



**ARIZONA STATE UNIVERSITY
GENERAL STUDIES COURSE PROPOSAL COVER FORM**

Course information:

Copy and paste current course information from Class Search/Course Catalog.

Academic Unit College of Letters and Sciences Department Social Sciences
 Subject STS Number 330 Title Information Technology and Globalization Units: 3
 Is this a cross-listed course? (Choose one) NO
 If yes, please identify course(s) _____
 Is this a shared course? (choose one) If so, list all academic units offering this course NO
 Course description: _____

Requested designation: (Choose One)

Note- a separate proposal is required for each designation requested

Eligibility:

Permanent numbered courses must have completed the university's review and approval process.
 For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu or Lauren.Leo@asu.edu.

Submission deadlines dates are as follow:

For Fall 2015 Effective Date: October 9, 2014

For Spring 2016 Effective Date: March 19, 2015

Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:

Complete and attach the appropriate checklist

- Literacy and Critical Inquiry core courses (L)
- Mathematics core courses (MA)
- Computer/statistics/quantitative applications core courses (CS)
- Humanities, Arts and Design core courses (HU)
- Social-Behavioral Sciences core courses (SB)
- Natural Sciences core courses (SO/SG)
- Cultural Diversity in the United States courses (C)
- Global Awareness courses (G)
- Historical Awareness courses (H)

A complete proposal should include:

- Signed General Studies Program Course Proposal Cover Form
- Criteria Checklist for the area
- Course Catalog description
- Course Syllabus
- Copy of Table of Contents from the textbook and list of required readings/books

Respectfully request that proposals are submitted electronically with all files compiled into one PDF. If necessary, a hard copy of the proposal will be accepted.

Contact information:

Name Nicholas Alozie Phone 480 727 1395
 Mail code 2780 E-mail: ALOZIE@asu.edu

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Nicholas Alozie Date: 2-11-2015
 Chair/Director (Signature): Nicholas Alozie

Arizona State University Criteria Checklist for

GLOBAL AWARENESS [G]

Rationale and Objectives

Human organizations and relationships have evolved from being family and village centered to modern global interdependence. The greatest challenge in the nuclear age is developing and maintaining a global perspective which fosters international cooperation. While the modern world is comprised of politically independent states, people must transcend nationalism and recognize the significant interdependence among peoples of the world. The exposure of students to different cultural systems provides the background of thought necessary to developing a global perspective.

Cultural learning is present in many disciplines. Exposure to perspectives on art, business, engineering, music, and the natural and social sciences that lead to an understanding of the contemporary world supports the view that intercultural interaction has become a daily necessity. The complexity of American society forces people to balance regional and national goals with global concerns. Many of the most serious problems are world issues and require solutions which exhibit mutuality and reciprocity. No longer are hunger, ecology, health care delivery, language planning, information exchanges, economic and social developments, law, technology transfer, philosophy, and the arts solely national concerns; they affect all the people of the world. Survival may be dependent on the ability to generate global solutions to some of the most pressing problems.

The word university, from universitas, implies that knowledge comes from many sources and is not restricted to local, regional, or national perspectives. The Global Awareness Area recognizes the need for an understanding of the values, elements, and social processes of cultures other than the culture of the United States. Learning which recognizes the nature of others cultures and the relationship of America's cultural system to generic human goals and welfare will help create the multicultural and global perspective necessary for effective interaction in the human community.

Courses which meet the requirement in global awareness are of one or more of the following types: (1) in-depth area studies which are concerned with an examination of culture-specific elements of a region of the world, country, or culture group, (2) the study of contemporary non-English language courses that have a significant cultural component, (3) comparative cultural studies with an emphasis on non-U.S. areas, and (4) in-depth studies of non-U.S. centered cultural interrelationships of global scope such as the global interdependence produced by problems of world ecology, multinational corporations, migration, and the threat of nuclear war.

Reviewed 4/2014

Proposer: Please complete the following section and attach appropriate documentation.

ASU--[G] CRITERIA			
GLOBAL AWARENESS [G]			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Studies must be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.	Chapters of the textbook, syllabus, class assignments
		2. The course must match at least one of the following descriptions: (check all which may apply):	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	a. In-depth area studies which are concerned with an examination of culture-specific elements of a region, country or culture group. The area or culture studied must be non-U.S. and the study must contribute to an understanding of the contemporary world.	Chapters of the textbook, syllabus, class assignments
<input type="checkbox"/>	<input type="checkbox"/>	b. The course is a language course for a contemporary non-English language, and has a significant cultural component.	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	c. The course is a comparative cultural study in which most, i.e., more than half, of the material is devoted to non-U.S. areas.	Chapters of the textbook, syllabus, class assignments
<input checked="" type="checkbox"/>	<input type="checkbox"/>	d. The course is a study of the cultural significance of a non-U.S.-centered global issue. The course examines the role of its target issue within each culture and the interrelatedness of various global cultures on that issue. It looks at the cultural significance of its issue in various cultures outside the U.S., both examining the issue's place within each culture and the effects of that issue on world cultures."	Chapters of the textbook, syllabus, class assignments

Course Prefix	Number	Title	Designation
STS	330	Information Technology and Globalization	Global Awareness (G)

Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
SAMPLE: 2d: study the cultural significance of a non-U.S. centered global issue	SAMPLE: The course examines the cultural significance of financial markets Japan, Korea, and the UK.	SAMPLE: Module 2 shows how Japanese literature has shaped how Japanese people understand world markets. Module 3 shows how Japanese popular culture has been changed by the world financial market system. Modules 4 & 5 do the same for Korea and modules 6 & 7 do the same for the UK.
1: Composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.	This is a course that examines the impact of information technology on globalization. Everything about this course is global and international	The syllabus description of the course, learning outcomes, and the chapters of the textbook provided for the course lay out in very clear terms the extensive global reach of this course. The book starts with the concept of a "flat" world and talks about the place of the U.S. and the developing countries in that flat world. More topics in the book talk about specific attributes of the global world as they relate to the concept of a flat world.
2a: Concerned with culture-specific elements of a region, country, or culture group	The course has a global scope.	Besides its global scope, the course, as the contents of the text reveal, deals with developing countries as a culture group.
2c: Is a comparative cultural study in which most of the materials are devoted to non-U.S. areas	The course examines its subject matter across the global stage.	Most of the topical issues and materials for this course are devoted to non-U.S. areas. Chapters of the main text reveal the global reach of the readings.

<p>2d: Study the cultural significance of a non-U.S. centered global issue</p>	<p>The course examines the inter-relationship between information technology and globalization, a non-U.S. centered global issue</p>	<p>Chapter 1 of the text discusses how information technology has made the world "flat", flat being a metaphor for globalization. Other chapters then fuse other world issues into that metaphor.</p>
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STS 330
~~catalog~~
 Description

Course ID: 121646

Effective Date: 08/01/2014 Status: Active

Description: Info Tech and Globalization

Long Course Title: Information Technology and Globalization

Long Description: Examines the intersection of advances in information technology and globalization and the impact of these processes on human systems.

Course Offering	
STS	330

Minimum Units:	3.00	3.00	Lant Course of Mult Term Seq:	<input type="checkbox"/>
Maximum Units:	3.00	3.00	Enrollment Unit Load Calc Type:	Actual Units
Academic Progress Units:	3.00		Course Count:	1.00
Financial Aid Progress Units:	3.00		Course Contact Hours:	0.00

Course Offering			
Grading Basis:	Skint Opt	Grade Roster Print:	Component
Graded Component:	Lecture		

<input type="checkbox"/> Repeat for Credit	Total Units Allowed:	3.00
<input type="checkbox"/> Allow Multiple Enroll in Term	Total Completions Allowed:	1

Additional Course Information			
Instructor Edit:	No Choice		
Add Consent:	No Consent	Drop Consent:	No Consent
Requirement Designation:	GS50	SB & G	
Equivalent Course Group:			

Course Attributes			
Course Attribute	Course Attribute Value		
ICRS	ICOURSE	ICOURSE	ICOURSE

Syllabus
Arizona State University Polytechnic Campus

STS 330 Information Technology and Globalization

Spring, 2011
Schedule Line Number: 20196

Satisfies General Studies:

The instructor reserves the right to update and revise this syllabus. If he does so, he will email you the changes and post the revised syllabus on Blackboard.

Professor: William Abbott Foster, PhD
(520) 440-0807 (feel free to call on weekends)
E-Mail: wafoster@asu.edu

Course Description:

The application of information technology and policy reforms in industrial and emerging markets mean that many so-called “non-tradables” are now being traded in international markets. These include business services, call centers, software, finance, and education among other services. Outsourcing and offshoring raise questions of economic theory, business strategy, and policy emphasis. The course examines business strategies in the face of these new opportunities and considers implications for policy—both in the industrial world and for emerging economies. It is a tenet of this course that although the world is connected by one Internet, how information technology is adopted in each country depends on a combination of cultural, political, and economic factors. These factors will influence the niche the country finds in the global economy.

Course Learning Outcomes

At the end of the course, students are expected to:

- Understand the intersection of globalization and advances in information technologies.
- Understand the core issues of concern for policymakers, researchers and development workers in the field.
- Understand the historical connections between technology and processes of globalization.
- Understand the motivations and processes of global outsourcing.
- Recognize the complexities in the debates on outsourcing and its socioeconomic implications across different countries.
- Develop critical analytical skills in (through different written assignments) in engaging with the discourse on information technology and globalization.
- Improve their group leadership skills.

- Gain an in-depth understanding of information technology in a particular country.

About the Instructor

William Foster, PhD has taught at ASU since 2001. He holds a PhD in Management Information Systems from the University of Arizona. His dissertation on *The Diffusion of the Internet in China* was published by CISAC at Stanford University. Dr. Foster also runs a management consulting company, Foster and Brahm. His books and articles, as well as his resume, are available at <http://www.FosterandBrahm.com>.

Required Materials

Friedman, Thomas (2007), *The World is Flat: Release 3.0*, Picadour.

Carmel, Erran and Paul Tjia (2005). *Offshoring Information Technology: Sourcing and Outsourcing to a Global Workforce*. Cambridge University Press.

Discussion questions: 15 points per forum

There will be one discussion question assigned per week. The discussion forums are on Blackboard. Discussion questions will be posted the Sunday of the assigned week. Each student should post a response to the discussion question by Thursday and then over the next couple days respond to your classmate's posts. Active back and forth discussion between students is encouraged and will be rewarded. All posts for the discussion question must be posted by Saturday night at midnight.

You will get up to 15 points on each discussion question, broken down as follows:

- Baseline-3 points (you get 3 points just for posting on time. Please note that failure to post by due date will result in a zero point as late responses are not graded at all.)
- 9 points for addressing the discussion question. Points will be given for knowledge of the reading, and for thinking critically about the question. Thinking outside the box is encouraged.
- 2 points for making at least one reference to a website, video, or article that bears on the question at hand. Please make it clear what the significance of the link is and why the class should visit it.
- 1 point for posting at least one to the discussion board by Thursday.

Mid-Term: (100 points)

There will be a mid-term that will focus on the texts we have read to the date of the exam. You can choose to take the exam anytime during the week it is available. You will have two hours to take the mid-term. It will be open book and you can use any resources you want.

Group Project: (200 points)

Wiki on how countries are using information technology to find their niche on the planet.

The goal of this project is to document how countries are using information technology to find their niche on the planet. The URL for the Wiki is <https://sites.google.com/site/sts330spring2011/> You will receive an email from the instructor with the exact email address to use to set up your account, log in and to be able to edit the wiki.

The instructor will assign you to a group which you can find on Blackboard.

Each team will be assigned responsibility for writing about information technology in one particular country. For examples of what would make an excellent article see the International Perspective Articles from S. Goodman in *Communications of the ACM*. How information technology is implemented differs based on various political, economic, and cultural factors. How is information technology influencing how the country is creating a niche on the planet?

Make sure to have between 10 – 25 citations, including at least 5 from peer reviewed journals. Good sources are the Communications of the ACM, Communications of the AIS, and Global Information Technology Management. You should use Wikipedia's citation style.

Each individual will keep a diary of their experience with the group project that they will turn in via SafeAssignment at the end of the semester. The diary will evaluate the contributions of each member of the team and the lessons learned from the project. Students often ask what is the format for the diary. The diaries are very helpful to me, particularly when they give both a week to week account of how the team worked and general conclusions about what worked and why.

It should also be remembered that the Wiki page allows the instructor to see what each individual team member has contributed to the Wiki.

Grades for the team project will be based on the Wiki and the Diary. Team members can receive different grades based on their participation and the evaluation of their peers.

Grading Parameters:

Final Grade	Percentage of total points
A+	100+
A	95-100
A-	90-94.9
B+	86 – 89.9
B	83-85.9
B-	80-82.9
C+	76 – 79.9
C	73-75.9
C-	70-72.9
D	60-69
E	Below 60

NOTE ON WRITING ASSIGNMENTS: Academic honesty is expected of all students at Arizona State University. Cheating or plagiarism will result in disciplinary action against the student (s) involved. Cheating includes, but is not limited to, buying or copying research papers from somebody. Plagiarism also includes copying sections, including sentences and phrases of text out of research articles, or off internet websites, without citing the source and putting phrase/sentences in full quotation marks.

Discussion beginning	Assigned reading	Assignment Due
January 18 th , 2011		Discussion 1: Introduce yourself on Blackboard by discussing your prospective on the most important social change for the planet of the next decade Due 1/22/2011
January 23rd	The World is Flat "How the World Became Flat" (pp 1-259)	Discussion 2 Due 1/29/2001

January 30th	The World is Flat "How the World Became Flat" (pp 1-259)	Discussion 3 Due 2/5/2011
February 6th	Offshoring Information Technology "The Fundamentals" (pp 1-90)	Discussion 4 Due 2/12/2011
Feb. 13th	Offshoring Information Technology "Managerial competency" (pp 91-196).	Discussion 5 Due 2/19/2011
Feb. 20th		Mid-term Due 2/26/2011 at mid-night
Feb. 27 th	The World is Flat "Developing Countries and the Flat World" pp. 403-4440. Read from Offshoring Information Technology "Building software industries in developing nations." pp. 199-218	Discussion 6 Due 3/5/2011
March 6	The World is Flat "America and the Flat World" (pp 263-402). Read from Offshoring Information Technology "Offshore politics" (pp 241-248).	Discussion 7 Due March 12 th 2011
March 13-19 th	Spring Break – no assignment	
March 20th	Cybertreaty Article from the Economist	Discussion 8 Due March 26 th , 2011
March 27 th	Telecommunications Standards	Discussion 9 Due April 2, 2011
April 3	Internet Sovereignty	Discussion 10 Due April 9th

April 10th	Google	Discussion 11 Due April 16th
April 10 th , 2011	Course withdrawl deadline, April 8 th in Persion. April 10 th On-line	
April 17th	Huawei	Discussion 12 Due April 23 rd
	Group Project Due	April 23 rd .
April 24th	Assigned Reading: Lessons from the Class Wiki Conclusion	Discussion 13 Final discussion question due April 30th
May 3rd Last day of class	No assignments due	Diary on Group Wiki project is due via Safe Assignment by May 3rd at midnight.
	NO FINAL EXAM	

Incomplete Grades

A course grade of "Incomplete" will be given only in extreme situations because the sad story is that most students who request incompletes 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/>.

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 2008 semester beginning Tuesday, September 2. Tutors' availability will be posted on our 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/>

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STS 330 Required Materials

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How the World Became Flat

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Two: The Ten Forces That Flattened the World / 51

Flattener #1. 11/9/89

Flattener #2. 8/9/95

Flattener #3. Work Flow Software

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Copyrighted Material

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Carmel, Erran and Paul Tjia (2005). Offshoring Information Technology: Sourcing and Outsourcing to a Global Workforce. Cambridge University Press.

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