Syllabus
Global451: Access, Security, and Intercultural Context of Global Communication
Instructor: Prof. Tae-seop Lim (tslim@uwm.edu)

Course Description

This course provides in-depth analyses of the study of informational technology in intercultural and global contexts. It is designed to enhance students’ understanding of the impacts of culture on (1) the use of and attitudes towards information technology, (2) the design of web pages and (3) access to and security of networks, and (4) policy on IT. The course also discusses the consequences of globalization or diffusion of information technology.

Course Objectives

1. To understand the impact of culture on human behavior
2. To be aware of the relativity of culture, and the diversity of the ways of living
3. To learn the key theories of cross-cultural communication.
4. To understand the impact of culture on the use of information technology.
5. To understand cultural differences in web page and network design.
6. To enhance competence in global information technology and communication
7. To understand the issues of digital divide and equity
8. To understand the relationship between culture and policies on Internet technology.

Textbook

There is no textbook for this course. All the readings will be posted on the Internet.

Evaluation

Your final grade will be based on two examinations, Mid-term (30%) and Final (30%), a research project (30%), and participation (10%). The exams, which are objective and non-cumulative, will be given in the midterm and finals week. The participation will be graded based on the activities in discussion forum. There will be no curving of the
grades either up or down.

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<tr>
<th>%</th>
<th>Grade</th>
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<tbody>
<tr>
<td>94-100%</td>
<td>A</td>
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<tr>
<td>90-93.9</td>
<td>A-</td>
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<td>87-89.9</td>
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<td>84-86.9</td>
<td>B</td>
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<td>80-83.9</td>
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<td>77-79.9</td>
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<td>74-76.9</td>
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<td>0-59.9</td>
<td>F</td>
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Research Project

The research project is a comparison between two or more countries or global regions on (1) digital divide or equity of access problem, (2) information technology policy or (3) the security/privacy issue.

Students should submit (1) prospectus or proposal (2) mid-term report, and (3) final report. A prospectus lays out the basic plan for the project, reporting (1) countries/regions to compare (2) the specific issue to be researched, and (3) the method of research. A mid-term report provides the current status of the project, specifying how much data has been collected and what has been found. A final report is the completed research report.

Participation

There will be 14 discussion forums open over the course of semester. In a normal week, one forum will open on Monday and close on Sunday. There will be no forums in 8th and 16th week when exams are scheduled.

On each forum, the instructor will post one or two questions by Monday morning. Students are required to post an initial response to each question by Wednesday, and then read others’ postings and respond to them as much as possible. Initial responses posted late will be accepted with a significant deduction of credit.

Participation is graded just like face-to-face class participation. I set up the minimum level requirements - one good initial response for each forum, reading most initial responses by others, and occasional responses to others' responses - and follow how the forums progress.
After observing several forums, I identify the most active participants and the median group who are not really active but steadily and reliably participate in the forums. The minimal participants get 70%, the most active ones get 100%, the median group gets 85%, and those who fall in between these groups get the grades based on their relative position. In my earlier classes, the median group posted about 3-4 messages per forum and read about 80% of others' messages. I grade based on the overall participation, but the overall participation here does not mean the average but the overall tendency. If, for example, you post 3, 4, 4, 3, 3, 2, 4 messages for the first 7 forums, then you belong to the median group; but if you post 1, 9, 1, 1, 2, 1, 1 message(s), then I would consider you a minimal participant who occasionally post responses to others. The forum grades will be posted twice: at the end of each half.

Every missed forum will cost you about 1/14 of the forum grade.

This is my general recommendations and expectations:

1. First of all, don't miss any forum. Completely missing a forum will hurt your participation grade badly.
2. If you post an initial response only, you will get 75%.
3. If you post an initial response in time, read some of others' postings, and post one response to others’ postings, you will receive about 80%.
4. If you post an initial response in time, read most postings, and make 4 postings (5 messages overall) each forum, you will get 90%.
5. If you post 10 messages each forum and read others messages constantly (read and re-read to respond again and again), you will receive something close to 100%.
6. Quantity is not the only criterion, The quality of your postings is as important as the quantity.

Definitions

A week starts on Monday and ends on Sunday.
A day starts at 12:00 am and ends at 11:59 pm.
Due is at the end of the given day, i.e., 11:59 pm.

Course Policies
Credit Hour Policy

Students are expected to put in minimum 9 hours per week comprehending/reading class materials (4 hours), researching (3 hours), participating in discussion (1 hour), and preparing for the exams (1 hour) to achieve the learning goals of this course. Over the semester, an average student needs to put in at least 64 hours in reading, 48 hours in research, 16 hours in participating in discussion, and 16 hours in exam preparation, which sums up to 144 hours.

Policy on Due Dates and Late Assignments

All assignments will be accepted until midnight on their due date without penalty. After that time, assignments will be accepted with penalty. The amount of penalty will be dependent upon the length of delay.

Policy on Forum Participation

Late participation should be notified by email to earn partial grade.

Written Assignments

All written assignments must be typed, free of grammatical errors, and follow APA style (Publication Manual of the American Psychological Association).

Academic Misconduct

The university has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others’ academic endeavors.

A more detailed description of Student Academic Disciplinary Procedures may be found in Regents Policy Statements, UWS Chapter 14 and UWM Faculty Document #1686.
Complaint Procedures

Students may direct complaints to the head of the academic unit or department in which the complaint occurs. If the complaint allegedly violates a specific university policy, it may be directed to the head of the department or academic unit in which the complaint occurred or to the appropriate university office responsible of reinforcing the policy.

Grade Appeal Procedures

A student may appeal a grade on the grounds that it is based on capricious or arbitrary decision of the course instructor. Such and appeal shall follow the established procedures adopted by the department, college, or school in which the course resides. These procedures are available in writing form the respective department chairperson or the Academic Dean of the College/School.

On certain occasions students may experience actions on the part of a faculty member, GTA, or other instructional staff member assigned to the course that cause the student to consider filing a grievance or grade appeal. The College of Letters and Science Undergraduate Grievance/Grade Appeal Procedure can be found at http://www.uwm.edu/letsci/pdf/grievance_procedure.pdf. Please note that the student has 30 working days from the date of the instructor’s action to initiate a formal appeal.

Students are expected to comply with university policies dealing with student misconduct. Cheating on examinations or lab activities, turning in material which is not your own, or using someone else's print and/or non-print material without proper citation, collaborating on assignments, etc., will not be tolerated. Any evidence of cheating, plagiarism, or misrepresentation of work will be immediately reported to the College of Letters and Science for disciplinary action. Please see university guidelines for further explanation of academic misconduct and disciplinary procedures. A more detailed description of Student Academic Disciplinary Procedures may be found in Regents Policy Statements, UWS Chapter 14 and UWM Faculty Document #1686.

Participation by Students with Disabilities
If you need special accommodations in order to meet any of the requirements of this course, please contact me as soon as possible.

**Accommodation for Religious Observances**

Students will be allowed to complete examinations or other requirements that are missed because of a religious observance. (Form UWM Faculty Document #1853)

**Additional Policies**

Additional uniform policies concerning academic misconduct, accommodation for religious observances, change of grades, drop policy, equal treatment, financial obligation, grade appeal and complaint procedures, incompletes, participation by students with disabilities, sexual and racial harassment, record-keeping, and responsibility for evaluating academic progress may be found on the bulletin board outside the administrative offices of the Department of Communication, in the University of Wisconsin-Milwaukee library, and at the students services office.

**University Policies**

Refer to the following link:

**Weekly Topics and Reading Assignments**

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<thead>
<tr>
<th>Week</th>
<th>Topics</th>
<th>Assignment Due</th>
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<tbody>
<tr>
<td>1</td>
<td>Culture and Information Technology</td>
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<td>2</td>
<td>Edward T. Hall and Theory of Context</td>
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<td>3</td>
<td>Geertz Hofstede and Cultural Dimensions</td>
<td>Prospectus Due (Sep 21)</td>
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<td>4</td>
<td>Impacts of Culture on the Use</td>
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<td>5</td>
<td>Culture and Computer-Mediated Communication</td>
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<td>6</td>
<td>High/Low Context and Web Design</td>
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<td>7</td>
<td>Cultural Dimensions and Web Design</td>
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<td>8</td>
<td>Culture and Instructional Web Design</td>
<td>Mid-term examination</td>
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<td>(Oct 23-26)</td>
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<td>9</td>
<td>Culture and Web Developer/Designer</td>
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<td>10</td>
<td>Culture, IT, and Corporation</td>
<td>Mid-term Report Due</td>
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<td>(Nov 9)</td>
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<td>11</td>
<td>Culture and eCommerce/eBusiness</td>
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<td>12</td>
<td>Culture and Diffusion of IT</td>
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<td>13</td>
<td>Gender and Information Technology</td>
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<td>14</td>
<td>Unification/Globalization of IT</td>
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<tr>
<td>15</td>
<td>Equity and Access</td>
<td>Final Report Due (Dec 14)</td>
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<tr>
<td>16</td>
<td>IT policy</td>
<td>Final Examination (Dec 18-21)</td>
</tr>
</tbody>
</table>
Reading List

Week 1. Culture and Information Technology


http://csric.lse.ac.uk/asp/aspecis/20000076.pdf

3. Heidi Walsh, Cultural differences. Award Article.  
http://www.website-awards.net/articles/article44.htm (The link is no longer available).

Week 2. Edward T. Hall and Theory of Context

1. Institute for the Study of Human Knowledge. The grip of culture: Edward T. Hall.  


Week 3. Geertz Hofstede and Cultural Dimensions

http://www.clearlycultural.com/geert-hofstede-cultural-dimensions/

http://www.sagepub.com/upm-data/11711_Chapter7.pdf

http://users.utu.fi/freder/hofstede.pdf

Week 4. Impacts of Culture on the Use


Week 5. Culture and Computer-Mediated Communication

http://jcmc.indiana.edu/vol11/issue1/ess.html

2. Hermekeing, M. (2005). Culture and Internet consumption: Contributions from cross-
http://jcmc.indiana.edu/vol11/issue1/hermeking.html


http://csric.lse.ac.uk/asp/aspecis/20000068.pdf

Week 6. High/Low Context and Web Design

http://jcmc.indiana.edu/vol11/issue1/wuertz.html

Week 7 Cultural Dimensions and Web Design


http://iloencyclopedia.org/part-iv/ergonomics/designing-for-everyone/item/639-cultural-differences

Week 8 Culture and Instructional Web Design

http://jcmc.indiana.edu/vol11/issue1/callahan.html


Week 9 Culture and Web Developer/Designer


http://www.cs.ucy.ac.cy/courses/EPL011/readings/v7r4.pdf

Week 10. Culture and eCommerce/eBusiness

http://interneg.concordia.ca/interneg/research/papers/2001/03.pdf


http://www.solhaam.org/articles/clm2.html

Week 11. Culture and Diffusion of IT


3. Mark Srite (2006). Culture as an explanation of technology acceptance differences:
Week 12. Gender and Information Technology

http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.89.9847&rep=rep1&type=pdf


http://www.ifets.info/journals/10_2/14.pdf


Week 13. Unification/Globalization of IT


3. Cultural imperialism – The Internet. NYU Wikis

http://www.cim-oem.com/bridge_8c18c.html

5. Maged Ali and Sarmad Alshawi. Cultural universality versus particularity within eCRM systems: A special case of information systems.

Week 14. Equity and Access


2. Gülsün KURUBACAK. Accomplishing Access & Equity in Education: Using the Web to Design and Deliver Courses Online. Turkish Online Journal of Distance Education-TOJDE October 2002 ISSN 1302-6488 Volume:3 Number:4
http://tojde.anadolu.edu.tr/tojde8/articles/equityineducation.htm

Week 15 IT policy

http://jcmc.indiana.edu/vol11/issue1/larose.html
2. Backroad Connections Pty Ltd 2003, Privacy issues in online teaching and learning (Version 1.00), Australian Flexible Learning Framework Quick Guides series, Australian National Training Authority.  

http://www.ombuds.org/unforum2004/Primerano.HTM
http://odr.info/node/25

Week 16. Culture, IT, and Corporation

1. Tony Van kerckhoven (2000). The influence of cultural differences on Corporate Internet Reporting in three Western European countries: a preliminary study  
http://anet.ua.ac.be/docman/irua/254c0b/328c9530.pdf