

**Draft Seminar Syllabus – Version 2.2**

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Syracuse University—United States (IST 600/Section 001)  
University of the Witwatersrand—South Africa (PADM5087)  
American University—United States (SIS-519-008)  
University of the West Indies—Trinidad and Tobago (TBD)

January – May 2007

**GLOBALIZATION AND THE INFORMATION SOCIETY:  
Information, Communication and Development**

**Prof. Derrick L. Cogburn, Ph.D.**

|                                           |                                                           |
|-------------------------------------------|-----------------------------------------------------------|
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**Syracuse University**  
Syracuse, New York  
USA

**University of the  
Witwatersrand**  
Johannesburg, Gauteng  
Republic of South Africa

**American University**  
Washington, DC  
USA

**University of the West Indies**  
St Augustine,  
Trinidad and Tobago

The seminar is held on Tuesdays in the virtual seminar room: <http://cotelcocave.syr.edu>  
And physically at the following locations:

10:00 – 1:00 p.m.  
School of Information  
Studies iLab CST 4-207

5:00 – 8:00 p.m.  
Public & Development  
Management  
Computer Lab

10:00a.m - 1:00 p.m.  
School of International  
Service  
Hearst Computer Lab

10:00a.m - 1:00 p.m.  
Department of Electrical and  
Computer Engineering  
UWI – St. Augustine

**1.0 Seminar Overview**

Illustrated by a wide range of empirical indicators, the world is experiencing a fundamental social, political, economic, and cultural transformation. The underlying processes leading to this transformation are sometimes characterized as globalization with the end result being the development of an information or knowledge society. Within such a dynamic global environment, it is important for students interested in the interdisciplinary fields of information, communication, public policy, international development, and more to have exciting opportunities to engage in cutting-edge learning opportunities that prepare them for these new global realities. This global graduate seminar on Globalization and the Information Society: Information, Communication and Development (*Globalization Seminar*) is designed to provide such a learning opportunity.

The *Globalization Seminar* is an advanced graduate seminar, developed and conducted by Professor Derrick L. Cogburn. It is an initiative of the Collaboratory on Technology Enhanced Learning Communities (Cotelco) at the School of Information Studies at Syracuse University. The seminar consists of thirteen weekly seminar sessions. Currently, it involves participants registered at up to six universities (three in South Africa and three in the United States), and other participating in the seminar from around the world. At Syracuse University, the seminar is designed to contribute to the Web-based Information Science Education (WISE) Consortium. Students from American University have participated in the seminar as part of the international communications and international development specializations. At the University of the Witwatersrand, the seminar contributes to the Master of Management in Information and Communication Technology Policy



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and Regulation (MM-ICTPR) at the LINK Centre. In the past, other seminar participants have been drawn from the University of Michigan, the University of Fort Hare, American University, Howard University, and the University of Pretoria.

The approach to the seminar is to use synchronous and asynchronous learning techniques to break the boundaries of space, time and distance. Using a geographically–distributed computer supported collaborative learning (CSCL) pedagogical model developed by Cotelco, the seminar employs a suite of web-based tools to create a highly-interactive, globally networked collaborative learning environment. Within this learning environment, seminar participants explore the socio-economic, political and cultural implications of globalization and the on-going development of a knowledge-based Information Society. While the seminar will take a global approach, particular emphasis will be placed on the responses to these issues from the perspectives of Africa, the developing world, and especially the civil society sector.

## **2.0 Learning Objectives**

Throughout the seminar, participants are immersed in key readings and engage in a range of synchronous and asynchronous activities designed to foster a deeper theoretical and critical understanding of the issues covered. The primary learning objectives of this seminar are to:

- Become familiar with and critique the recent literature and debates on the Information Age, globalization, state autonomy and the role of information and communications technologies (ICTs) in development, particularly the concept of “policy laboratories”;
- Develop a better understanding of the structure of the world-system, the global economy, and the mechanisms—including international regimes—that “govern” the global economy within an anarchic world-system.
- Develop an enhanced understanding of the technologies underlying information and communications systems, R&D approaches, and technology management.
- Develop a better understanding of key issues currently being developed, debated, and negotiated in the development of the Global Information Infrastructure (GII) and Global Information Society (GIS).
- Develop an appreciation for the challenges and opportunities of international, interdisciplinary, collaborative research by participating in global virtual research teams with students from other universities globally;
- Develop research, analytic, writing, technology and presentation skills through collaborative research, report writing, role-playing and class presentations.

Doctoral students taking the seminar are encouraged to meet with Dr. Cogburn as early as possible to discuss their theoretical and research needs. The approach taken in this seminar is relevant for those interested in academia, public policy research institutes, international and civil society organizations, and the private sector.

## **3.0 Structure of the Seminar**

The seminar will have four main components: (1) introductory activities, (2) theoretical development, and (3) analysis of core themes and information policy issues; and (4) Strategy Development and Implementation. Each of these components will have specific individual and group activities associated with its learning objectives.

### **3.1 Introductory Activities**

As an introduction, the seminar begins with a brief overview of Globalization and the Information Society and the importance of information and communications technologies for socio-economic development. We will also briefly discuss the role of geographically distributed knowledge work as a response to this fundamental transformation. We then discuss the rationale for developing the Globalization Seminar as a globally distributed collaborative learning environment, and the use of complex, distributed, cross-national

learning teams. Finally, we will discuss the background to the “collaboratory” concept and explore its relevance for global policy formulation. **Assignment 1 (Introductory Presentation, Due: Tuesday, 23 January)** will allow participants to introduce themselves to their colleagues in greater detail than their in-class introductions. Training sessions on all of the collaboration tools and technologies used in the seminar will precede these discussions and participants will relax with introductory and “get-to-know you” activities with their local and global counterparts.

At this point in the seminar, students will be randomly assigned to teams called *Global Syndicates*. These *Global Syndicates* represent one of five stakeholder perspectives in the Information Society, which are: (1) global and multi-national corporations; (2) developed country national governments; (3) developing country national governments; (4) intergovernmental organizations; and (5) non-governmental organizations and civil society.. Each *Global Syndicate* will be assigned several core themes and information policy issues, and will play an extremely important role for the remainder of the seminar. Throughout the semester these Syndicates will engage in role-playing exercises, debates, and group projects around these core themes and policy issues, all of which lead up to their mid-term and final Information Policy Projects (IPP).

The initial responsibility of the *Global Syndicate* is **Assignment 2 (Global Syndicate Charter, Due: Tuesday, 30 January)**. Each *Global Syndicate* will develop a Charter for the seminar, where you will have to make decisions about how you will organize your syndicate, including the various roles that Syndicate members will take on throughout the semester. For example, you may want to have at least the following roles: (1) facilitator; (2) librarian; and (3) summarizer/synthesizer. Each of these roles will be important throughout the rest of the semester.

### 3.2 Theoretical Framework Development

Next, the seminar will begin to develop the analytical and conceptual framework through which we will understand globalization and the information society, and particularly the underlying decision-making processes for the relevant information and communication policy issues. This segment of the seminar will focus on the presentation, critique, and discussion of contrasting theoretical models used to understand global information policy processes and the current historical context of globalization and the development of an information economy and knowledge society. These frameworks include: the network society approach, world-systems theory, institutional analysis, state-centric models, citizen-responsive models, and international regime theory, each of which focuses on different sets of interrelated socio-economic actors and their impact on the policy formulation process at national and international levels. Of these approaches, we will focus most on a critical usage of international regime theory, and develop a conceptual model for analyzing the global governance of information and communication policy, including the principles, values, norms, rules, decision-making and enforcement mechanisms. We will also focus on literature analyzing multistakeholder participation in global governance, and the literature on deliberative democracy. In this theoretical framework, we will have a particular focus on the impact of international conferences, transnational policy-actor networks, and their linkages with epistemic communities. For this reason, we will focus on

### 3.3 Analysis of Core Themes and Information Policy issues in Globalization and the Information Society

Once we set the stage by developing our analytical framework, we will shift to a critical analysis of globalization and the movement towards a Global Information Society by exploring the most hotly contested contemporary global information and communication policy issues and decision-making processes. The following ten clusters of information and communication policy issues represent the core themes that we will explore:

- (1) Internet Governance (Root Zone Administration, IP Addressing, Domain Name Allocation) (1);
- (2) Infrastructure Financing, Development, Interconnection Costs, and Stability (2);

- (3) Human Rights, Universal Access, Freedom of Expression and the Right to Communicate (3);
- (4) Digital Divide, Sustainable Development, and Social Justice (4);
- (5) Data Protection, Privacy and Security (5);
- (6) Enabling Environment, Meaningful Participation and Capacity Building (5);
- (7) Open Knowledge and Intellectual Property Rights (4);
- (8) Multilingualism and Cultural Diversity (3);
- (9) Labor and Employment in the Information Society (2);
- (10) Spam, Consumer Protection, and Consumer Rights (1)

These core themes and policy issues will cover ten sessions of the seminar. Each *Global Syndicate* is also responsible for **Assignment 3 (Global Information Policy Cluster Summary and Discussion, Due: Each week for one Syndicate, starting on Tuesday 30 January)**, which will consist of preparing a presentation on your assigned policy cluster and leading the discussion on the day assigned to your Syndicate. *Global Syndicates* will be expected to lead the discussion during the session when their cluster is being discussed. All seminar participants will read the material selected by the *Global Syndicates*, supplemented, when necessary, by readings from the professor. On **Tuesday, 27 March, Assignment 4 (Mid-Term Global Information Policy Project)** is due.

### 3.4 National, regional and global strategic policy formulation processes

In this final portion of the seminar, the *Global Syndicates* will present analyses of these policy issues in their ICT Policy Projects and defend their arguments in an open debate. On **Tuesday, 24 April, Assignment 5 (Final Global Information Policy Project) is Due**. These final projects will be presented in the *Globalization Seminar Final Forum*, and as part of the Syracuse University *May Fest*.

#### *Seminar Sessions*

The weekly sessions of the seminar will proceed in a fairly structured manner. Each seminar session will have the following three basic parts.

| <b>Part I: 1 Hour</b>                                                                                                                                                                                                                                                                                                                                                                                             |                                      |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|
| After entering the virtual seminar room, participants may talk with team members and other participants and review agenda items for the day. Professor Cogburn will make announcements, deliver overview lecture, and facilitate initial discussion of the weekly reading.                                                                                                                                        | Main Seminar Room                    |
| <b>Part II: 1 Hour</b>                                                                                                                                                                                                                                                                                                                                                                                            |                                      |
| Each week, one <i>Global Syndicate</i> will deliver one (1) of its two (2) thematic presentations (45 min) and lead the discussion                                                                                                                                                                                                                                                                                | Main Seminar Room                    |
| <b>Part III: 1 Hour</b>                                                                                                                                                                                                                                                                                                                                                                                           |                                      |
| Continued discussion and critique of Global Syndicate presentation. Students will then go into Breakout Rooms to engage in structured discussion and role-playing exercises, and to coordinate the work of their syndicate teams. Professor Cogburn and site coordinators will be available to assist teams and we will end the session in the Main Seminar Room by preparing participants for the following week | Breakout Rooms and Main Seminar Room |

### 4.0 **Assignments, Assessment, Evaluation, and Grading**

Given the specific goals and objectives of the seminar, five graded assignments have been developed to assess and evaluate the degree to which you have individually and within your group mastered the material and met the learning objectives. Your final grade (mark) in the seminar will be determined by your performance on these five assignments, described in detail below, plus your synchronous and asynchronous participation.

All assignments are due into the WebCT “*Assignment Drop Box*,” by 8:00 a.m. EST on the due date. *No late assignments will be accepted.* All assignments not submitted to the WebCT “Assignment Drop Box” will be ignored. While this procedure may seem draconian, it is necessary to give me time to process your submissions before we discuss them in class. We will also use WebCT to report grades and student status in the seminar. All assignments must be followed to the letter. *There will be no exceptions to this policy.* As a result, students are encouraged not to wait until the actual deadline to try to submit a given assignment into WebCT.

#### *Assignments*

- 4.1 Assignment 1: Introductory Presentation (5%, 50 Points): Using PowerPoint, prepare a two-minute presentation on your background and interest in Information Policy and Decision Making. Specifically, please include the following elements: (1) name (and nicknames); (2) background (where you are from); (3) major/concentration; (4) goals/objectives for the seminar (professional and personal); (5) work experiences; (6) travel experiences (7) languages, (8) special skills; (9) interests/hobbies; and (10) prior courses that you have taken in information policy. This assignment will not be presented in class, but is designed to help us get to know you better. It will also provide Dr. Cogburn with a better understanding of your prior knowledge of information and communication policy issues. (*Due: Tuesday, 24 January*).
- 4.2 Assignment 2: Global Syndicate Charter and Presentation of Syndicate (10%, 100 Points): Within your Global Syndicate, follow the instructions distributed in class to develop a charter for decision-making and the organization of your syndicate. The team charter should include the following elements: (1) Goals; (2) Norms; (3) Communication plan; (4) Work plan (including activities, deadline); (5) Decision-making procedures; and (6) Enforcement mechanisms. You will also have to divide team members into at least the following roles: (1) facilitators; (2) librarians; (3) summarizers. Each syndicate will present their Charter in class, including each of these elements. (*Due: Tuesday, 30 January*).
- 4.3 Assignment 3: Information Policy Cluster Summary and Discussion (20%, 200 Points): During the course of the seminar, your two information policy issues will provide the focus for one session each. During that session, your syndicate is expected to lead the discussion on that cluster. This discussion is expected to be an initial overview of the issue, and leading the seminar through a series of questions about the cluster, including questions about the reading. These summaries will be made available to Dialogue participants, and should include all of the following elements: (1) key points discussed, (2) themes that are emerging; (3) areas of consensus and (4) areas of conflict, (5) questions that arose, (6) recommendations and proposals; (7) stakeholder and debate. You will use these summaries as you develop your mid-term and final policy projects. (*Due: Each session, beginning Tuesday, 16 January*)
- 4.4 Assignment 4: Mid-Term Global Information Policy Project (25%, 250 Points): As a major mid-term assignment, each *Global Syndicate* should prepare and submit a Mid-Term Information Policy Project (GIPP) containing the following elements: (1) a 15-page paper; (2) digital library of resources related to your paper; and (3) 10-minute presentation, summarizing the paper and demonstrating the digital library. The paper will be 15-pages in length, and should include *all* of the following elements as discrete sections: (1) brief overview of deliberative democracy and decision-making and global governance; (2) brief background to WSIS and how it relates to global governance for the information society; (3) brief overview of your first information policy issues and how it fits within the WSIS context; (4) an analysis of your information policy issue (i.e., (a) key points discussed, (b) areas of consensus and (c) conflict, (d) questions, (e) recommendations; and (f) any resources mentioned by Dialogue participants (all resources mentioned should be located and added to the digital library). (*Due: Tuesday, 27 March*)
- 4.5 Assignment 5: Final Global Information Policy Project (30%, 300 Points): As a final assignment, each *Global Syndicate* should select one of its two policy issues on which to focus. The *Syndicate* should prepare and submit a Final Information Policy Project containing the following elements: (1) 15-page *Issue Brief*; (2) publicly accessible web-based *digital repository*; and (3) 10-minute PowerPoint *presentation* of the Issue Brief and guided tour of the digital library. The *Issue Brief and Presentation* will include five elements: (1)

overview of the policy issue, history, background; (2) analysis of the relevant actors, who has done what, how and why on the issue; (3) analysis of the key policy and decision-making processes and relevant institutions; (4) a stakeholder analysis, which compares and contrasts the areas of consensus and areas of conflict amongst the relevant actors; and finally (5) recommendations, both to policy makers and organizational decision-makers. The *Digital Repository* should include key digital resources (e.g., documents/links for this theme), which will be made available to the public from the Cotelco website. These resources could come from government sources, international organizations, foundations, or a range of other institutions. This final digital library builds on the initial digital library prototype, but takes into consideration the results of the WebDialogue, includes references and recommendations suggested by participants, and reflects the additional resources identified by the Global Syndicate. (Due: Tuesday, 24 April).

Evaluation of all assignments will be based on a grading rubric, which has the following components: (1) timeliness; (2) meeting requirements; (3) writing style; (4) analysis; and (5) presentation/appearance.

|                                                                    |                                            |
|--------------------------------------------------------------------|--------------------------------------------|
| A (Consistently distinguished performance): <b>93-100%</b>         | C+ (Poor performance): <b>75-79%</b>       |
| A- (Strong, solid achievement in most aspects): <b>90-92%</b>      | C (Very poor performance) <b>70-74%</b>    |
| B+ (Good performance, consistent with expectations): <b>87-89%</b> | C- (Borderline Unacceptable) <b>60-69%</b> |
| B (Acceptable): <b>83-86%</b>                                      | D (Unacceptable) <b>50-59%</b>             |
| B- (Borderline Acceptable): <b>80-82%</b>                          | F (Failing) <b>0-49%</b>                   |

## 5.0 Attendance, Class Participation, Group Projects and Grades/Marks

This course requires significant participation in class, online, and group projects. Attendance is essential to your successful completion of this seminar; however, no formal attendance will be taken. Please notify the professor in advance when you will be absent from class. All seminar participants are responsible for attending and being completely prepared for each seminar session according to the requirements of this syllabus and the lectures, class discussions, and group activities will supplement the outside reading. Seminar participants are expected to engage actively in synchronous seminar discussions and activities (worth 50 points, or 5%), and the asynchronous online discussions in WebCT that will take place outside of class (worth 50 points, or 5%). Students are responsible for all assignments, explanations, and modifications given out in class. Also, please note that a peer-evaluation technique will be employed to assess individual contributions to group projects.

## 6.0 Office Hours/Communication

Students are strongly encouraged to take advantage of office hours and other opportunities to meet with the professor, both physically and virtually. I will be available for consultation in the seminar room immediately preceding the seminar sessions on Tuesdays from 9:30 – 10:00 EST. In addition to these times, I am available “virtually” nearly every day on AOL Instant Messenger™ (CogburnDL), MSN Messenger ([dcogburn@hotmail.com](mailto:dcogburn@hotmail.com)), and Skype (Derrick\_Cogburn). If you see me online, feel free to ask if I am available to chat. Further, if you require an appointment outside of these arrangements, I may be able to accommodate you. Please send me e-mail and we can try to schedule an appointment. Again, I strongly suggest that you meet with me to discuss the seminar material, any questions that you have, additional research opportunities in my lab and elsewhere, your career opportunities in information policy, and your syndicate Information Policy Projects as soon as possible.

## 7.0 Seminar Web Site and Collaboration Technology

As described above, the seminar will use a suite of advanced web-based collaboration tools to create a globally, distributed networked learning environment. This learning environment includes both synchronous and asynchronous collaboration tools (all tools are cross-platform, and participants may use Windows, Mac, or Linux operating systems). Each student is expected to make extensive use of the collaboration suite described below.

To support the important asynchronous learning needs of this seminar, the School of Information Studies uses a Web-based teaching and learning environment called WebCT. A WebCT site has been developed for this course and may be found at: <http://istwebct6.syr.edu>. You will need to log in with your SU NetID or the specific IST WebCT ID provided to you at the beginning of the semester. Students are expected to make extensive use of this site and are responsible for any updates and announcements placed here. Questions regarding WebCT itself should be directed to [istwebct@syr.edu](mailto:istwebct@syr.edu) or Peggy Brown at 315-443-9370.

#### Asynchronous Tools:

*WebCT* – <http://istwebct6.syr.edu>

- Threaded e-mail-based discussions
- Attached documents, sound files, images, etc.
- Sharing documents and group file space
- Planning events
- Managing the global syndicate calendar
- Digital Library

We will also be using some advanced, synchronous web-based collaboration tools that students will benefit from accessing during the seminar, especially during virtual guest speakers. In particular, you will find user guides to our webconferencing server in the WebCT site, and/or you may prefer to take the online tutorial at the following link: <http://www.elluminate.com/support/orientation6/toc.jsp>.

#### Synchronous Tools:

*Elluminate*<sup>TM</sup>: <http://cotelcocave.syr.edu>

- Real-time audio/video, and PowerPoint slides;
- Real-time questioning and polling of students;
- Real-time multi-media courseware.

*Presence Awareness: MS Messenger*<sup>TM</sup>

Virtual meetings, office hours, and advising (audio, video, and text communication)

A computer lab is available on each campus from which students are welcome to participate in the seminar. Each lab has a technical support person to work with the site coordinator to ensure the best possible information infrastructure for the seminar. However, in the spirit of the *cyberseminar* model on which the seminar is based; participants are welcome to connect to the seminar from anywhere they have access to a stable connection to the Internet (minimum 28.8 kbps). If students chose to connect from outside of campus, they are responsible for their own technical support (including headsets, speakers, and microphones) and must accept the consequences of not being in the campus computer lab. Professor Cogburn will lead the seminar from within the virtual seminar room and will engage the participants through an interactive initial lecture using a range of multimedia techniques (e.g., slides, graphic images, movies, interactive web-sites, and other instructional tools). Polls will be used to engage the audience in debates and to gauge their feelings about the pace of the lecture (e.g., too fast, too slow). Participants will hear the professor's audio and see his video on their computer screens, regardless of the location from which he is broadcasting (e.g., Syracuse, Washington, D.C., Johannesburg, Geneva). Seminar participants will also be able to raise their hands, ask the verbal and text-based questions, indicate laughter and applause, speak to the entire seminar, and/or to their Global Syndicate members. They will also have access to the same white boards, slide mark-up tools, applications sharing, and other collaborative features as the professor.

## 8.0 Required Reading

The required readings in the seminar are very important in providing you with the background material to be able to participate effectively in the seminar discussions and activities. As such, the required reading and any other asynchronous material should be reviewed in advance of that particular class session. For an overview of each seminar session, please see the detailed schedule below. **Doctoral students should pay particular attention to the “Recommended Reading,” and will be asked to meet regularly for discussion of additional research articles.** This schedule has been developed as a roadmap to illuminate our path for the entire semester. *All* of the required readings are available either from within WebCT in the course Digital Library, All required journals and book chapters will be available on-line and can be accessed from the WebCT site (<http://istwebct6.syr.edu>). However, if you are interested in building your own information policy library, you may want to purchase the following books, from which many of the required readings are drawn:

1. Friedman, Thomas L, *The World is Flat: A brief History of the Twenty-First Century* (New York: Farrar, Straus and Giroux).
2. Gastil, J. and P. Levin (eds), *The Deliberative Democracy Handbook: Strategies for Effective Civic Engagement in the Twenty-First Century*, New York: Jossey-Bass, 2005
3. Braman, Sandra (ed.) *The Emergent Information Policy Regime* (New York: Palgrave/McMillian, 2004).
4. Milton Mueller, *Ruling the Root: Internet Governance and the Taming of Cyberspace*, (Cambridge: MIT Press, 2002).
5. Lawrence Lessig, *Code and Other Laws of Cyberspace* (Washington: Basic Books, 1999). Updated, revised virtual version due December 2006. (see <http://codebook.jot.com/Book>)
6. Philip Agree and Marc Rotenberg, *Technology and Privacy: The New Landscape* (Cambridge: MIT Press, 1998).
7. Brian Kahin and Charles Nesson, eds, *Borders in Cyberspace: Information Policy and the Global Information Infrastructure* (Cambridge: MIT Press, 1997).

While some of these are a little dated, these groundbreaking texts provide some of the best resources available on global information policy and decision making from a global perspective. Readings from these important texts are supplemented with web-based articles and resources.

## 9.0 Expectations

This is an advanced graduate/doctoral seminar, and as such requires a significant amount of reading, analysis and in-class discussion. While there are no stated academic pre-requisites, seminar participants should be prepared for an intense interdisciplinary learning experience. The professor in this seminar has very high expectations of the participants and they should have the same of the professor. In addition to the demanding seminar sessions, the course requires a minimum of 8-10 hours of outside work per week (e.g., reading, analysis, group meetings, writing assignments). Students that are particularly interested in this subject should explore with Dr. Cogburn opportunities to get involved with his research lab (<http://cotelco.syr.edu>).

This syllabus serves as an informal “learning contract,” and will govern activities in the seminar. However, before finalizing the syllabus, I allow suggestions to be made on improvement. After the “final” syllabus is posted, both students and the professor are bound by the contents therein (we can collectively agree to modify the syllabus during the course of the semester by mutual consent). As such, all participants are expected to complete the required reading and case assignments for each session prior to that session, to actively participate in all activities of the seminar, including the web-based discussions in WebCT (which are also required), and to actively participate in the Syndicate to which they have been assigned. The code of academic conduct at the university and the School of Information Studies (see below) will be strictly enforced. **NB: Grades of incomplete can only be considered upon receipt of medical certification. All late submissions receive one letter grade lower per day past the specified due date.**

## **10.0 Academic Integrity**

The academic community of Syracuse University and of the School of Information Studies requires the highest standards of professional ethics and personal integrity from all members of the community. Violations of these standards are violations of a mutual obligation characterized by trust, honesty, and personal honor. As a community, we commit ourselves to standards of academic conduct, impose sanctions against those who violate these standards, and keep appropriate records of violations. The academic integrity statement can be found at: <http://www.ist.syr.edu/courses/advising/integrity.asp>. All students will be bound by this statement of academic integrity, as well as any similar statements at their home university.

## **11.0 Students with Disabilities**

In compliance with section 504 of the Americans with Disabilities Act (ADA), Syracuse University is committed to ensure that “no otherwise qualified individual with a disability...shall, solely by reason of disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity....” If you feel that you are a student who may need academic accommodations due to a disability, you should immediately register with the Office of Disability Services (ODS) at 804 University Avenue, Room 308 3<sup>rd</sup> Floor, 315.443.4498 or 315.443.1371 (TDD only). ODS is the Syracuse University office that authorizes special accommodations for students with disabilities.

**GLOBALIZATION AND THE INFORMATION SOCIETY:  
Information, Communication and Development**

**SEMINAR AT-A-GLANCE**

*Schedule of Seminar Sessions, Learning Objectives, Readings and Assignments*

**Prof. Derrick L. Cogburn, Ph.D.**

Assistant Professor of Information

[dcogburn@syr.edu](mailto:dcogburn@syr.edu)

|    | Session Title<br>Date                                                                                                                                | Learning Objectives                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Syndicate Activities/<br>Assignments                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Required Readings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Recommended<br>Readings                                                                                                                                                                                                                                                                                                                                                                                                                            |
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| 1. | Globalization and the Information Society: Information, Communication and Development<br><br>Overview, Context and Training<br><br><i>16 January</i> | Provide a brief overview of the seminar structure, logistics, and training and assessment on the collaboration tools:<br><br>To learning objectives are to: <ul style="list-style-type: none"> <li>• Get acquainted</li> <li>• Seminar approach, key concepts, requirements, schedule, assignments and expectations</li> <li>• Context of globalization and the impact on knowledge, education and learning</li> <li>• Detailed review of “draft” syllabus</li> <li>• Training on synchronous and asynchronous collaboration tools</li> <li>• Rationale for the seminar</li> <li>• Background and overview of Collaboratories with implications for policy formulation</li> <li>• Global Syndicate approach taken in the seminar</li> <li>• Promises and challenges of working in virtual teams</li> </ul> | Review the seminar WebCT site to become familiar with structure and content. Site will be updated frequently<br><br>Develop an introductory presentation using PowerPoint. Introduce yourself and explain your background, including three following key issues: <ul style="list-style-type: none"> <li>• Name</li> <li>• Background</li> <li>• Education</li> <li>• Family</li> <li>• Travel</li> <li>• Work Experiences</li> <li>• Languages</li> <li>• Hobbies</li> <li>• Special skills and resources</li> <li>• Interests in the seminar, including professional and personal goals</li> </ul> Selected participants may be asked to present their presentations as an example, and everyone will be asked to revise and extend their presentations within WebCT<br><br><i>Submit anonymous feedback on syllabus and first day in WebCT</i> | Seminar Syllabus and WebCT site: <a href="http://istwebct.syr.edu/">http://istwebct.syr.edu/</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | “How to Read a Book”<br><br>“How to Give a Presentation”<br><br>Michael P. Ryan, <i>Knowledge Diplomacy: Global Competition in the Politics of Intellectual Property</i> , Washington, D.C., Brookings, 1998, (Chapter 1, pp. 1-20).<br><br>This book is available online from the Brookings Institute Web site.                                                                                                                                   |
| 2. | International Regime Theory Analysis: Regime Formation and Restructuring<br><br><i>23 January</i>                                                    | To better understand <i>Regime Theory</i> as an analytical framework: <ul style="list-style-type: none"> <li>• Broad history of the Global Information Society Movements</li> <li>• Use of international regime theory as an analytical tool</li> <li>• Background and structure of the international telecommunications regime</li> <li>• Fundamental challenges to the existing ITR regime</li> <li>• Possibilities of emerging GII/GIS</li> </ul>                                                                                                                                                                                                                                                                                                                                                       | <b>Assignment 1 Due: Introductory Presentations</b><br><br>“Final” syllabus posted<br><br><b>Assignment to Global Syndicate Teams</b><br><br>Discussion of the format for ICT Policy Projects<br><br>Spend some time working on Assignment 2.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Stephen Krasner, "Structural causes and regime consequences: Regimes as Intervening Variables" <i>International Organization</i> (Spring 1982)<br><br>Peter F. Cowhey. "The International Telecommunications Regime: the Political Roots of Regimes for High Technology." <i>International Organization</i> 45, no. 2 (Spring 1990): 169-199.<br><br>Sandra Braman, "Introduction," <i>The Emergent Information Regime</i> , Palgrave, 2004<br><br>Cogburn, D.L., " <a href="#">Elite Decision-Making and Epistemic Communities: Implications for Global Information Policy.</a> " in Braman (ed.) <i>The emergent global information policy regime.</i> Houndsmills, UK: Palgrave, 2004 | Diehl, <i>The Politics of Global Governance</i> , 1997, Part 3, Intro., chap. 5, 6<br><br>Lipnack and Stamps <i>Virtual Teams: Reaching Across Space, Time, and Organizations with Technology</i> (New York: John Wiley and Sons, 2000), Chapter 1<br><br>Minoli. <i>Distance Learning Technology and Applications</i> (Boston, Artech House, 1998), Chapters 1, 2, 3, 4, 5, and 6).<br><br>Rittberger, ed. <i>Regime Theory and International</i> |

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|    |                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                         | <p>Susan Strange, "Cave! Hic Dragones: A Critique of Regime Analysis," in Diehl, Paul <i>The Politics of Global Governance</i>, 1997</p> <p>WSIS Declaration of Principles and Action Plan</p> <p>Keck and Skink, Intro. and Chapter 1</p> <p>Diehl, Paul <i>The Politics of Global Governance</i>, 1997, chapters 1, 2, 4</p> <p>Klein, "Understanding WSIS: An Institutional Perspective" <i>ITID</i> MIT Press, 2003</p>                                                                                                                                                                                                                                                                                                                                                                                                               | <p><i>Relations</i> (New York: Oxford University Press, 1995). Chapters 2, 3, and 5</p> <p>Frieden, <i>International Telecommunications Handbook</i> (Boston: Artech, 1996), Chapters 2-3.</p> <p>Zacher and Sutton. <i>Governing Global Networks: International Regimes for Transportation and Communications</i> (Cambridge: Cambridge University Press, 1997). Chapters 1, 2, 5, and 7.</p> <p>Mansell and When, eds., <i>Knowledge Societies: Information Technology for Sustainable Development</i>. Chapter 9, pp. 180-201.</p> <p>Button and Ryfe, "What Can We Learn from the Practice of Deliberative Democracy?," <i>The Deliberative Democracy Handbook</i>, 2005</p> <p>Schechter, Michael, <i>United Nations Sponsored World Conferences</i>, 2001, Chapters 1, 7, 8</p> |
| 3. | <p>Internet Governance</p> <p>30 January</p> | <p>To better understand Internet Governance as an analytical framework:</p> <ul style="list-style-type: none"> <li>• Root Zone Administration</li> <li>• IP addressing</li> <li>• Domain Name allocation</li> <li>• Processes and mechanisms of global governance,</li> <li>• Regional Orgs. and Groupings contesting for governance of the emerging regime <ul style="list-style-type: none"> <li>• WGIG</li> <li>• ICANN</li> <li>• WTO</li> <li>• ITU</li> <li>• WIPO</li> </ul> </li> <li>• IPv6 and transition</li> </ul> <p><i>"The IP Addressing Systems and Analysis of Alternatives"</i></p> | <p><b>Assignment 2 Due: Global Syndicate Charter and Presentation of Syndicate Members</b></p> <p><b>Assignment 3 Begins:</b> Participate in <i>Global Syndicate</i> thematic presentation on Internet Governance and be prepared to engage with questions, debate, and discussion.</p> | <p>Milton Mueller, <i>Ruling the Root: Internet Governance and the Taming of Cyberspace</i> MIT Press, 2002; Chapters 2-4, 6</p> <p>WGIG Background Paper on Root Server</p> <p>Memorandum of Understanding Between the U.S. Dept. of Commerce and ICANN</p> <p>WGIG Background Paper on Competition</p> <p>Diehl, Paul <i>The Politics of Global Governance</i>, 1997, Chapters 1,2,4,11</p> <p>O'Brien, Goetz, Scholte, Williams, 2000, <i>Contesting Global Governance</i>, Chapters 1, 6</p> <p>Bernard Hoekman and Michel Kosteki, <i>The Political Economy of the World Trading System: From GATT to WTO</i> (New York: Oxford University Press, 1995). Chapter 2,</p> <p>Review the websites of the WSIS Working Group on Internet Governance and the Internet Governance Project</p> <p>WGIG Background Paper on IP Addresses</p> | <p><i>Report of the UN Secretary General's Working Group on Internet Governance</i></p> <p><i>Background Paper to the WGIG Report</i></p> <p>"Comments of the US Government on Internet Governance?"</p> <p>"WSIS Civil Society Internet Governance Caucus Response to the WGIG Report"</p> <p>ICANN Response to the WGIG report</p> <p>Mathiason, Mueller, Klein, and Holitscher "Internet Governance: the State of Play" IGP Working Paper, September 2004</p> <p>Patricia Bonner, et al., "Bringing the Public and the Government Together Through On-Line Dialogues?"</p>                                                                                                                                                                                                         |

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| 4. | <p>Infrastructure Financing, Development, Interconnection Costs, and Stability</p> <p>6 February</p> | <p>To better understand Globalization and the Global Economy: The World Around Us, including:</p> <ul style="list-style-type: none"> <li>• Contending perspectives on globalization and its opportunities and challenges</li> <li>• Anarchic nature of the global economy and the world-system</li> <li>• Overview of key actors and stakeholders</li> <li>• Overview of the <i>UN Millennium Development Goals (MDGs)</i></li> <li>• Particular impact on gender, disabled persons, indigenous peoples, and workers</li> <li>• Nature of the Information Revolution</li> <li>• Information and Communications Technologies and Information Systems which make up the GII</li> </ul> | <p>Participate in <i>Global Syndicate</i> thematic presentation on Infrastructure Financing, Development, Interconnection Costs, and Stability and be prepared to engage with questions, debate, and discussion.</p> | <p>Friendman, <i>The World is Flat</i>, Chapter 1</p> <p>Thomas Friedman, <i>The Lexus and the Olive Tree</i> (1999), Chapter 2</p> <p>William Grieder, <i>One World, Ready or Not</i> (New York: Simon and Schuster, 1995), Part I: One World.</p> <p>Manuel Castells, <i>The Information Age: Economy, Society and Culture, Volume I: The Rise of the Network Society</i> (Oxford: Blackwell Publishers, 1996). (Read Prologue).</p> <p>Richard J. Barnet and John Cavanagh, <i>Global Dreams: Imperial Corporations and the New World Order</i> (New York: Simon and Schuster, 1994). (Read Intro. and Chapter 1).</p> <p>Manuel Castells, <i>The Information Age: Economy, Society and Culture, Volume I: The Rise of the Network Society</i> (Oxford: Blackwell Publishers, 1996). Chapter 1</p> <p>Annabel Z. Dodd, <i>The Essential Guide to Telecommunications</i> (New Jersey: Prentice Hall, 1998), Part 1, Part 3</p> <p>Derrick L. Cogburn, “Governing Global Information and Communications Policy: Emergent Regime Formation and the Impact on Africa” <i>Telecommunications Policy</i> (In Press).</p> <p>Review the website of the WSIS Working Group on Financing</p> <p>WGIG Background Paper on</p> | <p>Bernard Hoekman and Michel Kostecki, <i>The Political Economy of the World Trading System: From GATT to WTO</i> (New York: Oxford University Press, 1995). Read Introduction and Chapter 1, pp.1-34.</p> <p>John Gerard Ruggie, “Multilateralism: The Anatomy of an Institution,” <i>Multilateralism Matters: The Theory and Praxis of an Institutional Form</i>, John Gerard Ruggie, ed. (New York: Columbia University Press, 1993). Chapter 1</p> <p>Rob Frieden, <i>International Telecommunications Handbook</i> (Boston: Artech, 1996).</p> <p>Robin Mansell and Uta When, eds., <i>Knowledge Societies: Information Technology for Sustainable Development</i> (New York: Oxford University Press, 1998). Chapters 5-8</p> <p>WGIG Background Paper on Cyber Security</p> <p>WGIG Background Paper on Network</p> |

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| 5. | Human Rights, Universal Access, Freedom of Expression and the Right to Communicate<br><br><i>13 February</i> | To better understand the Human Rights, Universal Access, Freedom of Expression and the Right to Communicate, including: <ul style="list-style-type: none"> <li>• Impact of globalization on the world economy</li> <li>• Nature of the Information Economy and global E-commerce</li> <li>• Politics, economics and technologies of e-commerce</li> <li>• National, regional, and global policy formulation processes</li> </ul>                                                                                                                                                                                                                                  | Participate in <i>Global Syndicate</i> thematic presentation on Human Rights, Universal Access, Freedom of Expression and the Right to Communicate and be prepared to engage with questions, debate, and discussion.<br><br>Please provide written feedback to the <i>Global Syndicate</i> so that they may consider it in their revision of the presentation and paper.<br><br><u>Panel Discussion:</u> “ <i>Freedom of Expression and Multilingualism in the World Summit on the Information Society</i> ”                                                                                                                                                                                                  | Manuel Castells, <i>The Information Age: Economy, Society and Culture, Volume I: The Rise of the Network Society</i> (Oxford: Blackwell Publishers, 1996). Chapter 2-3.<br><br>Universal Declaration of Human Rights ( <a href="http://www.un.org/Overview/rights.html">http://www.un.org/Overview/rights.html</a> )                                                                                                                                                                                                                          | Terence K Hopkins and Immanuel Wallerstein, et al. <i>The Age of Transition: Trajectory of the World-System 1945-2025</i> (London: Zed Books, 1996). Read Chapters. 1, 2, & 3<br><br>*Saskia Sassen, <i>Globalization and its Discontents</i> (New York: The New Press, 1998), Chapter 1.               |
| 6. | Digital Divide, Sustainable Development, and Social Justice<br><br><i>20 February</i>                        | Globalization and Restructuring in the World-System <ul style="list-style-type: none"> <li>• Range of GII/GIS Applications</li> <li>• Various definitions of Universal Access/Service</li> <li>• Role of Community Information Centers in providing Universal Access</li> <li>• Digital Solidarity</li> </ul>                                                                                                                                                                                                                                                                                                                                                     | Participate in <i>Global Syndicate</i> thematic presentation on Digital Divide, Sustainable Development, and Social Justice and be prepared to engage with questions, debate, and discussion.<br><br>Please provide written feedback to the <i>Global Syndicate</i> so that they may consider it in their revision of the presentation and paper.                                                                                                                                                                                                                                                                                                                                                             | Friedman, <i>The World is Flat</i><br><br>Robin Mansell and Uta When, eds., <i>Knowledge Societies: Information Technology for Sustainable Development</i> . Chapters 1 and 7.<br><br>ECA African Development Forum 1999 and 2000 Background Papers                                                                                                                                                                                                                                                                                           | Kenney, Martin and Richard Florida. <i>Beyond Mass Production</i> (New York: Oxford University Press, 1993),<br><br>Robin Mansell and Uta When, eds., <i>Knowledge Societies: Information Technology for Sustainable Development</i> (New York: Oxford University Press, 1998). Chapter 9. Introduction |
| 7. | Data Protection, Privacy and Security<br><br><i>27 February</i>                                              | To better understand the processes and mechanisms of Data Protection, Privacy and Security, including: <ul style="list-style-type: none"> <li>• Standards</li> <li>• Industry self-regulation</li> <li>• Right to privacy</li> <li>• European Data Directive</li> <li>• Understanding information ownership</li> <li>• Technologies for privacy invasion and enhancement</li> <li>• National, regional and global debates</li> <li>• National Security Issues and Agencies</li> <li>• Encryption</li> <li>• Export Controls</li> <li>• Digital Signatures</li> <li>• Nature of identity</li> <li>• Cultural preservation</li> <li>• Regulating content</li> </ul> | Participate in <i>Global Syndicate</i> thematic presentation on Data Protection, Privacy and Security and be prepared to engage with questions, debate, and discussion.<br><br>Please provide written feedback to the <i>Global Syndicate</i> so that they may consider it in their revision of the presentation and paper.<br><br>Possible guest speakers from WSIS<br><br><u>Discussion:</u> <ul style="list-style-type: none"> <li>• What is privacy?</li> <li>• Is it important: If so, why, if not, why not?</li> </ul> Debating various stakeholder perspectives on privacy<br><br><u>Panel Discussion:</u> “ <i>The Delicate Balancing Act: Protecting Privacy While Enhancing National Security</i> ” | WGIG Background Paper on Culture<br><br>WGIG Background Paper on Dispute Resolution<br><br>WGIG Background Paper on Social Dimensions<br><br>WGIG Background Paper on Multilingualization<br><br>WGIG Background Paper on Ecommerce<br><br>OECD Report: “Consumers in the Online Marketplace: The OECD Guidelines Three Years Later”<br><br>Lessig, <i>Code and Other Laws of Cyberspace</i> , (pp. 85-99, 188-209)<br><br>Philip Agree and Marc Rotenberg, <i>Technology and Privacy</i> , Chapter 4 (pp. 125-142), Chapter 9 (pp. 243-276). |                                                                                                                                                                                                                                                                                                         |
| 8. | Enabling                                                                                                     | To better understand the                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Participate in <i>Global Syndicate</i> thematic                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Manuel Castells, <i>The Information Age:</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | William Greider, <i>One</i>                                                                                                                                                                                                                                                                             |

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|                                                                                  | Environment, Meaningful Participation and Capacity Building<br><i>6 March</i> | <i>Enabling Environment for the Information Society</i> , including: <ul style="list-style-type: none"> <li>• Human capacity</li> <li>• Development of Infrastructure</li> <li>• Role of Education</li> <li>• Challenges to traditional learning</li> <li>• CSCL</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                              | presentation on Enabling Environment, Meaningful Participation and Capacity Building and be prepared to engage with questions, debate, and discussion.<br><br>Please provide written feedback to the <i>Global Syndicate</i> so that they may consider it in their revision of the presentation and paper.                                                                                                                                                                            | <i>Economy, Society and Culture, Volume I: The Rise of the Network Society</i> (Oxford: Blackwell Publishers, 1996). Chapters 4, 6, 7 and conclusion<br><br>Carl Shapiro and Hal Varian, <i>Information Rules</i> (Boston: Harvard Business School Press, 1999), Chapter 3<br><br>David Korten, <i>When Corporations Rule the World</i> (1995), Chapter 3<br><br>WGIG Background Paper(s) on Stakeholders and National Policy                                     | <i>World: Ready or Not</i> (1997), Part I<br><br>*Michael Porter, <i>The Competitive Advantage of Nations</i> (London: Macmillan, 1990), Chapter 1.                                                                                                                                      |
| <i>13 March – Semester Break – No Class (Coordinate with Global Syndicates)</i>  |                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                          |
| <i>20 March -- Semester Break - No Class (Coordinate with Global Syndicates)</i> |                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                          |
| 9.                                                                               | Open Knowledge and Intellectual Property Rights<br><i>27 March</i>            | To better understand <i>Open Knowledge and Intellectual Property Rights</i> including <ul style="list-style-type: none"> <li>• Intellectual monopolies</li> <li>• Free software and Open Source</li> <li>• Open access to scientific information</li> </ul> <p><i>“Intellectual Property in the Knowledge Economy and Information Society: What is the Role?”</i></p> <ul style="list-style-type: none"> <li>• Overview of the complexities of IP</li> <li>• Intellectual monopolies</li> <li>• Free software and Open Source</li> <li>• Open access to scientific information</li> <li>• Exploration of various alternatives, such as CC licenses</li> <li>• Open knowledge movement</li> <li>• Relationship to domain names</li> </ul> | <b>Assignment 4 Due: Mid-Term Global Information Policy Projects</b><br><br><b>Mid-Term anonymous evaluation of the seminar on WebCT</b><br><br>Participate in <i>Global Syndicate</i> thematic presentation on Open Knowledge and Intellectual Property Rights and be prepared to engage with questions, debate, and discussion.<br><br>Please provide written feedback to the <i>Global Syndicate</i> so that they may consider it in their revision of the presentation and paper. | Milton Mueller, <i>Ruling the Root: Internet Governance and the Taming of Cyberspace</i> MIT Press, 2002; Chapters 8,9<br><br>NRC Report: The Digital Dilemma: Intellectual Property in the Information Age, Ch. 1 (pp 23-75).<br><br>Lawrence Lessig, <i>Code and Other Laws of Cyberspace</i> , (pp. 122-141)<br><br>Brian Kahin and Charles Nesson, <i>Borders in Cyberspace: Information Policy and the Global Information Infrastructure</i> , (pp. 205-234) | Robert Reich, <i>The Work of Nations</i> (New York: Random House, 1991).<br><br>Michael P. Ryan, <i>Knowledge Diplomacy: Global</i> , Brookings Institution, 1998<br><br>Keith E. Maskus, <i>Intellectual Property Rights in the Global Economy</i> , Washington: IIE, 2000, Chapter 2-3 |
| 10.                                                                              | Multilingualism and Cultural Diversity<br><i>3 April</i>                      | To better understand the Multilingualism and Cultural Diversity, including: <ul style="list-style-type: none"> <li>• Impact of globalization on societal groupings, culture and identity</li> <li>• Nature of identity and importance in the Information Society</li> <li>• Emergence of a hegemonic global culture? Or opportunities for cultural preservation and content creation</li> </ul>                                                                                                                                                                                                                                                                                                                                          | Participate in <i>Global Syndicate</i> thematic presentation on Multilingualism and Cultural Diversity and be prepared to engage with questions, debate, and discussion.<br><br>Please provide written feedback to the <i>Global Syndicate</i> so that they may consider it in their revision of the presentation and paper.                                                                                                                                                          | Manuel Castells, <i>The Information Age: Economy, Society and Culture, Volume II: The Power of Identity</i> (Oxford: Blackwell Publishers, 1996). Introduction, Chapters 1,2, 5,6.<br><br>Benjamin Barber, <i>Jihad v. McWorld</i> (1998), Chapters 6-9.<br><br>Samuel P. Huntington, <i>The Clash of Civilizations and the Remaking of World Order</i> (1996), Chapter 6, pp 125-154.                                                                            | Martin Carnoy, et. al <i>The New Global Economy in the Information Age</i> (University Park, PA: University of Pennsylvania Press, 1996), Chapter 3.                                                                                                                                     |
| 11.                                                                              | Labor and Employment in the Information                                       | Globalization and Culture: The Power of Identity Hegemony or Global                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Participate in <i>Global Syndicate</i> thematic presentation on Labor and Employment in the Information                                                                                                                                                                                                                                                                                                                                                                               | WGIG Background Paper on Education                                                                                                                                                                                                                                                                                                                                                                                                                                | Minoli, Daniel. <i>Distance Learning Technology and Applications</i> (Boston,                                                                                                                                                                                                            |

|     |                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                         |                                        |
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|     | Society<br><i>10 April</i>                                                                                                              | Opportunity <ul style="list-style-type: none"> <li>• What are the best ways to ensure a sufficient supply of IT workers?</li> <li>• What are the “push” and “pull” factors that encourage knowledge workers to emigrate?</li> <li>• Multiple facets of the global digital divide</li> <li>• What is the real potential of a “Digital Diaspora” for the developing world?</li> <li>• Presence and movement of Natural Persons within the context of WTO</li> </ul>                                                                                                                                                   | Society and be prepared to engage with questions, debate, and discussion.<br><br>Please provide written feedback to the <i>Global Syndicate</i> so that they may consider it in their revision of the presentation and paper.                                                                                                                                                                                                                                                                                                                                                                               | WGIG Background Paper on Social Dimensions<br><br>Lawrence Lessig, <i>Code and Other Laws of Cyberspace</i> , Chapters 1-8 (pp.iv-108). | Artech House, 1998). Chapters 7, 8, 9. |
| 12. | Spam, Consumer Protection, and Consumer Rights<br><i>17 April</i>                                                                       | Participants will complete the final seminar survey<br><br><i>“Spam – Global Menace or Commercial Opportunity?”</i> <ul style="list-style-type: none"> <li>• Sources and methods of spam</li> <li>• Technology solutions</li> <li>• Economic solutions</li> <li>• Policy solutions</li> </ul>                                                                                                                                                                                                                                                                                                                       | Participate in <i>Global Syndicate</i> thematic presentation on Spam, Consumer Protection, and Consumer Rights and be prepared to engage with questions, debate, and discussion.<br><br>Please provide written feedback to the <i>Global Syndicate</i> so that they may consider it in their revision of the presentation and paper.<br><br><u>Discussion:</u> <ul style="list-style-type: none"> <li>• What is the socioeconomic impact of spam?</li> <li>• What impact can information policies have on spam?</li> <li>• Debating the pros and cons of various policy and technology solutions</li> </ul> | WGIG Background Paper on Spam<br><br>ITU Report on Spam<br><br>OECD Report on Spam                                                      |                                        |
| 13. | <b>Final Forum</b><br><br>Globalization and the Information Society: Where Do We Go From Here<br>Chaos or Community?<br><i>24 April</i> | <b>Assignment 5 Due: Final Global Information Policy Projects</b><br><br>In this special session, <i>Global Syndicates</i> will present a revision of the better of their two information policy projects in the <i>Globalization Seminar Final Forum</i> . The <i>Final Forum</i> is an oral final exam and will be included in the Syracuse University MayFest ( <a href="http://soling.syr.edu/MayFest">http://soling.syr.edu/MayFest</a> ), and other guests from Syracuse and around the world will be present both physically and virtually.<br><br><b>Final anonymous evaluation of the seminar on WebCT</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                         |                                        |