

# **Cultivating Cosmopolitanism For Intercultural Communication Communicating As A Global Citizen Routledge Studies In Rhetoric And Communication**

This book explores researcher identity related to insider/outsider roles regarding the groups studied. Scholars use various research methods and discuss the value of insider/outsider perspectives, problems faced as insiders and outsiders, strategies to overcome related obstacles, and implications for advocating on behalf of a group being studied.

The continued importance of Christian rhetorics in political, social, pedagogical, and civic affairs suggests that such rhetorics not only belong on the map of rhetorical studies, but are indeed essential to the geography of rhetorical studies in the twenty-first century. This collection argues that concerning ourselves with religious rhetorics in general and Christian rhetorics in particular tells us something about rhetoric itself—its boundaries, its characteristics, its functionings. In assembling original research on the intersections of rhetoric and Christianity from prominent and emerging scholars, *Mapping Christian Rhetorics* seeks to locate religion more centrally within the geography of rhetorical studies in the twenty-first century. It does so by acknowledging work on Christian rhetorics that has been overlooked or ignored; connecting domains of knowledge and research areas pertaining to Christian rhetorics that may remain disconnected or under connected; and charting new avenues of inquiry about Christian rhetorics that might invigorate

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theory-building, teaching, research, and civic engagement. In dividing the terrain of Christian rhetorics into four categories—theory, education, methodology, and civic engagement—Mapping Christian Rhetorics aims to foster connections among these areas of inquiry and spur future future collaboration between scholars of religious rhetoric in a range of research areas.

In 1980, SAGE published Geert Hofstede's Culture's Consequences. It opens with a quote from Blaise Pascal: "There are truths on this side of the Pyrenees that are falsehoods on the other." The book became a classic—one of the most cited sources in the Social Science Citation Index—and subsequently appeared in a second edition in 2001. This new SAGE Encyclopedia of Intercultural Competence picks up on themes explored in that book. Cultural competence refers to the set of attitudes, practices, and policies that enables a person or agency to work well with people from differing cultural groups. Other related terms include cultural sensitivity, transcultural skills, diversity competence, and multicultural expertise. What defines a culture? What barriers might block successful communication between individuals or agencies of differing cultures? How can those barriers be understood and navigated to enhance intercultural communication and understanding? These questions and more are explained within the pages of this new reference work. Key Features: 300 to 350 entries organized in A-to-Z fashion in two volumes Signed entries that conclude with Cross-References and Suggestions for Further Readings Thematic "Reader's Guide" in the front matter grouping related entries by broad topic areas Chronology that provides a historical perspective of the development of cultural competence as a discrete field of study Resources appendix and a comprehensive Index The SAGE Encyclopedia of Intercultural Competence is an

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authoritative and rigorous source on intercultural competence and related issues, making it a must-have reference for all academic libraries.

After Plato redefines the relationships of rhetoric for scholars, teachers, and students of rhetoric and writing in the twenty-first century. Featuring essays by some of the most accomplished scholars in the field, the book explores the diversity of ethical perspectives animating contemporary writing studies—including feminist, postmodern, transnational, non-Western, and virtue ethics—and examines the place of ethics in writing classrooms, writing centers, writing across the curriculum programs, prison education classes, and other settings. When truth is subverted, reason is mocked, racism is promoted, and nationalism takes center stage, teachers and scholars of writing are challenged to articulate the place of rhetorical ethics in the writing classroom and throughout the field more broadly. After Plato demonstrates the integral place of ethics in writing studies and provides a roadmap for future conversations about ethical rhetoric that will play an essential role in the vitality of the field. Contributors: Fred Antczak, Patrick W. Berry, Vicki Tolar Burton, Rasha Diab, William Duffy, Norbert Elliot, Gesa E. Kirsch, Don J. Kraemer, Paula Mathieu, Robert J. Mislavy, Michael A. Pemberton, James E. Porter, Jacqueline Jones Royster, Xiaoye You, Bo Wang

Winner of the National Communication Association's International and Intercultural Communication Division's 2014 Outstanding Authored Book of the Year award This book engages the notion of cosmopolitanism as it applies to intercultural communication, which itself is undergoing a turn in its focus from post-positivistic research towards critical/interpretive and postcolonial perspectives, particularly as globalization informs more of the current and future research in the area. It emphasizes the postcolonial

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perspective in order to raise critical consciousness about the complexities of intercultural communication in a globalizing world, situating cosmopolitanism—the notion of global citizenship—as a multilayered lens for research.

Cosmopolitanism as a theoretical repertoire provides nuanced descriptions of what it means to be and communicate as a global citizen, how to critically study interconnectedness within and across cultures, and how to embrace differences without glossing over them. Moving intercultural communication studies towards the global in complex and nuanced ways, this book highlights crucial links between globalization, transnationalism, postcolonialism, cosmopolitanism, social injustice and intercultural communication, and will help in the creation of classroom spaces devoted to exploring these links. It also engages the links between theory and praxis in order to move towards intercultural communication pedagogy and research that simultaneously celebrates and interrogates issues of cultural difference with the aim of creating continuity rather than chasms. In sum, this book orients intercultural communication scholarship firmly towards the critical and postcolonial, while still allowing the incorporation of traditional intercultural communication concepts, thereby preparing students, scholars, educators and interculturalists to communicate ethically in a world that is simultaneously global and local. In *Citizenship and Advocacy in Technical Communication*, teachers, researchers, and practitioners will find a variety of theoretical frameworks, empirical studies, and teaching approaches to advocacy and citizenship. Specifically, the collection is organized around three main themes or sections: considerations for understanding and defining advocacy and citizenship locally and globally, engaging with the local and global community, and introducing advocacy in a classroom. The collection covers an expansive breadth of issues and

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topics that speak to the complexities of undertaking advocacy work in TPC, including local grant writing activities, cosmopolitanism and global transnational rhetoric, digital citizenship and social media use, strategic and tactical communication, and diversity and social justice. The contributors themselves, representing fifteen academic institutions and occupying various academic ranks, offer nuanced definitions, frameworks, examples, and strategies for students, scholars, practitioners, and educators who want to or are already engaged in a variegated range of advocacy work. More so, they reinforce the inherent humanistic values of our field and discuss effective rhetorical and current technological tools at our disposal. Finally, they show us how, through pedagogical approaches and everyday mundane activities and practices, we (can) advocate either actively or passively.

As part of its 'going out' strategy, China is using the media to promote its views and vision to the wider world and to counter negative images in the US-dominated international media. China's Media Go Global, the first edited collection on this subject, evaluates how the unprecedented expansion of Chinese media and communications is changing the global media landscape and the role of China within it. Each chapter examines a different dimension of Chinese media's globalization, from newspapers, radio, film and television, to social media and journalism. Topics include the rise of Chinese news networks, China Daily as an instrument of China's public diplomacy and the discussion around the growth of China's state media in Africa. Other chapters discuss entertainment television, financial media and the advertising market in China. Together, this collection of essays offers a comprehensive evaluation of complex debates concerning the impact of China on the international media landscape, and makes a distinctive addition to Chinese

media studies, as well as to broader global media discourses. Beyond its primary readership among academics and students, China's Media Go Global is aimed at the growing constituency of general readers, for whom the role of the media in globalization is of wider interest.

Examining the layers of meaning encoded in software and the rhetoric surrounding it, this book offers a much-needed perspective on the intersections between software, morality, and politics. In software development culture, evangelism typically denotes a rhetorical practice that aims to convert software developers, as well as non-technical lay users, from one platform to another (e.g., from the operating system Microsoft Windows to Linux). This book argues that software evangelism, like its religious counterpart, must also be understood as constructing moral and political values that extend well beyond the boundaries of the development culture. Unlike previous studies that locate such values in the effects of code in-use or in certain types of code like free and open source (FOSS) software, Maher argues that all code is meaningful beyond its technical, executable functions. To facilitate this analysis, this study builds a theory of evangelism and illustrates this theory at work in the proprietary software industry and FOSS communities. As an example of political liberalism at work at the level of code, these evangelical rhetorics of software construct competing conceptions of what is good that fall within a shared belief in what is just. Maher illustrates how these beliefs in goodness and justice do not always execute in replicable ways, as the different ways of decoding software evangelisms in the contexts of Brazil and China reveal. Demonstrating how software evangelisms exert a transformative force on the world, one comparable in significance to code itself, this book highlights the importance of rhetoric in even the most seemingly a-rhetorical of technical endeavors and foregrounds the crucial need for

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rhetorical literacy in the digital age.

This volume explores a dimension of authorship not given its due in the critical discourse to this point—authorship contested. Much of the existing critical literature begins with a text and the proposition that the text has an author. The debates move from here to questions about who the author is, whether or not the author’s identity is even relevant, and what relationship she or he does and does not have to the text. The authors contributing to this collection, however, ask about circumstances surrounding efforts to prevent authors from even being allowed to have these questions asked of them, from even being identified as authors. They ask about the political, cultural, economic and social circumstances that motivate a prospective audience to resist an author’s efforts to have a text published, read, and discussed. Particularly noteworthy is the range of everyday rhetorical situations in which contesting authorship occurs—from the production of a corporate document to the publication of fan fiction. Each chapter also focuses on particular instances in which authorship has been contested, demonstrating how theories about various forms of contested authorship play out in a range of events, from the complex issues surrounding peer review to authorship in the age of intelligent machines.

This edited research volume explores the development of what can be described as the ‘critical turn’ in intercultural communication pedagogy, with a particular focus on modern/foreign language education. The main aim is to trace the realisations of this critical turn against a background of unequal power relations, and to illuminate the role that radical culture educators can play in the making of a more democratic and egalitarian social order. The volume takes as a starting point the idea that criticality draws on a number of intellectual traditions,

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which do not always focus on social and political critique, and argues that because ideological hegemony impacts on the meanings that people create and share, intercultural communication pedagogy ought to locate itself within wider socio-political contexts. With reference points drawn from critical and transnational social theory, critical pedagogy and intercultural theory, contributors to this volume provide readers with powerful ways that show how this can be achieved, and together assess the impact that their understanding of criticality can make on modern/foreign language education. The volume is divided into three major parts, namely: 'theorising critically', 'researching critically' and 'teaching critically'.

Rhetorical scholarship has for decades relied solely on culture to explain persuasive behavior. While this focus allows for deep explorations of historical circumstance, it neglects the powerful effects of biology on rhetorical behavior – how our bodies and brains help shape and constrain rhetorical acts. Not only is the cultural model incomplete, but it tacitly endorses the fallacy of human exceptionalism. By introducing evolutionary biology into the study of rhetoric, this book serves as a model of a biocultural paradigm. Being mindful of biological and cultural influences allows for a deeper view of rhetoric, one that is aware of the ubiquity of persuasive behavior in nature. Human and nonhuman animals, and even some plants, persuade to survive - to live, love, and cooperate. That this broad spectrum of rhetorical behavior exists in the animal world demonstrates how much we can learn from evolutionary biology. By



incorporating scholarship on animal signaling into the study of rhetoric, the author explores how communication has evolved, and how numerous different species of animals employ similar persuasive tactics in order to overcome similar problems. This cross-species study of rhetoric allows us to trace the origins of our own persuasive behaviors, providing us with a deeper history of rhetoric that transcends the written and the televised, and reveals the artifacts of our communicative past. Sexual rhetoric is the self-conscious and critical engagement with discourses of sexuality that exposes both their naturalization and their queering, their torquing to create different or counter-discourses, giving voice and agency to multiple and complex sexual experiences. This volume explores the intersection of rhetoric and sexuality through the varieties of methods available in the fields of rhetoric and writing studies, including case studies, theoretical questioning, ethnographies, or close (and distant) readings of "texts" that help us think through the rhetorical force of sexuality and the sexual force of rhetoric.

The Routledge Handbook of Comparative World Rhetorics offers a broad and comprehensive understanding of comparative or world rhetoric, from ancient times to the modern day. Bringing together an international team of established and emergent scholars, this Handbook looks beyond Greco-Roman traditions in the study of rhetoric to provide an international, cross-cultural study of communication practices around the globe. With dedicated sections covering theory and practice, history, pedagogy, hybrids and the modern

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context, this extensive collection will provide the reader with a solid understanding of: how comparative rhetoric evolved how it re-defines and expands the field of rhetorical studies what it contributes to our understanding of human communication its implications for the advancement of related fields, such as composition, technology, language studies, and literacy. In a world where understanding how people communicate, argue, and persuade is as important as understanding their languages, The Routledge Handbook of Comparative World Rhetorics is an essential resource for scholars and students of communication, composition, rhetoric, cultural studies, cultural rhetoric, cross-cultural studies, transnational studies, translingual studies, and languages.

This book highlights the increasing need for people who will be working in professions such as teaching, health, engineering and business management to have the skills for living and working in a global society. Globalisation and the challenges resulting from recent political events in Europe and North America have given rise to a need for training and further and higher education programmes to address the skills young people all need to effectively engage in the current global society.

Reviewing the range of theories and debates surrounding skills for the twenty-first century, the author suggests there is a need to directly address the real-world issues of today and move beyond abstract concepts such as team work, critical thinking and problem solving, as important as these concepts are. The author proposes a new framework for global skills

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using examples from international and national policy-makers and evidence from further and higher educational programmes and training courses. This pioneering yet practical book will be of value to students and scholars of global education as well as practitioners and policy makers.

This book supports writing educators on college campuses to work towards linguistic equity and social justice for multilingual students. It demonstrates how recent advances in theories on language, literacy, and race can be translated into pedagogical and administrative practice in a variety of contexts within US higher educational institutions. The chapters are split across three thematic sections: translingual and anti-discriminatory pedagogy and practices; professional development and administrative work; and advocacy in the writing center. The book offers practice-based examples which aim to counter linguistic racism and promote language pluralism in and out of classrooms, including: teacher training, creating pedagogical spaces for multilingual students to negotiate language standards, and enacting anti-racist and translingual pedagogies across disciplines and in writing centers. Communication remains a significant topic for job acquisition, development, and advancement. As such, there are no shortage of classes, seminars and books written on the subject. However, there are few designed for the corporate consultant that are not aligned with some proprietary system, traditional academic classrooms, or author's speculation. These tend to be either inaccessible, questionable in their content, or

specifically aligned with the producers' interests. So where can the Communication trainers and consultants go to focus on fundamental touchstone research and practices? The Handbook of Communication Training is a powerful template, and first of its kind, for communication practitioners and academicians who wish to strengthen their professional capabilities. It also acts as a guide and standard for consumers and clients of these services. The chapters within are an outgrowth of the National Communication Association's Training & Development Division's desire to provide guidance, structure, and support for members and non-members alike. It is specifically targeted at those pursuing best practices regarding communication consulting, coaching, teaching and training. The 7 Best Practices presented in this book represent capabilities that are foundational to the effective transfer of communication promotion and skill enhancement. As such, these practices, and supporting chapters, should appeal to novice and experts alike.

Intercultural Communication provides a critical introduction to the dynamic arena of communication across different cultural and social strata. Throughout this book, topics are revisited, extended, interwoven, and deconstructed, with the reader's understanding strengthened by tasks and follow-up questions. The fourth edition of this popular textbook has been updated to feature: ? new readings by Kwame Antony Appiah, Yoshitaka Miike, Edward Ademolu and Siobhan Warrington, Helena Liu, and Michael Zirulnik and Mark Orbe, which reflect the most recent developments in the

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field; ? refreshed and expanded examples and tasks including new material on an Asiacentric approach to intercultural communication, selfies as a global discourse, the impact on intercultural communication of English as a lingua franca in multinational organisations, and representations of Africa in charity media campaigns; ? extended discussions of topics including intercultural training, voluntourism, challenging essentialism in business contexts, and intersectional approaches to identity; ? revised further reading suggestions. Written by experienced teachers and researchers in the field, this fourth edition of Intercultural Communication is an essential textbook for advanced students studying this topic.

In Cynical Suspicions and Platonist Pretentions, John McGuire conducts a critical analysis of contemporary political theory with a view to facilitating a less reductive understanding of political disaffection.

In this book, Powell examines the ways that identities are constructed in displacement narratives based on cases of eminent domain, natural disaster, and civil unrest, attending specifically to the rhetorical strategies employed as barriers and boundaries intersect with individual lives. She provides a unique method to understand how the displaced move within accepted and subversive discourses, and how representation is a crucial component of that movement. In addition, Powell shows how notions of human rights and the "public good" are often at odds with individual well-being and result in intriguing intersections between discourses of power and discourses of identity. Given the ever-

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increasing numbers of displaced persons across the globe, and the "layers of displacement" experienced by many, this study sheds light on the resources of rhetoric as means of survival and resistance during the globally common experience of displacement.

The book offers a critical synthesis of critical theory, decolonial theory and Buddhist/Confucian inspired social theory.

Invigorating and timely, this book provides a thorough overview of the geographies of cosmopolitanism, an ethical and political philosophy that views humanity as one community. Barney Warf charts the origins and developments of this line of thought, exploring how it has changed over time, acquiring many variations along the way.

Pedagogies of Public Memory explores opportunities for writing and rhetorical education at museums, archives, and memorials. Readers will follow students working and writing at well-known sites of international interest (e.g., the Flight 93 National Memorial in Shanksville, Pennsylvania, and the U.S. Holocaust Memorial Museum), at local sites (e.g., vernacular memorials in and around Muncie, Indiana and the Central Pennsylvania African American Museum in Reading, Pennsylvania), and in digital spaces (e.g., Florida State University's Postcard Archive and The Women's Archive Project at the University of Nebraska Omaha). From composing and delivering museum tours, to designing online memorials that challenge traditional practices of public grief, to producing and publishing a magazine containing the photographs and stories of

individuals who lived through historic moments in the Freedom Struggle, to expanding and creating new public archives – the pedagogical projects described in this volume create richly textured learning opportunities for students at all levels – from first-year writers to graduate students. The students and faculty whose work is represented in this volume undertake to reposition the past in the present and to imagine possible new futures for themselves and their communities. By exploring the production of public memory, this volume raises important new questions about the intersection of rhetoric and remembrance.

Volume III of the Handbook of Research in Second Language Teaching and Learning, like Volumes I and II, is a comprehensive, state-of-the-art overview of current research into social contexts of second language (L2)/foreign language (FL) teaching and learning; language policy; curriculum; types of instruction; incremental language skills such as listening, speaking, reading, writing, vocabulary, and grammar; international communication; pragmatics; assessment and testing. It differs from earlier volumes in its main purpose—to provide a more in-depth discussion and detailed focus on the development of the essential language skills required for any type of communication: speaking, listening, reading, vocabulary, grammar, and writing. Volume III preserves continuity with previous volumes in its coverage of all the classical areas of research in L2/FL teaching and learning and applied linguistics, but rather than offering a historical review of disciplinary traditions, it explores innovations and new directions of research,

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acknowledges the enormous complexity of teaching and learning the essential language abilities, and offers a diversity of perspectives. Chapter authors are all leading authorities in their disciplinary areas. What's new in Volume III? Updates the prominent areas of research, including the sub-disciplines addressed in Volumes I and II, and represents the disciplinary mainstays Considers and discusses perspectives held by different schools of thought on the what, the how, and the why of teaching foundational language skills, including theories, pedagogical principles, and their implementation in practice Captures new and ongoing developments and trends in the key areas of L2/FL teaching and learning, and innovative research topics that have gained substantial recognition in current publications, including the role of corpora, technology, and digital literacy in L2/FL teaching and learning Examines new trends in language pedagogy and research, such as an increased societal emphasis on teaching academic language for schooling, somewhat contradictory definitions of literacy, and the growing needs for instruction in intercultural communication.

This volume, in honor of Allan James, collects a range of articles from different domains of English studies as a token of Allan James's academic interests and his integrative approach to the field. The contributions in linguistics encompass a spectrum of topics including world Englishes, professional discourse, language acquisition, collocation, translation, and multilingualism. Cultural aspects in language teaching and in literary analysis enrich the reading and hint at Allan James'



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Welsh and Celtic roots while also going beyond that. It has become increasingly difficult to ignore the ways that the centrality of new media and technologies — from the global networking of information systems and social media to new possibilities for altering human genetics — seem to make obsolete our traditional ways of thinking about ethics and persuasive communication inherited from earlier humanist paradigms. This book argues that rather than devoting our critical energies towards critiquing humanist touchstones, we should instead examine the ways in which media and technologies have always worked as crucial cultural forces in shaping ethics and rhetoric. Pruchnic combines this historical itinerary with critical interrogations of diverse cultural and technological sites — the logic of video games and artificial intelligence, the ethics of life extension in contemporary medicine, the transition to computer-automated trading in world stock markets, the state of critical theory in the contemporary humanities — along with innovative analyses of the works of such figures as the Greek Sophists, Kenneth Burke, Martin Heidegger, Michel Foucault, Friedrich Nietzsche, and Gilles Deleuze. This book argues that our best strategies for crafting persuasive communication and producing ethical relations between individuals will be those that creatively replicate and appropriate, rather than resist, the logics of dominant forms of media and technology.

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The industry of public relations is rapidly evolving,

requiring practitioners to have greater specialization than ever before. Hand in hand with the growth of the industry, educational programs have developed to address the growing need for quality preparation for future practitioners. *Public Relations: Competencies and Practice* focuses on the required competencies expected and applications of public relations into specific sectors of practice. Based on competencies identified by organizations such as the Commission on Public Relations Education and the Public Relations Society of America, *Public Relations* provides a robust examination of areas such as diversity, leadership, and ethics. The second part of the text focuses on these unique requirements for undergraduate and graduate students focused on entering sectors such as entertainment public relations, nonprofit public relations, or investor relations. The book also features online resources for instructors: Sample course syllabus Discussion questions Suggested midterm and final project *Public Relations* offers students competency- and practice-focused content from top PR experts and incorporates interviews from professionals in the field to show students how to apply competencies in specific practice sectors.

*Translating Theory into Practice Globalizing Intercultural Communication: A Reader* introduces students to intercultural communication within the global context, and equips them with the knowledge and understanding to grapple with the dynamic, interconnected and complex nature of intercultural relations in the world today. This reader is organized

around foundational and contemporary themes of intercultural communication. Each of the 14 chapters pairs an original research article explicating key topics, theories, or concepts with a first-person narrative that brings the chapter content alive and invites students to develop and apply their knowledge of intercultural communication. Each chapter's pair of readings is framed by an introduction highlighting important issues presented in the readings that are relevant to the study and practice of intercultural communication and end-of-chapter pedagogical features including key terms and discussion questions. In addition to illuminating concepts, theories, and issues, authors/editors Kathryn Sorrells and Sachi Sekimoto focus particular attention on grounding theory in everyday experience and translating theory into practice and actions that can be taken to promote social responsibility and social justice.

Intercultural communication competence is an indispensable ability for people to interact appropriately and effectively across nations and regions in the globalized world. Competent intercultural communication enables people to reach mutual understanding as well as reciprocal relationships. In recent decades, considerable progress has been made in the research of intercultural communication competence. However, due to its complexity, many problems remain

unanswered and need to be addressed. This book seeks to conceptualize intercultural communication competence from diverse perspectives, explore its re-conceptualization in globalization, and investigate its development in cultural contexts and interaction scenarios. A group of leading international scholars in different academic disciplines join to map out a comprehensive picture, providing an in-depth and up-to-date work on intercultural communication competence. The book adopts an interdisciplinary approach and enhances readers' understanding on the concept of intercultural communication competence. It is a useful source for educators, researchers, students and professionals.

This book discusses the use of communication campaigns to promote road safety, arguing that they need to elicit public discourse on issues pertaining to culture, equity, gender, workplace norms, environmental issues, and social solidarity.

Increasingly, new media channels and formats are employed in the dissemination process, making road safety-related messages ubiquitous, and often controversial. Policy makers, educators, researchers, and the public continue to debate the utility and morality of some of the influence tactics employed in these messages, such as the use of graphic images of injury or death, stigmatization (or "blame and shame"), and the use of "black humor." Guttman argues that influencing road safety requires

making changes in normative and cultural conceptions of broader issues in society, yet the typical discourse on road safety tends to focus on individual attitudes and practices. The book highlights the importance of social and behavioral theory in communication campaigns on road safety, and critiques the tendency to focus on individual cognition, affect, and risk conceptions rather than on normative, structural, and cultural factors. The volume positions the discourse on road safety as a social issue, and treats road safety behavior as a social activity that directly relates to other public issues, social values, and social policy, while discussing potential uses of social media and participatory approaches. The discussion turns to the role of road safety communication campaigns as part of a democratic process of eliciting public discourse, including how contemporary society could address broader issues of risk and safety.

This book theorizes digital logics and applications for the rhetorical canon of delivery. Digital writing technologies invite a re-evaluation about what delivery can offer to rhetorical studies and writing practices. Sean Morey argues that what delivery provides is access to the unspeakable, unconscious elements of rhetoric, not primarily through emotion or feeling as is usually offered by previous studies, but affect, a domain of sensation implicit in the (overlooked) original Greek term for delivery,

hypokrisis. Moreover, the primary means for delivering affect is both the logic and technology of a network, construed as modern, digital networks, but also networks of associations between humans and nonhuman objects. Casting delivery in this light offers new rhetorical trajectories that promote its incorporation into digital networked-bodies. Given its provocative and broad reframing of delivery, this book provides original, robust ways to understand rhetorical delivery not only through a lens of digital writing technologies, but all historical means of enacting delivery, offering implications that will ultimately affect how scholars of rhetoric will come to view not only the other canons of rhetoric, but rhetoric as a whole.

*Navigating New Media Networks* examines the changes introduced into society through the increasing use of communication technology. The development of a networked society has allowed individuals to acquire the social resources and support needed to thrive in the modern world, but it has also placed great pressure on the individual to conduct the communication work needed to form and maintain relationships. McEwan explores this issue by delving into topics like identity, privacy, communication competence, online communities, online social support, mediated relational maintenance, and mobile communication. This work will be of interest to scholars of sociology,

psychology, and communication.

This book is the first ever collection about twenty-first century genre fiction. It offers accessible yet rigorous critical interventions in a growing field of popular culture and academic study, presenting new genres as a fascinating and powerful means of reading contemporary culture. The collection explores the history and uses of genre to date, analyses key examples of innovations and developments in the field and reflects on how these texts have been mobilised in teaching since the year 2000. It explores a range of new twenty-first century genres through a close reading of key examples, along with a broader critical overview at the beginning of each chapter capturing wider developments, contexts and themes. As a result of this contextual, text-orientated approach, the book promotes a broad appeal beyond the specifics of new genres and authors, and will contribute to a wider understanding of developments in post-millennial fictions.

Vernacular Christian Rhetoric and Civil Discourse seeks to address the current gap in American public discourse between secular liberals and religiously committed citizens by focusing on the academic and public writing of millennial evangelical Christian students. Analysis of such writing reveals that the evangelical Christian faith of contemporary college students—and the rhetorical practice motivated by it—is marked by an openness to social context and

pluralism that offers possibilities for civil discourse. Based on case studies of evangelical Christian student writers, contextualized within nationally-representative trends as reported by the National Study of Youth and Religion, and grounded in scholarship from rhetorical theory, composition studies, folklore studies, and sociology of religion, this book offers rhetorical educators a new terministic screen that reveals the complex processes at work within our students' vernacular constructions of religious faith.

Through an exploration of the literacy practices of undergraduate Chinese international students in the United States and China, *Inventing the World* Grant University demonstrates the ways in which literacies, mobilities, and transnational identities are constructed and enacted across institutional and geographic borders. Steven Fraiberg, Xiqiao Wang, and Xiaoye You develop a mobile literacies framework for studying undergraduate Chinese international students enrolling at Western institutions, whose numbers have increased in recent years. Focusing on the literacy practices of these students at Michigan State University and at Sinoway International Education Summer School in China, Fraiberg, Wang, and You draw on a range of mobile methods to map the travel of languages, identities, ideologies, pedagogies, literacies, and underground economies across continents. Case



studies of administrators', teachers', and students' everyday literacy practices provide insight into the material and social structures shaping and shaped by a globalizing educational landscape. Advocating an expansion of focus from translanguaging to transliteracy and from single-site analyses to multi-site approaches, this volume situates local classroom practices in the context of the world grant university. Inventing the World Grant University contributes to scholarship in mobility, literacy, spatial theory, transnationalism, and disciplinary enculturation. It further offers insight into the opportunities and challenges of enacting culturally relevant pedagogies.

This book explores how to understand the international appeal of Danish television drama and Nordic Noir in the 2010s. Focusing on production and distribution as well as the series and their reception, the chapters analyse how this small nation production culture was suddenly regarded as an example of best practice in the international television industries, and how the distribution and branding of particular series – such as *Forbrydelsen/The Killing*, *Borgen* and *Bron/The Bridge* – led to dedicated audiences around the world. Discussing issues such as cultural proximity, transnationalism and glocalisation, the chapters investigate the complex interplays between the national and international in the television industries

and the global lessons learned from the way in which screen ideas, production frameworks and public service content from Denmark suddenly managed to travel widely. The book builds on extensive empirical material and case studies conducted as part of the transnational research project 'What Makes Danish Television Drama Travel?'

This volume takes up rhetorical approaches to our primarily linguistic understanding of how names work, considering how theories of materiality in rhetoric enrich conceptions of the name as word or symbol and help explain the processes of name bestowal, accumulation, loss, and theft. Contributors theorize the formation, modification, and recontextualization of names as a result of technological and cultural change, and consider the ways in which naming influences identity and affects/grants power.

The term "special population" occupies a particular purpose and has a particular role in the discourse of higher education. This book uses the term as an umbrella term for any student who tends to be underrepresented on college campuses and has a very specific set of unique needs: among others, individuals with physical and learning disabilities, international students, ethnic minorities, LGBTQ students, single parents, and first generation and other non-traditional student groups. Sometimes these "special" student groups are visible to educators; however, quite often they are hidden in plain sight, which makes it difficult for educators to work effectively and meaningfully with these student groups. This book uses the framework of critical intercultural communication pedagogy to generate a discussion about pedagogical issues surrounding students who are categorized as "special populations", focusing on culturally sensitive pedagogical methods to

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educate all students.

As China is increasingly integrated into the processes of economic, political, social, and cultural globalization, important questions arise about how Chinese people perceive and evaluate such processes. At the same time, international communication scholars have long been interested in how local, national, and transnational media communications shape people's attitudes and values. Combining these two concerns, this book examines a range of questions pertinent to public opinion toward globalization in urban China: To what degree are the urban residents in China exposed to the influences from the outside world? How many transnational social connections does a typical urban Chinese citizen have? How often do they consume foreign media? To what extent are they aware of the notion of globalization, and what do they think about it? Do they believe that globalization is beneficial to China, to the city where they live, and to them personally? How do people's social connections and communication activities shape their views toward globalization and the outside world? This book tackles these and other questions systematically by analyzing a four-city comparative survey of urban Chinese residents, demonstrating the complexities of public opinion in China. Media consumption does relate, though by no means straightforwardly, to people's attitudes and beliefs, and this book provides much needed information and insights about Chinese public opinion on globalization. It also develops fresh conceptual and empirical insights on issues such as public opinion toward US-China relations, Chinese people's nationalistic sentiments, and approaches to analyze attitudes toward globalization.

A highly interdisciplinary overview of the wide spectrum of current international research and professional practice in intercultural communication, this is a key reference book for

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students, lecturers and professionals alike. Key examples of contrastive, interactive, imagological and interlingual approaches are discussed, as well as the impact of cultural, economic and socio-political power hierarchies in cultural encounters, essential for contemporary research in critical intercultural communication and postcolonial studies. The Handbook also explores the spectrum of professional applications of that research, from intercultural teaching and training to the management of culturally mixed groups, facilitating use by professionals in related fields. Theories are introduced systematically using ordinary language explanations and examples, providing an engaging approach to readers new to the field. Students and researchers in a wide variety of disciplines, from cultural studies to linguistics, will appreciate this clear yet in-depth approach to an ever-evolving contemporary field.

Understanding how rhetoric, and environmental rhetoric in particular, informs and is informed by local and global ecologies contributes to our conversations about sustainability and resilience — the preservation and conservation of the earth and the future of human society. This book explores some of the complex relationships, collaborations, compromises, and contradictions between human endeavor and situated discourses, identities and landscapes, social justice and natural resources, movement and geographies, unpacking and grappling with the complexities of rhetoric of presence. Making a significant contribution to exploring the complex discursive constructions of environmental rhetorics and place-based rhetorics, this collection considers discourses, actions, and adaptations concerning environmental regulations and development, sustainability, exploitation, and conservation of energy resources. Essays visit arguments on cultural values, social justice, environmental advocacy, and identity as political

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constructions of rhetorical place and space. Rural and urban case studies contribute to discussions of the ethics and identities of environment, and the rhetorics of environmental cartography and glocalization. Contributors represent a range of specialization across a variety of scholarly research in such fields as communication studies, rhetorical theory, social/cultural geography, technical/professional communication, cartography, anthropology, linguistics, comparative literature/ecocriticism, literacy studies, digital rhetoric/media studies, and discourse analysis. Thus, this book goes beyond the assumption that rhetorics are situated, and challenges us to consider not only how and why they are situated, but what we mean when we theorize notions of situated, place-based rhetorics.

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