

STS 330 Information Technology and Globalization (85812)
Syllabus
Fall 2009

Note: The Instructor reserves the right to update this syllabus. If he does so, he will post the changed syllabus to Course Information on Blackboard and will notify you via email of the changes.

Instructor Information

Instructor: William A. Foster, PhD

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Course Description: This online course is meant to serve as an upper level in-depth study of the relationship between information technology and globalization. I predict in the future, people will look back at the first decade of the 21st century as a time when Web 2.0 (social computing) played a key role in the transformation of consciousness to support global sustainability.

Studying information technology and globalization is a challenge. Important advancements in information technology will not be confined to the past but will be occurring as we are studying the subject. By actively using Google Alerts, Google Sites, YouTube, Blackboard, Twitter, and other newly emerging social media to explore what is happening around the world, we will hope to rapidly build our collective knowledge base.

To help provide focus to the class, we will explore using the Internet what is happening around the world with solar energy.

Learning Outcomes

- Students will develop a better understanding of how they can leverage their expertise with information technology and international experience to prepare for careers in the field of their choice.
- Students will feel comfortable using some of the latest social media (Google Alerts, Google Search, You Tube, Blackboard, Twitter and other Internet applications) and will be able to discuss both the benefits and limits of these technologies.
- Students will be able to articulate how globalization is changing our world and the implications of globalization for America.
- Students will begin to hone their ability to do research around the world and will develop the ability to deal with the immense amount of video and text information that is available.
- Students will hone their writing skills, particularly the ability to write a book review.
- Students will be able to work in online teams.

About the Instructor

William Abbott Foster, PhD has worked at the intersection of information technology and governance for 25 years. He is a Faculty Associate in the Science, Technology and Society program at Arizona State University Polytechnic and is a Research Fellow with the University of Arizona's Research Institute for Solar Energy (<http://www.AzRISE.org>). He has a Bachelors degree in Religion with a minor in Economics from Williams College in Massachusetts. He has a PhD in Management from the University of Arizona and a minor in Chinese studies. His dissertation on the *Diffusion of the Internet in China* was published by CISAC at Stanford University in 2001. His books and articles are available at <http://www.FosterandBrahm.com>. He has been interviewed on NPR and quoted in the New York Times, the Arizona Republic, the Washington Post and other print media. His research team, the MOSAIC Group (<http://MOSAIC.UNOmaha.edu/gdi.html>) has studied Internet diffusion in 40 countries. The members of the MOSAIC Group are known as the “Sociologists of the Internet”.

Course Blackboard™ Site

I have established a Blackboard™ site for this course. It includes course documents (such as this syllabus (available under course documents)), a course grade book, PDFs of articles to read, links to sites with information relating to course concepts and topics, and discussion areas. To access the site, click on “myASU” on the ASU homepage or point your browser to <https://my.asu.edu>.

Required Course Textbooks

- Thomas L. Friedman, *The World is Flat, A brief History of the Twenty-First Century Release 3.0*, Picador 2007.
- Thomas L. Friedman, *Hot, Flat, and Crowded, Why we Need a Green Revolution – And How it Can Renew America*, Farrar, Straus and Giroux, 2008.

Required book chapters (available as .PDF files on Blackboard under Course Documents)

- Muhammad Yunus, “Information Technology, Globalization, and a Transformed World”, *Creating a World Without Poverty: Social Business and the Future of Capitalism, Public Affairs*, 2008. Available on Blackboard as Yunus.pdf For those of you concerned with the developing world I recommend reading the whole book.
- Don Tapscott and Anthony Williams, “The Perfect Storm, How Technology, Demographics, and Global Economics are Converging for the First Category 6 Business Revolution.” *Wikinomics: How Mass Collaboration Changes Everything, Expanded Edition, Portfoli*, 2008. pp 34-64. Available on Blackboard as Tapscott.pdf.
- Frances Cairncross, “The Trendspotter's Guide to New Communications,” *The Death of Distance, How the Communications Revolution is Changing our Lives*, Harvard, 2001, pp. XIII – XVII. Available on Blackboard at Cairncross.pdf

- Patience Akpan-Obong, “Use IT: Patterns of Usage in the Societal Context,” *Information and Communication Technologies in Nigeria*, Peter Lang, 2009, pp. 111-142. Available on Blackboard as Akpan.pdf.
- Erran Carmel, “Cultural Differences,” *Global Software Teams*, Prentice Hall, 1999. pp. 1-23. Available on Blackboard as Carmel.pdf It is recommended that if you want a job as a software programmer that you read the whole book.

Graded Work

Discussion Board

You are expected to actively participate on the class discussion board. The weeks when a discussion question is due, I will create on Sunday a forum and assign a reading and or video for that week.

I will ask a specific question for you to address on the discussion board. I will also email you the reading assignment and the question. By Thursday, I would like you to provide a substantive response to the question. You should point the class to at least one website, video, book or article quote that backs up your answer. You will have until Sat. midnight to post a minimum of two responses to your classmates posts.

I will assign a maximum of 15 points to your participation in each forum.

1. You will get **5 points** for participating.
2. You will get up to **5 points** for the quality of your response.
3. You will get **1 point** for posting your first post by Thursday. I don't want to see you wait until Saturday to make your first post to the discussion board. If you post by Thursday, your classmates will have time to respond to your posts.
4. You will get up to **2 points** for your responses to two of your classmates posts.
5. You will get up to **2 points** for your links to other sources these can be:
 - A link to a website or video. Please provide the URL. Also, give the class a brief explanation of why they should view the video or site. Plus, if you think that only parts of a video are relevant, let us know the minutes we should fast forward to.
 - You can provide a to a video or site that one of your classmates posted. Please provide the name of the classmate who first posted it and give your comments. I think it really improves discussion if the class collectively view the same videos.
 - Quote from either the book or the chapter assigned for the week or from any other chapter or book.

You will be able to check the points assigned on your grade book on Blackboard.

Country or Continent Teams

I will break the class into groups of three. Each group will be responsible for building the class knowledge base through the class Wiki and Twitter accounts. If you have any preference on which geographic area you want to focus on, please say so during the first Blackboard discussion forum (Introductions).

I envision teams for:

- USA
- Europe
- Asia
- Australia
- Africa
- Middle East
- South America

Twitter

You will create an account on Twitter if you don't already have one. Go to <http://www.Twitter.com> and click on sign-up button.

I have set up a Twitter account for the class. It is STS330. Once you have created your Twitter account please choose to follow the Twitter Account STS330.

When you find something that you think the class or the instructor will find interesting send a Tweet to @STS330. If I find it relevant I will forward the Tweet to the STS330 Twitter account so that everyone in the class will view it.

To keep me from being overloaed, please do not send more than five Tweets to STS330 a day.

Remember you have only 144 characters to explain why Tweet is important for the instructor and the class to view. This is quite a valuable skill.

I will divide the class into teams to follow what is happening with solar in different parts of the world. Twitter has a feature that allows you to get all Tweets that mention certain words. For example if you are following the Internet in Africa you would want to enter the Tweet: "Follow Africa + Solar" and you will receive all Tweets mentioning Solar and Africa. Clearly you want to narrow your focus to get a rich feed without being overloaded.

As you use Tweet you will find Tweeteters (people on Twitter) who are worth following. Some people will want to follow you. Use your judgment as to whether you want them to follow you.

The instructor is still learning about Twitter, so this will be a learning experience for all of us.

Wiki Project and Diary

The class will design a wiki for what is happening around the world with Solar Energy. The class will be broken up into teams that will take responsibility for building the wiki for one country or continent. You might want to also contribute to the global section of the wiki.

The wiki site is <http://sites.google.com/site/sts330/>

Things you might want to use your wiki to cover what is happening in your designated area regarding:

- Policy initiatives regarding solar
- Concerns about Global Warming
- Big Projects
- Links to Conferences
- Links to lists of Manufacturers and Installers
- Which solar technologies are “hot”
- Jobs (career opportunities)
- Videos
- Tweeters that are worth following.
- Anything that you find relevant.

As a way of scoping the project, I am interested in 3500 words of text and at least 25 links. You can create multiple pages on the wiki.

The Wiki can be viewed but not edited by the world. Be careful about copying material from other sites in violation of copyright law.

You are encouraged to integrate self-generated videos into your site.

You will use the format of Wikipedia, including their citations format.

You are also encouraged to take what you are learning and post it to Wikipedia and see whether it “sticks.”

You will keep a daily journal of your experience with the group and the whole group project. You will submit the diary through Safe Assignment. This diary will be between about 500 or more words. It can be in the form of an essay or a more traditional diary.

You will receive 200 points for the Wiki and Daily Journal. Team members may receive different scores based on contributions. I will receive automatic reports from Google of who did what to the Wiki. I will keep track of who is participating on each team.

I want each team to work on the wiki throughout the whole semester and will take points off for groups who do not do anything until the last week of class.

To learn how to use Google Sites you will be required to set up a personal wiki site using Google sites the first week of class. Go to <http://sites.google.com/>

It would be great if you would include a picture and a 1 page bio so that the instructor can have more of a better idea of who you are.

If you have privacy concerns you can delete your website after it has been graded.

Book Review on The Earth is Flat.

You will write a Book Review of approximately 3500 words of Thomas Friedman's book The Earth is Flat. You may want to look at the New York Times Book Review section that comes out on Sunday's for ideas on what a book review might look like.

Grading

As the following table suggests, all of the work in the course is important because all of it is designed to help you achieve the general learning goals.

Assignment	Points
Personal Website	15
Blackboard Discussions (15 points per forum)	210
Book Review	100
Group Wiki and Diary	200
Classroom Participation on Twitter	25
Total	550

Discussion Forum: Introduction Personal Google Sites website	Posted August 23 rd	Due by August 29 th
Discussion: Is Twitter Revolutionary	Reading and Videos along with discussion question Posted Aug. 30 th	Due by Sept. 5 th
Discussion: How the World Became Flat?	Readings posted Sept. 6	Due by Sept. 12 th
Discussion: Developing Countries and the Flat World	Reading and Videos along with discussion question Posted on Sept. 13	Due by Sept. 19 th
Discussion: You and the Flat World	Readings and Videos posted along with discussion question on Sept. 20 th	Due by Sept. 26 th
Discussion: Imagination	Reading and Videos along with discussion question	Due by Oct 3 rd

	Posted on Sept. 27th	
Book Review Due	No Discussion Question this Week.	Due through Safe Assignment by Oct. 10 th at Midnight
Hofstede's Cultural Differences	Readings and Videos with discussion question posted on Oct. 11 th	Due by Oct. 17 th .
Global Software Teams and Cultural Differences	Reading and Videos along with discussion question Posted on Oct. 18 th	Due by Oct 24th
Lessons learned from following Solar on Twitter	Discussion Question Posted on Oct. 25 th	Due by Oct. 31st
Case Study of Nigeria	Posted on Nov. 1 st	Due by Nov. 7th
Globalization and the Environmental Crisis	Posted on Nov. 8th	Due by Nov. 14th
Can a Green Revolution renew America?	Posted on Nov. 15 th	Due by Nov. 21st
Wiki due		Due at mid-night on Nov. 21st
Thanksgiving: no discussion board		
Diary due	No discussion question	December 5 th at Midnight
No Final Exam		

Course Policies

Missing Work: Please note that if you don't submit written work, you will receive a zero for that work.

Late Work: Late work will not be accepted except for medical emergencies.

Incomplete Grades: A course grade of "Incomplete" will be given only in extreme situations because the sad story is that most students who request "Incomplete" never finish the course. Please visit <http://www.asu.edu/registrar/forms/regforms.html> under the Academic Record Forms section for the Incomplete Grade Request form, which is available in both *Word* and as a PDF. The form must be completed by the student, signed by the student, the instructor, and the department chair or school director. The completed form must be filed with Janice Frangella (Santa Catalina Hall, Room 233V) before the grade of "I" is given.

Student Conduct: Students are required to adhere to the behavior standards listed in Arizona Board of Regents Policy Manual Chapter V – Campus and Student Affairs: Code of Conduct (http://www.abor.asu.edu/1_the_regents/policymanual/chap5/chapter_v.htm#C.%20CODE%20OF%20CONDUCT), ACD 125: Computer, Internet, and Electronic Communications

(<http://www.asu.edu/aad/manuals/acd/acd125.html>), and the ASU Student Academic Integrity Policy (http://www.asu.edu/studentaffairs/studentlife/judicial/academic_integrity.htm).

Students are entitled to receive instruction free from interference by other members of the class. If a student is disruptive, an instructor may ask the student to stop the disruptive behavior and warn the student that such disruptive behavior can result in withdrawal from the course. An instructor may withdraw a student from a course when the student's behavior disrupts the educational process under USI 201-10 (<http://www.asu.edu/aad/manuals/usi/usi201-10.html>).

Accommodations for Disabilities: Accommodations for disabilities will be made according to the policy of Arizona State University in compliance with the Americans with Disabilities Act. If you have concerns not addressed by these policies, reasonable accommodations may be made contingent upon circumstances and the approval of the instructors and administrators in the College of Education. For more details about ASU's Disability Resource Center, point your browser to <http://www.asu.edu/studentaffairs/ed/drc/>.

The Public Nature of the Class (Writing and Discussion): Part of becoming an effective writer is learning to appreciate the ideas and criticisms of others, and in this course our purpose is to come together as a community of writers. Remember that you will often be expected to share your writing with others. Avoid writing about topics that you may not be prepared to subject to public scrutiny or that you feel so strongly about that you are unwilling to listen to perspectives other than your own. You are free to express your perspectives in writing and discussion, but you also need to write responsibly, contemplating the possible effects on others and on yourself.

Keeping Your Work: Please keep your work after any course has ended. You may need it for such things as grade appeals.

Labeling Work: To avoid confusion, please label all of your work carefully. Include your name, the course prefix and number, the date of submission, the assignment label, some indication of the version, and a descriptive title. For instance:

Kirsti Brones STS 330 October 9, 2008 Book Review on Freedman or Diary. <p style="text-align: center;">The World is Not Flat</p>

Student Support Services

Polytechnic campus site: <http://www.poly.asu.edu/students/services/>

The Writing Center at the Polytechnic Campus: The Polytechnic Writing Center offers tutoring services to all students on any sort of writing project. Writing tutors can help with any stage of the

writing process, including choosing a topic, brainstorming, clarifying a thesis, organization of ideas or paragraphs, grammar, citation styles, and more. The Center is located in the Academic Center Building on the Lower Level and will be open for the Fall 2009 semester beginning Tuesday, September 2. Tutor availability will be posted on their website at <http://studentsuccess.asu.edu/polytechnic/writingschedule>. Although walk-ins are accepted, it is strongly recommended that you make an appointment. Please call (480) 727-1452 to schedule an appointment. Online tutoring is also available if you cannot come in. Visit the Writing Center's website (<http://studentsuccess.asu.edu/polytechnic/writing>) for more information.

ASU Libraries - offers 24/7 access to librarians through "Ask a Librarian" online chat and help by librarians in person at the Reference Desk during most hours the libraries are open.

www.asu.edu/lib/

Polytechnic campus link: <http://library.poly.asu.edu/>

Counseling and Consultation – provides confidential mental health and career counseling services for all ASU students. <http://www.asu.edu/studentaffairs/counseling/>

Polytechnic campus site (Student Counseling Services):

<http://www.poly.asu.edu/students/counseling/>

Student Success Centers – the Student Success Center (SSC) on each ASU campus provides an array of support services that promote students' academic success. The SSC supports classroom instruction by helping students become better learners and gain the confidence and skills to achieve their greatest possible academic success. <http://studentsuccess.asu.edu/>

The Student Success Center at the Polytechnic Campus provides a variety of support services that promote students' academic success. The SSC's programs help students to become better learners and to gain the confidence and skills to do well in their courses. At the Polytechnic campus, the SSC provides the following services FREE of charge to ASU students: (1) subject area tutoring, (2) writing tutoring for any writing assignment, (3) supplemental instruction for MAT 170 and CHM 113, (4) academic success workshops on topics like reading strategies and studying for exams, and (5) individual as well as group study space. For questions, please call (480) 727-1452 or stop by. For more information and for tutoring schedules, please visit our web site at <http://studentsuccess.asu.edu/polytechnic>. The SSC is located in the Academic Center Building (CNTR) on the Lower Level. To see a campus map, please visit http://www.asu.edu/map/pdf/asu_map_poly_2008.pdf.

Career Services – offers assistance to students in choosing a major, setting career goals, interviewing and job hunting strategies. <http://career.asu.edu/>

Polytechnic campus site: <http://www.poly.asu.edu/students/career/>

Student Financial Aid Office – offers information and applications for student funding such as grants, loans, scholarships and student employment. www.asu.edu/fa/

Polytechnic campus site: <http://www.asu.edu/fa/> (same as general ASU site)

Student Health and Wellness Center – provides non-emergency medical health care to all ASU students regardless of insurance status. Most visits with a physician or nurse practitioner are free of charge, but fees will be incurred for x-rays, lab results, etc. www.asu.edu/health/

Polytechnic campus site: <http://www.poly.asu.edu/students/health/>

Student Recreational Center – offers individual and group fitness opportunities, as well as information on nutrition and wellness, and massages. Use of the general facilities (weights, circuit training and cardio machines) are free, other services (yoga classes, massages) are fee-based.

www.asu.edu/src/

Polytechnic campus site: <http://www.poly.asu.edu/pac/>

Student Legal Assistance – provides legal advice and counsel free of charge to all ASU students in areas such as landlord-tenant law, credit reports and collection issues, taxability of scholarships and grants, etc. Notary service is also available at no charge. <http://www.asu.edu/mu/legal/>

Help Wiki – provides a frequently asked questions resource for technology users at ASU.

<http://wiki.asu.edu/help/>

Information Technology on the Polytechnic campus: <http://www.poly.asu.edu/it/>

EMPACT Crisis Hotline – offers free 24-hour support for mental health crises. Call (480) 784-1500 in the Phoenix area, (866) 205-5229 for the toll-free number outside of Phoenix, and (480) 736-4949 for the sexual assault hotline. All services are free and confidential. <http://www.empact-spc.com/>