Information Technology, Globalization and Governance

Spring 2008

Preliminary Syllabus

This graduate course provides a broad overview of information revolutions and their impact on global politics. We will examine previous episodes of transformative changes in communications to place contemporary changes in a broader historical context and we will consider theoretical explorations of the relationship between information technologies and world politics. The bulk of the course, however, will examine the practical impact of the information revolution on state sovereignty, democratization, diplomacy, international political economy, international and homeland security and international organization. A particular emphasis will be placed on the information technologies used to run government agencies and other public sector organizations. We will also examine the move from "legacy systems" to integrated suites of standardized software known as Enterprise Systems in back office of government operations as well as the website “front ends” that connect these systems to citizens, private sector entities and other governments. We will investigate the use of such management information systems by international organizations such as the European Union and the United Nations as well as by international non-governmental organizations (NGOs). The course will also consider the global digital divide, efforts to bridge that divide and use information technologies to foster international development.

Prerequisites:

There are no course prerequisites or technical background prerequisites. Students should be open to learning to use specific information technologies if the opportunities to use them for class and research projects present themselves.

Main Textbooks: (Available at the Rutgers University Bookstore)


Unless noted, all required journal articles can be accessed on-line at the UAlbany library under “e-journals.” This includes articles in *Economist, Foreign Affairs, Foreign Policy, etc.*

Additional readings available online – at the Universal Resource Locators (URLs) given
Description of requirements:

Reviews of readings:
Students will submit three brief reviews (2 pages each -- approx. 500 words) of required weekly readings at the beginning of the session selected. Reviews are intended generate informed class discussion, so they must be written and submitted before class. These reviews should state the main arguments of individual pieces assigned, critically evaluate arguments made and relate the articles to one another (when possible). Each review is about 7% of course grade. Excellent reviews will receive 7 points, good reviews 6 points, passing reviews 4 points, failing reviews 3 points. A total of three reviews must be submitted for full credit. Students may choose which week’s readings to review, however, readings chosen must be distributed in the following manner:
One review of the readings from a session of Part I
One review of readings from a session of Part II
One review of readings from a session of Part III

If students do not hand in the required number of reviews by the end of each part of the course, the overdue review will be considered a failing review. They will not receive credit for the missing reviews.

3. Seminar Research Project:
Students are expected to write a research paper of about 7,000 words. While students are expected to draw on the material from the syllabus, the student’s research effort will be demonstrated by having at least 20 sources and majority of the paper’s references from outside material.

Students may select a topic of their own choosing as long as it is within the confines of the course and approved by the instructor.

Students will give a powerpoint presentation on their research project

4. Class participation --- Students are expected to attend all classes and prepare for class discussions by completing all reading assignments before class. Those students who contribute thoughtful comments and questions about the assigned readings on a regular basis and actively participate in discussions will receive an “A” for class participation. Students who do not regularly attend will receive an “F”; those who attend but do not participate will receive a “D,” those who occasionally participate or whose participation is not on topic will receive a “C” for participation.

Grading:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tr>
<td>Reviews</td>
<td>about 20%</td>
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<tr>
<td>Term project</td>
<td>about 60%</td>
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<tr>
<td>Class participation</td>
<td>about 20%</td>
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</tbody>
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Late assignments will be penalized.
Students must properly reference all sources, including assigned readings, in all written assignments. Plagiarism and cheating will not be tolerated.
Course schedule:

1/29 Introduction

Part I: The information revolution and change

2/5 Information technology and the modern world order

Required readings:
Deibert, pp. 1-131


2/12 Rise of the Internet

Lab: Web-authoring

Required readings:

A Brief History of the Internet and Related Networks by Vinton G. Cerf  

Chadwick, chs. 1-3

Deibert, 131-136

2/19 The Global Digital Divide

Paper proposals due (Posted online)

Required readings:

Chadwick ch. 4

Brendan Luyt, “Who benefits from the digital divide?” *First Monday Volume 9, Number 8 - 2 August 2004*  

One laptop per child  
and: [http://wiki.laptop.org/go/One_Laptop_per_Child](http://wiki.laptop.org/go/One_Laptop_per_Child)

2/26 The Information Revolution, Economic Globalization and the State
**Required readings:**

Deibert, 137-157

Chadwick, Ch. 9


**Recommended resources:**

Stephen Walt, "International Relations: One World Many Theories," *Foreign Policy*, 110 (Spr 1998), 29-46. (For those who have not previously studied international relations)


**3/4 Information Technology, Democracy and Democratization**

**Required readings:**

Chadwick ch. 5-7


**Recommended resources:**

A Web site with a view — The Third World on *First Monday* Special Issue #8 http://www.uic.edu/htbin/cgiwrap/bin/ojs/index.php/fm/issue/view/253/showToc


(An assessment of the preparedness of 42 countries to engage in the new economy.)

Bryan Pfaffenberger The Internet in China

http://pfaff.tcc.virginia.edu/home/MT/content/internet-in-china.html

Part II: Public Sector Information Technologies and State Capabilities

3/11 Public Sector Reengineering, Enterprise Software and E-government

Required readings:


Steve Towns, “Embracing the Enterprise in ERP” Government Technology, August 2000
http://www.govtech.com/gt/2305

Chadwick, ch. 7

UN Global E-government Readiness Report
http://www.unpan.org/egovernment5.asp

http://www.sed.manchester.ac.uk/idpm/research/publications/wp/igovernment/documents/iGWkPpr18.pdf

“OPEN: Seoul's Anticorruption Project”


Recommended resources:

General Services Administration, Office of Electronic Government and Technology http://egov.gov/

U.S. Federal Chief Information Officers (CIO) Council
http://cio.gov/

Government Technology (Trade Magazine)
http://www.govtech.net

Government Computer News (Trade Magazine)
http://www.gcn.com/
Federal Computer Week (Trade Magazine)

Institute for Development Policy and Management, The University of Manchester
iGOVERNMENT - Information, Systems, Technology and Government: WORKING PAPERS
http://www.sed.manchester.ac.uk/idpm/research/publications/wp/igovernment/index.htm

Some Assembly Required: Building a Digital Government for the 21st Century
http://www.ctg.albany.edu/research/workshop/dgfinalreport.pdf

The Harvard Kennedy School, E-Government Executive Education (3E) Project
http://www.ksg.harvard.edu/stratcom/3E/index.html
Paper series: Eight Imperatives for Leaders in a Networked World
http://www.ksg.harvard.edu/stratcom/hpg/index.htm

United Kingdom Parliament, Parliamentary Office of Science and Technology,
Electronic Government: Information Technologies and the Citizen
http://www.parliament.uk/post/egov.htm

IBM’s Institute for Electronic Government
http://www.ieg.ibm.com/

Digital Government.org http://www.diggov.org (dg.o seeks to assist in the formation of research
collaborations, leverage information technology research and identify financial resources to help build the
Digital Government of the 21st Century.)

ERP in the Public Sector http://www.afei.org/brochure/2af3/

World Bank E-Government Site
http://www1.worldbank.org/publicsector/egov/

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3/18 Diplomacy in the Information Age

Required readings:

Wilson P. Dizard, *Digital Diplomacy* (entire)

U.S. State Department, FY 2006-2010: IT Strategic Plan Goals Paper
http://www.state.gov/m/irm/rls/c23911.htm

U.S. State Department, Office of Information Resource Management (especially E-diplomacy Office)
http://www.state.gov/m/irm/

http://www.afsa.org/fsj/dec05/johnson.pdf

http://www.fcw.com/print/13_31/features/103633-1.html

Recommended resources:
The Internet and International Systems: Information Technology and American Foreign Policy Decisionmaking, a workshop co-hosted by the Nautilus Institute and the World Affairs Council of Northern California. December 10, 2000, San Francisco, CA


David Ronfeldt and John Arquilla, "What if there is a Revolution in Diplomatic Affairs," http://www.usip.org/oc/vd/vdr/ronarqISA99.html

The Center for Strategic and International Studies (CSIS), Diplomacy in the Information Age Project http://www.csis.org/pubs/pubsfor.html#dia


4/1 Revolution in Military Affairs, Information Warfare and Cyberterrorism

Required readings:

Deibert, pp. 164-176


Donald Rumsfeld, “Transforming the Military” Foreign Affairs 81:3 (May-June 2002), 20-32.


Recommended resources:


4/8 Information Technology and Homeland Security

Required readings:

Read: “Executive Summary” “Information Sharing and Systems”


http://portal.acm.org/citation.cfm?id=971642&jmp=cit&coll=GUIDE&dl=GUIDE&CFID=52380439&CFTOKEN=89519381#CIT

http://borderbattles.ssrc.org/Koslowski/

http://blog.wired.com/27bstroke6/2008/01/new-real-id-rul.html#previouspost

Chadwick, ch. 11

Recommended resources:


*Making the Nation Safer: The Role of Science and Technology in Countering Terrorism* Committee on Science and Technology for Countering Terrorism, Division on Engineering and Physical Sciences, National Research Council http://www.nap.edu/html/stct/index.html


Government Accounting Office, Special Collections - Homeland Security
http://www.gao.gov/homelandsecurity.html

U.S. Senate Judiciary Committee, Subcommittee on Technology, Terrorism and Government Information
http://judiciary.senate.gov/subcommittees/technology.cfm

Electronic Privacy Information Center (EPIC):
http://epic.org/
Part III: Information Technology and Global Governance

4/15 Global Governance of the Cyberspace

Chadwick, Chs. 10, 12

Lawrence Lessig, "Innovation, Regulation and the Internet," The American Prospect November 30, 2002
http://www.prospect.org/cs/articles?article=innovation_regulation_and_the_internet


Recommended resources:

The Internet Corporation for Assigned Names and Numbers (ICANN)
http://www.icann.org/

The Internet Governance Forum
http://www.intgovforum.org/

Internet Policy Institute
http://www.internetpolicy.org

The Berkman Center for Internet & Society
http://cyber.law.harvard.edu/
A research program founded to explore cyberspace, share in its study, and help pioneer its development. The Center is a network of teaching and research faculty from Harvard Law School and elsewhere -- as well as students, fellows, entrepreneurs, lawyers, and virtual architects working to identify and engage the challenges and opportunities of cyberspace.

4/22 International Organizations

In class power point presentations due

Required readings:


"Integrated Management Information System project: Twelfth progress report of the Secretary General" A/55/632, Nov. 17, 2000

Directorate-General for Informatics (DIGIT) http://ec.europa.eu/dgs/informatics/contact/index_en.htm
Read “about DIGIT” http://ec.europa.eu/dgs/informatics/about/index_en.htm

eEurope 2005: An information society for all
IDABC: Interoperable Delivery of European eGovernment Services to public Administrations, Business and Citizens.

Look at: http://www.un.org/


Look at: http://www.europa.eu.int/

Recommended resources:


Information Systems Co-ordination Committee (ISCC) Public Internet http://acc.unsystem.org/iscc/


4/29 Non-Governmental Organizations

Required readings:

Deibert, 157-164


Look at: http://www.unglobalcompact.org/

Recommended resources:

Craig Cox, “Plugged into Protest? E-activists rally on the Web, but can they build a movement?” Utne Reader, No. 100.

Union of International Associations (UIA)
http://www.uia.org/
(The UIA has been collecting, publishing and disseminating information on international nonprofit organizations since its creation in 1910, as its central activity. This has been further developed to cover information on their international meetings, their problems, and their strategies.)

International Campaign to Ban Landmines
http://www.icbl.org/

The Sierra Club: Responsible Trade Campaign
http://www.sierraclub.org/trade/

MAI-not
http://www.flora.org/mai-not/

Public Citizen Global Trade Watch
http://www.citizen.org/trade/

Earth Island Institute
http://www.earthisland.org/takeaction/takeaction.html

5/6 Information Technology and International Development

Final Paper due

Required readings:


Charles Kenny "Development’s False Divide: Giving Internet access to the world’s poorest will cost a lot and accomplish little," Foreign Policy Jan/Feb 2003


http://www.itu.int/WSIS/docs2/tunis/off/9rev1.doc

http://idpm.man.ac.uk/wp/igov/igov_wp11abs.htm

Recommended resources:

The World Summit on the Information Society (WSIS)  
http://www.itu.int/wsis/index.html

The Information for Development Program (infoDev)  
http://www.infodev.org/  
(Global grant program managed by the World Bank to promote innovative projects on the use of information and communication technologies (ICTs) for economic and social development, with a special emphasis on the needs of the poor in developing countries)

Global Information Infrastructure Commission (GIIC)  
http://www.giic.org/  
(The mission of the Global Information Infrastructure Commission (GIIC) is to foster private sector leadership and private-public sector cooperation in the development of information networks and services to advance global economic growth, education and quality of life.)


Bellanet  
http://www.bellanet.org/  
An international initiative working with the development community to increase collaboration. Supports partnerships by providing advice and assistance on more effective use of information and communication technologies (ICTs).

The Global Public Policy project  
http://www.globalpublicpolicy.net/  
(Explores the role of global public policy networks in strengthening the effectiveness and efficiency of the United Nations in today’s constantly changing global environment.)