

HUM 110: Technology and Society Global Distinction Module

Module Description

The module will focus on how communication technologies including cell phones, radio, and social media play a role in numerous countries and communities in Africa. The global component is an important aspect of this course because, although most students know how technology influences American culture and other developed societies, they typically do not realize the extreme impact these same technologies have on developing countries, namely in Africa. Learning elements like this can help bridge the cultural gap that exists by helping the modern generation not only appreciate the importance of the technology but also urge them to engage in a culture that is different to their own.

Module Objectives/Global Learning Outcomes

While completing this module, students should:

- Learn additional information on the daily life, culture, and economic concerns of numerous African countries and communities
- Learn how communication technologies impact numerous developing countries in Africa
- Understand the impact of radio in numerous Africa countries through organizations like Children's Radio Foundation and Farm Radio International
- Research the Rwandan Genocide and analyze the role of radio on the genocide
- Describe the impact of social media- primarily Facebook and Twitter- on northern African countries (primarily Egypt, Libya, and Tunisia) during the Arab Spring
- Recognize ways that cell phones have influenced African communities in healthcare, education, HIV/AIDS prevention, banking, and wildlife preservation
- Research organizations that are seeking to improve daily life in African communities with the help of technology including The Voice of Ouaka, PANOS Radio, and the Community Knowledge Program

Student Learning Activities

Assignment 1: The Impact of Radio on African Societies

Objectives for Assignment

At the end of this section, students should be able to:

- Discuss the daily life of people living in rural communities in multiple areas in Africa
- Analyze newspaper articles from African countries
- Discuss numerous ways that radio has impacted daily life in African communities

Activity Description

For this assignment:

1. Each student will find reliable articles presenting ways that radio has affected African communities in regards to healthcare, education, HIV/AIDS prevention, peacekeeping, etc.
2. Then, each student will summarize the article in a paragraph answering the following questions. Depending on individual teacher preference, students will either 1) write a paragraph answering the following questions for each article, 2) write a short essay analyzing each article, or 3) create a presentation stating what they learned. Questions for students to answer about each article include:
 - What is the name of the article?
 - In the article, which country or community is being affected by radio?
 - Specifically, how has the society been affected by radio?
 - What parts of the article did you find especially interesting or powerful?
3. Following their research, each student will present their information to the class either by summarizing their writing or giving their presentation.

Materials and Resources

Students will be responsible for choosing reliable articles on which to base their research. Some helpful websites to search for articles include:

World Newspapers

- <http://www.world-newspapers.com/index.html>

Global Newstream (through ProQuest)

- <http://www.proquest.com/products-services/globalnewsstream.html>

All Africa

- www.allafrica.com

The Economist

- www.theeconomist.com

South African Broadcasting Corporation (SABC)

- <http://www.sabc.co.za/news>

Assignment 2: Radio during the Rwandan Genocide

Objectives for Assignment

At the end of this section, students should be able to:

- State the definition of genocide
- Discuss the general events that led to and occurrences of the Rwandan Genocide
- Discuss the role of Rwandan radio and international media during the Rwandan Genocide
- Discuss numerous genocides that have occurred in the past and are still occurring today

Activity Description

As a prerequisite for this section, it is recommended that the instructor provide lectures or some form of instruction on the Rwandan Genocide (definition of genocide, events that led to the genocide, the groups involved, general statistics, etc...).

For this assignment:

1. Students will watch *Hotel Rwanda* (2004)
2. While watching the film, students will complete the following questions:
 - Throughout the film, what was the role of radio during the Rwandan Genocide? Discuss one specific event in the film that demonstrates this idea.
 - What are two specific statements made in the film over the radio? In your opinion, what is the reason these statements are made?
 - When President Clinton is heard on the radio discussing the attacks (while the hotel workers are listening in the kitchen and Paul walks in), what statements does he make about the occurrences in Rwanda? Why do you think he makes these statements?
 - What happens to the international press (and non-Rwandans) after the genocide begins? Are they able to stay in the country? Analyze how this will affect the world's perception of the genocide.
3. After watching *Hotel Rwanda*, students will:

- Briefly discuss the film, the answers to their questions, and the events of the genocide in an open discussion
- Discuss why the international press was asked to leave during the genocide and how this led to the lack of attention by international countries with the genocide

Optional Addition for Assignment 2

1. Break students into small groups and ask them to research another genocide that has occurred or is still occurring in the world. Some options include the genocide in Bosnia by Serb forces, in Cambodia carried out by the Khmer Rouge regime, and in Darfur. As they research, have students answer the following questions:
 - Where did (or does) the genocide take place?
 - Which group of the population is being killed? Why?
 - What was the international response to the genocide?
 - Is the genocide still occurring? If not, how did it end?
 - What other interesting points did you learn about in your research?
2. After allowing time for research, allow students to discuss what they have learned with their classmates and then have an open discussion about what can be done to make people more aware of these situations.

Materials and Resources

For Background Information on the Rwandan Genocide:

Rwandan Genocide: 100 Days of Slaughter

- <http://www.bbc.com/news/world-africa-26875506>

The Rwandan Genocide

- <http://endgenocide.org/learn/past-genocides/the-rwandan-genocide/>

Some useful websites that describe past and current genocides include:

- *Save Darfur*: <http://www.savedarfur.org>
- *Care*: <http://www.care.org>
- *Amnesty International*: <http://www.amnestyusa.org>
- *Human Rights Watch*: <http://www.hrw.org>
- *United to End Genocide*: <http://endgenocide.org/>

Assignment 3: The Impact of Cell Phones on African Societies

Objectives for Assignment

Upon completion of this assignment, students should be able to:

- Discuss how cell phones have impacted people in African countries in regards to numerous areas including banking, farming, and healthcare
- Understand how organizations like Mobile Money, the Community Knowledge Worker Program, Refugees United, MedAfrica, etc... are impacted daily life in African communities

Activity Description

As a prerequisite for this assignment, students will read Anwar Accawi's "The Telephone," which discusses the impact that the first telephone had on a rural village. It is also recommended that the instructor provide lectures or some form of instruction on general information on cell phone use in African countries (statistics of use, types of usage, use of solar batteries to charge phones, etc...).

For this assignment:

1. Each student (individual students or small groups of students per the instructor's preference and class size) will find 3-4 reliable articles presenting ways that cell phones are impacting African communities in one of the following areas:
 - Banking (Mobile Money)
 - Wildlife preservation
 - Education
 - Farming (examples include ArgiManagr and the iCow app)
 - HIV/AIDS awareness and prevention
 - Disaster management (an example is Refugees United)
 - Healthcare (examples include Teleradiology, MedAfrica, and the Cardiopad)
4. Then, each student or group will summarize the articles answering the following questions. Depending on individual teacher preference, students will either 1) write a paragraph answering the following questions for each article, 2) write a short essay analyzing each article, or 3) create a short presentation stating what they learned.

Questions for students to answer about each article include:

- What is the name of the article?
- In the article, which country or community is being impacted? Why is the technology needed?
- Specifically, how has the society been affected by the use of cell phones?
- What parts of the article did you find especially interesting or powerful?

5. Following their research, students will present their information to the class either by summarizing their writing or making their presentation.

Materials and Resources

The instructor will need to provide digital or paper access for Anwar Accawi's "The Telephone."

Students will be responsible for choosing reliable articles to base their research. Some helpful websites to search for articles include:

The Economist

- www.theeconomist.com

South African Broadcasting Corporation (SABC)

- <http://www.sabc.co.za/news>

World Newspapers

- <http://www.world-newspapers.com/index.html>

Global Newstream (through ProQuest)

- <http://www.proquest.com/products-services/globalnewsstream.html>

All Africa

- www.allafrica.com

Assignment 4: The Impact of Social Media on the Arab Spring

Objectives for Assignment

Upon completion of this section, students should be able to:

- Understand the events leading up to and the events during the Arab Spring
- Understand the role of Muammar Gaddafi, Hosni Mubarak, and Tarek Bouazizi in the Arab Spring
- Analyze the role of social media (mainly Twitter and Facebook) in spreading awareness of the protests and demonstrations

Activity Description

As a prerequisite for this assignment, it is recommended that the instructor provide lectures or some form of instruction on the topic of the Arab Spring (or Arab Awakening). Lectures should provide students with background information on the Arab Spring (specifically in countries in Africa including Tunisia, Egypt, and Libya) and the role social media played in spreading awareness during it.

For this assignment:

1. In an open discussion format, have students analyze and discuss protest signs (like the ones pictured below) mentioning social media used during the Arab Spring answering the following questions:
 - What is the main purpose/argument of the sign?
 - In your opinion, how is the sign effective in fighting against a political regime?



Materials and Resources

Pew Research Center: The Role of Social Media in the Arab Uprisings

- <http://www.journalism.org/2012/11/28/role-social-media-arab-uprisings/>

Encyclopedia Britannica: Arab Spring

- <https://www.britannica.com/event/Arab-Spring>

BBC News: Arab Uprising

- <http://www.bbc.com/news/world-middle-east-12813859>

World Newspapers

- <http://www.world-newspapers.com/index.html>

Global Newstream (through ProQuest)

- <http://www.proquest.com/products-services/globalnewsstream.html>

Assignment 5: The Impact of Communication Technologies on African Societies

Objectives for Assignment

Upon completion of this section of the module, students should be able to:

- Describe aspects of cultural, economic, and political life in numerous African countries
- Describe modern communication technologies impacting African countries and communities
- Discuss numerous organizations that are improving a certain region in Africa through the use of communication technologies

Activity Description

For this assignment:

1. Students (either single students or in groups) will choose a specific organization that is bettering a certain region in Africa through the use of a communication technology
2. Then, in a presentation or essay (depending on class size and teacher preference) based on reliable sources, students will discuss the following:
 - General cultural information about the country affected
 - Economic and/or political concerns for the country
 - Specific ways that the certain organization (and the technology provided) has played a role at improving the region
3. Once students complete this assignment, they will discuss what they researched with their classmates and answer any questions regarding the information they learned

Some potential topics include:

- *The Voice of Ouaka* radio station in Bambari that works to control violence between Muslim and Christian communities in the country
- *PANOS radio* that works to empower women in rural farming communities in Zambia

- *Children's Radio Foundation* that promotes youth radio broadcasts in places including South Africa and Tanzania to lower the rates of HIV/AIDS in the regions
- *Education radio broadcasts in Sierra Leone* that allowed students to have school lessons taught to them at home during the Ebola epidemic of 2015 when they could not attend school
- *The Community Knowledge Worker Program* that uses cell phones to better farming communities in Uganda

Materials and Resources

Helpful resources for this assignment include:

The World Factbook

- <https://www.cia.gov/library/publications/the-world-factbook/>

Country Studies (through Library of Congress)

- <http://www.countrystudies.us/>

World Newspapers

- <http://www.world-newspapers.com/index.html>

Global Newstream (through ProQuest)

- <http://www.proquest.com/products-services/globalnewsstream.html>

All Africa

- www.allafrica.com

Children's Radio Foundation

- <http://www.childrensradiofoundation.org/>