

## SW 245 Global Perspectives: Africa and Technology – Winter 2006 -Naperville Campus

Faculty: Donna Jones Ilsley; Day Time Phone Number - (815) 739-3686; E-mail jonesilsley@comcast.net

**Texts:** *Things Fall Apart* by Chinua Achebe. Anchor Books, (1994)

*Into the House of the Ancestors: Inside the New Africa*, by Karl Maier. John Wiley and Sons, (1999)

### Course Description

Using Africa as a laboratory this course examines the impact of globalization. We view the complexity of the African continent through the lens of its colonial history. Nations struggling to achieve democratic rule and meet the basic human needs of their people are also leap frogging onto the technology highway of the 21<sup>st</sup> century. This course will explore what globalization means for ordinary people. We learn about constructive ways ordinary people around the world are addressing the impact of globalization on their communities, workplaces, and environments.

### Assignments:

**Journal** - A total of -5- one-page journals are required. They are to be handed in during the **ninth** class session. Each journal will be one page, preferably typed. Each student is to choose an African country, region, organization, or issue(s); and each week the journal will contain information regarding a technological or globalization issue from the topic of choice. The information should be current and can be gathered from any of the available media including the Internet, books, journals, newspapers, radio, video and television. In addition to briefly summarizing the information, the student should also strive for critical reflection on the technology or the globalization issue from different perspectives. Try to be vigilant of the communication query: “**Who** said **what** to **whom** through **which** channels and for **what** purpose” and ultimately who pays in terms of financial and cultural capital. Remember that every culture must negotiate with technology and that there is no such thing as a neutral technology. (1/8 of the final grade)

**Oral Presentation** – The presentations may be given individually or in a small group of 2-3 people. The topic can be related to the country, region, organization, or topic of your choice and/or to your final paper. Please plan your presentation to last from ten to fifteen minutes and think of interesting ways to involve the class in discussion. The presentations will take place during the **ninth or tenth** week of class. (1/8 of the final grade)

**Final Paper** - You may chose a topic that has emerged from your journals and readings; or you may chose a topic that demonstrates the learning outcomes of your chosen competency(cies)as it relates to Africa: culture, technology, and/or globalization. This paper can be turned in during the **last class** meeting. The final paper is to be a research project with a separate bibliography or list of references. It should be seven to ten pages in length, double spaced and in a readable font. You can use APA or MLA, but be consistent. If the student is unable to turn in a copy of his or her paper please make arrangements with the instructor to E-mail it to the address listed above. The instructor is willing to negotiate other options instead of the paper, including but not exclusive to: web sites, videos, and portfolios. (1/2 of the final grade)

**Blackboard** - The class will be divided into groups. Each group will be responsible for raising a question and/or comment for the class discussion during the **six** weeks when we meet in our virtual classroom. The group responsible for designing the weekly question and/or comment will post it at the beginning of the assigned week and each member of the class will comment on the question. The questions should relate to topics in our readings, globalization, culture, technology, and Africa. They should be thoughtful enough to raise a responsive discussion. (1/4 of the final grade)

### Competencies

**H-2-X: Competence in Institutions and Organizations to be completed by student and faculty.**

**L-7: Collaborative Learning:** Can learn collaboratively and examine the skills, knowledge, and values that contribute to such learning. Students will participate in a learning project with others and apply collaborative learning skills such as communication and group dynamics to the experience. Students demonstrate this competence by working with others to develop common understandings around a shared agenda that leads to an assessable outcome. Collaborative learning is characterized by a willingness to

explore the ideas and insights of others in an atmosphere of mutual respect, encouragement, and challenge. Essential to this competence is understanding the distinctions among collaboration, cooperation, and strategies of group dynamics.

**H-5: Globalization:** Can analyze issues and problems from a global perspective. Students will analyze one or more global issues, problems, or opportunities facing the human race. We will explain how globalization issues affect individuals or societies in both positive and negative ways. Students demonstrate competence by discussing such issues as how local communities (in the U.S. and elsewhere) deal with global concerns such as hunger, health, education, welfare, illiteracy, environmental issues, or infectious diseases. Or they might explore the impact of science and technology on people's lives worldwide. They may study world religions, literature or the arts as a means of better understanding other cultures. Students can fulfill the competence by analyzing one or more aspects of global competence. Global connections affect our lives in many ways. Many local issues have worldwide implications, and none are merely matters of science or of economics or of politics. Some may have cultural or ethical or religious components as well. This competence invites students to explore and demonstrate these connections bearing in mind that if an issue is big enough to cross geographical borders, it is complex enough to cross disciplinary borders.

**S-3-X: Competence in Science, Technology and Society to be completed by student and faculty.**

**S-4: Interconnections in the Natural World: Can describe and explain connections among diverse aspects of nature.**

**S-5: Information Technology:** Can use contemporary information technology effectively. We will use computer applications such as word processing software, presentation software, e-mail, Blackboard, and web browsers. Students will be able to identify a variety of issues and problems that could use an information technology solution. Students will gain an understanding of the technology and evaluate its impact as a problem solving remedy.

### **Class Schedule:**

#### **Session 1 - Class at Naperville**

Introductions and Review of Syllabus  
Blackboard Group Membership Session in the Computer Lab  
Select an African Country or topic  
Presentation/Paper Topic Discussion  
Defining Terms - Technology, Globalization and Culture  
Video

#### **Session 2 - First Class on the Internet using Blackboard**

Read Chapters 1-6 in the Things Fall Apart  
Topic discussion on Blackboard  
Journal 1

#### **Session 3 - Second Class on the Internet using Blackboard**

Read chapters 7-12 in Things Fall Apart  
Journal #2 should be completed.

#### **Session 4 - Class will meet on the Internet via Blackboard**

Read chapters 13-19 in Things Fall Apart  
Journal #3 should be completed.  
Africa - A changing continent  
Africa - Who or What is driving technology?

#### **Session 5 - Class will meet on the Internet via Blackboard**

Read the rest of Things Fall Apart, Chapters 20-25

Start reading In the House of the Ancestors.  
Journal #4 should be completed

**Session 6 - Class will meet on the Internet via Blackboard**

Read House of the Ancestors  
Journal #5 should be completed  
Africa - NGOs (Non-governmental Organizations)

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**Session 7 - Class will meet on the Internet via Blackboard**

Read House of the Ancestors

**Session 8 - Class at Naperville – Read House of the Ancestors**

African presentation - Guest Speaker  
**How will the many cultures of Africa survive?**

**Session 9 - Class will meet at Naperville – Finish House of the Ancestors**

Journals are due  
Presentations

**Session 10 - Class will meet at Naperville**

**Final Paper is due**  
Presentations  
Course Evaluations and Assessments