, and skills that are necessary for living in and being a part of a complex and changing world.

> Global education is an awareness of the interdependency of humankind, and it starts in the communities.

> Global education is a process for understanding the interdependence of nations and their peoples through reflection and study of past experience and present actions, and future consequences, thus enabling people to trust and depend on each other for the improvement of the quality of life.

> Perinbaum simply defined global education with regard to teaching it to

students as "the way of looking at the world."[7]

History of the Realization of the Need to

Internationalize Curricula in American Education

Historically, the United States of America has been an isolated nation. Since its independence, the U.S. has been

> preoccupied with the internal problems of settling a vast continent and creating a nation; our self-sufficiency in natural resources and our enormous internal markets made us uncommonly independent of the rest of the world. Besides, our country was bordered on the east and on the west by two huge moats, which, for much of our history, were formidable barriers breachable only by long, dangerous, and tedious

travel. We created and sustained this tradition of independence in the name of freedom from what our founding fathers called "entangling alliances."[8]

But American isolation had its effect on education. Hufstedler commented:

> It is hard for foreigners visiting our country to believe that we are still debating the necessity of enlarging the international component of our general school and college curricula. To be sure, America's national sense of self has been largely informed by our particular history; by our relative self-sufficiency; by our boundless frontiers; by vast oceans protecting our eastern and western frontiers; and by our emergence at the end of the Second World War as the leading and most powerful nation in the world.[9]

Yet, as was mentioned earlier, it was inevitable that this independent nation became interdependent. The world wars caused the U.S. to abandon the historic isolationist policy and to begin relating internationally during the early and mid-1900s. American historians LaRaus, Morris and Sobel noted that these events led to a period of transition from isolationism to global involvement. They recalled that "before long...world events showed Americans that they could not remain isolated.... Two bloody and costly wars in this century...have made America a world power and leader. Most Americans do not believe it desirable or possible to return to isolationism."[10]

U.S. education was also influenced by global perspectives and by the transition from isolationism to internationalism following the world wars. As Gray noted:

> The 1940s was also a period when foreign students began coming to U.S. campuses in large numbers and when U.S. veterans returned to college after having been exposed to other cultures while serving

abroad. During the 1950s the Fulbright-Hays Program for the exchange of faculty and scholars began, together with the first big university contracts for institution-building abroad.[11]

American education continued to become globalized during the 1940s and 1950s while the nation continued to maintain its superpower status. However, on October 4, 1957, the U.S. became concerned about and questioned its international position. On that day, the former Soviet Union launched Sputnik, the first satellite to orbit the Earth.

In 1983, Torsten Husen, a professor in the Institute of International Education at the University of Stockholm, Sweden, noted: "Indeed, it has been a source of concern since 1957, when Sputnik went into orbit--an event that was interpreted as reflecting American inferiority in science and technology."[12]

Other curriculum specialists observed that this incident focused American attention on the fact that globalizing education is needed more than ever before. Tonkin and Edwards remarked :

> The launching of Sputnik in 1957 did more to advance American awareness of the need to compete educationally than any other single modern event. What before had appeared as primarily a political and military rivalry between the United States and the Soviet Union took on the appearance of a scientific and educational rivalry, and government, at least, rose to the occasion.[13]

Dwight D. Eisenhower, U.S. President at the time that Sputnik was launched, immediately pushed Congress to pass the National Defense Act of 1958, which encouraged the government to give priority to America's education system, particularly in the sciences, foreign languages and non-Western studies.[14]

The government continued to support globalizing American education during the following decade. In 1966, then-U.S. President Lyndon B. Johnson signed the International Education Act into law. According to Gray, "[t]he passing of the Act symbolized recognition by the United States Congress of the need for and importance of international education."[15] Specifically, Section II of the Act stated:

> [t]he Congress hereby finds and declares that a knowledge of other countries is of the utmost importance in promoting mutual understanding and cooperation between nations; that strong American educational resources are a necessary base for strengthening our relations with other countries; that this and future generations of Americans should be assured ample opportunity to develop to the fullest extent possible their intellectual capacities in all areas of knowledge pertaining to other countries, people and cultures.[16]

International/intercultural educator Gray affirmed that "it is apparent that one purpose of the Act concerns the national interest, especially the position of the United States in the world community and the preparation of academic and professional personnel well schooled in world affairs."[17]

But public interest in such affairs declined by the end of the decade and the beginning of the 1970s. Curriculum developer Kniep attributed this decline to America's "disillusionment with overseas involvement during and following the Vietnam War.... [However], by the mid-1980s a new thrust emerged, stemming largely from recognition by individual states of the importance of a global perspective and from efforts to mandate change across school systems."[18]

In 1978, then-U.S. President Jimmy Carter created the President's Commission on Foreign Language and International Studies. The following year, members of the Commission, comprised of distinguished citizens and

educators, recommended in their report that colleges and high schools reinstate language requirements and emphasize globalism in all studies.[19]

The interest in globalizing American education continued into the next decade when then-U.S. President George Bush signed the National Security Education Act into law in 1991. The author of the bill, Senator David L. Boren (D-Oklahoma), stressed "its importance as a way of assigning high educational priority to the study of foreign languages and cultures.... To those ends, the Act promises new resources to meet 'national security education needs' and to expand the international experience to students."[20]

This trend of internationalizing American education may be ongoing until the next century, as drafters of <u>GOALS 2000: The Educate America Act</u> predict: "By the year 2000 all American students will leave grades 4, 8, and 12 having demonstrated competency in challenging subject matter including English, mathematics, science, **foreign languages**, arts, history, and **geography**" (emphasis by author).[21]

Given this brief historical background of the realization of the need to internationalize curricula in American education in general, it is obvious that "instruction that could be labeled 'global education' has existed for years....[but] what is required is that teachers give more emphasis than before to the global dimensions of their subjects."[22]

Regarding these global and international dimensions of American education, a university administrator elaborated:

> The notion that the whole curriculum of formal education, at each level from the preschool to postdoctoral, should be taught and learned in an international perspective is not at all a substitute for--and should not be a threat to--international studies and foreign language training. These are and will remain valid and increasingly important specialties. But competent American citizenship in an interdependent world cannot

come from stuffing into the schools' curricula another course or two about foreign areas and faraway cultures. It will come from a generation of students relearning in each course they take, on every subject, at every level of education, that the world is round (and fully packed, too)--that everything Americans do or do not do affects the rest of the world, and everything others do bears watching for its effect on our own lives, our own purposes, and our own destiny.[23]

Another university administrator shared an idea similar to that stated above. An American university president, in discussing the need to emphasize the global and international dimensions to all those seeking an education at any level, concluded:

> We need to give an international dimension to the education our young people receive, from kindergarten through graduate school, to educate the next generation for the global opportunities and responsibilities that will be theirs to embrace. We need to plan ways to manage the steadily expanding flow of information between and among nations so as to make the best and most appropriate use of it. We need, in sum, to look at our responsibilities and our opportunities in light of the international spirit that, scholars tell us, has been an integral characteristic of higher education in the West.[24]

The responses to the need to internationalize curricula from primary to secondary education and in universities and colleges, especially in college journalism programs, are described in the subsequent sections of this chapter.

Suggested Guidelines and Model Curricula

Ever since the United States realized the need to internationalize its education system, American educators have tried to suggest guidelines and develop model curricula to help shape students into knowledgeable world citizens. They have created some of the following international education

guidelines and model curricula for general, primary, secondary and tertiary education.

General Education Suggested Guidelines and Model Curricula

A Potomac Associates poll revealed that better-educated and higher-status Americans

> do pay more attention to world events and show a higher level of interest in foreign policy, and are also generally more supportive of international commitments. Poorer and less well-educated Americans know and care little about foreign affairs, and they see few links between global issues and their daily lives.[25]

Therefore, many educators feel that it is important to provide Americans with better education so that they may understand global issues. They also feel that international educational should

> prepare students to cope with global interdependence and cultural pluralism, which involve relationships, events, and forces that cannot be contained within old national or cultural boundaries or fit old definitions of how cultural and ethnic groups related to each other.[26]

More top-ranking American educators joined other educators from many nations in Geneva, Switzerland, at the International Conference on Public Education in 1968 to draft a resolution concerning the importance of education for international understanding and cooperation which would be applicable to any country's education system, including that of the United States. Because its contents are quite relevant to this study, it is cited below in its entirety. The resolution recommended:[27]

> Education at all levels should contribute to international understanding.

Education should help to increase a knowledge of the world and its people and engender attitudes which will enable young people to view other cultures, races, and ways of life in a spirit of mutual appreciation and respect. It should make clear the relationship of the environment to patterns and standards of living. While providing an objective treatment of differences, including differences in political, economic, and social systems, it should bring out the common values, aspirations and needs in the life and conscience of the world's peoples.

Education should show that the advancement of human knowledge has resulted from the contributions of the various peoples of the world, and that all national cultures have been and continue to be enriched by other cultures.

Education should encourage respect for human rights and their observance in daily life. It should stress the conception of the quality of human beings without regard to such distinctions as race, color, sex, language, religion, political or other opinions, national or social origin, property, birth, or other status.

Education should help to give to every pupil and student the sense of human dignity which combats all domination by man over his fellow-beings. It should do everything possible to arouse in young people a desire to understand the economic and social problems of their country and of their time, and in addition, should show to them objectively the harmful effects of colonialism, neo-colonialism, racialism, apartheid, and slavery and of all forms of aggression.

Education should stress the equal right of every nation, great or small, to direct its own life and to develop fully all its cultural and material possibilities.

Education should develop international solidarity and understanding of the interdependence of all nations and peoples. It should show the necessity for international cooperation in dealing with world problems and should make it clear that all nations and ways of life, have a duty to cooperate for this purpose and an interest in so doing. In this connection the work of the United Nations and its related agencies should be studied in the school.

Another statement was issued by Sewall, an educator and editor, who stressed the importance of promoting international education in American schools in general. His precepts stated:[28]

> 1)   International education should start with the development of textbooks that explain in vivid ways why the world and its many cultures are so important to all American students.
>
> 2)   International education should be alert to the place of English and foreign languages in the world community and, for all students, encourage fluency in at least one tongue.
>
> 3)   History and geography should provide the organizing principle of international education.
>
> 4)   International education should highlight the evolution of Western political and cultural institutions since 1500 in order to explain the world that all humans now live in.
>
> 5)   International education should avoid subject bias that by design or accident frightens children.

The United Nations Educational, Scientific and Cultural Organization (UNESCO) adopted a similar statement in Paris in 1974. In the guiding principles (Section III Number 4) of the <u>UNESCO Recommendation Concerning Education for International Understanding, Cooperation and Peace and Education Relating to Human Rights and Fundamental Freedoms</u>, it was written:[29]

> [T]he following objectives should be regarded as major guiding principles of educational policy:
>
> a)   an international dimension and a global perspective in education at all levels and in all its forms;

b)	understanding and respect for all peoples, their cultures, civilizations, values and ways of life, including domestic ethnic cultures and cultures of other nations;

c)	awareness of the increasing global interdependence between peoples and nations;

d)	abilities to communicate with others;

e)	awareness not only of the rights but also of the duties incumbent upon individuals, social groups and nations towards each other;

f)	understanding of the necessity for international solidarity and cooperation;

g)	readiness on the part of the individual to participate in solving the problems of his community, his country and the world at large.

Education should include critical analysis of the historical and contemporary factors of an economic and political nature underlying the contradictions and tensions between countries, together with study of ways of overcoming these contradictions, which are the real impediments to understanding, true international cooperation and the development of world peace.

Education should emphasize the true interests of peoples and their incompatibility with the interests of monopolistic groups holding economic and political power, which practise exploitation and foment war.

In addition to the aforementioned resolutions and UNESCO statement which described an ideal education with global perspectives, an ideal description of a globally-aware citizen was also drafted during that same decade by members of the National Education Association. They listed the following characteristics which they considered to be the Marks of the World-Minded American:[30]

1) The world-minded American realizes that civilization may be imperiled by another world war.

2) The world-minded American wants a world peace in which liberty and justice are assured for all.

3) The world-minded American knows that nothing in human nature makes war inevitable.

4) The world-minded American believes that education can become a powerful force for achieving international understanding and world peace. (emphasis by author)

5) The world-minded American knows and understands how people in other lands live and recognizes the common humanity which underlies all differences of culture.

6) The world-minded American knows that unlimited national sovereignty is a threat to world peace and that nations must cooperate to achieve peace and human progress.

7) The world-minded American knows that modern technology holds the promise of solving the problem of economic security and that international cooperation can contribute to the increase of well-being for all....

8) The world-minded American has a deep concern for the well-being of humanity.

9) The world-minded American acts to help bring about a world at peace in which liberty and justice are assured for all.

Berman and Miel likewise described the world-minded American by labeling him or her as a *cosmopolitan*, a Greek word referring to a citizen of the world in which he or she is "free from local, provincial or national prejudices, one with empathy for many kinds of human differences."[31] Although they realize that there will never be a perfect cosmopolitan, the

number of persons who exhibit some of qualities of the cosmopolitan is growing. They described him or her as having these characteristics:

> [D]esire to be realistically oriented in time and space; openmindedness, including openness to the future; understanding; humility; humor; creativity and resourcefulness; sense of responsibility; strength or purpose; and universal sympathy, friendship, and love. Cosmopolitans care about what happens to their fellow human beings and they participate actively in efforts to improve the world.[32]

Relatively, the Study Commission on Global Education noted that there is a strong connection between citizenship education, as a traditional and essential component of education in the United States, and a global perspective in that education. By a global perspective, the Commission meant

> that effective citizens must have knowledge of how we affect the world. The increasing internationalization of society and interdependence among peoples and nations brings a new dimension to the citizen role and places a special responsibility upon our educational institutions to develop citizens able to function effectively in that world.[33]

With the world citizen description in mind, Berman and Miel suggested guidelines for international education. These included analyzing textbooks and nonprint materials, dealing with conflict, understanding metaphors, making use of anthropology and ethnography, having cross-cultural educative experiences, enlarging the life-space, setting up an interchange, exploring language, investigating customs and traditions, comparing forms of governments, building socially useful meanings, comparing big ideas in the major world religions, becoming informed about the world's greatest documents, studying the world economy, attacking a global problem, cataloguing avenues of world cooperation and looking across starting points.[34]

Similarly, Willard Kniep, Director of Research and Development for Global Perspectives in Education, Inc., outlined the <u>Essential Elements of a Global Education</u> in 1987. He wrote: "Educational programs will be incomplete unless they engage students in the study of the following domains of human experience:"[35]

1) Human Values and Cultures
   a. Universals--standards for what it means to be human.
   b. Diverse human values--cultural differences.

2) Global Systems
   a. Economic systems
   b. Political systems
   c. Technological systems
   d. Ecological systems

3) Persistent Global Problems and Issues
   a. Peace and security issues
   b. Development problems and issues
   c. Environmental problems and issues
   d. Human rights issues

4) Global History
   a. Contact and borrowing among cultures and societies
   b. Origins and development of cultures and values
   c. Evolution of global systems
   d. Historical antecedents to problems and issues

Another American educator, Elliott W. Eisner, suggested more guidelines to internationalize education in general. He focused on reforming curricula to include the exploration of ideas, identification of problems and solutions, development of multiple forms of literacy, praise of wonder and imagination, teaching of school as community and recognition of each student's unique characteristics.[36]

Fonte and Ryerson recommended that, generally in any American curriculum, course content should include history, international relations and comparative government; geography and economics; and foreign languages.[37]

Also, H. Thomas Collins, Co-Director of Project LINKS (Linking International Knowledge with Schools) advised fellow educators on how to battle global illiteracy: inventory your staff, take a bold step, inventory your community, develop an official school district policy statement on goals and objectives for international education, examine your curriculum, examine all textbooks, assess supplementary materials, analyze the tone or feel of the district's schools, analyze current national standard setting and testing activities to see how they handle the international dimension, dip into the growing pool of materials and use professional organizations.[38]

The Study Commission on Global Education also issued a report for internationalizing education in general. It was recommended, in particular, that four curricular areas be emphasized:[39]

1)   A better understanding of the world as a series of interrelated systems: physical, biological, economic, political, and informational-evaluative.

2)   More attention to the development of world civilizations as they relate to the history of the United States.

3)   Greater attention to the diversity of cultural patterns both around the world and within the United States.

4)   More training on policy analysis both of domestic and international issues.

Other American educators have suggested guidelines and developed model curricula for internationalizing education in general which are similar to

the examples given above, although some of them have focused their ideas specifically on primary, secondary and higher education.

<u>Primary Education Suggested Guidelines and Model Curricula</u>

American education professor Kenworthy recommended that international and global education should begin early and that it "must prepare children to live in the international community of today and the 'global village' of tomorrow."[40]   Some comparative education researchers agree with Kenworthy's recommendation of teaching international perspectives to children at the right ages.

> The most important conclusion from a practical point of view is that the years between about seven and about eleven appear to be a particularly important period for international education. Lambert and Lineberg found that children of about ten years of age are open to learning about foreign peoples. Pike and Barrows found that there was considerably more interest among fourth-graders than among eighth- or twelfth-graders in studying other nations. Hicks and Beyer found that stereotyped thinking increased between the seventh and the twelfth grades. These findings suggest the importance of middle childhood for introducing international education programs, if they are to be timed with maximum effectiveness.[41]

Additionally, Rosengren, Wiley and Wiley recommended that the elementary grades are the best level for introducing a global perspective.

> Precisely because they can constitute a perspective--an attitude as well as the knowledge necessary for understanding the world--international studies and foreign language are best introduced in the elementary grades, when children learn language with greatest facility and when they are forming the basic attitudes and adopting the basic concepts with which they will perceive the world.[42]

UNESCO also issued many guidelines for teaching international issues to primary students at the most opportune age so that they may understand others, develop a sense of responsibility and empathy and be ready to cooperate. UNESCO recommended, "[a]s soon as possible, pupils should be aware of the fact that we live in a global, as well as a local and national, community and that their decisions and life-styles are related to those of other people all over the world."[43] UNESCO further reported that the primary level is important in instilling internationalism in youngsters.

> Studies have shown that the period from 6 to 14 years of age is crucial in the development of children's outlook on other countries and cultures. The primary-school teacher thus has a special responsibility in this area: not only does he increase the pupils' factual knowledge and basic skills in this period, but he also influences their cultural sensitivity and sense of civic and humanitarian responsibility.[44]

UNESCO and Kenworthy note that while youngsters may be taught about their quickly-changing world at the recommended ages, "the curriculum has changed only slightly, if at all; the same old courses of study and textbooks are all too often in use."[45]

So, Kenworthy suggested that the elementary school curriculum be reformed to include studies containing the following 11 themes in varying degrees of depth and breadth:

1) The Earth as the Home of Man. "Boys and girls need to be introduced very early to the earth as the home of people.... This is a theme which can be developed from the earlies days in school on throughout the entire elementary schools--and beyond."[46] Students need to learn about the earth's resources-- water and land--and how people use them.

2) <u>Billions of World Neighbors</u>. Children need to view the varieties of people as their world neighbors, with the same basic needs, but different--yet interesting and important--ways of fulfilling them. "Children need to be rooted in their own nation and culture but even there they will need to learn to accept differences."[47]

3) <u>Families</u>. "The study of families ought to be a central theme in elementary schools everywhere. This is the smallest unit of society and one in which almost all children have had some experience."[48] Students can compare and contrast their family experiences with those from other parts of the world.

4) <u>A Variety of Ways of Living</u>. "Children need to learn that other people are not crazy or queer just because they are different; they have reasons for most of the things they do...all of us do many unexplained things, but most of our actions are reasonably rational. Children need to learn the reasons for the variety of ways of living on our planet."[49]

5) <u>Interdependence</u>. Children need to learn that each country has in some way contributed to the wealth of the whole world through farming, industry, science, medicine, music, art, dance, architecture, religion, economics and many other areas. "This theme should be played with many variations throughout the elementary school years--and far beyond that point."[50]

6) <u>Creativity--or Fun and Beauty</u>. Boys and girls need to learn to appreciate fun and beauty

> through objects which they borrow to show in the classroom or through pictures, films, or filmstrips they use with children.... The possibilities through the study of festivals and holidays, through music, through dances, and through sports are numerous and fascinating.[51]

7) <u>Value Systems or Religions</u>. Children need to be exposed to differing value systems (religions or philosophies), some of the important bases on

which societies and cultures are built. While it may be challenging to implement this theme in the classroom, U Thant, the Burmese former Secretary General of the United Nations, advised in 1963:

> What we need therefore is a synthesis of these values--spiritual and moral as well as intellectual--with aim of producing a fully integrated human being who is inward looking as well as outward looking, who searches his own mind in order that his nobler self may prevail at all times, and at the same time recognizes his obligations to his fellow men and the world around him; because while the world is shrinking, humanity is multiplying, and each of us has to recognize his essential kinship to every other member of the human race.[52]

8)   Poverty and Plenty and Other Problems. Children need to be exposed to various world problems, such as poverty and famine, so that they may understand the roots of them. "They may need help in learning why such conditions exist and they may need to know some of the measures that are being taken to help solve such problems."[53]

9)   Differing Governments and Economic Systems. Children need to know how people from other societies earn a living through the exchange of goods and services, how the laws are executed by their respective leaders, and how government and economics influence each other.

10)   Conflict and Cooperation in International Organizations. Children need to learn "ways of resolving conflicts and the attitudes and skills involved in fostering cooperation....They should also learn about some of the regional and international organizations which have been created to promote international understanding and cooperation,"[54] such as the United Nations and the World Health Organization. They should concentrate on these organizations' attempts to solve world problems instead of on the structure.

11)   Continuity and Change. Children need to understand that the world in which they live is changing. They may understand this concept through the study of world history.

In addition to the above themes and elements, Kenworthy suggested that co- and extra-curricular activities would enhance elementary students' education: "Some current events and current affairs in instruction ought to be carried on in every elementary school.... Some attention should also be paid to special international celebrations as a part of the elementary school experiences."[55]

Kenworthy and UNESCO suggested that other methods of introducing elementary school students to the world may include pen pals, exchange programs, artifact displays and teaching about the United Nations.[56]

Moreover, UNESCO educators Babanski and Das and Jangira recommended that primary level students be exposed to literature (classical and world folktales), sciences (environmental issues and technological advancement), world history, social studies and languages, and creative arts (crafts, games, music, films, field trips, etc.).[57]

Another American educator, Verl M. Short, former President of the Association for Childhood Education International, gave more guidelines and suggestions for introducing world perspectives to primary level students. Like Kenworthy, he stressed the importance of starting early in preparing youth for the global village because "primary education can be called the most universal and significant level of formal education; far more of the world's people get schooling at this level than at the secondary and higher levels."[58]   He elaborated on the impact that primary education has on international learning:

The proportion of children a country is educating at the higher levels influences the purposes of primary education. Where primary schooling is the first and last formal education children get, the paramount aim is to teach basic skills. Improving the literacy rate may be a major endeavor in such case. In developed nations, where a greater percentage of children go on to secondary schools, the primary schools teach fundamental skills as well as prepare students to continue through secondary school and university. This emphasis can have great impact on curricular content and how it is delivered to the learner. The greater the number of students who go to university in a country, the more effect the university sector has on primary education. The higher level always wants to dictate programming below it, however inappropriate.[59]

Short thus suggested that primary level students be exposed to the following basics for a worldwide curriculum: supportive school environment, integrated curriculum for meaningful learning, language development, social studies, math, science (discovery approach), creative arts, safety, health, nutrition and problem solving.[60]

International education specialist Hoopes also had curricular suggestions for the primary and pre-secondary levels. He recommended that teachers instruct students about world issues, global concepts, cultural and value awareness, experiential learning, inductive or inquiry methods and direct experiences.[61]

The U.S. Office of Education also reported that students at the primary level are usually exposed to international themes such as "the world and its people" throughout their classes and that the audio-visual methods and aids used should involve the child as directly and personally as possible. "The presence of many teachers from overseas who visit the schools provides a source of direct contact with and information about other countries. Special day observances in which children play roles as children of other countries are common approaches to teaching international understanding."[62] The Office of

Education further suggested that textbooks and material and research in the primary level contain world themes; that students study the United Nations and specialized institutions, other countries/civilizations; and that these students be introduced to international problems for awareness. International understanding at the primary level may be encouraged by the students' families and by out-of-school organizations.[63]

Another organization, the Study Commission on Global Education had additional recommendations for internationalizing curriculum at the elementary and primary level. These suggestions include:[64]

1)   Examination of a variety of cultures, present and past, at home and abroad

2)   Knowledge of the basic values expressed in our nation's political and economic institutions and their place in world history and experience

3)   Acquaintance with the history, art, and literature of our own and other cultures

4)   Communication skills, including appreciation for languages other than English

5)   Knowledge of basic physical and cultural geography

6)   Introduction to basic concepts of social studies, such as interdependence, conflict, context, and multiple perspectives

7)   Practice in social interaction skills

8)   Activities that increase awareness of beliefs and values.

A report from the President's Commission on Foreign Language and International Studies listed a summary of recommendations for kindergarten through twelfth grade:

> Federal, state, and private sector initiatives should make foreign language and international studies a top priority in schools. Teacher licensing and development programs as well as curriculum development efforts should include an international component. Ethnic and linguistic minorities as well as foreign visitors and Americans returned from abroad should be given a major role in promoting intercultural and language teaching. International school exchanges should be encouraged.[65]

Rosengren, Wiley and Wiley also developed detailed recommendations for internationalizing education from kindergarten through twelfth grade. They based their suggested curriculum on the Pennsylvania Department of Education's Curricular Dimensions of Global Education, which are divided into grade levels and are organized as the following:[66]

> Kindergarten--Your Senses and the World Around You: Focus student investigation and activities on sensory awareness of the environment. Center observations and definitions on understanding similarities and differences among classmates, family members, and the community at large.
>
> First Grade--Living and Non-living Forms: Focus activity on objects that are alive (and why they are alive, respective body shapes and related purposes). Develop activities about non-living objects--why they have certain forms, shapes, and sizes--and their role in the local environment.
>
> Second Grade--Interactions and Interrelationships Between Living and Non-living Forms: Focus activities on life cycles in the environment--plant/animal and soil/air/water--relationships and events of the natural and man-made worlds. Focus activities on location and ecosystems and

habitats and on environmental influences upon individual characters in a natural and cultural surrounding.

Third Grade--Systems Approach to a Global Environment: Focus activities on individual systems such as the human body, a plant, and a non-living form. What are the compositions of parts that make up the whole? Design activities that progress to a point where the students are involved with the composition of parts that make up the planet Earth.

Fourth Grade--Planet Earth and the Universe: Focus activities on simple astronomy lessons that promote an understanding of the location of the earth in our solar system and universe. Develop activities centering on basic physical and related cosmic forces that affect the earth and the quality of life.

Fifth Grade--Humankind: Similarities and Differences: Focus activities on humankind--our function as a part of nature, our relationship to other life forms, our cultures and our perspective for the future. Focus activities on the history and development of agriculture and technology, disruption of the earth's systems, and basic causes of pollution.

Sixth Grade--Windows on the World: Student Perceptions: Focus activities on value systems--individual, group, societal, cultural, or planetary. Involve all students in simulation studies centering on the global way of life from the viewpoint of various topic areas.

Seventh Grade--Stewardship of the Spaceship Earth: Focus activities on environmental issues at a local and/or state level and examine how they contrast with national and/or global issues. Develop activities centering on the types of alternatives that are available with regard to environmental issues.

Eighth Grade--Citizen Reponsibilities [sic] Concerning the Environment: Focus investigations and activities on local, state, and national channels of government and the techniques they use to respond to environmental needs and/or issues. Investigate and compare the U.S. system of government with that of a foreign government. In addition, develop activities exploring the United Nations and other international efforts to respond to global environmental concerns.

Ninth Grade--Understanding Human Choices: Focus activities on the problems confronting individuals, nations, continents, and the human

species as global concerns expand. Focus activities on students' abilities to understand the difference between pre-global and global perspectives.

Tenth Grade--Opinion and Perspective: Focus activities on awareness of varying perspectives with regard to the individual and the world, followed by investigative research about the different perspectives. Focus activities on discovering and recognizing global perspectives that differ profoundly from those of this country. (This level of activity reinforces concepts learned in sixth grade.)

Eleventh Grade--The World in Dynamic Change: Focus on research and investigation activities revealing present key traits, mechanisms, or technologies that assist in the operation of global dynamics. Conduct activities on awareness of theories and related concepts regarding current global change.

Twelfth Grade--State of Planet Earth: Focus activities on the most recent worldwide environmental conditions--migration, political change, war and peace, economic conditions, and so forth. Develop activities on awareness of students' roles and their responsibility to become involved in one or more of these world conditions and to work towards a resolution.

Secondary Education Suggested Guidelines and Model Curricula

All of the aforementioned primary education level experiences are extendible through the secondary education level. National standardized tests scores, such as those from the Educational Testing Service, indicate and significantly predict that students who have a higher global awareness than their fellow classmates at the secondary level are related to their grade point average, reading of **international news in the newspaper** (emphasis by author) and taking of four years of social studies (especially courses such as international relations, world geography, and Western European studies).[67]

Kenworthy added that the students' global awareness is also related to their coursework: "Much of the exposure of secondary school students to the world will come through the more formal aspects of the curriculum. These

may not be as glamorous or appealing as the informal aspects, but they are just as essential."[68] He also advised secondary school educators to internationalize social studies, literature, music and dance, art, language, science, ethics, health education, home economics, industrial arts and mathematics courses they teach.

The Study Commission on Global Education also had recommendations for internationalizing secondary education. These included the following:[69]

1)   Study of the heritage of western and other world civilizations

2)   In-depth study of at least two other cultures, including a non-European culture, in addition to that of the United States

3)   Continuing study of the physical and cultural geography of the world, and advanced study of the world as a physical system and as a biological system

4)   Acquaintance with the basic facts and concepts of our own economy and of global economics

5)   Study of, and experience with the processes of U.S. governmental structures and processes

6)   Study of comparative political systems; **of systems of communication and their impact** (emphasis by author); of comparative systems of political and moral evaluation

7)   Study of the skills of public policy formation and experience in analysis of important policy issues

8)   Study of language, especially English.

UNESCO educators recommended that the secondary level curriculum include world history and literature, geography, mathematics (especially studying the contributions of Middle America, Greeks, Indians, Chinese and

Arab civilizations), foreign languages, sciences (physics, chemistry, biology and other sciences studying the environment and technology), comparative economics and governments, simulations/role plays, analysis of current events and artistic and literary activities.[70]

The U.S. Office of Education, moreover, reported that at the secondary level,

> where study becomes more concerned with such specific subject matter areas as world history, geography, world literature and world cultures, one of the major unifying themes is an appreciation of the accomplishments and problems of all peoples.... At the secondary level, a more formal academic approach prevails. Lectures, readings, special projects, field trips are all used as means for instilling greater understanding of international affairs and problems.[71]

The report also stated that "it is probable, however, that while international understanding is a component of most programmes at all levels, it is not in many cases the main or principal objectives."[72]

Thus, to ensure that secondary school students were understanding and comprehending the international or global aspects of their high school courses, a checklist was prepared by the Commission for Education in International Relations of the Association for Supervision and Curriculum Development. Entitled "Education for International Understanding: Suggested Check List for Self-Surveys in Secondary Schools," this checklist included 12 broad questions:[73]

> 1) Is our school developing secure, integrated individuals who can associate differences among people with friendliness rather than with hostility? In what ways are we doing this? How could our work in this respect be improved?

2)   Is our school introducing students to the entire world or only to parts of it? In what ways are we doing this? How could our work in this respect be improved?

3)   Is our school helping students to understand the similarities <u>and</u> differences among the peoples of the world? In what ways? How could our work in this respect be improved?

4)   Is our school helping students to appreciate the contributions of all people to the international community? In what ways are we doing this? How could our work in this respect be improved?

5)   Is our school helping students to obtain as realistic a view as possible of some of the world's basic problems? In what ways? How could our work in this respect be improved?

6)   **Is our school helping students to become interested in current affairs and to evaluate their sources of news about the world? In what ways? How could our work in this respect be improved?** (emphasis by author)

7)   Is our school helping students to develop pride in our country's achievements, concern about its shortcomings, and understanding of its relations with other nations? In what ways? How could our work in this respect be improved?

8)   Is our school helping students to develop a philosophy of life which can be universalized and can undergird our efforts to strengthen international understanding? In what ways? How could our work in this respect be improved?

9)   Is our school helping students to understand the significance of the United Nations and its related agencies--their purposes, programs, progress, potentialities, and problems? In what ways? How could our work in this respect be improved?

10)   Is our school carrying on its program in international understanding as a school-wide program, involving all departments and cocurricular activities? In what ways? How could our work in this respect be improved?

11)   Is our school using a variety of methods and materials to promote international understanding? Which seem the most effective means? What new methods should we try? What new materials should we try to obtain?

12)   Is our school cooperating with other agencies of society which can be utilized to promote international understanding? How could our work in this respect be improved?

This checklist may also aid secondary school educators in preparing their students for an education with international perspectives at a higher level--in universities and colleges.

Higher Education Suggested Guidelines and Model Curricula

Higher education has followed suit in realizing the need to internationalize the university and college curricula.

American educational administrators Marden and Engerman believed that higher education must play a key role in international education. They detailed the importance of their belief by describing the nation's interdependence on other countries:

> To meet the world's challenges and avoid its dangers, humankind requires diplomats, analysts, scholars, journalists, and others who can understand, question, decide, and act in the international interest. We need persons who can appreciate the richness of cultures, the complexities of religion and ethnicity, the nuances of power, and the forces at work in the long, complicated histories of many nations. Preparing these persons is the responsibility of education.....

> In the United States, the responsibility for preparing individuals for international citizenship falls principally to undergraduate education. Colleges and universities have acquired this responsibility largely by default. As repeatedly demonstrated in recent national assessments, pre-collegiate education in the United States is seriously deficient in helping students master geography, appreciate history and culture, or gain the competence in languages that international understanding requires. Beyond formal education, **most Americans obtain their understanding**

of world affairs from media (emphasis by author), that, at best, offer factoids and sound bites.

Undergraduate colleges, therefore, must play the key role in international education. They must prepare and motivate those students interested in graduate study and careers in international studies and affairs. They must prepare those who attend professional schools. They must educate those who will become elementary and secondary school teachers and strengthen precollegiate education in international matters. They must prepare all students to be responsible world citizens.[74]

Another American educator also stressed the importance of internationalizing higher education. Deutsch reported some factors that universities and colleges should consider in their effort to prepare their students for the world. These were:[75]

1)   All American institutions of higher learning should make studies of world affairs an important and permanent dimension of their undergraduate programs.

2)   All American universities should improve the competence of their graduate and professional schools to teach and to conduct research on international aspects of their disciplines and professions.

3)   Many universities (more than at present) should become diversified centers of strength.

4)   Most universities and colleges have students and scholars from other countries. These institutions need to develop special education programs fitting the needs of their foreign guests.

5)   Many universities and colleges would benefit from undertaking cooperative activities with educational institutions in other countries. A few should undertake programs of assistance to educational institutions overseas.

6)   Universities that undertake a wide range of programs in world affairs, at home and abroad, face complex problems of management. Their faculties and administration alike need to develop long range priorities and plans in order to make the most effective use of their

scarce resources and make possible the balanced, yet flexible, growth of the total university educational program.

It is obvious from the above recommendations that "American universities have a strong tradition of social responsibility, and many of them were quick to respond to the challenges of the world's developing areas."[76] Education and World Affairs, a non-profit educational organization stressed that for universities and colleges to improve their global education, the following ideas are necessary: leadership or administrative support, commitment for the expansion of intercultural courses, multidisciplinary centers, specialized library collections, language classes, competent faculty, innovation, internationalized curriculum, study abroad and exchange programs, increased international student enrollments, overseas contracts, government and private foundations help and institutional collaboration.[77]

Two-year, junior and community colleges in the U.S. are also making an effort to internationalize its education. "In 1987, the American Association of Community and Junior Colleges (AACJC) issued its Public Policy Agenda which included for the first time a section designating as a priority the international dimension of a community college."[78] Two community college administrators advised leaders associated with curriculum planning at that community college level that

> [w]hen initiating, organizing, and implementing an international dimension in a community college, college leaders should give conscientious attention to the central importance of general education. While America's need to be competent and competitive in global politics and economics is advanced by the study of international subjects and foreign languages, educators must also help students achieve personal and vocational benefits from transcultural education and experiences. These kinds of opportunities should be an integral part of the general

education curriculum that affects all students, regardless of their academic and occupational goals.[79]

Many other tertiary institutions, including two- and four-year colleges, liberal arts and comprehensive institutions of higher learning, and larger research and doctoral degree-granting universities, have also chosen to abide by a statement issued by the American Association of State Colleges and Universities (AASCU). AASCU emphasized in their statement, entitled The International Responsibility of Higher Education, that

> [w]e strongly urge the commitment of higher education to institutionalizing international education. We recommend that each institution of higher learning examine, and plan international dimension and programs on and off the campus. We believe that this is a basic responsibility that higher education must meet at this juncture in history when it is imperative to ensure that future generations of graduates are aware of and able to cope with the dynamics of world interdependence. While the surface crisis in international education is partly financial, we are convinced that it is mostly a crisis of insufficient commitment based on lack of appreciation of the stakes involved. There is much that can be done with existing resources. We can learn from existing trends and...experiences, but there is no substitute for the internal, institution-wide process of examining and planning the responsibility and education. Above all, we call for the genuine commitment of the educational leadership and the support of other sectors of society to a mission that has as its ultimate objective not only quality education, but the single most important contribution to the survival of the human race.[80]

Educators have taken further action to push for including international perspectives in U.S. institutions of higher education. In addition to forming private organizations dealing with this matter, many have also sought public support for their cause.

Administrators from institutions of higher learning have appealed to the United States Congress to broaden support for the international programs in the

Higher Education Act. They have claimed that "the federal government needs to broaden its approach to international education beyond its support for graduate students and scholars, if it is to answer the demands for information about other cultures from undergraduates, schoolteachers, and the **news media**" (emphasis by author).[81]

Moreover, "a half-dozen higher education associations led by the American Council on Education want lawmakers to place greater emphasis on an existing program that provides funds to colleges to strengthen the international components of their undergraduate curricula."[82]

Even a recommendation from the summary given by the President's Commission on Foreign Language and International Studies stated:

> Undergraduates should study foreign languages and international studies as requirements for the Bachelor's degree. The federal government should give more support to improvement of international studies at the undergraduate level as well as fund national centers for advanced international training and research at universities and colleges and provide fellowships for research and study.[83]

Similar associations, organizations, groups and consortia also suggested that higher education institutions must begin to internationalize their curricula in general if they are to strengthen students' postsecondary studies.

It is interesting to note that students at the postsecondary level who are most likely to be more aware about the world than their fellow classmates have been predicted to fare well in curricular and extra-curricular activities. Good predictors for postsecondary students' global awareness include: academic ability (Scholastic Aptitude Test and American College Testing Program scores), **reading the newspaper daily, reading international news** (emphasis

by author), foreign travel, and taking history or geography courses (even if one does not major in those subjects).[84]

However, Kenworthy thought, "it is extremely difficult to suggest what courses millions of young men and women...should take as part of their postsecondary education.... Yet some general comments can be made about most of them."[85] He explained that courses in psychology, anthropology, world literature, philosophy, aesthetics, culture, international relations and foreign language would benefit college students.

Additionally, Marden and Engerman recommended that college students get a liberal education which exposes them to a wide variety of subjects, including those with internationally-oriented courses. "The curriculum naturally combines teaching and learning in language, literature, history, music, geography and other fields."[86]

Another American educator, Posvar, explained that international studies are more than a collection of various regional programs and centers, and even more than the sum of all parts. He recommended that although each area studies has its appropriate aspects of

> politics, sociology, history, language, and cultures of regions or countries, it is also essential to study global phenomena from the standpoints of disciplines, as in international economics, international politics, international sociology, international communications, and history in an international framework.....Beyond these it is important that an international component be added to many courses that have not been traditional parts of international studies programs. General faculty interests and competence should be internationalized. This will be difficult, but there are ways to try....As for the main body of American college students, we might well develop new courses of study for what one might call cultural appreciation--the kind of insight and respect and intellectual humility that emerge as a result of discovery and awareness of cultural differences, especially reinforced by knowledge of the values and manner of thinking and communication of a foreign culture.[87]

Posvar provided a list of suggestions for adding international dimensions to the curriculum. Included in the list were:[88]

> 1)   A core curriculum requirement for international relations or foreign language courses, or some innovative combination thereof.

> 2)   Involvement of senior and graduate faculty and area studies specialists in teaching undergraduate students. There is no simple formula for bringing this about, but one way may be through an honors program which we have found makes it exciting for senior faculty and specialists to teach undergraduates.

> 3)   Enrollment of qualified foreign students who would become involved in the broader social and academic life of the campus. Professional counseling and support services for them are essential.

> 4)   Encouragement of academically creditable study abroad, usually available for even the smallest colleges via consortia or joint programs.

> 5)   Articulation agreements between larger universities and smaller four-year and two-year colleges, to make more widely available people competent in international studies. The American Universities Field Staff provides remarkable overseas expertise to its small number of member institutions; variations of this scheme could be emulated among groups of institutions within regions.

> 6)   Persuasion of counseling and placement offices of the importance of foreign language and international studies. They should also be encouraged to preach the enlightened word to corporate clients. (This is largely uncharted territory.)

Another American educator suggested methods of internationalizing undergraduate studies. Smuckler recommended that universities draw on a wide range of activities and programs. He specifically wrote:

> I would include courses offered in a foreign setting, the education of foreign students and their contribution to the campus environment, area study programs, language learning, problem-oriented international

institutes, international development and research activities, faculty exchange programs, long-or short-term cooperative campus programs that yield mutual benefit, and technical assistance projects in which faculty members and graduate students may participate. At a complex university all of these activities may exist; at smaller institutions all may exist on a small scale or some may dominate with the absence of others. The basic point is that there is available a wide range of activities and programs that supply international perspectives.[89]

Curriculum researcher Hanvey also suggested that the goals of college programs should be to enable students to develop:[90]

1)   Perspectives Consciousness--the recognition or awareness that one's view of the world is not universally shared; one's view of the world has been and continues to be shaped by influences that often escape detection; others have views of the world profoundly different from one's own.

2)   "State of the Planet" Awareness--of prevailing world conditions and developments, including emergent global trends.

3)   Cross-cultural Awareness--of the diversity of ideas and practices to be found in human societies around the world; of how such ideas and practices compare; of how one's own society might be viewed from other vantage points.

4)   Knowledge of Global Dynamics, including--comprehension of key traits and mechanisms of the world system; consciousness of global change.

5)   Awareness of Human Choices, especially--the problems of choice confronting individuals, nations, and the human species as consciousness and knowledge of the global system expands.

Pytte, a U.S. university president, also made some recommendations to internationalize higher education. Although he said that several guidelines have been suggested and model curricula have been developed, "no one model has gained widespread acceptance, but several options are in use, from

revamping courses and majors or creating new ones to opening overseas campuses."[91] He would like to see higher education take these initiatives:[92]

> 1)   Global and international content in appropriate 'core' courses for students at all levels and in all of our schools and colleges, with an emphasis on cross-cultural patterns in several disciplines.
>
> 2)   Stronger resources for language instruction, a field of study that has been languishing [at several] universities until recently.
>
> 3)   Greater openness to opportunities for direct cooperation with institutions or governments in other nations in connection with teaching and research programs.
>
> 4)   Increased emphasis on the opportunities presented to this university by the presence of more than a thousand students, faculty and staff from other nations who would be willing to share their languages and cultures with others....

Another educator suggested his approach to international education. Earl Backman, Director of the Center for International Studies at the University of North Carolina at Charlotte, listed eight ways to internationalize higher education:[93]

> 1)   A structured process for the involvement of the community and the college
>
> 2)   Study abroad programs
>
> 3)   **The internationalizing of the curricula** (emphasis by author)
>
> 4)   Proper and effective programming of international students on campus
>
> 5)   Programs of an international/intercultural nature for the community

6)   Student, faculty, and staff exchange programs

7)   Consultant and support services with foreign institutions

8)   Staff and program development activities

Backman added that, "regardless of the institutional structure, these activities represent the ingredients in a successful campuswide international commitment."[94] He further mentioned that a committee be appointed to ensure that the commitment is enforced. The tasks with which the committee would be charged include the following suggestions:[95]

1)   Inventory course offerings to determine curriculum strengths and weaknesses.

2)   Inventory the faculty to assess area strengths and weaknesses.

3)   Make recommendations regarding curriculum options, role of foreign students, development of study abroad, faculty and student exchange, campus and off-campus programs, overseas contracts and development assistance projects and the structure of the program desired.

4)   Hold open hearings to invite suggestions and comments on desired international activities.

5)   Invite two to three consultants to campus to meet with the committee, other faculty, and university administrators (advice on choosing the proper consultants can be sought from education associations, the National Association of Foreign Student Affairs, the National Committee of International Studies and Programs Administrators, and from other institutions of higher education).

6)   Write for descriptions of other campus programs, particularly from institutions with similar demographic characteristics.

7)   Prepare a report that is thorough--one that expresses the consensus, not only of the committee, but also of other key faculty

members; that is realistic, given the institutions strengths, location, and mission; and that clearly articulates the rationale behind the recommendations.

A similar suggestion about a committee was made by Harari. He listed specific goals for the international office of an institution:[96]

1)   Provide leadership to an institutionwide committee on international programs.

2)   Provide a center of services, stimulation, and leadership in the international area.

3)   Provide information services, and some coordination in the international area to the faculty and administration.

4)   Assist in efforts to internationalize the curriculum and the institution.

5)   Explore and guide international education development overseas.

6)   Assist in creating faculty development opportunities in the international area in teaching, research, and public service.

7)   Negotiate and implement contracts and grants.

8)   Cooperate with international interests in the community, especially business, and significant regional or national associations concerned with international education.

9)   Relate to or be in charge of the policy and operation of study abroad programs and foreign students on campus.

10)   Prepare proposals to foreign agencies, foundations, business, and others to help implement the commitment of the institution in the international area.

While the Education and World Affairs organization commended the progress that universities and colleges are making in internationalizing education at that level, they still noted some deficiencies:

> Despite some advances in internationalizing the curriculum over the past twenty years, the gap is widening between the demands and needs of the United States in a world society and the ability of American education to meet them. The international dimension in college and university curriculum is more visible than ever before, yet the influence on the students seems discouragingly slight.... The most obvious way to attack [this problem] is to include appropriate international materials in the introductory, general education courses in history, the social sciences, and the humanities. These are the principal traffic courses in the undergraduate curriculum.[97]

More educators have made other recommendations to augment the higher education curricula in general. Eight broad suggestions have been identified when various literature were reviewed for this study. They include, but are not limited to, the following:

1) <u>Set up study-abroad programs.</u> Kenworthy mentioned that study-abroad programs would enhance international education by giving students the opportunity to receive firsthand experience of other cultures.[98]

2) <u>Use translated textbooks and other materials.</u> Gorter suggested that translated textbooks and materials be adapted for American use in comparing various global teaching methods.[99]

3) <u>Seek support and funding from administration.</u> Kniep advised seeking administrative support and commitment to and funding of efforts for internationalizing the higher education curriculum.[100]

4) <u>Encourage involvement in non-curricular functions and/or extra-curricular activities.</u> Lambert added that non-curricular functions may also advance international education on campus:

Indeed, many of the activities that promote an international ambiance on the campus are managed by the chairpersons or faculty in one or another of the concentrations. They gather together students and faculty interested in international studies. They fight for increasing the numbers of internationally competent faculty; arrange the visits of foreign visitors; manage international conferences; provide sustained support for transnational linkages and study abroad programs; hold public events on international topics; encourage the development of international collections in the library; and connect the university or college to similar centers on other campuses, and to national level programs. In short, they play a major development and sustaining role for international studies on campuses.[101]

5)   Provide faculty with opportunities for development. Smuckler and Sommers recommended that faculty members be given opportunities for professional development to improve their teaching of international perspectives in their courses.[102]

6)   Conduct research with international or global perspectives in mind. Research in higher education can also be conducted with an international or global perspective. But "research today on an international scale in the arts, humanities, and social sciences is fantastically small compared to what it should be. There are thousands of topics which need to be pursued by scholars.... The possibilities are almost unlimited."[103]

7)   Take advantage of international resources. Few international resources exist in some institutions, making it difficult for researchers to review literature exhaustively or to conduct their studies at all. Kenworthy further advised that researchers take advantage of other resources such as people in the institution or the library. However, appropriate libraries are expensive, so cooperation with nearby libraries may be needed. Nevertheless, "the strengthening of the library or learning center of an institution should be one of the high priority

tasks if students and faculty are to have an adequate laboratory in which to learn" about international themes.[104]

8) Internationalize the major curricula, in addition to the core curricula. Besides the core curricula, Richard Wood, President of Earlham College, also encouraged university and college educators to internationalize the major curricula. This is still recommended even while some majors, such as anthropology, geography, political science, world literature, foreign languages, and business, already may be exposed to global perspectives more than other majors, including journalism.[105]

Realization of the Need to

Internationalize Curricula in College Journalism Programs

While it has been suggested that major curricula be reformed to include the teaching of global perspectives, several journalism and mass communication educators believe that college journalism programs are slow in internationalizing their curricula. Two reasons for this have been found while reviewing the limited literature on globalizing journalism education: 1) lack of support from the outside media, and 2) a few number of relevant courses in the journalism program.

One possible difficulty in internationalizing journalism education may be that programs lack support from the outside media. Journalism professor Crocker Snow, Jr., criticized "the United States is slow on the international uptake, resistant to foreign issues and events. The major media of this country devote scant space to news and views from places beyond our shores."[106] Perhaps this is due to the news value of proximity. Mass media analyst John Fry found that news interest declined with physical distance between the country of news origin and the country in which the items appeared.[107]

Another study on the major network news (ABC, CBS and NBC) shows that, although each network devotes over half of its time to items with international dimensions (with ABC devoting over two-thirds of its time), listeners were able to understand the major points of only one-third of the items to which they listened.[108]

Another possible difficulty in globalizing journalism education is the limited number of relative courses available to majors and students. Associate editor of Journalism Quarterly Robert L. Stevenson had noted that few journalism majors and students take advantage of the electives in international communication, national development, foreign languages, area studies and similar courses because some are not offered or available or required. Stevenson urged:

> Schools of journalism and mass communication in the United States need to put more emphasis on internationalism in their curricula. Unfortunately only a handful of journalism students take an elective course in international communication or an advanced seminar in communication and national development, typical offerings in department/schools of journalism and mass communication. Many programs no longer require students to take a foreign language or "area studies" course.[109]

Likewise, Murphy and Scotton, fellow members of the International Communication Division of the Association for Education in Journalism and Mass Communication (AEJMC), observed that the limitation of courses could be due to class hours.

> Given the limited number of courses in the typical journalism curriculum, particularly in a semester format, we have tended to concentrate on the professional skills areas. After all, this is what both the students and their potential employers cried for. Within the journalism program themselves, at least there was little real commitment

to a world view except perhaps in the introductory course....We simply cannot provide all this professional training and exposure in the limited number of journalism class hours available and still work in such things as a 'world view' of what we and the media are all about.[110]

Nonetheless, journalism educators do realize the importance of exposing their majors and students to a "world view." Ogan and Brownlee reasoned, "unless our U.S. journalists have an appreciation for the interdependence of the world and for the historical, cultural, religious, social, and political differences and similarities among nations, we can scarcely expect the general public of the United States to be adequately informed."[111]

Some journalism, mass communication and communication educators have suggested guidelines for internationalizing the journalism curricula, though. Listed below are some ideas that have been found in the limited literature regarding this subject. (While this list is similar to previous lists in earlier sections of this study, the one below includes suggestions and ideas specifically for journalism and mass communication education.) These ideas include:

1) Stress the importance of intercultural communication. Communication professor K. S. Sitaram stressed the need for incorporating intercultural communication themes in all journalism classes. He stated:

> It is most important for mass communicators (newspaper, wire service, radio and television reporters in particular) to be trained in the concepts and techniques of intercultural reportage. I say 'most important' because reporters are generally trained to be ethnocentric and to create, rather than dispel, stereotypes.... By being ethnocentric, American journalists are creating misunderstandings of other cultures and spreading disrespect for them. By creating stereotypes, they are leading their home audiences to accept false images of other peoples. Instead of teaching ethnocentrism, we should teach cultural relativism, the technique of reporting about the values of other peoples in relation to

their overall value system. Instead of reinforcing stereotypes, we should help students understand values. While stereotyping is oversimplified generalization of another people based on one or a few observations, valuation is based on studies of the values of an absolute majority of that people.... However, most American newspaper, radio, and television reporters have not learned the art of understanding other cultures, their values, beliefs, expectations, and customs.[112]

2)   <u>Incorporate the teaching of cultural diversity</u>. Still another journalism educator stressed the need for internationalizing the program's curricula. Carolyn Martindale suggested that fellow educators "pluralize" the curricula, which may not be

> easy for today's journalism and mass communication faculty to provide, because they themselves were not trained that way; they have no model to follow. They were not educated about other cultures or how to report with cultural sensitivity, and they have no idea how to train their students that way. They don't know how to teach what Pam Creedon and Kevin Stoner of Ohio State have termed 'the D for Diversity' as well as the time-honored five Ws and the H....Those faculty members who recognize the need to educate their students to cover other cultures study and develop lecture material on their own, flock eagerly to panel discussions and training sessions on this topic at professional conventions, and read each article they can find. **But not much information is available.** (emphasis by author)[113]

3)   <u>Require foreign language courses</u>.   Gardner, another journalism educator, argued that journalism students be required to take foreign languages as part of their major curricula:

> I suggest that studying a foreign language has a particular value for journalism students, and not just because they might someday become foreign correspondents. The study of a foreign language brings many fringe benefits that students may not appreciate until much later.... Furthermore, learning a foreign language generally forces students to learn English grammar--certainly they have to know about infinitives and subjunctives in English before they can understand them in another language. In short, a foreign language program provides a rare

opportunity for our students to strengthen their English, in addition to learning a foreign language, gaining some cultural sensitivity, and losing some of their parochialism.[114]

4) <u>Suggest international-theme elective courses</u>. As part of the general education core, some universities have introduced a cultural dimension as part of the required curricula.[115] In addition to journalism courses, majors may be encouraged to supplement their understanding of the world by taking electives in anthropology, intercultural communication, world history, comparative economics or politics, philosophy or the like.[116]

5) <u>Update textbooks and reading materials</u>. Since most journalism textbooks cover little about international themes, a number of professors supplement their teaching of world affairs by letting students read global publications. Suggested reading material were *The World Press Review*, *The New York Times*, *Christian Science Monitor*, *World News Prism* and *Four Theories of the Press*.[117] If students can read foreign language newspapers, *Le Monde* of France, *Der Spiegel* of Germany, *Asahi Shinbun* of Japan, *El Pais* of Spain, and newspapers and publications from other countries may be used to study international news coverage.[118]

6) <u>Use foreign audio or visual materials</u>. AEJMC convention speakers advised colleagues to obtain and use subtitled or translated audio or visual aids in the classroom. These may be entertaining stories or documentaries on other countries. "Some of the latter might be shown in beginning reporting courses with the requirement that students turn in stories based on the tape content."[119]

7) <u>Give quizzes on current events and geography</u>. "Several professors said that they make use of news and map quizzes to focus on international issues."[120] This exposes students to the regions they are studying.

8)   Invite guest speakers to journalism classes. Gardner suggested that people are invaluable resources for introducing international themes in journalism classes.[121] She mentioned that professors on campus who have done research or teaching overseas may have valuable information to share with students and colleagues. Foreign correspondents and students at the university are also potential speakers.

> Bring foreign correspondents into classes and have them discuss the problems of newsgathering in another culture and what they have learned from living and working abroad. It may be more difficult to locate such correspondents if the campus is in a non-metropolitan area rather than a large city, but other sources--the local or regional AP or UPI bureau, or the regional newspapers or broadcasting stations may be possibilities.....

> Foreign students provide another classroom resource. Sometimes they have worked on newspapers or in broadcasting even though they may be studying for an advanced degree in another field. Often they are avid consumers of the media. Even non-journalists can talk about what is taking place in their own countries and provide a view of U.S. media that our students may never have encountered. They may be pleased to talk about how their countries have, or have not, been covered by the local news media in our city. The resulting discussion will mostly likely be a challenging and lively one.[122]

9)   Internationalize assignments. Some journalism educators suggested that colleagues internationalize assignments.[123] For example, have students write articles with international themes, encourage them to interview international people for their assignments, let them photograph culturally-diverse groups, advise them to do comparative/area study/cross-national research,[124] let them compare history and laws with those from other nations, help them examine press performance in other countries and give them international examples in lectures.

10) <u>Get institutional support</u>. Stephens suggested that journalism departments become involved in the institution's programs dealing with international issues. He advised establishing relations and even co-sponsoring events with international student services and organizations, helping with foreign faculty orientations and assisting in foreign language/international studies department functions. He also recommended getting moral and financial support from the institution's administration for any international journalism-related programs.[125]

11) <u>Work with public and private agencies</u>. Another journalist said that enhancing a journalism department's international education should involve looking to public and private agencies for possible funding and workshop and program sponsorship.[126] Suggested agencies include the Center for Foreign Journalists (CFJ), AEJMC, UNESCO, Associated Press (AP), United Press International (UPI), International Communication Association (ICA) and others.

12) <u>Encourage participation in extra-curricular activities</u>. Many universities and their surrounding communities may coordinate cultural exhibitions, expositions, talent shows and food days. Journalism students may participate in these extra-curricular activities by helping in student clubs or by reporting about them.[127]

13) <u>Set up exchange programs and internships</u>. Both students and faculty may take advantage of exchange programs that may be offered by the institution if not in the department. Several journalism departments in the United States also offer internships. Baylor University in Waco, Texas, requires its international journalism students to do an internship overseas to solidify their global education and to broaden their experiences.[128]

The above were general, suggested guidelines in internationalizing the journalism program. While these were lauded by Gardner, she added:

> Of course, all of the suggestions above require extra work and imagination by the instructor if they are to be developed into viable means to add an international touch to courses that usually are parochial. We may never know how effective such ideas are, but studies could be devised to measure short-term benefits, if not long-term ones....Whether we can help lead students into a world beyond their immediate one is problematic, but teachers who truly wish to stretch minds and enlarge students' vision and understanding should dare to try.[129]

Although journalism educators are now aware that it is important to teach global perspectives in their departments, and some are beginning to reform their curricula and incorporate international themes in them, many still believe that more needs to be done. Hamilton and Siltanen concluded: "If these efforts continue, the next generation of U.S. journalists and the population in general may better recognize that local news *is* foreign news and improve coverage of our increasingly interdependent world."[130]

Chapter Summary

A simple definition of global education is the teaching of students on how to view the world. Early on, due to a long history of isolationism, the United States of America had not really concentrated its efforts on global education. Global education in the U.S. began after the world wars when the nation became an international superpower--only to be challenged by its then-Cold War adversary, the Soviet Union. The Soviet Union launched Sputnik and began to compete for international superpower status in education. Subsequently, the U.S. government took action to support global education by

signing acts into law and providing financial assistance. Likewise, other educational organizations moved to improve the international aspects of American education by developing model curricula and offering suggested guidelines. Although some implementation may have been difficult, each education level (primary, secondary and tertiary) began to incorporate these ideas into their schools and institutions of learning. Specifically, journalism schools followed the trend of internationalizing their departments also, although educators believe that more can be done to improve global education for journalists.

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CHAPTER III

THEORETICAL FRAMEWORK

Chapter Overview

This chapter explains the evolution and basic concepts of the Theory of Cognitive Dissonance and discusses the theory's application to the elements of this study.

Evolution of the Theory

The Theory of Cognitive Dissonance is attributed to social psychologist Leon Festinger who developed it from similar concepts of balance, symmetry and congruity. The concepts are based on the notion that humans need order or consistency in their lives.

> Various theories contend that humans strive for consistency in a number of ways--between attitudes, between behaviors, between attitudes and behaviors, in our perception of the world, and even in the development of personality. In short, we try to organize our world in ways that seem to us to be meaningful and sensible.[1]

Anything otherwise is considered inconsistent or dissonant. Knowledge, awareness of cognition of dissonance is, simply, cognitive dissonance.

One of the earliest concepts of the Theory of Cognitive Dissonance is that of balance. Psychologist Fritz Heider postulated the Theory of Balance

when he studied the relationship among a person, some other person as the object of analysis and a physical object, idea or event and how these are cognitively ordered by the former person.

> In Heider's paradigm, a balanced state exists if all three relations are positive in all respects or if two are negative and one is positive. All other combinations are unbalanced.... [Furthermore], the concept of a balanced state designates a situation in which the perceived units and the experienced sentiments coexist without stress.[2]

Heider also theorized that the stress of an unbalanced state can be relived only when change occurs within the situation to reach a balanced state.

Derived from this idea of balanced and unbalanced states is the Theory of Symmetry, which social psychologist Theodore M. Newcomb applied to study communication between people. His model involved at least two people and an object of their attitude, where one person communicates something to the other about the object and where both people are positively or negatively attracted to each other and have intense attitudes toward the object.

Newcomb contended that attempts to influence each other to bring about symmetry (or balance or equilibrium) are a

> function of the attraction one person has for another.... If we fail to achieve symmetry through communication with another person about an object important to both of us, we may then change our attitude toward either the other person or the object in question in order to establish symmetry.[3]

It is because a person strives for consistency that Newcomb termed this conflict as a persistent strain toward symmetry, the amount of which is dependent upon the intensity of one person's attitude toward the object and attraction for the person.

Another adaptation of the consistency (balance and symmetry) theories is communication researcher Charles E. Osgood's Theory of Congruity. Osgood applied this theory to study attitudes that people have toward sources of information and the objects of the source's assertions.

> In the congruity paradigm, a person receives an assertion from a source, toward which he has an attitude, about an object, toward which he also has an attitude. In Osgood's model, how much a person likes a source and an object will determine if a state of congruity or consistency exists.... Incongruity exists when the attitudes toward the source and the object are similar and the assertion is negative or when they are dissimilar and the assertion is positive. An unbalanced state has either one or all negative relations.[4]

But trying to achieve a balanced state or congruity, however, doesn't necessarily produce attitude change because of people's selectivity--selective exposure, selective attention, selective perception and selective retention. Severin and Tankard defined selective exposure as "the tendency for a person to expose himself or herself to communications that are in aggreement [sic] with the person's existing attitudes and to avoid communication that are not."[5] They defined selective attention as "the tendency for a person to pay attention to the parts of a message that are consonant with strongly held attitudes, beliefs, or behaviors and to avoid the parts of a message that go against strongly held attitudes, beliefs, or behaviors."[6] They also defined selective perception ad "the tendency for people's perception to be influenced by their own wants, needs, attitudes, and other psychological factors."[7] And they defined selective retention as "the tendency for the recall of information to be influenced by wants, needs, attitudes and other psychological factors."[8]

In brief, Davison, Boylan and Yu, summarized:

[T]here are thus many situations in which the principle of consistency has been found to govern people's behavior. They choose to expose themselves to information which is in accord with their existing ideas; they selectively give their attention to communication with which they agree; and if they learn something that conflicts with their attitudes or values, they forget it, dismiss it as unimportant, or reinterpret it so as to minimize the dissonance.[9]

From the concept of selectivity presented in the Theory of Congruity finally evolved the Theory of Cognitive Dissonance.

"In cognitive dissonance the elements in question may be (1) irrelevant to one another, (2) consistent with one another [in Festinger's terms, consonant], or (3) inconsistent with one another [in Festinger's terms, dissonant]."[10]

As with previous consistency theories, a person will strive to reduce dissonance to achieve consonance and in "trying to reduce it the person will actively avoid situations and information which would likely increase the dissonance."[11] This is the concept of selectivity.

There are other implications of the Theory of Cognitive Dissonance, recapitulated in Festinger's book of the same title. His main ideas included:[12]

1)   Dissonance may arise from logical inconsistency; cultural mores; one specific opinion is sometimes included, by definition, in a more general opinion; or past experience.

2)   Dissonance almost always exists after an attempt has been made, by offering rewards or threatening punishment, to elicit overt behavior that is at variance with private opinion.

3)   Forced or accidental exposure to new information may create cognitive elements that are dissonant with existing cognition.

4)   The magnitude of the dissonance or consonance which exists between two cognitive elements will be a direct function of the

importance of these two elements.... The strength of the pressure to reduce dissonance is a function of the magnitude of the existing dissonance.

5)   Dissonance may be reduced and consonance may be achieved by changing one or more of the elements involved in dissonant relations; by adding new cognitive elements that are consonant with already existing cognition; and by decreasing the importance of the elements involved in the dissonant relations.

Moreover, Festinger generalized that the existence of dissonance is "probably so prevalent, and various circumstances which can give rise to dissonance probably occur so frequently, that evidence of dissonance and manifestations of the pressure to reduce it are likely to be found in almost any context."[13]

Application of the Theory to This Study

Since the publication of Festinger's book, A Theory of Cognitive Dissonance, over 1,000 studies of cognitive dissonance have been published. These studies have tested different aspects of Festinger's theory, challenged hypotheses derived from the theory, and applied it to contexts ranging from marketing to religion.[14]

The theory is also being applied to this study. Three element necessary to apply the Theory of Cognitive Dissonance have been identified thus far for this study:

1)   The status of the United States as a superpower, clearly established after victories following World War II (refer to the previous chapter's section entitled, "History of the Realization of the Need to Internationalize Curricula in American Education");

2)   Journalism and general education/curricula; and

3)   The American public's ethnocentrism (Journalism scholar Herbert J. Gans theorized that ethnocentrism, or the attitude that one's own race, nation, or culture is superior to all others, is an enduring news value. Gans said that

> underlying the news in the United States is a picture of the nation and society as the media think it ought to be.... Ethnocentrism is...the case for other countries and is most explicit in foreign news, which evaluates other by the extent to which they follow American values and practices.[15])

These elements are in consonant relation if the status of the U.S. as a superpower is not challenged (for example, pre-Sputnik), then there would be no incentive to internationalize journalism and general education/curricula, consequently reinforcing the American public's ethnocentrism.

But these elements are in dissonant relation because the status of the U.S. as a superpower is being challenged (for example, post-Sputnik and during the Cold War), there is realization to internationalize journalism and general education/curricula yet the American public remains ethnocentric.

Note that only the first two elements have changed, causing dissonance. The second element is related to the third element in that ethnocentrism is reflected in the curriculum. Regarding an ethnocentric curricula, the late Edwin Reischauer, former U.S. ambassador to Japan, said: "Education is not moving rapidly enough in the right directions to produce the knowledge about the outside world and the attitudes toward other peoples that may be essential for human survival within a generation or two."[16]

As the theory states, a natural reaction to change dissonance to consonance is that one or more of the elements must change. Attempts have been made to change the second element by gradually introducing international

themes in education. But it is difficult to change the third element of an enduring ethnocentric value.

Smith said that ethnocentrism may be hard to change because:

It is very difficult for a civilization to have its values questioned, but that necessarily follows the questioning of its power. The West has of course been pushed back rather than pushed out, and it remains the dominant force in the world; but it has now to come to terms with the fact that a vast sector of the world will now longer accept its values along with its technology and its investment. It has now to examine the evolving beliefs of others to see if something can be learned or adapted, for it is the superstructure of Western beliefs and values in the field of information which is principally in crisis.[17]

Also, McPhail thought American ethnocentrism prevails because of the threat of intrusion of a foreign culture via news and information. He explained:

Information is the basis of culture. The greater the foreign information, the greater the threat to a native or domestic culture in the future.... Nowhere is the prevailing introspective mood reflected more clearly than in the [American] news media which, rather than using the new communication technologies to cover the Global Village more comprehensively, appear to be concentrating increasingly on their own familiar "neighbourhoods" within the village. Such an attitude can only lead to future misunderstandings and tension. It is absolutely impossible to comprehend major domestic, social, political or economic developments adequately unless they are out into the global context. Nor is it possible, in an increasingly interconnected world, to respond intelligently to developments elsewhere in the world unless we are well informed.[18]

But even if education becomes internationalized, and if journalism students are being better prepared to report or broadcast in and about the Global Village, Hachten argued that ethnocentric attitudes continue:

> As important as formal education is, its influence sometimes does not change attitudes or improve understanding until a generation or two has passed. In immediate terms, the media flow of information and news throughout the globe will have a greater impact than education on the world's ability to understand its problems and dangers.[19]

Nevertheless, Hachten and many others still recommend internationalizing journalism and general education/curricula, thereby changing the second dissonant element. But because the third dissonant element, ethnocentrism, is difficult to change, all other elements remain in dissonant relation.

Chapter Summary

The basic concept of the Theory of Cognitive Dissonance is the notion that humans need order and consistency (or consonance) in their lives. Dissonance occurs when there is awareness or cognition of imbalance.

This theory was applicable in describing the dissonant relationship of the following three conditional elements: 1) the challenged status of the United States as a superpower nation, 2) the need to internationalize journalism and general education/curricula and 3) the American public's enduring value of ethnocentrism.

ENDNOTES

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[4]Ibid., 148.

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CHAPTER IV

METHODOLOGY

Chapter Overview

This chapter details this study of internationalizing journalism and mass communication education in the United States. The chapter reiterates the research questions stated in Chapter I (Introduction), explains the procedure/method by which answers were obtained, describes the selection of subjects and the research instrument and its contents, discusses the data collection, recording and analyses procedures, and reviews methodological assumptions and limitations.

Research Questions

As was stated in Chapter I of this dissertation, answers to the following research questions were sought:

1)   What is the extent and/or degree for the need to internationalize journalism curricula at the college level, according to journalism and mass communication educators?

2)   How is that need, whatever the extent and/or degree, being addressed?

These related research questions, more broadly phrased, were asked also:

1)   How are future journalists being prepared by their major programs to operate in an international community?

2)   How are the core courses in the journalism curricula incorporating the teaching of international perspectives in the 1990s?

Based on the above questions, three general statements were hypothesized:

1)   There would be differences between the accredited vs. non-accredited programs in their attitudes toward internationalizing the journalism curricula (because the latter may have less pressure of maintaining higher curricular standards);

2)   There would be differences between small vs. large undergraduate programs in their attitudes toward internationalizing the journalism curricula (because the latter may have more opportunities and support to internationalize its curricula); and

3)   There would be no differences between small vs. large graduate programs in their attitudes toward internationalizing the journalism curricula (because, at that level, higher curricular standards are already expected).

Procedures

The specific steps for obtaining answers to the research questions are detailed below.

A list of all universities and colleges which grant degrees in journalism and mass communication was obtained from the Association for Education in Journalism and Mass Communication (AEJMC), which publishes an annual directory with institution addresses.

A random sample of institutions was drawn to determine which universities and colleges would participate in the mail survey. (See the section within this chapter which explains the selection of subjects.) Appendix B lists the institutions selected for this study and their addresses.

A cover letter was written. Appendix C contains a copy of the letter sent to these individuals.

A mail questionnaire was constructed. (See the next section in this chapter which explains the content of the research instrument.) Appendix D contains a copy of the questionnaire mailed to the subjects.

The cover letter, the questionnaire and an addressed, stamped return envelope was sent to the journalism and mass communication programs' department head, chairperson, coordinator or director and asked for help in completing the survey.

Those institutions that did not return the questionnaires by the specified deadline were sent follow-up letters. Appendices E and F contain a copy of the follow-up letters.

When all mail questionnaires were collected, the answers were recorded and analyzed. (See the section in this chapter which explains the plan for data collection, recording and analysis of data.)

The findings were reported in Chapter V.

Selection of Subjects

A random sample of higher education institutions which have programs in journalism and/or mass communication and which grant at least a bachelor's degree were sent the research instrument described in the next section of this chapter. Those institutions in the 50 states and the District of Columbia were the study population. A random sample of 64 universities and colleges was selected; due to financial restraints, a larger sample could not be drawn. The names and addresses of the institutions which participated in this study are provided in Appendix B.

Initial mailing to the subjects was done on April 11, 1994, with a return deadline of May 2. Follow-ups were sent on May 3 with a return deadline of May 31 and on August 12 with a return deadline of September 16.

Research Instrument

The basic research instrument used for this study and sent to the subjects was a mail questionnaire. It, along with a cover letter requesting help in completing the survey, was mailed to department heads/ coordinators/directors of schools and departments of journalism in the United States at the three separate times mentioned previously.

The cover letter asked subjects for help in providing information about how, if at all, their journalism program is providing international perspectives to students. It also mentioned the deadline to return the questionnaire, assured them that their answers would be reported confidentially and made an offer to send them a summary of the results of this study upon request. The letter also explained that the subjects' cooperation was vital in completing this study. (See Appendix C for a copy of the cover letter.)

The research instrument was enclosed with the cover letter. It included questions concerning the following:

1) Attitudes toward internationalizing their own journalism curricula;

2) Any possible obstacles which may prevent them from internationalizing their own journalism curricula;

3) The undergraduate program's core curriculum and whether international themes are taught in them;

4) The graduate program's (if one existed) core curriculum and whether international themes are taught in them; and

5)   Demographics, such as accreditation status, size of major enrollment and number of full- and part-time faculty.

Refer to Appendix D for a copy of the research instrument. Note that since this was an original study, there was no prototype research instrument to refer to when the survey was designed for this dissertation. (This study was patterned after Brownlee's 1984 study[1] which did not include a prototype research instrument.)

Follow-up letters were sent to those institutions which did not return the questionnaires by the specified deadlines. The letters reminded the subjects of the importance of their participation for completion of this study. Copies of those letters are contained in Appendices E and F.

Data Collection, Recording and Analysis

After the questionnaires were returned, answers were tabulated by descriptive and inferential statistics, such as analysis of variance (ANOVA).

If any institutions sent syllabi, then they would be perused only for any indication of international themes presented in required core journalism and mass communication courses. However, no one sent syllabi for this study.

Nonetheless, comparisons were made with those data found in Brownlee's 1984 study[2] for differences in the nature and extent of internationalizing the journalism core.

Methodological Assumptions and Limitations

It is assumed that the research instruments reached their destinations and that they were responded to by the appropriate subjects. It was also assumed that the request for information was clear and understandable and that the answers were honest.

However, results of this study may be limited if the selected institutions' journalism or mass communication program changes its curriculum while this study was being conducted to accommodate enrollment, staff, budget and other unexpected factors. Thus, this research is valid for this time (1994) and for the institutions included in this study only.

Chapter Summary

This chapter explained the method for conducting this study of internationalizing the journalism core curricula. In brief, a cover letter and a mail questionnaire were sent to 64 randomly selected U.S. universities and colleges offering journalism and mass communication programs. The questionnaire asked for data on various teaching themes and for syllabi.

ENDNOTES

[1]Ogan, Christine L. and Brownlee, Bonnie J. From Parochialism to Globalism: International   Perspectives   on   Journalism   Education. (Bloomington, Indiana: International Division of the Association for Education in Journalism and Mass Communication, 1986), 27.

[2]Ibid., 27.

CHAPTER V

FINDINGS

Chapter Overview

This chapter elaborates on the answers gleaned from the mail questionnaires returned by the respondents. Each section of the survey was analyzed by using descriptive and inferential statistical measures, such as analysis of variance (ANOVA). The findings were summarized in tables.

Respondent Demographics

A random sample of 64 United States institutions of higher education which grant at least a bachelor's degree in journalism and/or mass communication was drawn from a population of 193 universities and colleges listed in the 1993-1994 annual directory of the Association for Education in Journalism and Mass Communication (AEJMC). The institutions were mailed a questionnaire on April 11, 1994, asking about the extent and/or degree of the teaching of international perspectives in their degree programs. After two follow-up mailings were sent on May 3, 1994, and August 12, 1994, 36 (or 56%) responded to the questionnaire.

Of the 36 institutions, 19 (or 53%) were accredited and 19 (or 53%) had graduate programs. The range of journalism and/or mass communication majors in the undergraduate programs was 60 to 1,000, with the mean number of majors at 302 students. "Large" undergraduate programs were considered to

have 302 or more students, whereas "small" undergraduate programs were considered to have fewer than 302 students. (There were 24 small undergraduate programs and 12 large undergraduate programs.) The range of journalism and/or mass communication majors in the 19 graduate programs was 10 to 230, with the mean number of majors at 61 students. "Large" graduate programs were considered to have 61 or more students, whereas "small" graduate programs were considered to have fewer than 61 students. (There were 13 small graduate programs and six large graduate programs.) The range of full-time and part-time faculty in the journalism and/or mass communication departments was 3 to 55 and 0 to 21, respectively, with corresponding mean numbers of full- and part-time faculty at 11 and 6. No statistical analyses were performed for faculty data since the numbers were so small. Table I contains demographic information about the respondents.

TABLE I

DEMOGRAPHICS OF RESPONDENTS

School #	Accredited?	Undergrad Students	Grad Students	Full-time Faculty	Part-time Faculty
1	yes	275	35	9	15
2	yes	130	50	6	3
3	no	300	20	6	3
4	no	110	n/a	5	n/a
5	yes	450	50	9	21
6	no	71	n/a	6	10
7	no	140	n/a	6	2
8	yes	320	10	17	2
9	yes	400	n/a	11	1
10	no	175	n/a	10	10
11	yes	150	n/a	4	5
12	yes	250	110	17	7
13	yes	234	n/a	7	1
14	yes	600	35	18	1
15	yes	450	90	14	6
16	no	150	n/a	4	0
17	no	60	n/a	4	0
18	no	240	n/a	4	0.5
19	yes	n/a	230	55	8
20	no	400	125	8	8
21	yes	200	n/a	7	8
22	no	90	n/a	3	3
23	yes	800	45	14	12.5
24	yes	800	50	22	10
25	yes	460	55	12	2
26	no	270	30	9	1
27	no	250	30	8	1
28	no	200	n/a	4	8
29	no	n/a	n/a	n/a	n/a
30	yes	1000	75	28	12
31	yes	500	30	8	15
32	no	100	n/a	8	0
33	yes	525	75	22	6
34	no	150	n/a	5	3
35	no	86	n/a	5	0
36	yes	240	15	12	3
TOTALS	yes=19 no=17	10576	1160	387	188
AVERAGE		302	61	11	6

Respondent Attitudes

Respondents were asked to indicate how strongly they agreed or disagreed with eight statements dealing with internationalizing journalism and mass communication education. Measured by a Likert scale, their answers were examined using descriptive and inferential (ANOVA) statistics and were summarized in individual tables.

The null hypotheses for respondent attitudes included the following:

1) There are no differences in the answers given by accredited vs. non-accredited institutions on their attitudes on the eight statements.

2) There are no differences in the answers given by small vs. large undergraduate programs on their attitudes on the eight statements.

3) And there are no differences in the answers given by small vs. large graduate programs on their attitudes on the eight statements.

The alternate hypotheses for respondent attitudes included the following:

1) There are differences in the answers given by accredited vs. non-accredited institutions on their attitudes on the eight statements.

2) There are differences in the answers given by small vs. large undergraduate programs on their attitudes on the eight statements.

3) And there are differences in the answers given by small vs. large graduate programs on their attitudes on the eight statements.

With regard to these alternate hypotheses, it was expected that:

1) Slight differences would be found between accredited vs. non-accredited institutions (because the latter may have less pressure of maintaining higher curricular standards, accredited institutions would probably feel more strongly than non-accredited institutions about internationalizing the journalism and mass communication curricula);

2) Slight differences would be found between small vs. large undergraduate programs (because the latter may have more opportunities and support to internationalize the journalism and mass communication curricula, small undergraduate programs would probably feel less strongly than large undergraduate programs about internationalizing the journalism and mass communication curricula);

3) No differences would be found between small vs. large graduate programs (because, at that level, higher curricular standards are already expected in general and, besides, available figures are too small for statistical analyses).

The following are descriptive and inferential statistical results for the eight statements of respondents' attitudes toward internationalizing the journalism and mass communication curricula. Recall that a mark of "1" means "strongly agree" and a mark of "7" means "strongly disagree" with each of the eight statements.

1) Table II below summarizes responses to the statement *Journalism students need to have a global education.*

TABLE II

RESPONSES TO STATEMENT 1

"Journalism students need to have a global education."

1 = strongly agree   7 = strongly disagree

Categories	Mean Score	ANOVA Differences
Accredited Institutions (n=19)	1.5	not significant
Non-accredited Insitutions (n=17)	1.7	
Small Undergrad Programs (n=24)	1.7	not significant
Large Undergrad Programs (n=12)	1.5	
Small Grad Programs (n=13)	1.6	not significant
Large Grad Programs (n=6)	1.5	

In response to the statement *Journalism students need to have a global education*, a majority of the institutions, both accredited and non-accredited, tended to strongly agree (the mean score for the scale values is 1.5 for accredited institutions and 1.7 for non-accredited institutions). A majority of the undergraduate programs, both large and small, tended to strongly agree (the mean score for the scale values is 1.7 for small programs and 1.5 for large programs). A majority of the graduate programs, both large and small, tended to strongly agree (the mean score for the scale values is 1.6 for small programs and 1.5 for large programs).

When statistically comparing accredited vs. non-accredited institutions inferentially, ANOVA results further revealed that with a calculated F-ratio of .689, critical value at df=1/34 at the 95% confidence level, the difference is not significant and the null hypothesis is supported. Therefore, accredited vs. non-accredited schools did not differ on their attitudes.

When statistically comparing small vs. large undergraduate programs inferentially, ANOVA results further revealed that with a calculated F-ratio of .596, critical value at df=1/32 at the 95% confidence level, the difference is not significant and the null hypothesis is supported. Therefore, small vs. large undergraduate programs did not differ on their attitudes.

And when statistically comparing small vs. large graduate programs, ANOVA results further revealed that with a calculated F-ratio of .029, critical value at df=1/17 at the 95% confidence level, the difference is not significant and the null hypothesis is supported. Therefore, small vs. large graduate programs did not differ on their attitudes.

2)   Table III below summarizes responses to the statement *Other departments/courses, instead of our own, need to take the responsibility of educating journalism students with international perspectives.*

TABLE III

RESPONSES TO STATEMENT 2

"Other departments/courses, instead of our own, need to take the responsibility of educating journalism students with international perspectives."

1 = strongly agree   **7 = strongly disagree**

Categories	Mean Score	ANOVA Differences
Accredited Institutions (n=19)	5.5	not significant
Non-accredited Insitutions (n=17)	4.8	
Small Undergrad Programs (n=24)	4.9	not significant
Large Undergrad Programs (n=12)	5.4	
Small Grad Programs (n=13)	5.5	not significant
Large Grad Programs (n=6)	5.3	

In response to the statement *Other departments/courses, instead of our own, need to take the responsibility of educating journalism students with international perspectives*, a majority of the accredited institutions tended to disagree to strongly disagree. Most of the non-accredited institutions tended to be neutral, although some tended to disagree (the mean score for the scale values is 5.5 for accredited institutions and 4.8 non-accredited institutions). Most of the small undergraduate programs tended to be neutral to strongly disagree, whereas the larger programs tended to disagree to strongly disagree (the mean score for the scale values is 4.9 for small programs and 5.4 for large programs). Most of the small graduate programs tended to be neutral to strongly disagree, whereas the larger graduate programs tended to disagree, although some tended to be neutral (the mean score for the scale values is 5.5 small programs and 5.3 for large programs).

When statistically comparing accredited vs. non-accredited institutions inferentially, ANOVA results further revealed that with a calculated F-ratio at .917, critical value at df=1/34 at the 95% confidence level, the difference is not significant and the null hypothesis is supported. Therefore, accredited vs. non-accredited schools did not differ on their attitudes.

When statistically comparing small vs. large undergraduate programs, ANOVA results further revealed that with a calculated F-ratio of .585, critical value at df=1/32 at the 95% confidence level, the difference is not significant and the null hypothesis is supported. Therefore, small vs. large undergraduate programs did not differ on their attitudes.

And when statistically comparing small vs. large graduate programs, ANOVA results further revealed that with a calculated F-ratio of 1.019, critical value at df=1/17 at the 95% confidence level, the difference is not significant and the null hypothesis is supported. Therefore, small vs. large graduate programs did not differ on their attitudes.

3)   Table IV below summarizes responses to the statement *Other departments/courses, in addition to our own, need to take the responsibility of educating journalism students with international perspectives.*

TABLE IV

RESPONSES TO STATEMENT 3

"Other departments/courses, in addition to our own, need to take the responsibility of educating journalism students with international perspectives."

1 = strongly agree　　　　　　　　**7 = strongly disagree**

Categories	Mean Score	ANOVA Differences
Accredited Institutions (n=19)	1.6	significant
Non-accredited Insitutions (n=17)	2.5	
Small Undergrad Programs (n=24)	2.3	not significant
Large Undergrad Programs (n=12)	1.7	
Small Grad Programs (n=13)	1.8	not significant
Large Grad Programs (n=6)	1.7	

In response to the statement *Other departments/courses, in addition to our own, need to take the responsibility of educating journalism students with international perspectives*, a majority of the accredited institutions tended to strongly agree whereas most of the non-accredited institutions tended to strongly agree, although some tended to be neutral (the mean score for the scale values is 1.6 for accredited institutions and 2.5 for non-accredited institutions). Most of the small undergraduate programs tended to agree, although some tended to be neutral, whereas the larger programs tended to agree but some tended to strongly agree (the mean score for the scale values is 2.3 for small programs and 1.7 for large programs). A majority of the graduate programs, both large and small, tended to strongly agree (the mean score for the scale values is 1.8 for small programs and 1.7 for large programs).

When statistically comparing accredited vs. non-accredited institutions inferentially, ANOVA results further revealed that with a calculated F-ratio at 5.105, critical value at df=1/34 at the 95% confidence level, the difference is significant and the alternate hypothesis is supported. Therefore, accredited vs. non-accredited schools significantly differed on their attitudes. This was perhaps due to the hypothesis that the latter schools may have less pressure of maintaining higher curricular standards.

When statistically comparing small vs. large undergraduate programs, ANOVA results further revealed that with a calculated F-ratio at 3.132, critical value at df=1/32 at the 95% confidence level, the difference is not significant and the null hypothesis is supported. Therefore, small vs. large undergraduate programs schools did not differ on their attitudes.

And when statistically comparing small vs. large graduate programs, ANOVA results further revealed that with a calculated F-ratio at .054, critical value at df=1/17 at the 95% confidence level, the difference is not significant and the null hypothesis is supported. Therefore, small vs. large graduate programs did not differ on their attitudes.

4) Table V below summarizes responses to the statement *Our department needs to take the responsibility of educating journalism students with international perspectives through core courses only.*

TABLE V

RESPONSES TO STATEMENT 4

"Our department needs to take the responsibility of educating journalism students with international perspectives through core courses only."

1 = strongly agree   7 = strongly disagree

Categories	Mean Score	ANOVA Differences
Accredited Institutions (n=19)	5.6	not significant
Non-accredited Institutions (n=17)	5.2	
Small Undergrad Programs (n=24)	5.2	not significant
Large Undergrad Programs (n=12)	5.6	
Small Grad Programs (n=13)	5.5	not significant
Large Grad Programs (n=6)	5.8	

In response to the statement *Our department needs to take the responsibility of educating journalism students with international perspectives through core courses only*, a majority of the accredited institutions, both accredited and non-accredited, tended to disagree (the mean score for the scale values is 5.6 for accredited institutions and 5.2 for non-accredited institutions). Most of the small undergraduate programs tended to be neutral but some tended to disagree, whereas the larger programs tended to disagree (the mean score for the scale values is 5.2 for small programs and 5.6 for large programs). Most of the small graduate programs tended to disagree, although some tended to be neutral. Most of the larger programs tended to disagree. (The mean score for the scale values is 5.5 for small programs and 5.8 for large programs.)

When statistically comparing accredited vs. non-accredited institutions, ANOVA results further revealed that with a calculated F-ratio at 2.103, critical

value at df=1/34 at the 95% confidence level, the difference is not significant and the null hypothesis is supported. Therefore, accredited vs. non-accredited schools did not differ on their attitudes.

When statistically comparing small vs. large undergraduate programs, ANOVA results further revealed that with a calculated F-ratio at .703, critical value at df=1/32 at the 95% confidence level, the difference is not significant and the null hypothesis is supported. Therefore, small vs. large undergraduate programs did not differ on their attitudes.

And when statistically comparing small vs. large graduate programs, ANOVA results further revealed that with a calculated F-ratio at .056, critical value at df=1/17 at the 95% confidence level, the difference is not significant and the null hypothesis is supported. Therefore, small vs. large graduate programs did not differ on their attitudes.

5)   Table VI below summarizes responses to the statement *Our department needs to take the responsibilty of educating journalism students with international perspectives through all journalism electives.*

TABLE VI

RESPONSES TO STATEMENT 5

"Our department needs to take the responsibility of educating journalism students with international perspectives through all journalism electives."

1 = strongly agree   7 = strongly disagree

Categories	Mean Score	ANOVA Differences
Accredited Institutions (n=19)	3.0	not significant
Non-accredited Insitutions (n=17)	3.8	
Small Undergrad Programs (n=24)	3.3	not significant
Large Undergrad Programs (n=12)	3.5	
Small Grad Programs (n=13)	3.2	not significant
Large Grad Programs (n=6)	2.7	

In response to the statement *Our department needs to take the responsibilty of educating journalism students with international perspectives through all journalism electives,* most of the institutions, both accredited and non-accredited, tended to agree but some tend to disagree (the mean score for the scale values is 3.0 for accredited institutions and 3.8 non-accredited institutions). Most of the undergraduate programs, both large and small, tended to agree but some tended to be neutral and some tended to disagree (the mean score for the scale values is 3.3 for small programs and 3.5 for large programs). Most of the small graduate programs tended to agree to be neutral, whereas the larger programs tended to agree (the mean score for the scale values is 3.2 for small programs and 2.7 for large programs).

When statistically comparing accredited vs. non-accredited institutions, ANOVA results further revealed that with a calculated F-ratio at 1.943, critical

value at df=1/34 at the 95% confidence level, the difference is not significant and the null hypothesis is supported. Therefore, accredited vs. non-accredited schools did not differ on their attitudes.

When statistically comparing small vs. large undergraduate programs, ANOVA results further revealed that with a calculated F-ratio at .005, critical value at df=1/32 at the 95% confidence level, the difference is not significant and the alternate hypothesis is supported. Therefore, small vs. large undergraduate programs did not differ on their attitudes.

And when comparing small vs. large graduate programs, ANOVA results further revealed that with a calculated F-ratio at .007, critical value at df=1/17 at the 95% confidence level, the difference is not significant and the null hypothesis is supported. Therefore, small vs. large graduate programs did not differ on their attitudes.

6) Table VII below summarizes responses to the statement *Our department does an adequate job of educating journalism students with international perspectives.*

TABLE VII

RESPONSES TO STATEMENT 6

"Our department does an adequate job of educating journalism students with international perspectives."

1 = strongly agree   7 = strongly disagree

Categories	Mean Score	ANOVA Differences
Accredited Institutions (n=19)	4.4	not significant
Non-accredited Insitutions (n=17)	4.4	
Small Undergrad Programs (n=24)	4.4	not significant
Large Undergrad Programs (n=12)	4.2	
Small Grad Programs (n=13)	4.5	not significant
Large Grad Programs (n=6)	3.7	

In response to the statement *Our department does an adequate job of educating journalism students with international perspectives*, most of the institutions, both accredited and non-accredited, tended to be neutral but some tended to disagree (the mean score for the scale values is 4.4 for accredited institutions and 4.4 for non-accredited institutions). Most of the small undergraduate programs tended to be neutral but some tended to disagree, whereas the larger programs tended to be neutral (the mean score for the scale values is 4.4 for small programs and 4.2 for large programs). Most of the small graduate programs tended to be neutral but some tended to disagree, whereas a majority of the larger programs tended to be neutral (the mean score for the scale values is 4.5 for small programs and 3.7 for large programs).

When statistically comparing accredited vs. non-accredited institutions inferentially, ANOVA results further revealed that with a calculated F-ratio at

.017, critical value at df=1/34 at the 95% confidence level, the difference is not significant and the null hypothesis is supported. Therefore, accredited vs. non-accredited schools did not differ on their attitudes.

When statistically comparing small vs. large undergraduate progrmas, ANOVA results further revealed that with a calculated F-ratio at .566, critical value at df=1/32 at the 95% confidence level, the difference is not significant and the null hypothesis is supported. Therefore, small vs. large undergraduate programs did not differ on their attitudes.

And when statistically comparing small vs. large graduate programs, ANOVA results further revealed that with a calculated F-ratio at 1.019, critical value at df=1/17 at the 95% confidence level, the difference is not significant and the null hypothesis is supported. Therefore, small vs. large graduate programs did not differ on their attitudes.

7)   Table VIII below summarizes responses to the statement *Faculty in our department support educating journalism students with international perspectives.*

TABLE VIII

RESPONSES TO STATEMENT 7

"Faculty in our department support educating journalism students with international perspectives."

1 = strongly agree   **7 = strongly disagree**

Categories	Mean Score	ANOVA Differences
Accredited Institutions (n=19)	2.8	not significant
Non-accredited Insitutions (n=17)	3.0	
Small Undergrad Programs (n=24)	3.0	not significant
Large Undergrad Programs (n=12)	2.8	
Small Grad Programs (n=13)	3.1	not significant
Large Grad Programs (n=6)	2.2	

In response to the statement *Faculty in our department support educating journalism students with international perspectives*, a majority of the institutions, both accredited and non-accredited, tended to agree but some tended to be neutral (the mean score for the scale values is 2.8 for accredited institutions and 3.0 for non-accredited institutions). Most of the small undergraduate programs tended to agree but some tended to be neutral, whereas the larger programs tended to agree (the mean score for the scale values is 3.0 for small programs and 2.8 for large programs). Most of the small graduate programs tended to agree but some tended to be neutral, whereas the larger programs tended to agree (the mean score for the scale values is 3.1 for small programs and 2.2 for large programs).

When statistically comparing accredited vs. non-accredited institutions, ANOVA results further revealed that with a calculated F-ratio at .099, critical

value at df=1/34 at the 95% confidence level, the difference is not significant and the null hypothesis is supported. Therefore, accredited vs. non-accredited schools did not differ on their attitudes.

When statistically comparing small vs. large undergraduate programs, ANOVA results further revealed that with a calculated F-ratio at .401, critical value at df=1/32 at the 95% confidence level, the difference is not significant and the null hypothesis is supported. Therefore, small vs. large undergraduate programs did not differ on their attitudes.

And when statistically comparing small vs. large graduate programs, ANOVA results further revealed that with a calculated F-ratio at .675, critical value at df=1/17 at the 95% confidence level, the difference is not significant and the null hypothesis is supported. Therefore, small vs. large graduate programs did not differ on their attitudes.

8)   Table IX below summarizes responses to the statement *Internationalizing the journalism program needs to be a priority in our department.*

TABLE IX

RESPONSES TO STATEMENT 8

"Internationalizing the journalism program needs to be a priority in our department."

1 = strongly agree   7 = strongly disagree

Categories	Mean Score	ANOVA Differences
Accredited Institutions (n=19)	2.6	significant
Non-accredited Insitutions (n=17)	3.5	
Small Undergrad Programs (n=24)	2.5	significant
Large Undergrad Programs (n=12)	3.3	
Small Grad Programs (n=13)	2.7	not significant
Large Grad Programs (n=6)	2.6	

In response to the statement *Internationalizing the journalism program needs to be a priority in our department*, most of the accredited institutions tended to agree while most of the non-accredited institutions tended to be neutral (the mean score for the scale values is 2.6 for accredited institutions and 3.5 for non-accredited institutions). Most of the small undergraduate programs tended to be neutral, whereas a majority of the larger programs tended to agree (the mean score for the scale values is 2.5 for small programs and 3.3 for large programs). Most of the small graduate programs tended to agree, although some tended to be neutral. Most of the larger programs tended to be neutral. (The mean score for the scale values is 2.7 for small programs and 2.6 for large programs.)

When statistically comparing accredited vs. non-accredited institutions, ANOVA results further revealed that with a calculated F-ratio at 5.175, critical

value at df=1/34 at the 95% confidence level, the difference is significant and the alternate hypothesis is supported. Therefore, accredited vs. non-accredited schools significantly differed on their attitudes. This was perhaps due to the hypothesis that the latter schools may have less pressure of maintaining higher curricular standards.

When statistically comparing small vs. large undergraduate programs, ANOVA results further revealed that with a calculated F-ratio at 4.203, critical value at df=1/32 at the 95% confidence level, the difference is significant and the alternate hypothesis is supported. Therefore, small vs. large undergraduate programs significantly differed on their attitudes. This was perhaps due to the hypothesis that the latter programs may have more opportunities and support to internationalize its curricula.

And when statistically comparing small vs. large graduate programs, ANOVA results further revealed that with a calculated F-ratio at .332, critical value at df=1/34 at the 95% confidence level, the difference is not significant and the null hypothesis is supported. Therefore, small vs. large graduate progrmas did not differ on their attitudes.

Obstacles Limiting Internationalization of the Curricula

Respondents were asked to check what obstacles, if any, prevented them from internationalizing their journalism/mass communication curricula to a greater extent. Descriptive statistics summarizing the answers to this question appear in Table X.

Seventeen (or 47%) checked lack of trained personnel. Seven (or 19%) checked lack of library resources. Twenty-one (or 58%) checked financial constraints. Five (or 14%) checked low student enrollment. Five (or 14%) checked no interest. And seven (or 19%) checked other. Some of the other

comments specified by the respondents included "curriculum restraints," "we barely have enough faculty to teach writing courses!," "The scope of research/writing courses is largely left to the instructor. But the demands for fundamentals limit the time available for emphasis on foreign affairs," "heavy A & S requirements cuts [sic] down on electives. Journalism accrediting tightens total skills/journalism courses that may be taken," "cannot take many electives without exceeding AEJMC limits," "not yet a high priority" and "few texts include international info, too much else to teach, course content overload now."

If the obstacles were ranked in order how frequently they were mentioned, financial constraints was ranked first, lack of trained personnel was ranked second, lack of library resources and other specified reasons were tied for third rank and low student enrollment and no interest were tied for fourth rank.

TABLE X

OBSTACES LIMITING INTERNATIONALIZATION OF CURRICULA

Rank	Reasons	# Responses	% of Responses*
1	Financial constraints	21	58%
2	Lack of trained personnel	17	47%
3	Lack of library resources	7	19%
3	Other	7	19%
4	Low student enrollment	5	14%
4	No interest	5	14%

*Percentage totals may not add up to 100% because the respondents could identify more than one limitation.

The section about obstacles limiting internationalization of the curricula is explained further in the concluding chapter of this study.

Global Content of Undergraduate Programs

All 36 respondents mentioned offering core courses in the journalism/mass communication major/program ranging from as few as two required classes to eight required classes, with the mean at 4.5 core courses.

Of the total 163 core courses mentioned, 69 (or 42%) contained an international dimension. Of these 69 courses, 10 (or 14%) allotted some time to teach a global theme as written in the syllabus, 20 (or 29%) were planned throughout the course and 15 (or 22%) were impromptu class discussions. Thirteen (or 19%) mentioned other comments such as "throughout course," "throughout," "the international dimension is developed by the instructor individually. Some do a lot; some very little," "each faculty member expends however much time the [sic] feel appropriate," "chapter in book" and "syllabi or impromptu."

In response to the question that asked "How much time is devoted to the international dimension for each core course?," 18 (or 26%) responded they devote less than half the class period, two (or 3%) responded they devote about half the class period, four (or 6%) responded they devote more than half the class period and eight (or 12%) responded they devote an entire one class period. The other 23 (or 33%) responded they devote time to teaching international perspectives in various amounts. These included "impossible to sort out," "individual decision of instructor," "throughout," "three class periods," "each faculty member expends however much time the [sic] feel appropriate" and "as needed."

One (or 1%) of the respondents also indicated using at least one non-US culture as an example in the core class while others indicated they use more than one (39 or 57%). Specifically, they indicated that they use "many [cultural examples]," "individual decision of instructor," "depends on class," "don't know" and "Arabic, Hebrew, African, Hispanic, Cuban, Haitian, Mexican, Carribean [sic]."

To reinforce the international theme that is taught in the class, respondents gave no assignments (31 or 45%), only one (nine or 13%) or more than one (11 or 16%). Specifically, the assignments they gave were "[by the] individual decision of instructor" and "all."

Table XI summarizes the findings about undergraduate majors and programs in journalism and mass communication.

TABLE XI

GLOBAL CONTENT OF UNDERGRADUATE
JOURNALISM CORE COURSES

Course Name	Global Content	Allotted Plan	Time Spent on Lesson	# Cultural Examples	# Assign Reinforce
Advanced Newswriting	no	n/a	n/a	n/a	n/a
Advanced Writing	no	n/a	n/a	n/a	n/a
Basic Copy Editing	no	n/a	n/a	n/a	n/a
Basic News Writing	no	n/a	n/a	n/a	n/a
Basic Reporting	yes	course	<half	>1	0
Beginning Reporting	no	n/a	n/a	n/a	n/a
Broadcast Journalism	yes	syllabus	1	>1	>1
Communication & Society	yes	other	n/a	n/a	n/a
Communication in Society	yes	course	other	>1	>1
Communication Law	no	n/a	n/a	n/a	n/a
Communication Law	no	n/a	n/a	n/a	n/a
Communication Law	no	n/a	n/a	n/a	n/a
Communication Law	no	n/a	n/a	n/a	n/a
Communication Law & Ethics	no	n/a	n/a	n/a	n/a
Communication Theory	yes	<half	n/a	n/a	n/a

Course Name	Global Content	Allotted Plan	Time Spent on Lesson	# Cultural Examples	# Assign Reinforce
Computer Science	no	n/a	n/a	n/a	n/a
Copy Editing	no	n/a	n/a	n/a	n/a
Cultural & Historical Foundations of Comm	yes	n/a	n/a	n/a	n/a
Cultural Issues	yes	course	n/a	other	>1
Editing	no	n/a	n/a	n/a	n/a
Editing	yes	impromptu	<half	>1	0
Editing	no	n/a	n/a	n/a	n/a
Editorial Process	no	n/a	n/a	n/a	n/a
Elements of Journalism	no	n/a	n/a	n/a	0
Ethics	no	other	other	other	other
Ethics & Press Criticism	no	n/a	n/a	n/a	n/a
Feature Writing	no	n/a	n/a	n/a	n/a
Graphic Design	no	n/a	n/a	n/a	n/a
Graphics	no	n/a	n/a	n/a	n/a
History	no	n/a	n/a	n/a	n/a
History & Development of American Press	no	n/a	n/a	n/a	n/a
History & Development of Comm/Journalism	yes	other	<half	other	n/a
History & Philosophy of Mass Communication	yes	n/a	<half	>1	0
History of American Mass Media	yes	course	other	>1	0
History of Mass Communication	yes	course	>half	>1	1
History of Mass Communication	no	n/a	n/a	n/a	n/a
History of Mass Communication	yes	course	half	>1	0
Information Gathering	yes	other	n/a	n/a	n/a
Intermediate Journalism	yes	impromptu	1	>1	>1
International Journalism	yes	n/a	other	>1	n/a
Internship	no	n/a	n/a	n/a	n/a
Introduction to Human Communication	no	n/a	n/a	n/a	n/a
Introduction to Journalism	no	n/a	n/a	n/a	n/a
Introduction to Journalism	yes	syllabus	1	1	1
Introduction to Mass Communication	yes	syllabus	1	n/a	1
Introduction to Mass Communication	yes	course	other	>1	0
Introduction to Mass Communication	yes	syllabus	>half	>1	0
Introduction to Mass Communication	yes	course	>half	>1	1
Introduction to Mass Communication	yes	n/a	<half	n/a	n/a
Introduction to Mass Communication	yes	course	n/a	other	n/a
Introduction to Mass Communication	no	n/a	n/a	n/a	n/a
Introduction to Mass Communication	yes	n/a	<half	>1	0
Introduction to Mass Communication	yes	syllabus	other	>1	0
Introduction to Mass Communication	yes	n/a	n/a	n/a	1
Introduction to Mass Media	yes	syllabus	1	>1	0
Introduction to Mass Media	no	n/a	n/a	n/a	n/a
Introduction to News Writing	no	n/a	n/a	n/a	n/a
Introduction to Visual Communication	no	other	other	other	other
Journalistic Reporting & Writing	no	n/a	n/a	n/a	n/a
Journalistic Skills	no	n/a	n/a	n/a	n/a
Language Skills for Journalists	no	n/a	n/a	n/a	n/a
Law	no	n/a	n/a	n/a	n/a
Law	no	n/a	n/a	n/a	n/a
Law	yes	other	n/a	n/a	n/a
Law	yes	impromptu	other	other	n/a
Law	no	n/a	n/a	n/a	n/a
Law & Ethics	no	n/a	n/a	n/a	n/a
Law & Ethics	yes	course	other	>1	>1

Course Name	Global Content	Allotted Plan	Time Spent on Lesson	# Cultural Examples	# Assign Reinforce
Law & Ethics	yes	course	n/a	other	1
Law & Ethics	no	n/a	n/a	n/a	n/a
Law & Ethics of Mass Communication	yes	course	other	>1	>1
Law & Regulation	no	n/a	n/a	n/a	n/a
Law of Mass Communication	yes	course	other	>1	0
Law of Mass Communication	no	n/a	n/a	n/a	n/a
Law of Mass Communication	yes	other	<half	n/a	0
Law of Mass Communication	yes	syllabus	<half	>1	0
Law of the Press	no	n/a	n/a	n/a	n/a
Legal & Ethical Aspects of Mass Comm	no	n/a	n/a	n/a	n/a
Legal & Ethical Issues in Communication	no	n/a	n/a	n/a	n/a
Mass Communication & Public Opinion	yes	other	<half	>1	0
Mass Communication & Society	yes	<half	n/a	n/a	n/a
Mass Communication & Society	yes	other	<half	other	>1
Mass Communication History	no	n/a	n/a	n/a	n/a
Mass Communication in Society	yes	impromptu	<half	>1	0
Mass Communication Law	no	n/a	n/a	n/a	n/a
Mass Communication Law	no	n/a	n/a	n/a	n/a
Mass Communication Research	no	n/a	n/a	n/a	n/a
Mass Communication Survey	yes	n/a	n/a	n/a	n/a
Mass Communication Theory & Research	yes	course	other	>1	>1
Mass Communications	yes	n/a	n/a	n/a	n/a
Mass Media	yes	syllabus	>half	>1	0
Mass Media	yes	n/a	<half	>1	0
Mass Media & Modern Society	yes	course	other	>1	0
Mass Media & Society	yes	impromptu	half	>1	0
Mass Media & World Society	yes	course	other	>1	other
Mass Media (Survey)	yes	course	other	>1	>1
Mass Media Ethics	yes	other	<half	>1	0
Mass Media Methods	no	n/a	n/a	n/a	n/a
Mass Media Writing	no	n/a	n/a	n/a	n/a
Media Ethics	no	n/a	n/a	n/a	n/a
Media Law	yes	impromptu	1	n/a	1
Media Law	yes	syllabus	<half	>1	0
Media Management	no	n/a	n/a	n/a	n/a
Media Messages	no	n/a	n/a	n/a	n/a
Media Style & Structure	yes	syllabus	<half	>1	0
Media Technology	no	n/a	n/a	n/a	n/a
Media Theory	yes	impromptu	1	other	1
Media Writing	no	n/a	n/a	n/a	n/a
Media Writing	no	n/a	n/a	n/a	n/a
Media Writing & Editing I	no	n/a	n/a	n/a	n/a
Media Writing & Editing II	no	n/a	n/a	n/a	n/a
Media Writing II	no	n/a	n/a	n/a	n/a
News & Feature Writing	no	n/a	n/a	n/a	n/a
News & Feature Writing	no	n/a	n/a	n/a	n/a
News Editing	yes	impromptu	1	n/a	1
News Lab	yes	syllabus	n/a	n/a	n/a
News Reporting	no	n/a	n/a	n/a	n/a
News Reporting	no	n/a	n/a	n/a	n/a
News Reporting	yes	course	other	>1	0
News Reporting/Writing	no	n/a	n/a	n/a	n/a
News Writing	yes	other	n/a	n/a	n/a

Course Name	Global Content	Allotted Plan	Time Spent on Lesson	# Cultural Examples	# Assign Reinforce
News Writing	no	n/a	n/a	n/a	n/a
News Writing	yes	impromptu	<half	>1	0
News Writing	no	n/a	n/a	n/a	n/a
News Writing	no	n/a	n/a	n/a	n/a
News Writing & Reporting	no	n/a	n/a	n/a	n/a
News Writing & Reporting	no	n/a	n/a	n/a	n/a
News Writing/Reporting	no	n/a	n/a	n/a	n/a
Phenomena Communicating	no	n/a	n/a	n/a	n/a
Photography	no	n/a	n/a	n/a	n/a
Photography	no	n/a	n/a	n/a	n/a
Photojournalism	no	n/a	n/a	n/a	n/a
Precision Language	yes	other	n/a	n/a	n/a
Press & Society	yes	course	half	n/a	>1
Press Law	no	n/a	n/a	n/a	n/a
Process & Effects of Mass Communication	yes	impromptu	other	other	n/a
Public Relations I	yes	impromptu	<half	>1	0
Public Relations II	yes	impromptu	<half	>1	0
Radio-TV News Reporting	no	n/a	n/a	n/a	n/a
Reporting	yes	course	n/a	other	n/a
Reporting	no	n/a	n/a	n/a	n/a
Reporting	no	n/a	n/a	n/a	n/a
Reporting Principles	no	n/a	n/a	n/a	n/a
Research & Theory	no	n/a	n/a	n/a	n/a
Research in Mass Communication	no	n/a	n/a	n/a	n/a
Research Methods	no	n/a	n/a	n/a	n/a
Senior Seminar	no	n/a	n/a	n/a	n/a
Senior Seminar	no	n/a	n/a	n/a	n/a
Senior Seminar	yes	n/a	<half	>1	0
Social Scientific Foundations of Comm	yes	n/a	n/a	n/a	n/a
Statistics	no	n/a	n/a	n/a	n/a
Survey of the Electronic Media	yes	impromptu	other	other	n/a
Techniques of Writing for the Mass Media	yes	impromptu	other	>1	0
Theory & Research	no	n/a	n/a	n/a	n/a
Tutorial	no	n/a	n/a	n/a	n/a
Use of Information Resources	no	n/a	n/a	n/a	n/a
Visual Communication	no	n/a	n/a	n/a	n/a
Writing for Mass Communication	no	n/a	n/a	n/a	n/a
Writing for Mass Media	yes	impromptu	other	>1	>1
Writing for the Mass Media	no	n/a	n/a	n/a	n/a
Writing for the Mass Media I	no	other	other	other	other
Writing for the Mass Media II	no	other	other	other	other
Writing for the Media	yes	impromptu	other	other	n/a
TOTALS: 163 courses	yes=69	syllabus=10	<half= 18	1=1	0=31
	no=94	course=20 impromptu=1 other=13	half=2 >half=4 1=8 other=23	>1=39	1=9 >1=11

Global Content of Graduate Programs

Nineteen respondents with graduate programs mentioned offering core courses in the major ranging from no required class (because graduate students may design their own programs and take whatever courses are relevant to their interests) to five required classes, with the mean at two core courses.

Of the total 39 core courses mentioned, 14 (or 36%) contained an international dimension. Of these 14 courses, four (or 29%) allotted some time to teach a global theme as written in the syllabus, four (or 29%) were planned throughout the course and five (or 36%) were impromptu class discussions. One (or 7%) mentioned other comments such as "guest speaker."

In response to the question that asked "How much time is devoted to the international dimension for each core course?," four (or 36%) responded they devote less than half the class period, one (or 7%) responded they devote about half the class period, one (or 7%) responded they devote more than half the class period and three (or 21%) responded they devote an entire one class period. The other three (or 21%) responded they devote time to teaching international perspectives in various amounts. These included "units over a longer period than one day" and "several class periods."

Two (or 14%) of the respondents also indicated they use at least one non-US culture as an example in the core class while others indicated they use more than one (seven or 50%). Specifically, they indicated using "many [cultural examples]."

To reinforce the international theme that is taught in the class, respondents gave no assignments (two or 14%), only one (two or 14%) or more than one (four or 29%). Specifically, the assignments they gave were "two" and "one major research paper on a foreign media system or situation."

Table XII summarizes the findings about graduate majors and programs in journalism and mass communication.

TABLE XII

GLOBAL CONTENT OF GRADUATE JOURNALISM
AND MASS COMMUNICATION CORE COURSES

Course Name	Global Content	Allotted Plan	Time Spent on Lesson	# Cultural Examples	# Assign Reinforce
Applied Research	no	n/a	n/a	n/a	n/a
Changing Technologies in Journalism	no	n/a	n/a	n/a	n/a
Communication Research (Qualitative)	no	n/a	n/a	n/a	n/a
Communication Research (Quantitative)	no	n/a	n/a	n/a	n/a
Communication Theory	yes	other	1	>1	0
Communication Theory	yes	impromptu	<half	>1	n/a
Communication Theory	yes	impromptu	<half	1	0
Development of Mass Communication	yes	impromptu	<half	>1	>1
Economics & New Technology	no	n/a	n/a	n/a	n/a
Free Expression	no	n/a	n/a	n/a	n/a
Historical & Contemporary Issues in Journalism	no	n/a	n/a	n/a	n/a
International Mass Communication	yes	course	1	other	other
Literature of Journalism	yes	syllabus	1	0	1
Mass Communication Process & Effects	no	n/a	n/a	n/a	n/a
Mass Media & Society	yes	syllabus	>half	1	0
Mass Media Research	no	n/a	n/a	n/a	n/a
Mass Media Seminar	yes	syllabus	other	>1	2
Mass Media Theory	no	n/a	n/a	n/a	n/a
Master's Seminar	n/a	n/a	n/a	n/a	n/a
Media Law & Ethics	no	n/a	n/a	n/a	n/a
News Practicum	no	n/a	n/a	n/a	n/a
Press & Society	yes	course	half	n/a	>1
Process & Effects	yes	course	other	>1	>1
Processes & Effects	no	n/a	n/a	n/a	n/a
Proseminar in Communication	yes	impromptu	<half	>1	1
Research Analysis	yes	syllabus	n/a	n/a	n/a
Research Methods	no	n/a	n/a	n/a	n/a
Research Methods	no	n/a	n/a	n/a	n/a
Research Methods	no	n/a	n/a	n/a	n/a
Research Methods	yes	syllabus	n/a	n/a	n/a
Research Methods	no	n/a	n/a	n/a	n/a
Research Methods	no	n/a	n/a	n/a	n/a
Research Methods in Journalism	no	n/a	n/a	n/a	n/a
Responsibility	yes	course	other	>1	>1
Seminar in Mass Communication	no	n/a	n/a	n/a	n/a
Seminar in Speech Communication	no	n/a	n/a	n/a	n/a
Seminars in Mass Communication	n/a	n/a	n/a	n/a	n/a

Course Name	Global Content	Allotted Plan	Time Spent on Lesson	# Cultural Examples	# Assign Reinforce
Statistics	no	n/a	n/a	n/a	n/a
Theory of Mass Communication	no	n/a	n/a	n/a	n/a
TOTALS: 39 courses					
	yes=14	syllabus=4	<half=4	1=2	0=2
	no=25	course=4	half=1	>1=7	1=2
		impromptu=5	>half=1		>1=4
		other=1	1=3		
			other=3		

Chapter Summary

Data collected from selected departments of journalism and mass communication in United States institutions of higher education were analyzed for demographics (such as accreditation status, sizes of the undergraduate and graduate programs, if existent, and number of full- and part-time faculty), attitudes toward various statements about internationalizing their programs, any obstacles that might limit their department from globalizing their curricula to a greater extent, and core courses offerings at the undergraduate and graduate programs, if existent, (specifically whether they contained an international dimension, how the dimensions were planned in the course such as in the syllabus, throughout the course or impromptu discussion, how much time was devoted to the international theme, how many cultures were used as examples and how many assignments were given to reinforce the global lesson).

Descriptive statistics were used in most of the analyses except for the attitudinal section. An ANOVA was used for the latter to determine whether differences existed between accredited and non-accredited journalism and mass communication programs, between institutions which had only undergraduate

programs and those which also had graduate programs and between large and small enrollments of journalism and mass communication majors.

CHAPTER VI

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

Major improvements in communication technology have made information exchange possible and instantaneous between and among nations in the "global village," making it inevitable for people from other countries to be exposed to different cultures via the mass media. Educators in the U.S. have begun to realize the need to globalize education so that Americans may become more knowledgeable about the world in which they live. Even American journalists are realizing the need to internationalize college journalism curricula so that prospective reporters may be able to accurately report about world events and, at the same time, to educate/inform fellow Americans. (Consequently, the latter will become more knowledgeable about the global village.)

Methodology

A mail questionnaire was sent to a random sample of 64 journalism educators in the U.S. to learn more about internationalizing the curricula. The survey asked respondents to provide data on their attitudes toward internationalizing their curricula, any possible obstacles which may prevent them from doing so to a greater extent, and the undergraduate and/or graduate programs' core curricula and whether international themes were included in them.

<u>Research Questions and Hypotheses</u>

Specific objectives of this study were to obtain answers to the following research questions regarding internationalizing the journalism curricula. These were:

1)   What is the extent and/or degree for the need to internationalize journalism curricula at the college level, according to journalism and mass communication educators?

2)   How is that need, whatever the extent and/or degree, being addressed?

Based on these questions, three general statements were hypothesized:

1)   There would be differences between the accredited vs. non-accredited programs in their attitudes toward internationalizing the journalism curricula (because the latter may have less pressure of maintaining higher curricular standards);

2)   There would be differences between small vs. large undergraduate programs in their attitudes toward internationalizing the journalism curricula (because the latter may have more opportunities and support to internationalize its curricula); and

3)   There would be no differences between small vs. large graduate programs in their attitudes toward internationalizing the journalism curricula (because, at that level, higher curricular standards are already expected).

<u>Findings</u>

After two separate follow-up mailings, and with a response rate of 36 out of 64 (or 39%), the surveys revealed the corresponding answers to the research questions and hypotheses stated above.

1)   The extent and/or degree for the need to internationalize journalism curricula at the college level is very strong. Statistical results of the surveys (analysis of variance or ANOVA) showed that, overall, journalism educators

strongly agreed that journalism students need to have a global perspective, whether they are educated through the journalism or other departments. This finding was reiterated in the literature review, where it was found that journalism educators emphasized this need by writing articles and books, giving speeches at AEJMC conventions and recommending approaches to internationalize the journalism curricula.

2) This very strong need to internationalize journalism curricula at the college level is being addressed by journalism educators by incorporating various global ideas that were recommended by their colleagues (refer to the Recommendations for Journalism and Mass Communication Educators section of this chapter). However, these ideas are being implemented at different rates because of certain obstacles (which will be discussed in the Conclusions section of this chapter).

With regard to testing the hypotheses, very few differences were found. Table XIII summarizes the findings related to the hypotheses.

TABLE XIII

SUMMARY OF SIGNIFICANT DIFFERENCES
ON THE HYPOTHETICAL STATEMENTS

Categories differed on	their attitudes toward this statement.*
Accredited vs. non-accredited institutions	"Other departments/courses, in addition to our own, need to take the responsibility of educating journalism students with international perspectives."
Accredited vs. non-accredited institutions	"Internationalizing the journalism program needs to be a priority in our department."
Small vs. large undergraduate programs	"Internationalizing the journalism program needs to be a priority in our department."

*ANOVAs were run individually for each category and attitudinal statement. Out of 48 tests (three categories statistically tested by eight statements), only these three significant differences were found to support the hypotheses.

1)   Accredited vs. non-accredited institutions differed significantly on their attitudes toward these statements: "Other departments/courses, in addition to our own, need to take the responsibility of educating journalism students with international perspectives," and "Internationalizing the journalism program needs to be a priority in our department." Accredited institutions tended to strongly agree on these statements more than the non-accredited institutions, perhaps because the latter faced more obstacles in their departments/courses.

2)   Small vs. large undergraduate programs differed significantly on their attitudes toward the statement: "Internationalizing the journalism program needs to be a priority in our department." Small undergraduate programs tended to agree on this statement more than the large undergraduate programs,

perhaps because the latter faced fewer departmental obstacles and had more opportunities and support to internationalize its curricula .

3)   Small vs. large graduate programs did not differ on their attitudes toward any statements on the survey, perhaps because, at the master's and doctoral levels, higher curricular standards are already expected. But this finding may be suspect due to a small sample size and low response rate.

Conclusions

This study found that while progress is being made in global education in general, much more can be done to internationalize journalism and mass communication curricula. However, even with faculty support and statements that claim the need to internationalize the journalism and mass communication curricula has a high priority, respondents of this study still feel that their departments need to improve in providing more global perspectives in their programs. It appears that the suggestions given by their colleagues for internationalizing journalism curricula were taken into consideration and put into practice by some institutions. But it is evident that no matter how strong the attitudes were toward the need to internationalize the journalism and mass communication curricula, the idea was easier said than done.

Conclusions By Journalism and Mass Communication Educators

Some journalism and mass communication educators conclude that it was easier said than done to internationalize the curricula. This was perhaps due to the obstacles that respondents mentioned in the surveys. They noted that lack of trained personnel, lack of library resources, financial constraints, low student enrollment, no interest and curricular restraints prevented them from internationalizing the curricula to a greater extent.

Regarding personnel, some respondents complained that their preoccupation with too many other responsibilities prevented them from internationalizing their courses to a greater extent. One respondent remarked:

> We barely have enough faculty to teach writing courses!... Probably seems like we don't care, but with about 60 majors per faculty, we can barely stay afloat much less go beyond the traditional "basics" students need for jobs in area newspapers, etc.

Other respondents added, "We'd like to internationalize, but that can come only with additional faculty. Perhaps someday. We hope," and "Too much else to teach. Course content overload now."

Regarding library resources, one respondent commented, "Few texts include international info."

Regarding no interest, two respondents said:

> There is a lack of interest among students in international communication, in general. We offer an elective course in international communication. Almost everytime we schedule it, we find it hard to fill the class.

> It is accurate to say there is no prescribed international dimension to the core curriculum. But some instructors deliberately introduce one to the skills courses. One instructor, a career journalist in international affairs, emphasizes international coverage in writing courses. But the same instructor received very weak response when a trial course was introduced in national and international reporting.

Other responses regarding obstacles which prevent journalism and mass communication programs from internationalizing their curricula to a greater extent focused on the curricular restraints themselves. As one respondent explained, "Heavy [arts and sciences] requirements cuts [sic] down on

electives. Journalism accrediting tightens total skills/journalism courses that may be taken." Another added that majors "cannot take many electives without exceeding AEJMC limits."

But one respondent stated frankly that internationalizing the institution's journalism and mass communication program was "not yet a high priority."

This attitude of low priority reflects the findings on the analyses of the journalism and mass communication core courses. With a variety of 163 required undergraduate and 39 graduate courses, less than half (42% undergraduate and 36% graduate) were taught with international dimensions. Those which do have a global perspective range in how much time was planned in teaching it. As two respondents stated, "the international dimension is developed by the instructor individually. Some do a lot; some very little," and "each faculty member expends however much time the [sic] feel appropriate."

Time spent on teaching international perspectives in journalism and mass communication courses was not considerable, according to the survey results. The least time spent on teaching it was less than half of a one-day class period, which may be planned in the syllabus or even impromptu. The most time spent on teaching it, if it was "units over a longer period than one day," was just "three class periods."

Although respondents said that they used many cultures as examples in class, when and if they did introduce international dimensions to their students, very few assignments were given to reinforce the global lesson. Most of the time, no assignments were given in undergraduate classes. At best, one to two assignments were given in both the undergraduate and graduate classes. In the latter, one respondent said that, to reinforce the global lesson, graduate students

were required to write "one major research paper on a foreign media system or situation."

Conclusions By the Author of the Study

The aforementioned obstacles may be associated with the deficiencies of this study--such as limited availability of resource information, small sample size, low response rate and research instrument design. Nevertheless, respondents still feel that it would be ideal to internationalize the curricula, but only if they do not encounter these seemingly insurmountable obstacles.

The author of this study believes that these are not the only obstacles that educators encounter. It appears that progress is hindered because some respondents hastily conclude that the obstacles they encounter are seemingly insurmountable, so they quickly give up the challenge to internationalize the journalism and mass communication curricula. The author of this study finds it ironic that their attitudes toward such curricular reform is very strong yet the response to this need is slow.[1]

Clearly the strong attitudes toward curricular reform and the response to the need to internationalize education is not harmonious, a conclusion which supports the Theory of Cognitive Dissonance. Journalism scholar Gans attributed this incongruity to American's enduring ethnocentric attitudes which are reflected in the journalism curricular (refer to his statements in Chapter III).[2] However, this dissonance is slowly reducible because, as intercultural communication expert Borden added, ethnocentrism is one attitude of a culture which is difficult to change as it has endured throughout generations.[3] A generation's attitude such as ethnocentrism cannot be changed instantaneously. But another intercultural communication expert, Sitaram, urged that journalism and mass communication educators should take the initiative and teach cultural

relativism instead of ethnocentrism if the curricula is to be internationalized and reformed.[4]

The real obstacle to curricular reform, then, is lack of commitment. Some proponents of curricular reform agree with the author of this study that the slow rate of internationalizing journalism and mass communication education in general represents a lack of commitment on the part of those educators who do not strengthen their efforts to overcome the other obstacles they mentioned earlier.

One journalism educator, quoted in the literature review, recommended that her colleagues become more committed to internationalizing the curricula. Martindale said, "Those faculty members who recognize the need to educate their students to cover other cultures study and develop lecture material on their own, flock eagerly to panel discussions and training sessions on this topic at professional conventions, and read each article they can find."[5]

Another journalism educator, also quoted in the literature review, encouraged others to make a stronger commitment to international journalism and mass communication education. Gardner recommended, "Whether we can help lead students into a world beyond their immediate one is problematic, but teachers who truly wish to stretch minds and enlarge students' vision and understanding [of the global village in which we all live] should dare to try."[6]

It is understandable that any worthwhile effort will encounter some obstacles, but incorporating global themes into journalism and mass communication education begins with educators' commitment to this effort. If they take this responsibility seriously, their students--the journalists of the future--may be able to learn how to accurately report about global events and, in turn, educate and inform fellow Americans who may become more knowledgeable about the world in which we live.

Recommendations

Commitment to internationalizing journalism and mass communication education in general is one recommendation made to journalism and mass communication educators. Other recommendations can be made to them and to those interested in conducting further research on the topic of international journalism and mass communication education.

Recommendations for Journalism and Mass Communication Educators

From the surveys and from the literature review, journalism and mass communication educators recommend to their colleagues that, if their programs do not encounter certain obstacles that prevent them from internationalizing their curricula to a greater extent, they should do the following to incorporate global themes into journalism and mass communication education:

1) Stress the importance of intercultural communication (specifically, cultural relativism instead of ethnocentrism);

2) Incorporate the teaching of cultural diversity;

3) Require foreign language courses;

4) Suggest international-theme elective courses;

5) Update textbooks and reading materials;

6) Use foreign audio or visual materials;

7) Give quizzes on current events and geography;

8) Invite guest speakers to journalism classes;

9) Internationalize assignments;

10) Get institutional support;

11) Work with public and private agencies;

12) Encourage participation in extra-curricular activities; and

13) Set up exchange programs and internships.

Recommendations for Further Research

While this study reiterated educators' attitudes that internationalizing the college journalism curricula is essential and could be done without encountering major obstacles, further research may be able to find more detailed, current curricular practices of university and college journalism and mass communication programs in the U.S. Moreover, it is recommended that any scholar interested in pursuing the topic of internationalizing the journalism curricula in general consider the following areas:

1) Analyze the content of syllabi from core and/or elective courses and note whether and how international themes are taught in them;

2) Determine the influence of international student enrollment on reforming the journalism and mass curricula to incorporate global issues;

3) Test whether geographical location of journalism and mass communication departments differ on offering more opportunities for international studies;

4) Compare and contrast degree programs specifically specializing in international journalism and mass communication;

5) Compile an exhaustive annotated bibliography solely dealing with international journalism and mass communication education in the United States;

6) Conduct a study on instructional approaches in journalism and mass communication courses that are and are not internationally-related;

7) Study foreign correspondents' and international journalists' educational and training backgrounds;

8) Apply other communication theories besides the Theory of Cognitive Dissonance to similar studies; and

9)   Develop a model international journalism and mass communication curricula based on a combination of educators and media practitioners' advice.

Topics in international communication education have many possibilities and researching the topics is encouraged. Kenworthy said, "There are thousands of topics which need to be pursued by scholars.... The possibilities are almost unlimited."[7] Also, Stevenson announced at the 1993 Association for Education in Journalism and Mass Communication, "I think the topic of international communication, especially today, is inherently interesting."[8] And regarding further research on the topic which could help build on and add to the existing literature, Brownlee recommended, "Such an examination is, at least, a beginning."[9]

Concluding Comments

Like the many respondents who stated that there is constant need for improvement of their journalism and mass communication curricula with respect to gloal education, many authors of publications also indicated that such improvements require much effort.

"Changes, such as adding international points of view and materials to the curriculum, will take effort," admitted journalism educators Murphy and Scotton, but "[w]ith some imagination and hard work, the effort can bring more of an international view to journalism students in the United States."[10]

At least journalism and mass communication educators--and American educators in general--realize the need for internationalizing the curricula, and this idea is being implemented at different rates. But the efforts are present and are continuing to improve globalizing education in the United States. As one American educator, Backman, concluded:

The need to internationalize the campus is essential.... The process of internationalizing the campus will, as a rule, not come easily, but obstacles must not deter the...education community from succeeding. The role that the United States plays during the next two to three decades may well be determined by the impact international education efforts have on students and the community.[11]

ENDNOTES

[1]Hachten, William A., The World News Prism. 3rd ed. (Iowa: Iowa State University Press, 1992), 6-8.

[2]Gans, Herbert J., Deciding What's News: A Study of CBS Evening News, NBC Nightly News, Newsweek and Time. (New York: Vintage Books, 1979), 42.

[3]Borden, George A., Cultural Orientation: An Approach to Understanding Intercultural Communication. (Englewood Cliffs, New Jersey: Prentice Hall, 1991), 178.

[4]Sitaram, K. S., "Educating Journalists for Intercultural Communication." (source unknown), 159-161.

[5]Martindale, Carolyn., Pluralizing Journalism Education: A Multicultural Handbook. (Connecticut: Greenwood, 1993), 72-73.

[6]Gardner, Mary A., "Revamping the Journalism Curriculum." From Parochialism to Globalism: International Perspectives on Journalism Education. (Bloomington, Indiana: International Division of the Association for Education in Journalism and Mass Communication, 1986), 33-40.

[7]Kenworthy, Leonard S., The Internatinal Dimension of Education. (Washington, D.C.: Association for Supervision and Curriculum Development, National Education Association, 1970), 102.

[8]Stevenson, Robert L., Speech given at the AEJMC annual convention. Kansas City, Missouri, August 11, 1993.

[9]Brownlee, Bonnie J., "Internationalizing the Journalism Core: What's Being Done?" From Parochialism to Globalism: International Perspectives on Journalism Education. (Bloomington, Indiana: International Division of the Association for Education in Journalism and Mass Communication, 1986), 30.

[10]Murphy, Sharon M. and Scotton, James F., "Learning from African Models." <u>From Parochialism to Globalism: International Perspectives on Journalism Education</u>. (Bloomington, Indiana: International Division of the Association for Education in Journalism and Mass Communication, 1986), 41-50.

[11]Backman, Earl L., <u>Approaches to International Education</u>. (New York: Macmillan Publishing Company, 1984), 330-348.

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APPENDIX A

INSTITUTIONAL REVIEW BOARD (IRB)
APPROVAL FORM

OKLAHOMA STATE UNIVERSITY
INSTITUTIONAL REVIEW BOARD
HUMAN SUBJECTS REVIEW

Date: 11-28-94   **IRB#:** AS-95-026

Proposal Title: INTERNATIONALIZING THE COLLEGE JOURNALISM CURRICULA

Principal Investigator(s): Charles Fleming, Edna R. Bautista

Reviewed and Processed as: Exempt

Approval Status Recommended by Reviewer(s): Approved

APPROVAL STATUS SUBJECT TO REVIEW BY FULL INSTITUTIONAL REVIEW BOARD AT NEXT MEETING.
APPROVAL STATUS PERIOD VALID FOR ONE CALENDAR YEAR AFTER WHICH A CONTINUATION OR RENEWAL REQUEST IS REQUIRED TO BE SUBMITTED FOR BOARD APPROVAL.
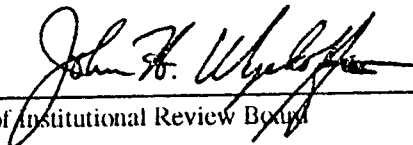ANY MODIFICATIONS TO APPROVED PROJECT MUST ALSO BE SUBMITTED FOR APPROVAL.

Comments, Modifications/Conditions for Approval or Reasons for Deferral or Disapproval are as follows:

Signature: _____   Date: November 28, 1994

Chair of Institutional Review Board

APPENDIX B

LIST OF U.S. JOURNALISM AND
MASS COMMUNICATION DEPARTMENTS SURVEYED

Alaska at Anchorage, University of
Department of Journalism and Public Communications
Anchorage, AK 99508

Arizona, University of
Department of Journalism
Tucson, AZ 85421

Arkansas at Little Rock, University of
Department of Journalism
Little Rock, AR 72204

Austin Peay State University
Department of Speech, Communication and Theatre
Clarksville, TN 37044

Berry College
Communication Arts Division
Mt. Berry/Rome, GA 30149-5022

Boston University
College of Communication
Boston, MA 02215

Brigham Young University
Department of Communications
Provo, UT 84602

California Polytechnic State University
Department of Journalism
San Luis Obispo, CA 93407

California State University, Fullerton
Department of Communications
Fullerton, CA 92634

California State University, Northridge
Department of Journalism
Northridge, CA 91330

Central Michigan University
Department of Journalism
Mount Pleasant, MI 48859

Colorado State University
Department of Technical Journalism
Fort Collins, CO 80523

Creighton University
Department of Journalism and Mass Communication
Omaha, NE 68178

Duquesne University
Department of Communication
Pittsburgh, PA 15282

Eastern Kentucky University
Department of Mass Communications
Richmond, KY 40475

Evansville, University of
Department of Communication
Evansville, IN 47722

Florida A&M University
School of Journalism, Media and Graphic Arts
Tallahassee, FL 32307

George Washington University
National Center for Communication Studies
Washington, DC 20052

Grambling State University
Department of Mass Communication
Grambling, LA 71245

Hofstra University
Department of Communication Arts
Hempstead, NY 11550

Humboldt State University
Department of Journalism
Arcata, CA 95521

Indiana State University
Department of Communication
Terre Haute, IN 47809

Iowa, University of
School of Journalism and Mass Communication
Iowa City, IA 52242

Jackson State University
Department of Mass Communications
Jackson, MS 39217

Kansas State University
School of Journalism and Mass Communications
Manhattan, KS 66506

Kentucky, University of
School of Journalism and Telecommunications
Lexington, KY 40506

Lock Haven University
Journalism and/or Mass Communication Department
Lock Haven, PA 17745

Louisiana Tech University
Department of Journalism
Ruston, LA 71272

Mankato State University
Mass Communications Institute
Mankato, MN 56001

Maryland, University of
College of Journalism
College Park, MD 20742

Michigan, University of
Department of Communication
Ann Arbor, MI 48109

Midwestern State University
Mass Communications Program
Wichita Falls, TX 76308

Missouri-Columbia, University of
School of Journalism
Columbia, MO 65211

Moorhead State University
Department of Mass Communications
Moorhead, MN 56560

Nebraska-Omaha, University of
Department of Communication
Omaha, NE 68182

New Mexico, University of
Department of Communication and Journalism
Albuquerque, NM 87131

Niagara University
Communication Studies Program
New York, NY 14109

North Carolina, University of
School of Journalism and Mass Communication
Chapel Hill, NC 27599

North Texas, University of
Department of Journalism
Denton, TX 76203

Northeastern University
School of Journalism
Boston, MA 02115

Northern Kentucky University
Department of Communications
Highland Heights, KY 41076

Ohio University
Scripps School of Journalism
Athens, OH 45701

Oklahoma State University
School of Journalism and Broadcasting
Stillwater, OK 74075

Pennsylvania State University
School of Communications
University Park, PA 16802

Rutgers University--New Brunswick
Department of Journalism and Mass Media
New Brunswick, NJ 08903

San Diego State University
Department of Journalism
San Diego, CA 92182

Shippensburg University
Department of Communications/Journalism
Shippensburg, PA 17257

South Dakota State University
Department of Journalism and Mass Communication
Brookings, SD 57007

Southern California, University of
School of Journalism
Los Angeles, CA 90089

Southern Illinois University, Edwardsville
Department of Mass Communications
Edwardsville, IL 60206

St. Bonaventure University
Department of Journalism and Mass Communication
St. Bonaventure, NY 14778

St. Thomas, University of
Journalism and/or Mass Communication Department
Houston, TX 77006

Syracuse University
Newhouse School of Public Communications
Syracuse, NY 13244

Tennessee-Knoxville, University of
College of Communications
Knoxville, TN 37996

Texas at Austin, University of
Department of Journalism
Austin, TX 78712

Texas Christian University
Department of Journalism
Fort Worth, TX 76129

Trinity University
Department of Communication
San Antonio, TX 78284

Utica College of Syracuse University
Department of Journalism and Public Relations
Utica, NY 13502

Washington, University of
School of Communications
Seattle, WA 98195

West Florida, University of
Department of Communication Arts
Pensacola, FL 32514

Western Washington University
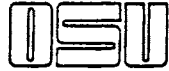Department of Journalism
Bellingham, WA 98225

Winthrop University
Department of Mass Communication
Rock Hill, SC 29733

Wisconsin-Madison, University of
School of Journalism and Mass Communication
Madison, WI 53706

Wyoming, University of
Department of Communication and Mass Media
Laramie, WY 82071

APPENDIX C

COVER LETTER

OSU

Oklahoma State University /

SCHOOL OF JOURNALISM AND BROADCASTING
COLLEGE OF ARTS AND SCIENCES

STILLWATER, OKLAHOMA 74078-0195
PAUL MILLER 206
405-744-6354

April 11, 1994

Dear Journalism and Mass Communication Educator*:

How is your journalism program preparing students to report in an internationally-dependent world?

The enclosed questionnaire seeks information on how American journalism programs are internationalizing/globalizing their core curricula at the undergraduate and graduate levels. As part of my dissertation at Oklahoma State University, this survey has been mailed to randomly selected journalism and mass communication department heads, program coordinators and chairpersons in the United States. Please complete the questionnaire and return it, along with the appropriate syllabi, in the enclosed stamped, addressed envelope by May 2. Your answers will be reported anonymously.

Your participation in this research is needed so that our colleagues, fellow journalists and students may benefit by knowing how these programs are providing international perspectives. When my study is completed at the end of this year, a summary of my research findings will be sent to you if you request a copy.

If you have any questions, please call or write me at the address below. Thank you very much for your assistance.

Sincerely,

Edna R. Bautista
Graduate student
Higher education/mass communication

Oklahoma State University
1013 Wentz Hall
Stillwater, OK 74077
(405) 744-4688

*If you are unable to respond to this request, please pass this letter and questionnaire on to a faculty member who would most likely possess the needed information.

APPENDIX D

RESEARCH INSTRUMENT

INTERNATIONALIZING THE JOURNALISM CORE CURRICULA QUESTIONNAIRE

PART I: ATTITUDINAL QUESTIONS _____

Please indicate your attitude about the following ideas by checking the appropriate space.

1) Journalism students need to have a global education.

Strongly agree   Strongly disagree

____   ____   ____   ____   ____   ____   ____

2) Other departments/courses, *instead of our own*, need to take the responsibility of educating journalism students with international perspectives.

Strongly agree   Strongly disagree

____   ____   ____   ____   ____   ____   ____

3) Other departments/courses, *in addition to our own*, need to take the responsibility of educating journalism students with international perspectives.

Strongly agree   Strongly disagree

____   ____   ____   ____   ____   ____   ____

4) Our department needs to take the responsibility of educating journalism students with international perspectives *through core courses only*.

Strongly agree   Strongly disagree

____   ____   ____   ____   ____   ____   ____

5) Our department needs to take the responsibility of educating journalism students with international perspectives *through all journalism electives*.

Strongly agree   Strongly disagree

____   ____   ____   ____   ____   ____   ____

6) Our department does an adequate job of educating journalism students with international perspectives.

Strongly agree   Strongly disagree

____   ____   ____   ____   ____   ____   ____

7) Faculty in our department support educating journalism students with international perspectives.

Strongly agree   Strongly disagree

_____   _____   _____   _____   _____   _____   _____

8) Internationalizing the journalism program needs to be a priority in our department.

Strongly agree   Strongly disagree

_____   _____   _____   _____   _____   _____   _____

PART II: DEPARTMENTAL QUESTIONS _____

What obstacles, if any, prevent your department/program from internationalizing its journalism/mass communication curricula to a greater extent? Check all that apply.

_____   Lack of trained personnel
_____   Lack of library resources
_____   Financial constraints
_____   Low student enrollment
_____   No interest
_____   Other (specify below)

PART III: UNDERGRADUATE PROGRAM   _____

What basic core courses in journalism are required for all your undergraduate journalism majors? Please list course title and send syllabi for each *if necessary or appropriate*. Also indicate whether each course contains an international dimension.

Core Course Number and Title	International Dimension?	
	Yes	No
1) _____	_____	_____
2) _____	_____	_____
3) _____	_____	_____
4) _____	_____	_____
5) _____	_____	_____

How is the international dimension developed for each core course?

	Planning	Which core courses? Use number
_____	planned unit in syllabus	_____
_____	planned theme throughout course	_____
_____	unplanned. impromptu class discussion	_____
_____	other (specify below)	_____

How much time is devoted to the international dimension for each core course?

	Time	Which core courses? Use number
_____	none	_____
_____	less than half of the class period	_____
_____	about half of the class period	_____
_____	more than half of the class period	_____
_____	the entire one class period	_____
_____	other (specify below)	_____

How many non-U.S. cultures are used as examples in class, if an international dimension is presented?

	Number of cultures used as examples	Which core courses? Use number
_____	none	_____
_____	one	_____
_____	more than one	_____
_____	specify approximate number of cultures used	_____

How many assignments are given to reinforce the international theme(s), if an international dimension is presented?

	Number of assignments	Which core courses? Use number
_____	none	_____
_____	one	_____
_____	more than one	_____
_____	specify approximate number of assignments	_____

PART IV: GRADUATE PROGRAM _____

What basic core courses in journalism are required for all your graduate mass communications majors, if your institution has a graduate program? Please list course title and send syllabi for each *if necessary or appropriate*. Also indicate whether each course contains an international dimension.

Core Course Number and Title	International Dimension? Yes	No
1) _____	_____	_____
2) _____	_____	_____
3) _____	_____	_____
4) _____	_____	_____
5) _____	_____	_____

How is the international dimension developed for each core course?

	Planning	Which core courses? Use number
_____	planned unit in syllabus	_____
_____	planned theme throughout course	_____
_____	unplanned, impromptu class discussion	_____
_____	other (specify below)	_____

How much time is devoted to the international dimension for each core course?

Time		Which core courses? Use number
_____	none	_____
_____	less than half of the class period	_____
_____	about half of the class period	_____
_____	more than half of the class period	_____
_____	the entire one class period	_____
_____	other (specify below)	_____

How many non- U.S. cultures are used as examples in class, if an international dimension is presented?

Number of cultures used as examples		Which core courses? Use number
_____	none	_____
_____	one	_____
_____	more than one	_____
_____	specify approximate number of cultures used	_____

How many assignments are given to reinforce the international theme(s), if an international dimension is presented?

Number of assignments		Which core courses? Use number
_____	none	_____
_____	one	_____
_____	more than one	_____
_____	specify approximate number of assignments	_____

_____

PART V: DEMOGRAPHICAL INFORMATION _____

Please provide demographic information about the following:

Accredited Program?   ‾‾‾‾ Yes   _____ No

Program Size?   _____ # Undergraduate Majors

                               _____ # Graduate Majors

Full-time Faculty?   _____

Part-time Faculty?   _____

                               -

PART VI: ADDITIONAL COMMENTS _____

Please use this space for additional comments about your department with regards to internationalizing the journalism/mass communication program.

This is the end of the questionnaire. Thank you again for your assistance. Please return in the enclosed addressed envelope and send to Edna R. Bautista at Oklahoma State University, 1013 Wentz Hall, Stillwater, OK 74077, by May 2, 1994.

APPENDIX E

FOLLOW-UP LETTER (1)

OSU

Oklahoma State University

SCHOOL OF JOURNALISM AND BROADCASTING
COLLEGE OF ARTS AND SCIENCES

STILLWATER, OKLAHOMA 74078-0195
PAUL MILLER 206
405-744-6354

May 3, 1994

Dear Journalism and Mass Communication Educator*:

Did you receive my questionnaire last month asking how your journalism program is preparing students to report in an internationally-dependent world?

If not, I am enclosing another questionnaire which seeks information on how American journalism programs are internationalizing/globalizing their core curricula at the undergraduate and graduate levels. As part of my dissertation at Oklahoma State University, this survey has been mailed to randomly selected journalism and mass communication department heads, program coordinators and chairpersons in the United States. Please complete the questionnaire and return it, along with the appropriate syllabi, in the enclosed stamped, addressed envelope by May 31. Your answers will be reported anonymously.

Your participation in this research is needed so that our colleagues, fellow journalists and students may benefit by knowing how these programs are providing international perspectives. When my study is completed at the end of this year, a summary of my research findings will be sent to you if you request a copy.

If you have any questions, please call or write me at the address below. Thank you very much for your assistance.

Sincerely,

Edna R. Bautista
Graduate student
Higher education/mass communication

Oklahoma State University
1013 Wentz Hall
Stillwater, OK 74077
(405) 744-4688

(summer address only)
91-1025 Kehue Place
Ewa Beach, HI 96706
(808) 689-6036

*If you are unable to respond to this request, please pass this letter and questionnaire on to a faculty member who would most likely possess the needed information.

APPENDIX F

FOLLOW-UP LETTER (2)

Oklahoma State University

SCHOOL OF JOURNALISM AND BROADCASTING
COLLEGE OF ARTS AND SCIENCES

STILLWATER, OKLAHOMA 74078-0195
PAUL MILLER 206
405-744-6354

August 12, 1994

Dear Journalism and Mass Communication Educator*:

Did you receive my questionnaire last spring semester asking how your journalism program is preparing students to report in an internationally-dependent world?

If not, I am enclosing another questionnaire which seeks information on how American journalism programs are internationalizing/globalizing their core curricula at the undergraduate and graduate levels. As part of my dissertation at Oklahoma State University, this survey has been mailed to randomly selected journalism and mass communication department heads, program coordinators and chairpersons in the United States. Please complete the questionnaire and return it, along with the appropriate syllabi, in the enclosed stamped, addressed envelope by September 16. Your answers will be reported anonymously.

Your participation in this research is needed so that our colleagues, fellow journalists and students may benefit by knowing how these programs are providing international perspectives. When my study is completed at the end of this year, a summary of my research findings will be sent to you if you request a copy.

If you have any questions, please call or write me at the address below. Thank you very much for your assistance.

Sincerely,

Edna R. Bautista
Graduate student
Higher education/mass communication

Oklahoma State University
1013 Wentz Hall
Stillwater, OK 74077
(405) 744-4688

*If you are unable to respond to this request, please pass this letter and questionnaire on to a faculty member who would most likely possess the needed information.

VITA

Edna R. Bautista

Candidate for the Degree of

Doctor of Education

Thesis: INTERNATIONALIZING THE COLLEGE JOURNALISM CURRICULA

Major Field: Higher Education

Biographical:

Education: Graduated from James Campbell High School, Ewa Beach, Hawaii, in May, 1986; received Bachelor of Arts degree in Communication from Chaminade University of Honolulu in December, 1989; received Master of Science degree in Mass Communication from Oklahoma State University in May, 1991. Completed the Requirements for the Doctor of Education degree with a major in Higher Education at Oklahoma State University in December, 1994.

Professional Experience: Graduate Teaching Assistant, Oklahoma State University, August, 1990 to December, 1994; Lecturer, Chaminade University of Honolulu, summers 1991 to 1994; Mentor/Tutor, Academic Services for Student Athletes, Oklahoma State University, August, 1993 to December, 1993; Facilitator, Personal Education and Knowledge Program, Oklahoma State University, March, 1991 to April, 1991; Editorial/Layout Assistant, *The Barbers Pointer*, Naval Air Station Barbers Point, summers 1989 to 1991; Certified Peer Tutor, Chaminade University of Honolulu, October, 1988 to December, 1989; Copywriter, *Farming* Magazine, Hawaii Production Credit Association, January, 1987 to November, 1987.