Introduction

There is a growing consensus that ICTs can play a significant role in assisting peoples and countries around the world achieve their social and economic goals. Properly and appropriately applied, ICTs may act both as catalyst and platform for creating greater economic prosperity as well as providing the opportunity for people to connect to each other, their economic partners, government administrations, and civil society. ICTs, though transformative, can have both positive and negative affordances and effects. For ICTs to effectively bring about social and economic development they must be presciently and adroitly applied to spur local innovation and address challenges within their context of use. Simply transplanting advanced ICTs will not serve development goals.

Course Description:

Conceptual frameworks to understand the prospects, challenges and roles of information and of information and communications technologies (ICTs) in social and economic development; knowledge and skills to help in the effective planning, development, implementation and management of ICT for development initiatives; case studies

Expected Outcomes:

On completion of this course students are expected to have developed an understanding of:

- The definition and history of ICT4D and key conceptual and theoretical ideas driving the ICT for Development agenda
- Debates around ICTs and their role in International Development
- Good practice and enabling environments to ensure ICTs play a positive role in different sectors of development (e.g., Health, governance, livelihoods)
• Practical application of ICTs within specific development projects

**Prerequisites:**

Enrolment in the MBA Program in the Sprott School of Business.

The School of Business enforces all prerequisites.

**Drop Course Policy:**

The deadline for academic withdrawal is the last day of classes (each term).

**Course Procedures and Grading:**

The course will primarily be based around readings from published articles and books as well as other sources (including videos and cases) that illustrate key issues in ICT for Development. Students will be expected to actively participate in the discussions and all associated class activities. The final course grade will be derived as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Reading summaries (2)</td>
<td>30%</td>
</tr>
<tr>
<td>Group Seminar Leadership</td>
<td>20%</td>
</tr>
<tr>
<td>ICT 4D project</td>
<td>40%</td>
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<tr>
<td>Class participation</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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**Required Reading and Additional Reading**

Readings will be drawn from a variety of sources. These are listed in the course schedule.

**Additional References**


[http://bostonreview.net/BR35.6/ndf_technology.php](http://bostonreview.net/BR35.6/ndf_technology.php)

Making All Voices Count [http://www.makingallvoicescount.org/]

Global Knowledge Partnership [http://gkpfoundation.org/]

Development Gateway – Worldbank - [http://www.developmentgateway.org/]

International Institute for Communications and Development (IICD) [http://www.iicd.org/]

**Group Seminar Leadership**

As part of the classroom learning experience students will work in groups of two or three to lead one of the seminars. In leading the seminars students will

- review the papers assigned for that day
- synthesize the most relevant theoretical and practical issues raised in the articles
- supplement the articles with any other relevant material (videos, case vignettes, etc.)
- develop a PowerPoint presentation of the seminar
- lead the class through the seminar. The expectation is that seminar leaders will develop ways to engage the class in an interactive dialog. It should not be a one-way presentation.
- submit the PowerPoint presentation via CuLearn before the start of class.

**Individual Paper Summaries and Analyses**

Over the course of the term each student will be required to submit 2 individual analyses and summaries of papers listed in the course schedule. In doing this assignment the student will select 2 of the papers assigned for that day as well as one additional paper not listed in the schedule (selected by the student). Using the three papers, the student will provide an integrated summary and analysis of the main issues discussed on the papers. The summary should be (double spaced), 4-5 pages long, and should include the following: (See evaluation document as well)

- A brief summary of the articles, giving the reader a clear sense of what the papers were about
- An integrated analysis of the papers. Analyses should
  - be framed in such a way as to allow for comparison across the papers
  - assess the appropriateness and reasonableness of the arguments, concepts, constructs and propositions
  - assess the application of theoretical concepts
  - assess the implications for practice in development settings.
- A synthesis of key ideas with conclusions drawn. In doing this the student should express a personal point of view relative to:
  - relevance and importance of the issues raised
  - whether the authors have provided reasonable justification for their arguments
  - the insightfulness and contributions of the papers to our understanding of ICTs and development
The summaries are due at the beginning of the class in which the papers assigned are being discussed. Each person will be assigned one topic to focus on for one of the summaries. The student will have the freedom to choose the second topic. HOWEVER, the student cannot submit a summary for a class that he/she did not attend. In other words, if you miss a week, you cannot submit a paper summary for that week. Showing up and then leaving after part of the class also does not constitute attending. You also may NOT submit a summary for the papers you are presenting as a group. Your first summary and analysis must be submitted by March 17, 2015. There will be no extensions for the submissions.

**Final Essay: Reflections on ICT for Development**

The final assignment for the course is an essay of no more than 4-5000 words reflecting on a particular set of issues related to ICTs and development. Students are expected to use at least ten original sources (at least 6 from refereed journals). In doing the essay, the student will identify a particular facet of ICT for development (e.g. the value of mobile technologies fostering social inclusion) or an application area (e-business, e-government, etc.) on which to focus. They essay must not be purely descriptive. It should critically analyze the issue or application being covered and provide insights that have implications for further study on these topics.

**Class Participation:**

Participation by students in class discussion and activities is an important part of this course. Effective participation is possible only by regular class attendance and active pre-class preparation. You should review the required readings and materials before coming to class. You will not gain participation marks simply by asking an obligatory question or two. Nor will such marks be based on the number of questions or comments made. Participation grades will reflect the total impact the student has had on the class over the term, through significant and insightful comments, and a demonstration of good problem-solving and analytical skills.

**Summary of Deliverables**

<table>
<thead>
<tr>
<th>Deliverable</th>
<th>Submit to</th>
<th>Due Date</th>
<th>% of Grade</th>
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</thead>
<tbody>
<tr>
<td>Two (2) Individual paper summaries</td>
<td>Professor/CuLearn</td>
<td>By 11:00 a.m. on date case is assigned (see schedule)</td>
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<td>analyses.</td>
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<tr>
<td>Group Seminar Leadership (as</td>
<td>Professor/CuLearn</td>
<td>At the start of class on date case is assigned.</td>
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<td>assigned)</td>
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<tr>
<td>Final Essay</td>
<td>Professor/CuLearn</td>
<td>Tuesday April 14, 2015 (see schedule)</td>
<td>40</td>
</tr>
<tr>
<td>Participation</td>
<td>Every class</td>
<td></td>
<td>10</td>
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Assignment Submission
The individual paper summary and analysis should be submitted in .pdf format to the professor on CuLearn by 4:00 p.m. on the day of class. It is the student’s responsibility to ensure that the assignment is received in an accessible format on or before the due date. Assignments are due at the time indicated. Late assignments will be marked down by 10% for every calendar day late.
<table>
<thead>
<tr>
<th>Dates</th>
<th>Topic</th>
<th>Purpose</th>
<th>Readings/Assignment (Textbook or Library Online Resources)</th>
<th>Extra Reading</th>
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| March 3 | Introduction and Class Organization | Intro to ICT4D | In this session we will attempt to define the space of ICT4D and discuss its history and central approaches. This discussion will also draw on larger debates regarding the relationship between technologies and social change. | Kleine, D. and Unwin, T. (2009) Technological Revolution, Evolution and New Dependencies: what’s new about ICT4D?, Third World Quarterly, 30(5), pp. 1045–1067 http://www.tandfonline.com/doi/pdf/10.1080/01436590902959339  
Grant, G. G. (working paper) The paradoxical relationship between technology and development: the case of information and communication technologies. (on CuLearn)  
Ten Myths of ICT for International Development  
Dr. Tim Unwin, ICT4D: In Whose Interests? http://www.youtube.com/watch?v=o_MJU0VcRWo  
Wade, R.H. (2002) Bridging the Digital Divide: New Route to Development or New Form of Dependency, Global Governance (8) 443-466  
Top 7 Reasons Why Most ICT4D Projects Fail - Dr Clint Rogers http://www.youtube.com/watch?v=wLVLh0L7qM0 |
| Mar 10 | ICT Infrastructure: The Internet, mobile phones, and economic development | The session will provide an overview of the access and connectivity context in developing countries. We will look particularly at mobile phones and how they are impacting the connectivity and access challenges faced by | Madon, S. (2000) The Internet and socio-economic development: exploring the interaction, Information Technology and People, 13(2), pp. 85-101.  
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<tr>
<td>March 31</td>
<td>ICT Applications and Development: <strong>Livelihoods</strong> (agriculture and SMEs)</td>
<td>Information and communication technology (ICT) can support livelihoods in several ways: by providing access to information needed by the poor in order to</td>
<td>Aker, Jenny, “Dial &quot;A&quot; for Agriculture: A Review of Information and Communication Technologies for Agricultural Extension in Developing Countries” - Working Paper 269 <a href="http://www.cgdev.org/content/publications/detail/">http://www.cgdev.org/content/publications/detail/</a> (2011) <em>Development Connections</em>, chapter 8: Development.com: Using ICTs to Escape Poverty Spence, and Smith, M. (2010) ICTs, development,</td>
<td></td>
</tr>
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<td>Dates</td>
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| April 7 (may have to be adjusted) | Emerging Issues: **Open Development** | In this class we will discuss the emergence of new “open” forms of social organization that are challenging traditional ways of doing things, including engaging in development | Reilly, K., Smith, M.L. (Forthcoming) The Emergence of Open Development in a Network Society, *Open Development: technological, organizational, and social innovations in International Development* (eds. Smith & Reilly) *(to be supplied by Professor)*  
|          | **Guest Speaker:** | pursue their livelihood strategies; and by supplying information to inform the policies, institutions and processes that affect their livelihood options. This session will explore the ways in which ICTs are theoretically and practically playing a role in improving livelihoods, with a particular focus on agriculture and small entrepreneurs. | Jensen, R. (2007) The Digital Provide: Information (Technology), Market Performance and Welfare in the South Indian Fisheries Sector, *Quarterly Journal of Economics*, 122, 3, 879-924.  
Grimshaw, David J. and Kala, Shalini *Strengthening rural livelihoods : the impact of information and communication technologies in Asia* [http://hdl.handle.net/10625/45947](http://hdl.handle.net/10625/45947)  
<p>|        | | 1425497 |  |  |</p>
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</table>
Videos  
http://ideas.economist.com/video/giant-sifting-sound-0  
http://fora.tv/2011/06/07/That_Giant_Sifting_Sound_A_Short_History_of_Big_Data#What_Drives_the_Global_Growth_of_Information |
| April 14| Paper Submission Due |        |                                                             |                                                                                                                                                                                                           |

*The schedule may be modified to remove or add material, with ample notification given to the students.*
IMPORTANT ADDITIONAL INFORMATION

Policy on Mobile Devices

The use of mobile devices is not permitted in this class. It is disruptive to the instructor and class members. If you carry such a device to class, please make sure it is turned off. If an emergency situation requires you to keep it turned on, please discuss this with your instructor prior to class.

Group Work

The Sprott School of Business encourages group assignments in the school for several reasons. They provide you with opportunities to develop and enhance interpersonal, communication, leadership, followership and other group skills. Group assignments are also good for learning integrative skills for putting together a complex task. Your instructor may assign one or more group tasks/assignments/projects in this course.

Before embarking on a specific problem as a group, it is your responsibility to ensure that the problem is meant to be a group assignment and not an individual one.

Person with Disabilities

Students with disabilities requiring academic accommodations in this course are encouraged to contact a co-ordinator at the Paul Menton Centre for Students with Disabilities to complete the necessary letters of accommodation. After registering with the PMC, make an appointment to meet and discuss your needs with me at least two weeks prior to the first in-class test or ITV midterm exam. This is necessary in order to ensure sufficient time to make the necessary arrangements. Please refer to http://www.carleton.ca/pmc/ for all PMC information.

Religious Observeance

Students requesting academic accommodation on the basis of religious observance should make a formal, written request to their instructors for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory academic event. Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student.

Students or instructors who have questions or want to confirm accommodation eligibility of a religious event or practice may refer to the Equity Services website for a list of holy days and Carleton’s Academic Accommodation policies, or may contact an Equity Services Advisor in the Equity Services Department for assistance.

Pregnancy
Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a letter of accommodation. The student must then make an appointment to discuss her needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

**Academic Integrity**

Violations of academic integrity are a serious academic offence. Violations of academic integrity – presenting another’s ideas, arguments, words or images as your own, using unauthorized material, misrepresentation, fabricating or misrepresenting research data, unauthorized co-operation or collaboration or completing work for another student – weaken the quality of the degree and will not be tolerated. Penalties may include expulsion; suspension from all studies at Carleton; suspension from full-time studies; a refusal of permission to continue or to register in a specific degree program; academic probation; and a grade of Failure in the course, amongst others. Students are expected to familiarize themselves with and follow the Carleton University Student Academic Integrity Policy which is available, along with resources for compliance at [http://www2.carleton.ca/sasc/advisingcentre/academic-integrity/](http://www2.carleton.ca/sasc/advisingcentre/academic-integrity/).

**Important dates and deadlines**

**December 25 to January 2**  
University closed

**January 5**  
Winter-term classes begin. Late Charges now apply.

**January 16**  
Last day for registration for winter term courses.  
Last day to change courses or sections (including auditing) for winter term courses.  
Students who have not deposited (via automated upload) the final copy of their thesis to the office of the Faculty of Graduate and Postdoctoral Affairs must register.

**January 31**  
Last day for a fee adjustment when withdrawing from Winter term courses or the Winter portion of two-term courses. Withdrawals after this date will create no financial change to Winter term fees (financial withdrawal).

**February 13**  
April examination schedule available online.

**February 13-21**  
Fall-term deferred examinations will be held

**February 16**  
Statutory holiday, University closed.

**February 16-20**  
Winter Break. Classes are suspended.

**March 1**  
Last day for UHIP refund applications for International Students who will be graduating this academic year.  
Last day for receipt of applications from potential spring (June) graduates.
March 6
Last day to submit, to the Paul Menton Centre for Students with Disabilities, Formal Examination Accommodation Forms for April examinations.

Late March (Date TBA)
Last day to pay any remaining balance on your Student Account to avoid a hold on access to marks through Carleton Central and the release of transcripts and other official documents. An account balance may delay Summer 2014 course selection.

April 3
Statutory holiday, University closed.

April 8
Last day of fall/winter and winter-term classes.
Last day for academic withdrawal from fall/winter and winter-term courses.
Last day for handing in term work and the last day that can be specified by a course instructor as a due date for term work for fall/winter and winter-term courses.

April 9-10
No classes or examinations take place

April 11-23
Final examinations in winter term and fall/winter courses may be held. Examinations are normally held all 7 days of the week.

June 8-18 (including Saturdays)
Fall/winter and winter term deferred final examinations will be held.