

THE INDEPENDENT AND INTERACTIVE ANTECEDENTS OF INTERNATIONAL KNOWLEDGE

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Abstract / In light of low levels of international knowledge among the American public, the current study examines the roles that news attention, education, interpersonal discussion and international involvement play in the development of international knowledge. Predictor patterns for an American sample are quite similar for close- and open-ended knowledge measures. News attention, education and interpersonal discussion play positive roles. In terms of the interactive roles of these information inputs, interpersonal discussion \times news attention and international involvement \times interpersonal discussion narrow gaps in knowledge. Finally, there was one significant three-way interaction – that of education \times news attention \times interpersonal discussion.

Keywords / international knowledge / international news / knowledge gap / media effects

What people know about foreign countries, peoples and events is of increasing importance today, as the political, economic, social and cultural happenings of global nations are more closely tied than ever before (Castells, 1996). It would, thus, be hoped that levels of international knowledge would be on the rise given the current climate for global interest and understanding. This scenario, however, does not appear to be the case when considering the American public. Americans, as has historically been the case, know little about foreign nations (e.g. National Council for Geographic Education, 1994; Sanders and Stewart, 2003), including nations that are tied to the US via treaty and trade, immigration and war.

American misunderstanding of the world could result from the complexity of international information inputs and of international knowledge itself (Hurwitz and Peffley, 1990). Research in mass communications has demonstrated shortcomings and biases in US news coverage of foreign nations (Beaudoin and Thorson, 2001; Golan and Wanta, 2003; Sreberny-Mohammadi et al., 1980; Wu, 2003). Another line of research has demonstrated important antecedents of international knowledge – such as news use, education and international involvement (de Sola Pool, 1965; Erskine, 1962; Peffley and Hurwitz, 1993; Scott, 1965; Snyder, 1993) – but not one study could be found that explored the relative effects of these measures, nor the influence of interpersonal discussion. Mass communication research has examined the effects of news media use and education – but not international involvement (e.g. Erskine, 1962; Snyder, 1993; Star and Hughes, 1950). In contrast, research in fields

such as foreign affairs and geography has explored the effects of education and international involvement – but not news media use (LeVine, 1965; Peffley and Hurwitz, 1993). Furthermore, neither of the streams of research has considered the effects of interpersonal discussion, which could also play an important role in predicting international knowledge. Research in other topic areas has demonstrated a positive association between interpersonal discussion and knowledge (Morton and Duck, 2001; Valente and Saba, 1998).

In addition, most research that explores the antecedents of international knowledge has examined only direct relationships between an antecedent and international knowledge, while this approach is at odds with the complexity of international knowledge. Although several studies have looked at more sophisticated relationships, in terms of the influence of the mass media on education-based gaps in knowledge about foreign affairs and foreign conflicts (e.g. Gandy and El Waylly, 1985; Pan et al., 1994), none could be found that examined the role that international involvement and interpersonal discussion may play in knowledge gap narrowing and widening.

Finally, studies of the development of international knowledge have relied only on close-ended, textbook-like questions (e.g. Hurwitz and Peffley, 1998; Peffley and Hurwitz, 1992; Robinson, 1967), which have been critiqued as being a narrow and limited means of measuring knowledge (Kosicki and McLeod, 1990). Although close-ended questions can measure people's knowledge of facts, open-ended questions are better at probing people's broader knowledge, including both factual and contextual knowledge.

The current study addresses these three shortcomings in examining the manner in which Americans develop knowledge about foreign nations and events. The current study, thus, explores the independent and interactive effects that news use, education, interpersonal discussion and international involvement have on international knowledge, when measured with open- and close-ended measures.

International Knowledge

Knowledge consists of the ideas and information that people can recall (Bloom, 1956). In research of the American public, international knowledge has been measured primarily with textbook-like questions related to the geographical, governmental and historical aspects of nations that are the focal points of US foreign policy and news coverage (e.g. Hurwitz and Peffley, 1998; Peffley and Hurwitz, 1992; Robinson, 1967). This reliance on close-ended measurement is also the norm in knowledge gap research (Gaziano, 1997). Measuring knowledge in this manner is a limited means to examine what people know (Kosicki and McLeod, 1990), especially in terms of something as complex and contextual as international knowledge (Hurwitz and Peffley, 1990). Thus, for example, Kosicki and McLeod (1990) measured political knowledge with open-ended probes.

The Relative Influence of Antecedents

As noted in the opening section, it is important to consider the effects of the four main antecedents (news use, education, interpersonal discussion and international involvement) in a manner that allows for determining their relative influences on international knowledge. Such an examination takes into account the possibility that the effects of the antecedents may overlap or be eliminated when examining the influences of each of the four antecedents at one time in a single study.

News Attention

News use has been shown to be a strong predictor of international and other types of knowledge (Erskine, 1962; McDevitt and Chaffee, 2000; Neuman et al., 1992; Robinson and Levy, 1986a). Star and Hughes (1950) found newspapers to be the most common source of information about the United Nations, and Gunter et al. (1984) demonstrated that network television news viewing is positively correlated with a current events knowledge index that had several foreign affairs questions. In a more recent study, Snyder (1993) demonstrated that news exposure predicted knowledge related to the Gulf War. These findings are summarized in the following hypothesis:

Hypothesis 1: International news attention will predict international knowledge.

Education

Education provides people with information, as well as the capacity to process subsequent information. It has been demonstrated that education predicts international and other types of knowledge (Erskine, 1962; McDevitt and Chaffee, 2000; Neuman et al., 1992; Peffley and Hurwitz, 1993; Robinson and Levy, 1986a). Thus, a second hypothesis posits a positive relationship between education and international knowledge.

Hypothesis 2: Education will predict international knowledge.

International Involvement

Involvement with foreign nations and foreign people can influence knowledge acquisition. It can determine our perceptions and interpretations of foreign nations, events and people (Cantor and Mischel, 1979; McLeod and O'Keefe, 1972; Peffley and Hurwitz, 1992), leaving us with clearer and less stereotyped international images (Bush, 1969; de Sola Pool, 1965; LeVine, 1965; Scott, 1965). Thus, it is expected that the more involved people are with foreign nations and people, the more informed they will be. This leads to the following hypothesis:

Hypothesis 3: International involvement will predict international knowledge.

Interpersonal Discussion

Another potential conduit to international knowledge is interpersonal discussion. Conversations with others provide people with new information and can solidify or correct pre-existing knowledge. In realms other than international knowledge, interpersonal discussion predicts knowledge and various perceptions (e.g. Coleman, 1993; Morton and Duck, 2001; Scheufele, 2002). In one study, Robinson and Levy (1986b) found that discussion of news was at least as strong a predictor of news comprehension as was news media exposure. More recently, Valente and Saba (1998) demonstrated that personal network exposure predicted reproductive health knowledge. The same relationship is expected in terms of interpersonal discussion and international knowledge.

Hypothesis 4: Interpersonal discussion will predict international knowledge.

The Interactive Effects of these Antecedents

The interaction of the four main antecedents has a basis in the area of the knowledge gap. The knowledge gap theory holds that 'As the infusion of mass media information into a social system increases, segments of the population with higher socioeconomic status tend to acquire this information at a faster rate than the lower status segments, so that the gap of knowledge between these segments tends to increase rather than decrease' (Tichenor et al., 1970: 159–60).

Focusing only on the moderation of education and news use in the development of international knowledge, however, appears to be a limited approach. Studies have suggested other important interactions. Some scholars have pointed out the role that involvement and related measures can have on socioeconomic-based gaps in knowledge (e.g. Ettema and Kline, 1977; Gaziano, 1983; Kwak, 1999), while other researchers examined the interaction of mass and interpersonal communication (e.g. Scheufele, 2002; Valente and Saba, 1998).

In one recent study, Kwak (1999) demonstrated that education-based differences in knowledge were significantly reduced when controlling for campaign interest and behavioral involvement. Other studies have suggested that the interaction of mass and interpersonal communication may be an important predictor of different measures of knowledge and perceptions (e.g., Morton and Duck, 2001). The idea here is that people with high and low levels of news use may achieve disproportionate benefits from interpersonal communication (Eliasoph, 1998). It is suggested by Scheufele (2002) that interpersonal communication can allow people to make up for some of the shortcomings of the mass media. Thus, via a synergistic effect, it would be expected that people with high levels of both interpersonal discussion and news use would develop disproportionately high levels of knowledge.

In a related study, Valente and Saba (1998) examined the effects of the interaction of media use (specifically exposure to a health campaign) and interpersonal discussion (as measured with personal network exposure) on various health indicators. They demonstrated positive effects of campaign exposure and

personal network exposure on reproductive health knowledge, but there was a negative correlation between the interaction and knowledge. In a more recent study, Scheufele (2002) tested the effects of the interaction of interpersonal and mass communication on political participation and current events knowledge. He found significant effects of the interactions of political discussion with both newspaper and television hard news use when it came to political participation. In contrast, only political discussion \times newspaper hard news use predicted current events knowledge. In each case, the interaction terms had positive standardized coefficients.

In a broader sense, people have many conduits to knowledge about foreign nations, people and affairs. As noted earlier, these include news attention, education, interpersonal discussion and international involvement. It appears that if people have access to one of these inputs, they will benefit. But if they have access to more than one, they may reap differential gains in international knowledge. By having more than one input, these people may have a means of double-checking, clarifying or elaborating upon information. Thus, for example, a person may have traveled to a foreign nation and can later build on that experiential knowledge with information derived from interpersonal and mass communication.

The current study, thus, examines interactions beyond that of education and news use and interpersonal discussion and news use. It examines fluctuations in international knowledge via the following interaction terms: education \times news attention, education \times international involvement, education \times interpersonal discussion, news attention \times international involvement, news attention \times interpersonal discussion, and interpersonal discussion \times international involvement. Also, there were three-way (Kwak, 1999) and four-way interactions terms that considered more complex interactions among the four main antecedents. One broad research question was articulated to examine these various interactions.

Research Question 1: Do the two-, three- and four-way interactions of the four main antecedents (news attention, education, interpersonal discussion and international involvement) predict international knowledge – and, if so, are the effects those of knowledge gap widening or narrowing?

Methods

A telephone survey was conducted from 8 November to 21 November 2000. The survey included 422 adults from one US community. The survey involved news use and knowledge and attitudes related to Cuba and Israel, two nations that were the focus of news coverage preceding the survey interviews. Telephone interviewers were trained by specialists at a research center at a large US university. Telephone numbers were randomly selected, and as a means to random selection within each household, the adult (18 years of age and older) who was currently at home with the latest birth date in the year was selected. Calls were made between 5 p.m. and 9 p.m. from Monday to Friday and from noon to 9 p.m. on Saturday. Response and cooperation rates were calculated (AAPOR,

2002). The response (RR1) and cooperation (COOP1) rates were 41 percent and 69 percent, respectively.

Measurement

Control demographics were age, ethnicity ($W = 1$), income and gender ($M = 1$). The mean age is 42.65 years (SD 18.92), 43 percent of the respondents are male and 86 percent are Caucasian. Income was measured on a seven-point interval scale from 'less than \$25,000' to '\$150,000 or more'. The mean is 2.47 (SD 1.31). Education was used to measure SES, which follows most previous research (e.g. Gaziano, 1983; Tichenor et al., 1970). Education was measured on a five-point scale from 'less than high school graduate' to 'post-graduate degree'. The mean is 3.28 (SD 1.16).

News Attention

Because of the important role that attention plays in mediated learning (Chaffee and Schleuder, 1986), there were three medium-specific items for attention to international news. (See Appendix for wording of these statements, as well as other measures that follow.) Factor analysis (principal components) indicated one dimension: television international news attention (.779), newspaper international news attention (.747) and Internet international news attention (.609) (eigenvalue = 1.54; variance accounted for = 51.22 percent; $\alpha = .62$). Thus, medium-specific measures were grouped to create an overall media-use index (e.g. Scheufele, 2002).

Interpersonal Discussion

Two items were used to measure the reach (e.g. Valente and Saba, 1998) and frequency (e.g. Robinson and Levy, 1986b; Scheufele, 2002) of respondent discussions about foreign affairs. An index was created ($r = .670$, $p < .01$).

International Involvement

Two statements measured respondent involvement with foreign nations and people (e.g. LeVine, 1965). A two-item index was created ($r = .374$, $p < .01$).

International Knowledge

International knowledge was measured with closed- and open-ended questions specific to two nations – Cuba and Israel – that were prominent in international news coverage preceding and at the time of the telephone survey. News coverage of Cuba focused on Elian Gonzales, while that of Israel examined peace talks with Palestine. The open-ended questions preceded the close-ended ones, so as not to provide respondents with ideas that could be used in responding to the open-ended probes.

Close-ended international knowledge questions were honed with reference

to previous research (e.g. Hurwitz and Peffley, 1998; Peffley and Hurwitz, 1992; Robinson, 1967). An eight-item index was created ($KR-20 = .76$). The mean is 4.94 (SD 2.13).

Because of the limited nature of close-ended measurement, an open-ended probe was used for each focal nation (Kosicki and McLeod, 1990). Total items offered by respondents were tallied for each probe, and a two-item index of open-ended international knowledge was created ($r = .719, p < .01$). The mean is 7.72 (SD 5.43). The open- and close-ended measures are significantly correlated ($r = .449, p < .01$).

Interaction Terms

Two-, three- and four-way interaction terms were constructed. Before computation of interaction product terms, independent variables were standardized (Kwak, 1999). The standardized forms of the independent variables and their product terms were used to decrease multicollinearity between the product terms and their independent variable components, while not changing the relationship of the independent variable components (Cohen and Cohen, 1983; Dunlap and Kemery, 1987).

Statistical Procedure

Various gaps were examined by testing the relationship of two variables (e.g. education and knowledge) as moderated by another variable (e.g. news attention) (Kwak, 1999). Such moderating variables influence the impact of a predictor variable on a criterion variable and can be tested with hierarchical regression analysis (Holmbeck, 1997). In the hierarchical regression models, there were five steps: (1) control demographics; (2) news attention, education, interpersonal discussion and international involvement; (3) the six two-way interactions of the four independent variables entered in the previous step; (4) the four three-way interactions of the aforementioned four independent variables; and (5) the one four-way interaction of the aforementioned four independent variables. It is important to note that entering the four independent variables at once in Step 2 and the various interactions at once in Steps 3, 4 and 5 increases the difficulty of a measure achieving significance and creates a realistic form of analysis that simultaneously considers multiple independent and interactive inputs.

Results

Preliminary Findings

As depicted in Step 1 of Table 1, age ($\beta = .14$) and gender ($\beta = .28$) predict close-ended international knowledge. In terms of open-ended international knowledge (see Step 1 of Table 2), the significant predictors are income ($\beta = .13$) and gender ($\beta = .16$).

TABLE 1

Hierarchical Regression Analysis: Close-Ended International Knowledge: Education, News Attention, Interpersonal Discussion and Involvement

Step	Variable	Beta	<i>t</i> Value	Incremental R^2	<i>F</i> change
1				.13***	10.48
	Ethnicity (W = 1)	.04	0.78		
	Age	.14*	2.41		
	Income	.09	1.54		
	Gender (M = 1)	.28***	4.92		
2				.22***	22.90
	International involvement	.01	.15		
	Education	.32***	6.16		
	Interpersonal discussion	.10*	1.85		
	News attention	.29***	5.61		
3				.04**	2.96
	Involvement × education	-.04	-0.66		
	Involvement × discussion	-.24**	-3.07		
	Involvement × news attention	-.01	-0.23		
	Education × news attention	.03	0.52		
	Education × discussion	-.06	-1.01		
	News attention × discussion	-.13*	-2.18		
4				.00	0.36
	News attention × education × discussion	-.02	-0.25		
	News attention × education × involvement	.03	0.26		
	Discussion × education × involvement	.18	1.14		
	Discussion × news attention × involvement	.13	0.90		
5				.00	0.24
	Discussion × news attention × involvement × education	-.08	-0.49		

* $p < .05$; ** $p < .01$; *** $p < .001$.

Findings Related to Hypotheses

Hypothesis 1 posited that international news attention would predict international knowledge. Step 2 of Tables 1 and 2 indicates that news attention predicts close-ended ($\beta = .29$) and open-ended ($\beta = .12$) international knowledge.

TABLE 2

Hierarchical Regression Analysis: Open-Ended International Knowledge: Education, News Attention, Interpersonal Discussion and Involvement

Step	Variable	Beta	<i>t</i> Value	Incremental R^2	<i>F</i> change
1				.05**	3.93
	Ethnicity (W = 1)	.06	1.01		
	Age	-.09	-1.43		
	Income	.13*	2.18		
	Gender (M = 1)	.16**	2.67		
2				.17***	14.80
	International involvement	.10	1.48		
	Education	.31***	5.43		
	Interpersonal discussion	.15*	2.38		
	News attention	.12*	2.14		
3				.05**	2.95
	Involvement × education	-.06	-0.89		
	Involvement × discussion	-.16*	-1.82		
	Involvement × news attention	.10	1.49		
	Education × news attention	.03	0.50		
	Education × discussion	.02	0.27		
	News attention × discussion	.06	0.90		
4				.01	1.18
	News attention × education × discussion	.18*	1.96		
	News attention × education × involvement	-.13	-1.07		
	Discussion × education × involvement	-.04	-0.25		
	Discussion × news attention × involvement	-.01	-0.08		
5				.01	2.07
	Discussion × news attention × involvement × education	.26	1.44		

* $p < .05$; ** $p < .01$; *** $p < .001$.

Hypothesis 2 held that education would predict international knowledge. As depicted in Step 2 of Tables 1 and 2, education is a strong predictor of close-ended ($\beta = .32$) and open-ended ($\beta = .31$) measures of international knowledge.

Hypothesis 3 indicated that international involvement would predict

international knowledge. As depicted in Step 2 of Tables 1 and 2, the effects of international involvement are non-significant in terms of both measures of knowledge.

Hypothesis 4 held that interpersonal discussion about international affairs would predict international knowledge. As depicted in Step 2 of Tables 1 and 2, interpersonal discussion predicts close-ended ($\beta = .10$) and open-ended ($\beta = .15$) measures of international knowledge.

Findings Related to Research Question

Research question 1 dealt with whether the two-, three- and four-way interactions would predict international knowledge – and, if so, whether the effects would suggest widening or narrowing. In terms of close-ended international knowledge (as depicted in Step 3 of Table 1), there are two significant two-way interactions – that of international involvement and interpersonal discussion ($\beta = -.24$) and news attention and interpersonal discussion ($\beta = -.13$). The negative coefficients indicate that the benefits that interpersonal discussion has on international knowledge lessen as international involvement and news attention increase. In terms of open-ended international knowledge (see Step 3 of Table 2), there is one significant two-way interaction – that of international involvement and interpersonal discussion ($\beta = -.16$). Thus, again, the benefits of interpersonal discussion on international knowledge lessen as international involvement increases.

As noted in Step 4 of Table 1, there are no significant three-way interactions in terms of close-ended international knowledge. There is, however, a significant three-way interaction in the open-ended model (see Step 4 of Table 2). In this case, news attention \times education \times interpersonal discussion predicts open-ended knowledge ($\beta = .18$).

A figure was created to better illustrate this three-way interaction (see Figure 1). The low education/low interpersonal discussion and high education/low interpersonal discussion lines show that the education-based knowledge gap widens as news attention increases. Similarly, the low education/high interpersonal discussion and high education/low interpersonal discussion lines show that the education-based knowledge gap widens as news attention increases.

The research question also dealt with the effect of the four-way interaction on international knowledge. As depicted in Step 5 of Tables 1 and 2, the effects of the four-way interaction terms are non-significant.

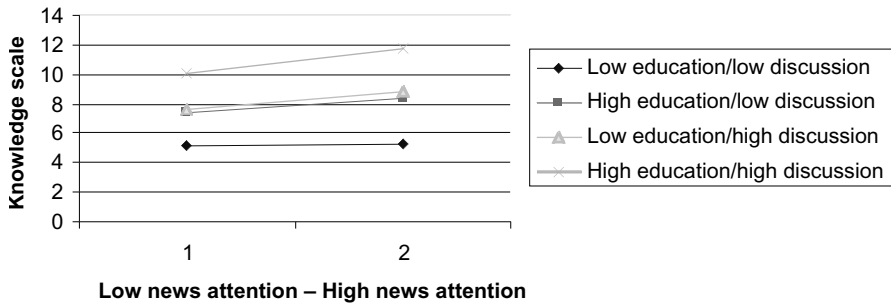
Discussion

The current study examines the independent and interactive effects of four main antecedents (news attention, education, interpersonal discussion and international involvement) on international knowledge, which was measured with closed- and open-ended measures.

The findings support the independent predictive roles of three of the measures: news attention, education and interpersonal discussion. These

FIGURE 1

Influence of News Attention on Knowledge Gap between Education Groups



findings support previous research (e.g. Erskine, 1962; Neuman et al., 1992; Scheufele, 2002; Snyder, 1993; Valente and Saba, 1998). Each of these measures provided respondents with information fit for answering textbook-like questions and for offering a wider array of information in response to open-ended probes. The effects of international involvement were non-significant for both knowledge measures. This finding would not be a surprise if limited to close-ended international knowledge. After all, previous international involvement would not seem to be requisite to answering close-ended questions that were honed specifically to news events involving two nations. For this reason, there could be a need for more specific international involvement questions, such as those specific to a country or region and a certain time frame. It does seem intuitive, however, that people with higher international involvement levels would be able to provide more open-ended information than people with lower levels, but, again, this was not the case.

That education predicts both types of knowledge, with the highest standardized coefficients, supports previous research (e.g. Delli Carpini and Keeter, 1996). It appears that education offers people a means to information – and, importantly, an advantage when it comes to processing subsequent information from mass and interpersonal communication.

Previous research also indicated the importance of the interactions of antecedent measures (e.g. Kwak, 1999). The interaction of international involvement and interpersonal discussion had a negative effect on both measures of knowledge. Thus, interpersonal discussion appears to narrow international involvement gaps in international knowledge. In terms of close-ended international knowledge, the interaction of news attention and interpersonal discussion had a negative standardized coefficient, indicating that the mix of communications does not have the synergistic positive effect that Scheufele (2002) demonstrated. Instead, the current finding supports Valente and Saba (1998) and, in a more general sense, previous research that has suggested that various measures, such as involvement, can narrow gaps in knowledge (e.g. Kwak, 1999).

Also, the significant effect of the three-way interaction of news attention \times education \times interpersonal discussion offers support for a general widening

effect that news attention can have on education-gaps in knowledge. Thus, people with high levels of education and interpersonal discussion expand their knowledge advantage even more with news attention. Similarly, for people with low levels of interpersonal discussion, news attention appears to widen the gap. These analyses flesh out a complex form of the knowledge gap, in which people with high education levels benefit most from the mass media whether their level of interpersonal discussion is high or low.

It is interesting, in a broad sense, to consider the findings in terms of the two different measures of international knowledge. The findings for open- and closed-ended knowledge measures were strikingly similar in terms of demographics, the main four predictors, and two-way interactions. This, when coupled with the significant correlation of the close- and open-ended international knowledge measures, fails to underscore the need to measure both types of knowledge, at least in terms of the current study's focus on international knowledge. Via the current measurement approach, the developmental processes of the two measures are quite similar and the measures are significantly correlated. This indicates, perhaps, that close-ended, textbook-like measures offer a suitable representation of what people know about foreign nations, people and events.

The current study has two main limitations that should be discussed. First, as with all cross-sectional survey data, causation can be indicated with reference to previous research, but not demonstrated. Thus, although the current study suggests that news attention influences gains in knowledge, it could be that smarter people are more likely to pay attention to the news than other people. Second, because the survey interviews were conducted with adults in just one US community, generalization of the findings to other populations should be done only with caution.

Future researchers should further articulate and test interactive and process-oriented explanations for why some people know more about the world than others do. This seems especially important in the realm of international knowledge, where Americans have long been criticized for having low levels of understanding. In addition, studies of other global populations, including those with higher levels of international knowledge, may cast a light on reasons why American levels are historically so low. Researchers should apply the current approaches of knowledge measurement and independent and interactive effects on these different global populations. Finally, the examination of international knowledge linked to specific conflicts or health threats, such as SARS, may prove beneficial. Such research can help us better understand the knowledge gap and related research and, importantly, the processes by which Americans and other global citizens come to understand – or not understand – foreign nations, people and affairs.

Appendix

News Attention

For newspaper coverage of international news, please rate your attention on a scale from 1 (little attention) to 5 (very close attention).

For television coverage of international news, please rate your attention on a scale from 1 (little attention) to 5 (very close attention).

For Internet coverage of international news, please rate your attention on a scale from 1 (little attention) to 5 (very close attention).

Interpersonal Communication

During the past month or so, about how many people have you discussed international affairs with?
During the past month or so, about how many discussions have you had about international affairs?

International Involvement

How many foreign nations have you visited – for any reason, including vacation, work, armed force service, or schooling?

About how many friends do you have who are from foreign countries?

Close-Ended International Knowledge

Who was the Cuban boy who, during the past year, was involved in an international custody battle between the United States and Cuba?

The Cuban boy's name was Elian Gonzales. About one year ago, how did he arrive in the United States?

Who is the current president of Cuba?

What type of government does Cuba have?

Israel is currently taking part in peace talks with what other nation or group?

The peace talks are between Israel and Palestine. Who is the president of Palestine?

Who is the Israeli prime minister?

What type of government does Israel have?

Open-Ended International Knowledge

I would like you to tell me all that you know about two countries. In doing so, please just use bits of information – not full sentences. You can use descriptive words, details, and examples. You can use both facts and opinions. For example, for Canada, a person could say, 'Large; peaceful; capital is Ottawa; ice hockey; north of United States; cold; former leader was Pierre Trudeau; speak French and English.'

Please offer as many bits of information as you can for Cuba.

Please offer as many bits of information as you can for Israel.

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