

STS 330 Information Technology and Globalization (24834)
Syllabus
Spring 2010

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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Phone: 520-440-0807 (cell) Feel free to call in the evening or over the weekend

Email: wafoster@asu.edu

Office Hours: Call or email for an appointment

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 2010 as the year when smartphones and social computing transformed and were transformed by globalization.

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.

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, Google Sites, 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. 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.

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 Textbook

- Thomas L. Friedman, *The World is Flat, A brief History of the Twenty-First Century Release 3.0*, Picador 2007.

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.
- 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 Team

I will break the class into groups of three or four. Each group will be responsible for building the class knowledge base about information technology in that country by contributing to the class Wiki.

I envision teams for:

- USA
- Germany

- England
- Mexico
- Brazil
- China
- India
- Japan
- Iran
- Israel
- Mexico
- Nigeria
- South Africa

Wiki Project and Diary

The class will design a wiki about how information technology is changing the world with a focus on the twin technologies of cell phones and social networking.

The URL for the wiki is <http://sites.google.com/site/sts330spring>

The class will be broken up into teams that will each take responsibility for building a wiki section for particular countries.

As a way of scoping the project, I am interested in 3500 words of text and at least 20 links. You can create multiple pages on the wiki.

The Wiki can be viewed but not edited by the world. Be careful about copying and posting 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 style for table of contents box and also the 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. Please evaluate your team mates in terms of their contributions to the project.

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.

To learn how to use Google Sites you will be required to set up a personal wiki page using Google sites the first week of class.

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 or Essay inspired by The Earth is Flat.

You will write a Book Review of approximately 1500 words of Thomas Friedman's book You can also write a creative essay inspired by the 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. If you want, instead of writing an essay, you can make a YouTube video.

Essay on Smartphones, Social Networking, and Globalization

You will write an essay on how smart phones and social networking are changing the world. 50% of your grade will depend on how well you draw on sources and analysis your class developed on the class wiki. You are required to compare what is happening in different countries. This essay is an individual effort and should be submitted through SafeAssignment. It should be between 1500 and 3000 words long.

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
Essay on smart phones and globalization	100
Total	650

More than 100% is an A+

95% – 100% is an A

90%-94.9% is an A-

86.6%– 89.9%is a B+

83.3% - 86.5% is a B

80% - 83.2% is a B-

70% - 79% is a C

Class Schedule

Discussion Forum:	Posted Jan 19 th	Due by January 23 rd
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Introduction Personal Google Sites website		
Our global world	Reading and Videos along with discussion question Posted Jan. 24th	Due by Jan 30th
Discussion: How the World Became Flat?	Readings Posted Jan 31	Due by Feb.6th
Discussion: Developing Countries and the Flat World	Reading and Videos along with discussion question Posted on Feb. 8 th	Due by Feb 13
Discussion: You and the Flat World	Readings and Videos posted along with discussion question on Feb 14	Due by Feb. 20th
Discussion: Imagination	Reading and Videos along with discussion questions posted by Feb. 21st	Due by Feb 27
Book Review Due	No Discussion Question this Week.	Due through Safe Assignment by March 6th
Hofstede's Cultural Differences	Readings and Videos with discussion question posted on March 7 th	Due by March 13th
Spring Break March 14 th - March 24th	Spring Break	
Building a global software team.	Discussion Question Posted on March 21 st	Due by March 27th
Andreesen on Social Networking industry	Posted on March 28th	Due by April 3rd
iPhone vs. Android	Posted on April 4th	Due by April 10th
Google	Posted on April 11th	Due by April 17th
Country Wiki due		Completed by April 17 th at Midnight
Diary due	No discussion question	April 24 th
Final Essay Due		May 1 st at Midnight

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:

STS 330
October 9, 2008
Book Review on Freedman
or Diary.

The World is Not Flat

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/>