

Course Syllabus

Globalization and the Impact of Technology

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Course Description

This course focuses on current affairs regarding globalization as a world system of operation in society. The course aims to clarify the notion and understanding of globalization by looking at the impact that technology has had in the way we conduct our lives. Throughout this course you will be asked to read about and reflect upon different technologies that affect how people communicate. The central idea is that one of the most important human activities is communication, so our focus of study will be centered upon widely used communication technologies that continue to change our lives. Broadly speaking, the technologies we will study will include the telephone, television, and computer networks (the Internet). This approach is intended to examine globalization by thinking about communication technology and its implications in society. However, this course will also invite you to reflect upon other issues that are equally relevant to globalization, such as the environment, the economy, gender, health, labor, national and international security, culture, trade, and politics.

Globalization as a system, we will argue, has superseded the Cold War era. This transformation has been accompanied by many developments that are yet to be understood. We will study some of them in order to better approach the system. The course is meant to challenge your notions of internationalism and global affairs. It is a course designed to inspire you to broaden your interest in globalization as a citizen of the world. We will look at some social institutions and business activities that are sensitive to globalization as a system too. In doing this, you will develop a position as a global citizen to articulate the impact of technology on human endeavors.

Since the first time this course was offered at the School for New Learning in 2000, many significant world events have taken place. These events have had a profound impact in the way that institutions, governments, and businesses behave. Because of the complexity of such events and the accelerated nature of international integration, it would be impossible to study the subject of globalization in one academic quarter without a specific lens. For example, if we wanted to look at recent developments in the airline industry and frame them in the context of globalization, we undoubtedly would need to study issues that pertain to politics, the economy, terrorism, information, and communication technology, labor relations, and so on. The emphasis in this course on communication technology as a way to understand the impact it has had in society in the context of the globalization system. Communication technology, we will contend, can be seen as the skeleton that has allowed the globalization body to move and run. This idea, however, should not limit you in this course from developing further interests in the general subject of globalization. You will be asked to analyze issues using a "globalization" perspective, not an international perspective only. That will provide you with an opportunity to practice the investigation of questions using more than one social lens.

Course Learning Goals

After completing this course, you will be able to:

- Articulate the characteristics of globalization as a system of world affairs.
- Identify and describe the flattening forces that affect the world today.
- Illustrate specific ways in which the U.S. functions as the center of globalization affairs.
- Identify and explain specific characteristics of current globalization technologies.
- Articulate the elements of the current debate around globalization in developing countries.
- Articulate how the communications revolution has shaped and continues to shape social organization.
- Develop an informed perspective on a technological innovation, social institution, and/or economic or business activity in the context of globalization.

Course Resources

Required Text Books

Friedman, T. L. (July 2007 paperback). *The World is Flat. A brief history of the Twenty First Century, 2nd revised and expanded edition ("Further Updated and Expanded: Release 3.0")*, Farrar, Straus and Giroux, 2007, ISBN 0-374-29278-7

Required Article and Report Readings

Checa, N., Maguire, J., & Barney, J. (2003, August). The new world disorder. *Harvard Business Review*, 70-79.

Green, S., Hassan, F., Immelt, J., Marks, M., & Meiland, D. (2003, August). In search of global leaders. *Harvard Business Review*, 38-45.

Kanter, R. M. (2003, August). Thriving locally in the global economy. *Harvard Business Review*, 119-127.

Longworth, R. C. (n.d.). Chicago as a global city. Chicago: John D. and Catherine T. MacArthur Foundation.

Morris, S. (n.d.). *A survey of Chicago international affairs*. Chicago: John D. and Catherine T. MacArthur Foundation.

Rizvi, F. (2003). Education and Democracy After September 11. *Globalization, Societies and Education*, 1(1), 25-40.

Electronic Resources

Additional required readings are indicated throughout the course study guide. Please report any non-working links to your instructor.

Course Competences

In this course, you will develop the following competences:

Competence	Competence Statement
H-5	Can analyze issues and problems from a global perspective
S-3-F	Can analyze the integration of new technology into a specific field of human endeavor from at least two perspectives

Relationship of this course to the competence statements

In this course you will learn that using the perspective of globalization is not equivalent to using an international perspective. In the SNL program, you are required to demonstrate the H-5 competence in the analysis of problems and opportunities facing the human race. This course exposes you to thinking about globalization using multiple social lenses simultaneously. You could look at an issue from a political perspective and offer an explanation for it. However, in the context of globalization, offering an explanation using only the political perspective renders results that are questionable for any given issue. For instance, to understand the complexity of international migration problems, it is necessary to discuss issues related to poverty, labor, the economy, politics, environmental degradation, technology development, communication, and so on. Not only is it necessary to see an issue using different lenses simultaneously, but also it is also pertinent to look at it in the face of rapid international integration brought about by communication technology. In essence, the development of this multifaceted approach will give you the ability to look at issues and problems from a true **global** perspective. The H-5 competence is meant to train you as a globalization thinker. While international travel and work experiences may be sources to support and foster this thinking, the analysis of issues using a global perspective requires practice; just as becoming a good researcher requires you to practice with several different research methods. Readings, papers, and discussions planned for you in this course will allow you to practice and develop this competence.

In addition to H-5, this course addresses the S-3-F competence as well. The S-3-F competence is an optional competence in the SNL undergraduate degree program. If you are registered for this competence in this course, you will be exposed to readings and discussions about information and communication technologies that have had significant impact on the ways in which human beings go about their lives. The course offers readings about the telephone, television, and computer technologies. Because information and communication technologies represent the skeleton that the body of globalization uses to move and travel across the world, the general subject under study in this course offers a unique opportunity to analyze the integration of technology in society. With this in mind, you will find that several of the lenses used to understand globalization are applicable to comprehending why technology has substantially shaped businesses, the arts, military, academic disciplines, government, medicine, and others. In this course, you will reflect on your profession and work activities as a source of initial discussion for this competence. The combination of a **global** view and a thorough understanding of the **impact of technology** in society allow us the opportunity to think about work differently and to reflect on the relevance of our professions in today's world in a knowledgeable manner.

Course Structure

This course consists of four modules and ten units. The estimated time to complete each unit is one week. In some instances, your instructor may choose to extend the time of any single unit, depending on ongoing discussion or current events. In such cases, you will receive specific instructions about course structure changes in the Online Discussion and via e-mail.

Course Schedule of Assignments

The following table shows the deadlines for written assignments that you must turn in to your instructor. You must send your written assignments to your instructor by the deadline given. All assignments must be in Microsoft® Word format or as .rtf files and sent as attachments.

Paper assignment instructions are located in Appendix One of the course study guide.

Assignment #	Submit by
One – Change in Policy paper or Negotiated Focus Area paper if taking course for S-3-F or F-X with S-3-F emphasis	End of week 6

Two – International Body/Organization or Negotiated Focus Area paper if taking course for H-5 or F-X with H-5 emphasis

Start of week 11

Weekly discussion and reading assignments are indicated in each unit, and all students must complete them, regardless of which competencies you are registered for. You must follow the weekly instructions to the best of your ability as discussions emerge from the scheduled learning activities for the course.

The course schedule of the course website shows the deadlines for **all assignments**. Dates for unit assignments (discussions and readings) are indicated in this study guide in weekly periods. Your instructor will remind you of the dates by which you are expected to complete reading and discussion assignments on a regular basis.

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Assessment

Course Grading Criteria

Globalization and the Impact of Technology is a *graded* course. The final grade is based on the successful completion of papers, discussion, and reading assignments. The learning outcomes for each competence will be assessed based on the written evidence that you present online and on paper submissions to your instructor.

Criteria for each Competence

If you are taking this course for two competencies, you will need to complete two paper assignments (1 and 2); all scheduled readings, and participate in all online discussions as stipulated in the weekly instructions. If you are taking this course for only one competence, you will need to complete one paper assignment (1 or 2), all scheduled readings, and participate in all online discussions as stipulated in the weekly instructions.

Paper 1: Change in Policy is associated with the S-3-F competence or with an F-X competence that emphasizes the intent of the S-3-F learning outcomes. Paper 2: An International Body / Organization is associated with the H-5 competence or with an F-X competence that emphasizes the intent of the H-5 learning outcomes. See the following percentage distributions for specific assignments related to specific competencies.

For 2 competencies (H-5 and S-3-F):

Assignment 1	Change in policy	35%
Assignment 2	An international body/organization	35%
	Your discussion and participation assignments	30%

For 2 competencies (S-3-F and F-X):

Assignment 1	Change in policy	35%
Assignment 2	An international body/organization	35%
	Your discussion and participation assignments	30%

Important: You must articulate the competence statement that you intent to address as an F-X by the end of week three.

For 2 competencies (H-5 and F-X):

Assignment 1	Change in policy	35%
Assignment 2	An international body/organization	35%
	Your discussion and participation assignments	30%

Important: You must articulate the competence statement that you intent to address as an F-X by the end of week three.

For the H-5 competence only

Assignment 2	An international body/organization	55%
	Your discussion and participation assignments	45%

For the S-3-F competence only

Assignment 1	Change in policy	55%
	Your discussion and participation assignments	45%

For an F-X competence only

Assignment 1 or 2	Negotiated focus area research paper	55%
	Your discussion and participation assignments	45%

Important: You must articulate the competence statement that you intent to address as an F-X by the end of week three.

Assessment Criteria for Reading and Writing Assignments

This course assumes that you are capable of reading for at least six to eight hours per week in addition to the time you will spend composing, replying to and sending e-mail, and the time you will need to react to and discuss various thoughts in the online discussions. Whenever instructed in the course units, make sure you build arguments that **reflect** the core ideas of the readings you are asked to do, properly citing their authors. Evidence of your readings should be offered in the language you use, demonstrating your ability to follow and actively use the ideas of the authors under study.

If for some reason you are unable to complete the readings on time, you should inform your instructor immediately. Timely completion of reading assignments is expected at all times in this course.

Please note: The subject of globalization is widely discussed in everyday life today. In fact, it is common to find arguments made about globalization in many newspapers, trade magazines, and the like. In the past, some students have used stories globalization from “everyday” rather than “academic” sources, without properly engaging in the

language of international integration and so have looked at issues from very limited perspectives. It is imperative that you understand the relationship between reading the course materials and the expectations for the presentation of ideas, language, and follow-up argumentations that you must conduct. You are expected to develop and informed approach about the subject of globalization and technology via your course materials and your abstractions from course conversations online. Do not underestimate the complexity of interrelationships among politics, the economy, the environment, gender, labor, technology, national and international security, health, trade, and culture when writing about an issue in any region of the world. These ideas are directly related to globalization and technology. The readings in this course are meant for you to become aware of the kind of argument that an informed globalization thinker ought to use.

Writing about globalization will be a challenge. Globalization is a complex topic and can be approached from many perspectives and encompass a wide span of sub-topics and content areas. However, it is important that you consider the following suggestions when writing paper assignments and as you offer postings in the Online discussions.

1. **Simplicity:** Build arguments that are easy to understand. Do not use unnecessary and sophisticated language; keep your style simple at all times.
2. **Clarity:** Go to the point in making an argument; do not go around a topic without clearly defining each of the concepts you are trying to communicate. **Logical structure:** Make sure your argument is coherent from beginning to end. What you write in the first part of a paper or posting has to make sense and connect properly with the middle and the end of your arguments. State specific connections in your multiple arguments in the different parts of your postings and/or papers.
3. If you must send an attachment file, use Microsoft® Word. You may send attachments as .rtf files too, but please do not send zipped files.
4. Write only to the maximum number of words stipulated for each assignment. Your instructor will return all assignments that are not within the established word limitations.

Important: All written assignments must adhere to the American Psychological Association (APA) Manual of Style, as used in the SNL College Writing course. You should obtain a desk copy for your regular use. Failure to follow it in great detail will result in an automatic reduction of your grade. You may consult some electronic guides available in the course website. Use double spaced lines with any font no larger than 12 points and 1-inch margins. There is a word limit for each assignment that you must observe. Each assignment requires a minimum number of bibliographic resources, properly cited and referenced. When using different bibliographic resources, it is best if you use a combination of academic journal articles and books. You may use magazine and/or newspaper articles for less than 40 percent of your references.

Assessment Criteria for Online Discussion Participation

In the online discussions, you clearly and consistently link what you are learning in the course to your real life experiences. Specifically, in order to receive credit for your participation in the online discussion parts of the course it is important that:

- You are able to contribute to the online discussions in a collegial fashion. You should begin your contributions by addressing your peer students, maintain a kind and collegial tone, and close with your signature.
- You regularly demonstrate good “listening” skills and active inquiry skills. This means that you pay attention with openness to the commentary of others and you offer constructive and interested commentary, whether in the form of questions or statements.
- You contribute your own original ideas to the online discussion in ways that facilitate learning for other people.
- You actively participate in informal online discussions with your classmates and the instructor when they are required by the syllabus. “Active participation” means that you read and contribute to the online discussions. This discussion is “informal” in the sense that it is meant to encourage interested discussion.
- You follow accepted standards of English spelling, grammar, and usage, although you will not be assessed for these particular characteristics when you are on the discussion board. These discussions are a place for you to exchange your reflections with the others in the class about what you are learning. The discussions will be organized into forums around the particular assignment you are studying in specific periods of time, mostly weekly.
- You may be asked by the instructor to take leadership in a certain group for a certain time of the course. If this happens, you will receive further instructions from the instructor.
- If your participation is unacceptable at any time during the course, your instructor will alert you and encourage your engagement as necessary. If you must be away and unable to access the discussion board during the course, you

must let your instructor know and be ready to make up missed work as instructed.

- You should contribute your responses to the particular assignment for that particular discussion heading, which will be posted. Directions are provided with each assignment. They must be followed according to the due dates given. Principles of good practice for participating in online discussions should be adhered to when it comes to responding to the contributions of other people in the class. These “principles” are provided in the Online Participation Guidelines section in this study guide.

Online Participation Guidelines

The following guidelines are provided to you as a way to clarify what our instructor expects of you as a member of the course:

- Participation is essential, so please connect to the course every day or at least every second day. If you cannot login and you need assistance, email the Center for Distance Education Support Services at snlonline@depaul.edu. You will receive assistance within 24 hours.
- Discuss critically, give support to your peers, provide own ideas and experiences, challenge the ideas of others, or just make a comment that you read the posting. This is not an independent study course, but a paced online group learning experience. This study guide indicates 6 to 11 hours per week of your time to be spent on this course of 11 weeks. If you miss any weekly discussion, make sure to communicate with your instructor to receive direction on make-up work.
- Please accept the challenge to work with others, to construct knowledge in negotiation with others.
- Your contributions must reflect a firm understanding of the assigned readings. You will be asked to write based on your experience too; however, you will need to exhibit ideas and concepts discovered in course readings.
- As in your papers, your writing in online discussions must be clear and concise, offering structured ideas.
- Your contributions should be pertinent to the subject under discussion. You do not need to post one-sentence messages to be “seen” by your instructor. Work at developing original ideas.
- You must observe responsible etiquette while communicating your thoughts. The use of a respectful style is expected.
- As a member of this course, you must participate in all electronic discussions regardless of the competences that you are taking this course for.

Course Grading Scale

A = 95 to 100	A- = 91 to 94	B+ = 88 to 90
B = 85 to 87	B- = 81 to 84	C+ = 77 to 80
C = 73 to 76	C- = 69 to 72	D+ = 65 to 68
D = 61 to 64	F = 60 or below	INC

For SNL courses taken for Pass/Fail, a “Pass” represents a grade of “A” for purposes of financial aid and employer reimbursement.

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Policies

Academic Integrity

DePaul University is a learning community that fosters the pursuit of knowledge and the transmission of ideas within a context that emphasizes a sense of responsibility for oneself, for others and for society at large. Violations of academic integrity, in any of their forms, are, therefore, detrimental to the values of DePaul, to the students’ own development as

responsible members of society, and to the pursuit of knowledge and the transmission of ideas. Violations include but are not limited to the following categories: cheating; plagiarism; fabrication; falsification or sabotage of research data; destruction or misuse of the university's academic resources; alteration or falsification of academic records; and academic misconduct. Conduct that is punishable under the Academic Integrity Policy could result in additional disciplinary actions by other university officials and possible civil or criminal prosecution. Please refer to your Student Handbook or visit <http://studentaffairs.depaul.edu/homehandbook.html> for further details.

Plagiarism: Plagiarism is a major form of academic dishonesty involving the presentation of the work of another as one's own. Plagiarism includes but is not limited to the following:

- The direct copying of any source, such as written and verbal material, computer files, audio disks, video programs or musical scores, whether published or unpublished, in whole or part, without proper acknowledgement that it is someone else's.
- Copying of any source in whole or part with only minor changes in wording or syntax, even with acknowledgement.
- Submitting as one's own work a report, examination paper, computer file, lab report or other assignment that has been prepared by someone else. This includes research papers purchased from any other person or agency.
- The paraphrasing of another's work or ideas without proper acknowledgement.

Plagiarism, like other forms of academic dishonesty, is always a serious matter. If an instructor finds that a student has plagiarized, the appropriate penalty is at the instructor's discretion.

Disability Accommodations

Reasonable accommodations will be provided for students with disabilities on an individualized and flexible basis. The Office of Students with Disabilities (OSD) determines appropriate accommodations through consultation with the student. For certain learning disabilities and/or attention deficit disorders, the Productive Learning Strategies Program (PLuS) determines the appropriate accommodations. See the instructor for more information or call OSD at 773-325-7290 (phone) or 773-325-7296 (TTY); or call PLuS at 773-325-1677.

Incomplete Grades

The intent of the Incomplete grade is to allow students extra time to complete their final assignments. This need arises because, in the closing weeks of the course, they have an event of significant magnitude that adversely affects their ability to complete the course, e.g. serious illness, death in the family, overseas deployment, or natural disaster.

You must request an incomplete grade in writing two weeks before the end of the quarter. Incomplete grades will be considered only after you have satisfactorily completed at least 75 percent of the coursework, and you have such an unexpected, uncontrollable event that prevents you from completing your course. Do not assume that you will qualify for an incomplete. Students who are failing the course at the point where they request an incomplete will not receive one, nor will they be granted after the end of the quarter. Incomplete grades are given at the discretion of the instructor.

If you do receive permission from the instructor to take an incomplete in the course, you will be required to complete a contract with the instructor, specifying how you will finish the missing work within the next two quarters (excluding summer). Incompletes not finished by the end of the second quarter (excluding summer) will automatically become an F grade on your transcript.

Instructors may not change incomplete grades after the end of the grace period without the permission of a college-based Exceptions Committee.

NOTE: In the case of a student who has applied for graduation and who has been approved for an Incomplete in his or her final term, the incomplete must be resolved within the four week grace period before final degree certification.

Protection of Human Subjects

For more information see: <http://research.depaul.edu/>.

Demonstrating the acquisition of competences in this course can involve “interactions”—interviewing and or observing other people—discussing those interviews or observations with other class members and writing them up in one or more final report(s). As such, these activities qualify as “research” with “human subjects” and are subject to University and Federal guidelines. Because it takes place in the context of this course, your research is exempt from approval by the School for New Learning’s Local Review Board only under the following conditions:

1. The information you collect is EXCLUSIVELY for the purpose of classroom discussion and will NOT be used after the term is over. If there is any possibility that you will EVER use it in further research or for publication, you must obtain approval from the Local Review Board before you begin.
2. You assess and ensure that no “harm”—physical, mental, or social—does or could result from either your interviews and/or observations or your discussion and/or reports.
3. The privacy and confidentiality of those that you interview or observe must be protected. Unless you receive specific permission, in writing, from the person(s) you interview or observe, please change their names, and make sure that their identity cannot be readily ascertained from the information you provide.
 - a. If you want to use real names and relationships, they must sign an “informed consent” document. For information on creating an “informed consent document” see, for example, <http://www.research.umn.edu/consent>.

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Course Expectations

Globalization is a topic that many people feel entitled to discuss without thinking too much about it. Please notice that this course will encourage you to share with your classmates what you already know about it, from your work and life. However, this course assumes that you will learn a lot more about the subject than you already know. You should be aware of the fact that relevant texts concerning globalization as treated in this course are fairly new, published only in the last two years. The author of this course and your instructor do not presuppose that you are knowledgeable in globalization premises as we study them here. We take for granted that your experience will be a source of valuable information to learn from. In studying for this course, you should be willing to accept challenges of the status quo that, at times, may be uncomfortable to you in the context in which you live. You should also be mindful that, due to the international nature of global affairs, it will be necessary to see the world from the perspective of those not living in the U. S. While this course is offered and studied at the center of globalization (the U.S.), it is very much concerned with developments taking place at the peripheries across the planet.

Time Management and Attendance

SNL’s online courses are not self-paced and require a regular time commitment EACH week throughout the quarter.

You are required to log in to your course at least four times a week so that you can participate in the ongoing course discussions.

Online courses are no less time consuming than “face to face” courses. You will have to dedicate some time every day or at least every second day to your studies. A typical four credit hour “face to face” course at SNL involves three hours of classroom meeting per week, plus at least three to six hours of study and homework per week.

This course will require at least the same time commitment, but your learning activities will be spread out through the week. If you have any problems with your technology, or if you need to improve your reading or writing skills, it may take

even longer.

The instructor should be notified if your life events do not allow you to participate in the course and the online discussions for more than one week. This is particularly important when there are group discussions or you are working as part of a team.

If you find yourself getting behind, please contact the instructor immediately.

Your Instructor's Role

Your instructor's role in this course is that of a discussion facilitator and learning advisor. It is not their responsibility to make sure you log in regularly and submit your assignments. As instructor, s/he will read all postings to the general discussion forums on a daily basis but may not choose to respond to each posting. You will receive feedback to assignments.

The instructor may choose to designate "office hours" when s/he will be online and available and will immediately respond to questions. Depending on the instructor, this response may be by e-mail, instant messenger or telephone. Otherwise, you will generally receive a response to emailed or posted queries within 48 hours.

Your Role as a Student

As an online student, you will be taking a proactive approach to your learning. As the course instructor's role is that of a learning guide, your role is that of the leader in your own learning.

You will be managing your own time so that you can complete the readings, activities and assignments for the course, and you will also be expected to take a more active role in peer learning.

Credits

This course was designed and produced by Dr. Luis Galarza and staff at the Center for Distance Education of the School for New Learning of DePaul University.

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