This syllabus is as of August 6, 2008—feel free to contact the instructor before first class if there are any questions. One more update will be posted. Evaluations have indicated that the course is valuable for students with and without tech background

PUBP 710.007 or ITRN 701.005 Globalization and Information Technology: A Public Policy Perspective Tuesdays (7:20-10 PM) Arlington Campus

Instructor: Stephen Ruth, Professor of Public Policy and Technology Management (ruth@gmu.edu); Office: Room 212 Arlington Original Campus; Phone : 703 993 1789; Office hours: by appointment; URL for instructor: http://www.icasit.org/ruth/index.htm

Description of Course This non-technical course examines the causes, effects and manifestations of globalization in the modern era and in parallel presents some of the most significant IT issues associated with globalization, like Electronic Commerce, Defense Preparedness, National Security Issues, Electronic Government, Internet Voting, the Digital Divide, Electronic Learning and many others. Students will be able to concentrate on regions and technologies of their choosing for several of the class projects.

Objectives-Approaching the Course Topics from Three Perspectives: Review of Intellectual Territory, Broad Analysis of Selected Major Themes and Individual, Focused Research The aim of this course is to examine some of the key issues--legal, educational, governmental, military, business, health, etc--associated with intersection of Information Technology (ICT) and Globalization. We will approach this broad subject from three perspectives in order to permit maximum coverage and ample customization of course material to students' needs. First, there will be a mini-tutorial on the intellectual territory surrounding the two topics: Globalization and International IT. Some of the lectures and study materials will be provided off line, enabling us to concentrate more on the broader issues during the lectures. The aim is maximum breadth, to cover as many of the most important concepts, cases and challenges as possible. The course will present many of the well known writers in these areas, and examples of contemporary issues like various "E" topics (voting, commerce, learning, democracy, etc.), bandwidth problems, spectrum auctions, digital divide, etc.

The second, and most significant, perspective is that of public policy. To what degree will the increasing impact of globalization in delivering business and government

services change standards of living in the US and overseas? Is the "Digital Divide", domestically and globally, a serious problem, and if so, what can be done to alleviate its effects? What economic effects will broadband proliferation plus WiFi and WiMax deployment have on the body politic? Is there too much bandwidth in the world? Has Internet Telephony changed the way we look at voice communications? Will telemedicine and other Internet interventions cause major reductions in the death rates due to starvation in the world's poorer countries or will twenty thousand children continue to die of hunger and malnutrition every day? We will divide these policy matters into several dozen segments and each student in the course will be able to select areas for further research.

The third perspective is the student's own. A term paper or other type of research activity will allow each person in the course to select a subject for more detailed review. This research perspective has only one goal--to permit the student to learn more about a topic within the course's coverage by delving more deeply into the literature surrounding it.

Sample of specific topics that may be covered in a global context: 2G, 2.5G, 3G, 4G, etc.,Ambient intelligence, Bluetooth, Blogging, Broadband, Coltan.,Copy Protection, Cyberterrorism, Cyberthreats, Diffusion of technology, Digital Divide, Digital Rights Management, Distance Learning, DMCA, E Fraud, E Government, E Voting, E Waste, E Commerce, Electronic Government, Fiber glut, E Gambling, Interference of radio and wireless signals Triple Play, Globalization, Internet, Connectivity Indicators, IP Telephony—Vonage Model, Municipal WiFi, Nanotechnology, Napster follow-on, Network Readiness Indices, Outsourcing, Piracy, Pornography on the Internet, Privacy, Radio Satellites, Spectrum Allocation, Standardization, Surveillance, Taxation, Telematics, Telemedicine, Telegeography, UCITA, Ultra Wide Band, Universal Service, Wifi and WiMax, Wireless Security. There are literally hundreds of other possibilities

Learning objectives By the end of the course students should have an understanding of:

• The IT issues that affect the globalization debate: technical, societal, political and demographic
• The E culture, including E Government, E Learning, E Commerce, etc and its long term impact
• The broader IT debate including digital divide, cyberthreats, pollution, municipal wi-fi, Internet taxation, etc
• Measures and indices of globalization and other key research issues like political freedom, education, health, etc.
• International differences in IT deployment and long term infrastructure development

Requirements, Grades and Examinations
There are three main requirements for the course: four short written assignments, a final exam (take home), and extensive participation in class discussions and team projects, weighted as follows.

Written assignments (4) 40%
Final examination (take home) 25%
Weekly class discussions and team projects 35%

Written assignments (40%) There are four written assignments, each consisting of 500-700 words plus appropriate diagrams or footnotes. These assignments will be given by the instructor about every three weeks and will cover a course-relevant theme

The final examination (25%) will be a take-home test with about five questions. It will be distributed in mid-November and will require about 10-12 hours to be completed successfully, and will consist of 1000-500 words plus diagrams, footnotes, etc. As an alternative, a student may explore in depth and write about a topic of individual interest, with the agreement of the instructor.

Class participation and team projects (35%)

• Team projects (15%) A teamwork culture is highly valuable. In most class sessions two 2 person teams will reflect on selected weekly assignments and present an 8 minute summary, synthesis and commentary on one of the readings or assigned topics, using 5 or fewer slides, if needed. These presentations should stimulate discussion by the rest of the class. By semester's end each member of the class will be part of three different team presentations. Each presentation is accompanied by a simple 1 or 2 page handout for each person in the class. The third team presentation will be at the end of the semester and will be somewhat more comprehensive, and will be students' choice.

Note: Working with groups can be a challenge: some ideas about how to run groups effectively are contained in: Connery, Brian A. and John L. Vohs, "Group Work and Collaborative Writing," University of California, Davis, Writing Center and Dept. of Rhetoric and Communication,
http://trc.ucdavis.edu/trc/papers/vohs/index.html

• Class participation (20 %) This covers all aspects of interaction from the first class to the last, like sharing information or perspectives in class and through emails, weekly "what's new in the literature" snippets, comments and insights in class, etc.

Missed class sessions

Missing class is discouraged, but is sometimes necessary. More than two absences may jeopardize your grade. If for some reason you cannot attend a class, your participation grade can be maintained by providing a 500-700-word summary and analysis of the week's reading.

Autodidact Approaches in this Course--Exchanging some class time for technology and other interventions This course takes advantage of new findings about university teaching, particularly the technique called "blended learning". Many students, especially

those who have full-time jobs, appear to be quite willing to exchange some class hours on campus for assignments that can be completed in other locations through the use of technology available to them. Studies indicate that it is possible for a student to learn as much or more in many courses if the traditional 40 hours per semester of "face time" in class with a teacher (contact hours) are partially replaced with specially designed assignments that do not require face-to-face meeting. This work can be more independent, discovery-oriented and difficult, but, if planned properly, can replace some contact hours. By experimenting with this concept in close to a dozen courses, we have found that many students enthusiastically support the approach--as long as close contact with the instructor and class colleagues is maintained throughout and the content is challenging and in the mainstream of the subject involved. In this course there will be two or possibly three normal class meetings that may be designated as optional because of autodidact content provided throughout the course. The decision to eliminate any of the normally assigned classes will be made by the instructor based on class progress through the semester.

Required Textbooks

Thomas Friedman , *The World is Flat A Brief History of the Twenty-first Century Release 3.0* (Farrar, Straus and Giroux, 207) (**WF**)

Fareed Zacharia, *The Post American World,* Norton, 2008 (**PAW)**

Darrell West, *Digital Government-Technology and Public Sector Performance*, (Princeton University Press 2005) (**DG)**

UN Global E-government Readiness Report 2005 --From E-government to E-inclusion (UN 2005-- URL will be provided in class) (**EGov**)

World Development Report 2009 (World Bank, 2008 Will not be available until October 2008-- URL will be provided in class) (**WD**)

Human Development Report 2008 (UNDP 2008-- Will not be available until October 2008-- URL will be provided in class) (**HD**)

About a dozen articles and reports will be provided in class for student use, about one per week

Optional Reading

Jared Diamond, *Guns, Germs and Steel—The Fates of Human Societies*, (Norton, 1999 for paperback and 2005 for hardcover)

Pippa Norris, *Digital Divide*, (Cambridge University Press 2001)

Steven D. Levitt, and Steven D. Debner, *Freakonomics*, (Morrow, 2005)

Pankaj Ghemawat, *Redefining Global Strategy*, (Harvard Business School Press, 2007)

Mark Warschauer, *Technology and Social Inclusion—Rethinking the Digital Divide*, (MIT Press 2003)

David Bolt and Ray Crawford: *Computers and Our Children's Future* (TV Books 2000)

Schedule

August 26 Week 1: Introduction, orientation, team selection **Watch streaming "Telework and Technology" (2008) lectures** at
windows media
http://gmutvserver.gmu.edu/asxgen/wm/Ruth/ruth_culture_technology.wmv
quicktime
http://gmutvserver.gmu.edu/sdpgen/qt/ruth/ruth_culture_technology.mov;

September 2 Week 2: Read WF 1-51; Watch streaming CD
lecture at http://www.gmutv.gmu.edu/ruthlectures.asp "Globalization and Technology
Topics: Globalization fundamentals—eras, flatteners and key events
Assignments: Class discussion of assigned readings

September 9 Week 3: Read WF 52-136; read E Gov 1-31
Topics: Cultural typologies of globalization
Assignments: Class discussion of assigned readings; Teams 1 and 2 presentations

September 16 Week 4: Read WF 137-200; read EGov 32-92; PAW Chapter 1
Topics: Globalization indices, E Gov best practices, 2G, 2.5G, 3G, 4G, etc.,Ambient
intelligence, Bluetooth, Blogging, Broadband, Coltan., Copy Protection, Cyberterrorism,
Cyberthreats, Diffusion of technology,
Assignments: Class discussion of assigned readings; Teams 3 and 4 presentations

September 23 Week 5: Read WF 201-278; read EGov 93-116, DG Chapters 1 and 2
Topics: Globalization and government, Digital Divide, Digital Rights Management,
Distance Learning, DMCA, E Fraud, measuring E gov attributes
Assignments: Class discussion of assigned readings; Teams 5 and 6 presentations

September 30 Week 6: Read WF 279-337; read EGov 117-194; Watch streaming CD
lecture at http://www.gmutv.gmu.edu/ruthlectures.asp "Technology and Culture"
Topics: Friedman's "dirty little secrets", E Commerce, fiber glut, E Gambling,
Interference of radio and wireless signals, content analysis in E-gov websites
Assignments: Class discussion of assigned readings; Teams 1 and 2 presentations

October 7 Week 7: Watch streaming CD lecture at
http://www.gmutv.gmu.edu/ruthlectures.asp "Technology and Culture"
Read WF 338-403; read E Gov Tables, DG Chapters 3 and 4 and PAW Chapter 2

Topics: E Voting, E Waste

October 17 Week 8: Read WF 404-489; read WD part 1; read HD Part 1; PAW Chapter 3; scan DG Chapters 5 and 6
Topic: Can technology be an instrument of international peace?
Assignments: Class discussion of assigned readings; Teams 3 and 4 presentations

October 14 Week 8 University Holiday—no class and no assignments

October 21 Week 9: Read WF 490-580; read WD part 2; read HD Part 2; PAW Chapter 4
Topics: Globalization and peace, Napster, Network Readiness Indices, Outsourcing, Piracy, Pornography on the Internet
Assignments: Class discussion of assigned readings;

October 28 Week 10: Read WF 581-635; PAW Chapter 5; scan DG Chapters 7 and 8
Topics: Friedman's "dirty little secrets", Privacy, Radio Satellites, Spectrum Allocation, Standardization, Surveillance, Taxation, the citizen and E-government
Assignments: Class discussion of assigned readings; Teams 5 and 6 presentations

**November 7 Week 11: Read ; Watch streaming CD lecture "Culture: an International and Organizational Perspective" at http://www.gmutv.gmu.edu/ruthlectures.asp
Topics: The next era of globalization, Municipal WiFi,
Assignments: Class discussion of assigned readings

November 14 Week 12: PAW Chapter 6; Scan DG Chapters 9-10
Topics: Ultra Wide Band, Universal Service, Wifi and WiMax, Wireless Security
Assignments: Class discussion of assigned readings;

November 18 Week 13: Read PAW Chapter 7
Topics: TBA
Assignments: TBA

November 25 Week 14: Watch streaming CD lecture at http://www.gmutv.gmu.edu/ruthlectures.asp "SPQR"
Topics: Telematics, Telemedicine, Telegeography, UCITA
Assignments: Class discussion of assigned readings

December 5 Week 16: Review No assignments

December 10—Final examination (take home) due

December 17th Final examination (take home) due after one week optional extension

	Aug 26	Sep							Oct		Nov		Dec 16
Team tasks	XX	X	X	X	X	X	X	XX	XX	XX	XX		XX
First paper	XX	X	X	X	X								
Second paper						X		X		X			
Third paper									X	XX			
Fourth paper										X	XX		
Final exam											XXX		XX

Grading: The instructor aims to give grades on individual assignments within three working days of receipt. A grade of A or A minus is reserved for a very high level of achievement. B and B plus grades indicate good mastery of the material and expected excellence in assigned writing. Grades of B minus and below indicate incomplete achievement of the assignment's requirements. On a 100% scale, A is equal to 95%, B 85%, C 75%, etc.

Disability Accommodation If you are a student with a disability and you need academic accommodations, please see instructor and contact the Disability Resource Center (DRC) at 993-2474. All academic accommodations must be arranged through the DRC.

"*New Voices in Public Policy*: Instructor will consider nominating the very best papers in this course for publication in *New Voices in Public Policy*. New Voices is a studentand faculty-reviewed journal that shares SPP's finest student work with the rest of the world."

SPP Policy on Plagiarism The profession of scholarship and the intellectual life of a university as well as the field of public policy inquiry depend fundamentally on a foundation of trust. Thus any act of plagiarism strikes at the heart of the meaning of the university and the purpose of the School of Public Policy. It constitutes a serious breach of professional ethics and it is unacceptable. Plagiarism is the use of another's words or ideas presented as one's own. It includes, among other things, the use of specific words, ideas, or frameworks that are the product of another's work. Honesty and thoroughness in citing sources is essential to professional accountability and personal responsibility. Appropriate citation is necessary so that arguments, evidence, and claims can be critically examined. Plagiarism is wrong because of the injustice it does to the person whose ideas are stolen. But it is also wrong because it constitutes lying to one's professional colleagues. From a prudential perspective, it is shortsighted and self-defeating, and it can ruin a professional career.

The faculty of the School of Public Policy takes plagiarism seriously and has adopted a zero tolerance policy. Any plagiarized assignment will receive an automatic grade of

"F." This may lead to failure for the course, resulting in dismissal from the University. This dismissal will be noted on the student's transcript. For foreign students who are on a university-sponsored visa (eg. F-1, J-1 or J-2), dismissal also results in the revocation of their visa.

To help enforce the SPP policy on plagiarism, all written work submitted in partial fulfillment of course or degree requirements must be available in electronic form so that it can be compared with electronic databases, as well as submitted to commercial services to which the School subscribes. Faculty may at any time submit student's work without prior permission from the student. Individual instructors may require that written work be submitted in electronic as well as printed form. The SPP policy on plagiarism is supplementary to the George Mason University Honor Code; it is not intended to replace it or substitute for it. (http://www.gmu.edu/facstaff/hand book/aD.html)

Importance of Good Writing Skills. Students in this course will be expected to do several short writing assignments, a normal requirement in graduate courses in public policy. From the outset, the highest standard of writing will be expected. Here are some of the criteria that will be used to measure submitted written work:
• Quality of Content: analytical clarity/persuasiveness; objectivity; quality of source material; use of evidence/methodology.
• Tone, Structure and Organization: focused introduction, thesis, conclusion; use of transitions, headings and other cohering strategies; logical paragraphing in support of main points.
• Mechanics: Correct citation and documentation; required elements like title page, works cited, page numbering; grammar, spelling, punctuation, etc. All work will be submitted in MS Word Times New Roman 12 or 14 pt. format single or double spaced, depending on the style guide selected
• Structure: The normal breaks between paragraphs will be observed, using any style guide you choose. A popular choice in SPP is Diana Hacker, *A Pocket Manual of Style*, (New York, St. Martin's Press, latest edition). Work should be neatly arranged with clear demarcation of sub-units. (The four criteria above were developed by Dr. Jonathan Gifford.)
• Grammar: Impeccable word usage and grammar will be expected in all submitted work. Students may wish to show early work to someone else--a friend or colleague--for a review of style, grammar and other details. Papers with more than a very small number of errors in grammar and word usage will be returned.
• Method of submission: All papers will be submitted to the instructor by email as attachments using a clear description in the subject line of the message. For example: Julia Jones, Assignment 1-Segment 3.