



Political Science 100: Global Politics and Society

Course Syllabus

Fall 2010

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Course Number: POL SCI 100_02

Course Title: Global Politics and Society

Time: Monday, Wednesday, Friday, 9:30-10:25AM

Place: MAC 210

D2L: course materials available

Prerequisites: None

Special Note: laptops and cell phones are **NOT** allowed in this class, unless approved by instructor. Absolutely no exceptions! The policy will be strictly enforced (i.e., we will confiscate cell phones for duration of class).

Catalogue Description: The course explores political power and human connections on a global scale. The course covers concepts and ideas on the interaction of governments, organizations, and peoples across regions, cultures, and communities. The course helps students develop a global outlook on their future prospects as citizens and professionals in a globalized world.

General Education Designation: This course fulfills Social Studies-1 and World Culture general education requirements.

Textbooks:

1. Charles W. Kegley, Jr. and Gregory A. Raymond, *The Global Future: A Brief Introduction to World Politics*, 3rd ed., Thompson/Wadsworth, 2009 (with *World Atlas*) ISBN: 0-495-79063-X
2. Manfred B. Steger, *Globalization: A Very Short Introduction*, 2nd ed., Oxford University Press, 2009, ISBN: 0-19-955226-6

This syllabus and all course-related materials, including grades, are available on D2L

I. COURSE OBJECTIVES

Our major objective is to develop a broader worldview which enhances one's understanding of the relationship of national, international, and increasingly, global issues to individual career and life goals.

Students will acquire knowledge about international relations and global politics, incorporate

into their vocabulary important concepts and theories that help us understand the logic behind the seemingly anarchic interaction between nation-states and non-state actors on the international arena.

After investigating traditional views on international relations, we will move into the realm of global studies, an inquiry that emphasizes non-state variables and brings to our attention the similarities of economic, political, and cultural issues facing people around the world. We will also strive to understand the difference between global studies and traditional international relations.

II. LEARNING OUTCOMES

It is expected that at the end of the course, students will know and ...

1. Have the ability to think critically.
2. Have the ability to exercise problem-solving skills - such as problem identification and analysis, and solution formulation, implementation, and assessment - using an integrated, interdisciplinary approach.
3. Have a fundamental understanding of the Social Sciences, including major concepts of social, political, geographic, and economic structures.
4. Have a fundamental understanding of contemporary global issues and problems related to multiculturalism and ethnocentrism, through the study of beliefs, values, and ways of life in a country other than the United States.

III. COURSE DESCRIPTION

Globalization is one of the most overused words of today. Yet, behind this cliché there is a complex phenomenon that encompasses politics, economics, culture, identity, ideology, and the very sense of cultural belonging. Throughout this semester we will examine political, economic, social, cultural, ideological, and environmental aspects of international relations and globalization and explore issues that are truly global in scope, i.e., transpiring on the global level and requiring a global response. We will also see how global studies are both related to the traditional discipline of international relations and are an interdisciplinary subject in its own right.

IV. COURSE REQUIREMENTS

Exams

There will be three exams, the last of which will be comprehensive, i.e., it will cover material from the entire semester. The first exam (**10%**) is scheduled for **October 6**; the second (**15%**) -- for **November 3**; the comprehensive final (**15%**) will be administered on Friday, **December 17 (8:00-10:00AM)**. Since this is a large class, exams will be in objective, multiple-choice or true/false format. **Every effort will be made to return graded exams in a timely manner.** The class session immediately before the exam will be devoted to an exam review and successful exam taking strategies. Please utilize these sessions to improve your exam performance. Another important resource for exam preparations is the textbook's tutorial quizzes available on the Kegley and Raymond textbook website:

http://www.wadsworth.com/cgi-wadsworth/course_products_wp.pl?fid=M20bI&flag=instructor&product_isbn_issn=9780495569275&disciplinenum=20. We also have a **tutor** for the class (Andy Teale; Tutoring Center).

Global Competency Quiz

Taken in the middle of the semester on **regular class D2L/Quizzes (October 13-14 and October 27-28)**, this fun two-part quiz will assess your global awareness and knowledge. The first time the quiz is taken, it is designed primarily to identify the areas that still need improvement and the questions you need to find the answers to during the semester. I fully expect that you will need to refresh (or newly acquire) some facts about global politics and society (I probably would too). In about two week, you will submit the same quiz with your final answers. **Only those who took the quiz the first time are eligible to submit the exit quiz.** Only the second quiz grade (**10% of your final grade**) will be recorded. The quizzes can be taken for 24 hours immediately after class session (October 13, 10:25AM through October 14, 10:25AM and October 27, 10:25AM through October 28, 10:25AM, **no exceptions**).

D2L Discussions/Postings

You are required to contribute substantive (i.e., thoughtful) postings on the regular class D2L discussion board, each worth 5% of the final grade (**10% total**). Each posting should be complete and address a topic of particular assignment.

In your **first D2L posting** you should describe the **two most interesting elements of the syllabus** and how you understand them. You can comment on assignments or schedule, or anything else you wish to discuss. You are also encouraged to engage in relevant dialogue with others. It is due on **September 17, before class starting time (9:30 AM)** (on regular class D2L) and is designed to familiarize you with the syllabus and D2L. This posting should be **2 full paragraphs long** (as a minimum).

In the **second D2L posting** you should comment about the in-class exercise/demonstration on unequal distribution of the world's resources (water, food, finances, social services, etc.). In particular, you have to answer **ALL** of the following questions:

1. What country did you represent during the in-class demonstration?
2. What did you know about your assigned country's social and economic conditions and how they compare to the rest of the world before the demonstration? And what was the most surprising (or perhaps the most important) new thing about your country that you learned through this demonstration?
3. What was the most striking feature in the distribution of various resources and how did your country fare?
4. Now, looking at the entire world (as recreated in our class), is there a particular region that is the most economically deprived? The most endowed/well off? Why do you think it is the case?
5. What might be the repercussions of such inequality? What might it mean for people in the Global South and in the Global North? What, do you think, should be done, if anything?

Make sure that you answer **all five questions** for the full credit. Obviously some questions require less than a sentence, while others require a short paragraph each. But remember that we are also looking for **thoughtful and empathetic comments**. Try to think globally and be respectful of different global experiences and perspectives.

Please do not feel that you are limited only to your own comments/paragraphs. After you posted your own answers, peruse reactions from others in the class, engage in a discussion and/or respond to others in a productive manner.

This assignment is worth **5%** of your final grade and is due on **September 27, before class starting time (9:30 AM)** on regular class D2L.

Global Citizenship Summit: Defining Global Sustainability

This year, you will have the opportunity to participate in an exciting event--a model UN Summit where you will represent a member of a country delegation negotiating a resolution on global sustainability. This is politics in action, and should be a LOT more fun than studying for a test!

Students from 2 classes (American Government and Global Politics) will work together to develop a collective resolution on Global Sustainability. Students will be required to participate in a **pre-Summit** event on **Monday, October 18 (5:00-7:00 PM, University Union, Phoenix Rooms)**. At this pre-Summit, students will be given their group assignments, including their country and detailed instructions for their Summit participation and poster presentation. On Monday, **November 15 (5:00-7:00 PM, University Union, Phoenix Rooms)**, the actual **Global Summit** will take place. Between the pre-Summit and the Global Summit students need to work together to create their country's resolution, poster and identify potential allies. Each country's sustainability resolution is due **by November 10 (7PM), on Global Summit D2L/Discussions**. The posters should include information regarding the assigned country, its environmental policy, human rights, and economic development priorities, and students' recommendation for their country's sustainability resolution. At the Global Summit, students will present posters and engage in negotiations with other members of the "global community." Countries will need to form alliances and produce a collective resolution sponsored by at least 6 different countries (but the goal is to produce a winning resolution supported by as many countries as possible). At the end of the Summit, the entire "global community" will determine which one will become the final resolution on global sustainability. Several awards will be presented to authors of winning resolution, delegations amassing the most financial resources, and most creative and active delegations. After the Summit, each student will write a 3 page reflection paper and fill out self and group evaluations due **November 24 (before class meeting time i.e., 9:30AM), on regular class D2L (Dropbox)**.

The Summit is worth **20% of your final grade (making it one of the most important assignments in this class)**. The Summit grade is based on participation (on Global Summit D2L and in person), the poster, self- and group evaluations, and a 3 page reflection paper. Students are required to plan accordingly to attend the Fridays' pre-Summit and the Global Summit (that is, get off work!). Please note that two normally scheduled class will be cancelled (**November 15 and November 24, right before the Thanksgiving!!**) in order to compensate for the time spent participating in the Summits. Four class sessions will be devoted entirely to the Summit preparations (**November 5, 8, 10, and 12**), attendance is mandatory and will be taken.

Should participating in this event represent insurmountable difficulties, please see me for an alternate assignment. My hope, however, is that nearly everyone can take part in this fun event. **More instructions to follow as semester progresses.**

Reflections on Emailed Articles/Handouts and Brief in-Class Group Discussions

During the course of the semester, I will email you several recent articles illustrating the issues

we talk about in class. You will have to write a couple of short papers reflecting on the content of the article(s) and how it relate(s) to class material. This is not a summary of the article, but your take on how the article(s) illustrate(s) the class material. It should be thoughtful and relevant. I will also place the links to the articles or the actual articles (handouts) on D2L/Content. There will be **5 (five) reflection papers each worth 1% of the final grade (5% total)**. We will then have brief in-class discussions of the articles.

Please write your reaction papers after reading assigned articles (available both by email and on D2L). Each paper should be about 1-2 pages long, double-spaced and, of course, typed. When grading your papers we will be looking for (and grading accordingly):

1. Evidence that you read the articles (short and concise summary, no more than a couple of paragraphs) and
2. Your thoughts/reactions/disagreements/agreements with the content of these two articles (**think and write about how these articles illustrate the material in the Kegley and Raymond book and/or the Steger book, but most importantly, the lecture discussions**).

Due dates for reaction papers (submit on regular class D2L/Dropbox): Sept. 13 (reaction paper # 1), Oct. 1 (reaction paper # 2), Oct. 22 (reaction paper # 3), Nov. 22 (reaction paper # 4), and Dec. 3 (reaction paper # 5).

Periodic Feedback to Your Teaching Team

During the course of the semester, we will ask your opinions about teaching this class. Two anonymous surveys (8-10 questions), filling which will take less than 10 minutes of your time will count for 5% of your final grade (2.5% each). I will email links two days before survey is due. This will provide us all with better teaching and learning experience and we thank you very much in advance. **Due September 24 and November 3.**

Attendance

According to UW-Green Bay official policies, "students are expected to attend classes. In the event of illness or death of a family member, the Dean of Students Office will assist with notification of instructors. The instructor **may drop** students who do not attend classes during the first week of the semester unless they notify the instructor in advance of the reason for nonattendance and indicate intentions to complete the class. **The instructor, prior to the drop deadline, may also drop students who attend classes the first week but not thereafter.**"

Attendance will be taken at the beginning of the lecture periods. It will serve as a component in calculating your attendance and participation grade. **If you sign the attendance sheet and leave before the class is over, you will not be given credit for that day's attendance. Also, if you sign for somebody else (yes, we can tell!!!), both of you will not be given credit for that day's attendance.** Students who attend every class can count on **full 5 percentage** points for attendance. I will allow each student **2 unexcused absences a semester**. Students who miss subsequent class sessions without legitimate and documented reason in excess of allowed unexcused absences will see a deduction in their attendance grade. For every unexcused absence thereafter, I will deduct one percentage point. In other words, if you miss 7 class sessions without a properly documented excuse, you will not have any attendance percentage points. **If you miss more than 8 class sessions without a legitimate excuse, you will receive an "F" in this class, irrespective of your actual performance. I mean it!**

Participation

The last **5%** of your grade will come from participation in class discussions (both during regular class sessions and on class D2L/Discussions). TAs will keep a record of who participates in class (and on-line) by distributing and collecting index cards and maintaining participation spreadsheet. **Two discussion contributions (regardless of format) equal 1 participation percentage point.** In other words, if you contributed 10 times throughout the semester, you will get the full 5 participation percentage points. If you never spoke up or posted on D2L, you will receive 0 participation points. I really want to hear from you! Research shows that there is a strong correlation between your engagement and participation in class and your college performance and I want you to be successful!

V. SUMMARY OF REQUIREMENTS AND MEANS OF EVALUATION

Course Requirements

D2L Discussions/Reaction Statements (2) (September 17 and September 27 on regular class D2L/Discussions) – 10% (5% each)

Global Competence Quiz (October 13-14 and October 27-28 on regular class D2L/Quizzes) -- 10%

In-class reflections on emailed articles and brief group discussions (5) (September 13, October 1, October 22, November 22, December 3 on regular class D2L/Dropbox) -- 1% each, 5% total

Exam 1 (October 6, in class) -- 10%

Exam 2 (November 3, in class) -- 15%

Global Citizenship Pre-Summit and Summit (October 18 and November 15, resolutions are due on November 10 on Global Summit D2L/Discussions; reflection paper, self and group evaluations are due on November 24, on regular class D2L/Dropbox) -- 20%

Comprehensive Final Exam (December 17, 8:00-10:00 AM, in class) -- 15%

Attendance – 5%

Participation – 5%

Two Surveys about Teaching and Learning (course evaluations in progress) due September 24 and November 3 – 5% (2.5% each)

Grading Scale:

The following percentage points and corresponding letter grades will be used in this course (determined at the end of the semester)

92-100: A	89-91: AB	82-88: B	79-81: BC	72-78: C	69-71: CD
60-68: D	Below 60: F				

There is a grade book at D2L. Please use it to check on the status of your grade as well as confirm that all grades for your assignments are posted. I make every effort to grade and return assignments in a very timely manner (usually within a day or two).

VI. MISCELLANEOUS POLICIES

Plagiarism: Students are responsible for reading and understanding the University's policy on plagiarism. Cheating on examinations, unauthorized collaboration, falsification of research data, plagiarism, and copying or undocumented use of materials from any source, including websites, constitute academic dishonesty, and may be grounds for a grade of "F" in the course and/or disciplinary action. See the Dean of Students' University Policies page on Academic Misconduct:

http://www.uwgb.edu/deanofstudents/policies_procedures/students/pdfs/uws014.pdf.

Disability Accommodations: As required by federal law and university policy, students with documented disabilities who need accommodation must contact the Disability Services Office at 465-2841. Reasonable accommodations can be made unless they alter the essential components of the class. Contact the instructor and Disability Services Coordinator in a timely manner to formulate alternative arrangements.

Make-up Examinations and Quizzes: Make-up examinations and quizzes **will not** be given except for medical reasons documented by a physician prior to the date of the exam or quiz.

Classroom Etiquette Issues: As a courtesy to your fellow students, **no laptop computers, ipods, and cell phones will be allowed in the classroom unless approved by the instructor**. Research has shown that handwritten notes promote better material retention (see printout at the end of this syllabus) – so it will be in everybody's best interest! I will also ask you to limit food and beverage consumption in the classroom; please eat before the class, not during the lecture.

SCHEDULE OF CLASSES

Week 1

September 3

Introduction; Why care about globalization?

Kegley and Raymond, Ch. 1

Week 2

September 8 and 10

International Relations and Global Studies Theories

Actors on the Global Stage, History of World Politics

Kegley and Raymond, Chs. 2, 3, 4 and 6, Steger, Preface

Week 3

September 13, 15, and 17

Global Economic Divide: From West and East to North and South

Kegley and Raymond, ch. 5

******Assignment: Reaction Paper # 1: Future Polarity and US Role in the World Due September 13, before class, on regular class D2L/Dropbox******

******Assignment: D2L Discussion of Syllabus (post by September 17, before class)******

Week 4

September 20, 22, and 24

Global Economic Divide: Continued

Kegley and Raymond, ch. 5

******First survey of teaching and learning (link emailed on September 22, due September 24)******

Week 5

September 27, 29 and October 1

States, Power, and Security

Kegley and Raymond, Chs. 7 and 8

******Assignment: D2L Discussion of in-class exercise (post by September 27, before class)******

******Assignment: Reaction Paper # 2: New Strategies to Combat Asymmetrical Warfare and Terrorism Due October 1, before class, on regular class D2L/Dropbox******

Week 6

October 4, 6, and 8

******Exam Review: October 4******

******Exam 1: October 6******

Pursuing Peace in the Era of Globalization

Kegley and Raymond, chs. 9 and 10

Week 7

October 11, 13, and 15

Globalization: A Useful Concept or Another Buzzword?

Steger, Chs. 1 and 2

******Assignment: Global Competency Quiz Part I, October 13-14, on D2L******

Week 8

October 18, 20, and 22

Economic Globalization

Kegley and Raymond, Ch. 12, Steger, Ch. 3

******Global Pre-Summit: October 18, 5-7 PM, UU Phoenix Rooms (attendance mandatory)******

******Between October 18 and November 5: students work on the Summit independently, have to read all instructions on D2L and have to post at least once in each discussion area for their country (public and private)******

******Assignment: Reaction Paper # 3: Economic Globalization Due October 22, before class on regular class D2L/Dropbox******

Week 9

October 25, 27, and 29

Political and Cultural Globalization

Kegley and Raymond, Ch. 11, Steger, Chs. 4 and 5

******Assignment: Global Competency Exit Quiz: October 27-28******

Week 10

November 1, 3, and 5

******Exam Review: November 1******

******Second survey of teaching and learning (link emailed on November 1, due November 3)******

******Exam 2: November 3******

******November 5: Summit work day (in class, attendance mandatory): going over instructions, research for resolutions; first draft of resolution)******

Week 11

November 8, 10, 12

******November 8: Summit work day (in class, attendance mandatory): finalizing resolutions******

******November 10: Summit work day (in class, attendance mandatory): finalizing resolutions******

******Country Resolutions due on Global Summit D2L/Discussions, November 10 by 7 PM******

******Country Press Releases to be posted November 10-15, before the Summit day, on Global Summit D2L/Discussions******

******November 12: Summit work day (in class, attendance mandatory): work on posters and pre-summit negotiations******

Week 12

November 15, 17, and 19

******November 15: Class cancelled: teams prepare for summit******

******November 15: Global Summit – 5:00-7:00PM, UU Phoenix Rooms (attendance mandatory)******

******November 17: Summit Debriefing and Awards Ceremony, in regular class******
Global Issues: Universal Human Rights?

Kegley and Raymond, Ch. 13

Week 13

November 22 and 24

Global Issues: Universal Human Rights? -- continued

Kegley and Raymond, Ch. 13

******Assignment: Reaction Paper # 4: Rwanda Update Due November 22, before class on regular class D2L/Dropbox******

******Summit Reflection Paper is Due: November 24, on D2L by 9:30 AM******

******No class: November 24******

HAPPY THANKSGIVING!

Week 14

November 29, December 1 and 3

Global Issues: Dilemmas of Environmental Protection and Development

Kegley and Raymond, Ch. 14, Steger, ch. 6

******Assignment: Reaction Paper # 5: International Environmental Racism Issues Due December 3, before class on regular class D2L/Dropbox******

Week 15

December 6, 8, and 10

Global Issues: Dilemmas of Environmental Protection and Development –cont'd**Globalization and Its Discontents: A Critical Reappraisal**

Kegley and Raymond, Ch. 14, Steger, Chs. 6, 7, and 8

Week 16 December 13

******Final Exam Review – Monday, December 13******

*****Final exam – Friday, December 17, 8:00-10:00 AM, in regular class*****

From *Washington Post* (http://www.washingtonpost.com/wp-dyn/content/article/2010/04/24/AR2010042402830_pf.html)

More colleges, professors shutting down laptops and other digital distractions

By Laura Morkowitz

Sunday, April 25, 2010; G03

As a culture, we're at an odd crossroads regarding personal computers. For years, educators have been clamoring to put technology in the hands of young students through partnerships with big tech companies, best symbolized by the One Laptop Per Child initiative.

But by the time those kids grow up, they might well find university authorities waging a war on laptops in the classroom. In 2008, the University of Chicago Law School turned off Internet access in classrooms. At the University of Oklahoma, professor Kieran Mullen became an Internet sensation when a student recorded him freezing a laptop in liquid nitrogen and shattering it.

It turns out that one child's educational tool is another child's distraction -- particularly when bored. There are Facebook and Twitter for the social-media enthusiasts. There's ESPN for sports fans. There's a Web site for any store you can think of for savvy shoppers, along with countless other avenues: eBay, YouTube, blogs of every flavor. No Internet? No problem. Solitaire, FreeCell and Minesweeper are calling your name.

Those distractions have led to a mini-war on laptops in the classroom. On his home page, Mullen cited distracted students using their laptops for reasons other than taking notes as the cause for his demonstration. Afterward, he said, their attention in class improved. But then, whose wouldn't? Although Mullen never claimed that he would take students' laptops and destroy them if they were caught goofing off, the implication was clear: He had no tolerance for students surfing the Web or playing games in class, and he knew that's what they were doing.

At the University of Colorado at Boulder, professor Diane Sieber also knew her students weren't all paying attention in class. She carried out a very unscientific study simply by comparing the grades of students who used laptops in class with those of the students who didn't. According to the *Chronicle of Higher Education*, Sieber privately informed the students after their first exam that they scored 11 percent lower than their counterparts without laptops.

At Rutgers University, J.P. Krahel is in the rare position of being both teacher and student. While studying for his doctorate in accounting, he also taught a class in fall 2009 and will teach one class each semester starting this summer until 2012. In one of his doctoral classes, laptops weren't allowed, and as a teacher last semester, Krahel understood the reasoning behind that ban when one of his students brought a laptop.

"Eventually his performance dipped a little, and I think he realized it," he said. "With the younger undergrads, it's not an easy temptation to resist. And the problem with the intro courses is you need to pay attention to everything."

Krahel plans to ban laptops from his classrooms, despite using his as an undergrad -- or perhaps because of it. He admits to getting caught up with distractions on his laptop and realizing what a waste it was, either because of a poor grade, "having to do a lot of catching up on my own time, or asking for other people's help."

The trend of laptop-banning seems strongest at law schools, where discussions and understanding the material are vital to getting past the dreaded first year. Georgetown

University Law Center professor David Cole bans laptops, as does University of Memphis law school professor June Entman. George Mason University law professor Michael Krauss has banned laptops for five or six years now.

The way his first-year law-school classes are taught, Krauss said, is by asking questions for students to answer in discussion. Distractions and the Internet aren't Krauss's concern in banning laptops; the reason for the ban is that laptops have "become a substitute for thinking." The material in a law class requires a lot of thought to help understand concepts, and students who type verbatim what is said in class into their notes aren't giving themselves any time to absorb and analyze.

Two years ago, Carrie B. Fried, a psychology professor at Winona State University in Minnesota, studied the effect of laptops on learning. She discovered that computers were a significant distraction in class and that using laptops negatively affected students. The students admitted that they learned less and performed poorly compared with those who didn't use them during class.

Tablets such as the iPad will only make it harder for students to pay attention in class and for schools to ban devices. Because the iPad can be used to read textbooks, professors might be unsure which students are goofing off and which are studying. Seton Hill University in Pennsylvania doesn't seem to mind. In the fall, the school is going to give each incoming student a MacBook and an iPad. How distracted will those students be?

And students just don't understand why professors care. In the University of Denver student newspaper, one student argued that it's the student's problem if he or she isn't paying attention and not the "responsibility of professors to babysit the young adults in the class." The parents who pay thousands of dollars to universities probably disagree with that sentiment, as does Krahel.

"The thing is, I'm responsible for these kids' grades," he said. "So it reflects badly on me if they fail. And I'm not going to pull punches; I'm not going to deliberately inflate their grades. But I'm not going to give them the opportunity to shoot themselves in the foot."

From the *Chronicle of Higher Education* (<http://chronicle.com/wiredcampus/article/3662/when-shown-how-in-class-laptop-use-lowers-test-scores-students-stop-surfing>):

The Wired Campus

Education-technology news from around the Web

March 16, 2009

Students Stop Surfing After Being Shown How In-Class Laptop Use Lowers Test Scores

Professors increasingly frustrated by students who use laptops for non-class activities—like updating their Facebook pages—may be heartened by news from the University of Colorado at Boulder. A professor there has found that educating students about the negative effect that frivolous laptop use has on their performance reduces class time spent going walkabout on the Web.

Diane Sieber, an associate professor, teaches writing and ethics to engineering undergraduates. She told the [Boulder Daily Camera newspaper](#) that last semester, she identified 17 students in one of her classes who were using laptops most frequently. After the first test, she told them that they did 11 percent worse, on average, than their peers who did not have their faces in their computers as much.

Lo and behold, the number of laptop-nosed students dropped to a half dozen, and the test scores of those who stopped using their computers during class went up.

Ms. Sieber says she also tries to tell students about the effects their behavior has on others in the class. Students "ask their classmates, 'Please don't watch movies on your computer, because if I'm behind you I can't focus,'" she told the newspaper.

As the number of wireless-enabled classrooms increases—at Boulder it has gone from about 15 percent to about 85 percent in the last several years, according to the report—the laptop-related challenges facing the people up at the front of the room has gone up as well. Several law-school professors, *The Chronicle* has reported, have [banned laptops from their classrooms](#). Laptop-free zones have been ordered by law-school instructors at Florida International, Georgetown, and Harvard Universities, and the Universities of Michigan and Wisconsin.

But other instructors find bans hard to enforce, and also find that Web access can enrich classroom discussions. A [recent survey](#) of 29,000 students at 85 law schools supports this notion. It may be that treating students as grown-ups and letting them see for themselves what helps and what hurts them in class, as Ms. Sieber has done, results in students who make smart decisions. —Josh Fischman

And another recent research on computers in classroom:

From Gregory E. Truman, "An Empirical Assessment of Student Computer Use Behaviors in the Classroom," *hicss*, vol. 1, pp.6a, Proceedings of the 38th Annual Hawaii International Conference on System Sciences (HICSS'05) - Track 1, 2005

"Are learning outcomes associated with amounts of applicable and extraneous behaviors? Using a cross-sectional, quasi-experimental design and data on 71 subjects, we conclude that a restricted access level is associated with significantly higher levels of applicable behavior vis-a-vis the unrestricted access level, and that **time spent on extraneous behavior is negatively associated with learning performance.**"

In other words, the more often you update your Facebook or send text messages in class, the lower your grades! Multitasking for its own sake is not worth it...

I want you to get your money's worth in this class and to have good education in order to be competitive globally, I really do! But you have to work. So don't be a slacker and welcome to class!