

**MEETING SUMMARY**  
**Faculty Forum on Global Communication**  
**Global Studies Planning Meeting**  
**Center for International Education**  
**March 12, 2004**

PRESENT: A. Banda (CIE), R. Beck (CIE), J. Britz (SOIS), C. Carerros (CIE), J du Plessis (SOIS), C. Johnson (SOIS), I. Jordt (Anthropology), N. Kim-Paik (CIE), E. Levine (JMC), T. Malaby (Anthropology), S. Mambaeva (Visiting Fellow), E. Mao (Business), I. Marquez (Spanish & Portuguese), A. Martin (English), M. Noonan (English), T. Oren (English), P. Paik (FICL), P. Petro (CIE/English), G. Skoll (Social Welfare), M. Srite (Business), S. Tully (CIE), W. Van Pelt (English).

- I. Introduction of Attendees
  
- II. Curriculum Development, Part I: Overall Track
  - a. Upper-Division Required Courses: Currently under development by five interdisciplinary faculty teams
    1. Global Communication I: Language, Media & Social Practice  
“Language, Text, and Image” A. Martin, M. Noonan, W. Van Pelt
    2. Global Communication II: Security, Policy & Intercultural Contexts  
“Technological and Intercultural Issues in Global Communication” T. Lim, E. Mao, M. Srite
    3. Global Communication II: Security, Policy & Intercultural Contexts  
“The Global Digital Divide and Information Equity” J. Britz, C. Johnson, A. McGuinness
    4. Global Communication III: Globalization & Emerging Technologies  
T. Malaby, T. Oren, M. Rappaport, K.E. Supriya
  
  - b. Track Structure and Professional-School Partners
    - i. Patrice Petro elaborated on the concept of “pre-professional,” saying that the program aims to provide a professional skill-set and also in-depth, ambitious liberal-arts training;
    - ii. Patrice Petro discussed the current understanding of this track’s structure: While L&S remains central to the whole degree, this track would not have a single professional-school partner, unlike the other developed tracks where the partner was an obvious match; instead, Global Communication affords the opportunity

for multiple partnerships; therefore, this track has great potential for creativity

- iii. What has emerged in terms of primary partners are SBA, SOIS, and within L&S, JMC, DAC, Communication; track incorporates elements of business, information technology, web design, humanities.
- iv. Patrice Petro stressed the importance of coherence for the track, that the track should not appear to be “a grab bag.” The faculty must therefore insist on something core to the degree while allowing options based on students’ individual interests.
- v. What is required for degree? Entry-level courses in Business and Information Studies should be encouraged early on so that students receive exposure to both and can decide on their area of focus.
- vi. Technology and communication courses are taught in professional schools; so it would be good to know what offerings currently are available.
- vii. Jacques du Plessis noted that there are potentially a great number of options for offerings, but we should be mindful of the limit as to how much a given student can consume.
- viii. Peter Paik suggested that it would be important to look for overlap and asked whether there are courses that serve as “double-duty” for both Business and SOIS?
- ix. A suggestion was also made that there should be a sheet explaining the innovative nature of the degree to introduce program to students, prospective affiliated faculty, future employers.

c. Track Objectives

i. Intellectual, Pre-professional

- Bring liberal arts and professional training together
- Understanding of communication in various forms: language, text, image
- technological and intercultural aspects of communication
- understand/respond to global digital divide
- global media and emerging technologies
- think in terms of technology, culture, language
- develop mastery of tools appropriate to respective orientation
- role of government and policy; regulation
- management of knowledge

- the extent to which they succeed in innovating...
- training to be effective communicators
- aesthetics
- contemporary focus?
- area expertise
- critical thinking
- intercultural understanding
- grasp of Information technology; Business; Culture

- ii. Elana Levine pointed out that the objectives of degree are applicable to both intellectual and pre-professional training; balance of both, not necessary to dichotomize these as categories.

### III. Curriculum Development, Part II: Electives and Additional Courses

- a. Review of curriculum “skeleton” and discussion of procedure
  - i. Patrice Petro explained that CIE has found students want courses that are contemporary in scope (since 1950)
  - ii. Balance needed between not making coursework too narrow, but also fostering the basis for area-studies expertise
  - iii. Question was raised about advising: In addition to CIE student advisor(s), each professional school has advisors.
- b. Working list of suggested courses for possible inclusion in track—See document attached. (Course review will continue during future planning meetings or through Special Listing Requests)
  - i. M. Noonan gave further explanation of English 210, English 402 (both included on current list)
  - ii. I. Marquez discussed relevance to Global Studies of several Spanish courses on working list, including Spanish 225; raised the question of inclusion of upper-level literature courses and courses on translation.
- c. Suggestions: Additional courses to consider or departments to approach
  - i. Need to contact department chairs to find out which courses address goals of the track; those courses should get taught on a regular basis and may include subtitled courses.
  - ii. What is the process for compiling a final list of courses in the future?