



ITIS 5403D
ICT for Development
Winter 2017

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Office Hours: Tuesday 1:30 p.m. – 2:30 p.m. or make an appointment by email or telephone

Schedule: Thursday 11:35-2:25 p.m. (March 9 – April 20, 2017)

Location: DT 328

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.

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:

Reading summaries (2)	30%
Group Seminar Leadership	20%
ICT 4D project	40%
Class participation	10%
Total	100%

Required Reading and Additional Reading

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

Additional References

Unwin, T. Ed. (2009) ICT4D, Information and communication technologies for development, Cambridge, UK: Cambridge University Press.

Castells, M. (2001) The Internet Galaxy: reflections on the Internet, Business, and Society, Oxford, UK: Oxford University Press.

Harvard Forum II, IT IS Special Edition: <http://itidjournal.org/itid/issue/view/37>

Eldis – ICT for Development Resources <http://www.eldis.org/go/topics/resource-guides/ict-for-development>

Making All Voices Count <http://www.makingallvoicescount.org/>

Global Knowledge Partnership <http://gkpfoundation.org/>

Development Gateway – Worldbank - <http://www.developmentgateway.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, 2017. 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. The 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. Students should discuss their topic choice with the professor by Thursday March 23, 2017.

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

Deliverable	Submit to	Due Date	% of Grade
Two (2) Individual paper summaries and analyses.	Professor/CuLearn	By 10:00 a.m. on date case is assigned (see schedule)	30
Group Seminar Leadership (as assigned)	Professor/CuLearn	At the start of class on date case is assigned.	20
Final Essay	Professor/CuLearn	Thursday April 20, 2017 (see schedule)	40
Participation		Every class	10

Assignment Submission

The individual paper summary and analysis should be submitted **in .pdf format to the professor on CuLearn by 10:00 a.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.

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Tentative Class Schedule *

Dates	Topic	Purpose	Readings/Assignment (Textbook or Library Online Resources)	Extra Reading
March 09	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?, <i>Third World Quarterly</i> , 30(5), pp. 1045–1067 http://www.tandfonline.com/doi/pdf/10.1080/01436590902959339 Avgerou, C. (2010) Discourses on ICT and development, <i>Information Technology and International Development</i> , 6(3), Fall, pp. 1-18. Grant, G. G. (working paper) The paradoxical relationship between technology and development: the case of information and communication technologies. (on CuLearn) Heeks, R. (2010) Do Information and Communication Technologies Contribute to Development?, <i>Journal of International Development</i> , 22, 625–640 http://onlinelibrary.wiley.com/doi/10.1002/jid.1716/pdf World Bank (2017) Digital Dividends, World Development Report.	Brown, A. E. and Grant, G. G. (2010) Highlighting the duality of the ICT and Development Research Agenda, <i>Information Technology for Development</i> , 16 (2), pp. 93-111. http://www.tandfonline.com/doi/pdf/10.1080/02681101003687793 Dr. Tim Unwin, ICT4D: In Whose Interests? http://www.youtube.com/watch?v=o_MJU0VcRWo Toyama, K. (2010) Can Technology End Poverty? http://bostonreview.net/BR35.6/toyama.php Wade, R.H. (2002) Bridging the Digital Divide: New Route to Development or New Form of Dependency, <i>Global Governance</i> (8) 443-466 Top 7 Reasons Why Most ICT4D Projects Fail - Dr Clint Rogers http://www.youtube.com/watch?v=wLVLh0L7qJ0 Ten Myths of ICT for International Development Speaker/Performer: Kentaro Toyama, Researcher, School of Information, UC Berkeley http://www.youtube.com/watch?v=E_mTWm5m8DM
March 16	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 people and organizations in developing country settings.	Madon, S. (2000) The Internet and socio-economic development: exploring the interaction, <i>Information Technology and People</i> , 13(2), pp. 85-101. Gomez, R. (2014) When you do not have a computer: Public-access computing in developing countries, <i>Information Technology for Development</i> , 20(3), 274-291. Video:	Unwin, T. Ed. (2009) Chapter 4: in ICT4D, Information and communication technologies for development, Cambridge, UK: Cambridge University Press, pp. 76-124. Castells, M. (2001) Chapter 1: Lessons from the History of the Internet, in <i>The Internet Galaxy</i> :

Dates	Topic	Purpose	Readings/Assignment (Textbook or Library Online Resources)	Extra Reading
			<p>Microsoft – White spaces http://www.microsoft.com/africa/4afrika/white_spaces_project.aspx</p> <p>Aker, J.C. & Mbiti, I.M. 2010 Mobile phones and economic development in Africa <i>Journal of Economic Perspectives</i>, 24(3), June, :207-232</p> <p>Carmody, P. (2013) A knowledge economy or an information society in Africa? Thintegration and the mobile revolution, <i>Information Technology for Development</i>, 19(1), 24-39. Rotberg, R. I. &</p> <p>Rashid, R and Elder, L, Mobile Phones and Development: An Analysis of IDRC-Supported Projects, <i>The Electronic Journal of Information Systems in Developing Countries</i>, Vol 36 (2009) http://www.ejisdc.org/ojs2/index.php/ejisdc/article/view/529.%20Accessed%20Sept%2015</p>	<p>reflections on the Internet, Business, and Society, Oxford, UK: Oxford University Press.</p> <p>Carmody, P. (2012) The informationalization of poverty in Africa? Mobile phones and economic structure, <i>Information Technologies & International Development</i>, 8(3), Fall, 1-17.</p> <p>Aker, J. C. (2013): Mobile Phones: Uplifting Weak and Failed States, <i>The Washington Quarterly</i>, 36:1, 111-125</p> <p>Gates, Bill and Melinda (2015) Gates Annual Letter http://www.gatesnotes.com/2015-annual-letter?page=0&lang=en&WT.mc_id=01_21_2015_AL2015-GF_GFO_domain_Top_21#1</p> <p>David Edelstein, Global poverty and ICTs http://www.youtube.com/watch?v=2KDGxkZhx9M&list=PL6A7044910F06F64E</p>
March 23	<p>Beyond Connectivity: SDGs, Gender, Family, and Youth</p> <p>Group A – Gender</p>	<p>ICTs role in achieving the Sustainable Development Goals holds both benefits and limitations. These need to be carefully considered when making ICT investments that is targeted at poverty reduction.</p> <p>We will discuss the relationship between gender and age related demographics and ICT in the context of international development.</p> <p>As ICT is used within gender power relationships, observing the way how it is used may reveal 'hidden' patterns of gender inequality and how this impacts development outcomes.</p>	<p>Clarke, S., Wylie, G., and Zomer, H. (2013) ICT 4 the MDGs? A perspective on ICTs' role in addressing urban poverty in the context of the Millennium Development Goals, <i>Information Technologies & International Development</i>, 9(4) Winter, 55-70.</p> <p>Buskens, I (2010) Agency and Reflexivity in ICT4D Research: Questioning Women's Options, Poverty, and Human Development, <i>Information Technology and International Development</i> 6(SE Harvard Forum II), 19-24. http://itidjournal.org/itid/article/view/617/257</p> <p>Chew, H. E., Ilavarasan, V. P., and Levy, M. R. (2015) Mattering matters: Agency, empowerment, and mobile phone use by female microentrepreneurs., <i>Information Technology for Development</i>, 21(4), 523-542, DOI: 10.1080/02681102.2013.839437</p>	<p>World Bank. 2016. World Development Report 2016: Digital Dividends. Washington, DC: World Bank. doi:10.1596/978-1-4648-0671-1. License: Creative Commons Attribution CC BY 3.0 IGO http://documents.worldbank.org/curated/en/896971468194972881/pdf/102725-PUB-Replacement-PUBLIC.pdf</p> <p>Chapters 5 & 7 of African Women and ICTs: Investigating Technology, Gender and Empowerment http://www.idrc.ca/EN/Resources/Publications/Pages/IDRCBookDetails.aspx?PublicationID=61</p> <p>Porter, G., Hampshire, K., Abane, A., Munthali, A., Robson, E., Mashiri, M., and Augustine Tanle, A. (2012) Youth, mobility and mobile phones in Africa: findings from a three-country study, <i>Information Technology for Development</i>, 18 (2), pp. 145–162</p>

Dates	Topic	Purpose	Readings/Assignment (Textbook or Library Online Resources)	Extra Reading
	Group B – Digital Financial Services		<p>Murphy, L., Priebe, A. (2011) My co-wife can borrow my mobile phone!?: Gendered Geographies of Cell Phone Usage and Significance for Rural Kenyans, <i>Gender, Technology and Development</i>, 15 (1), (March), pg. 1-23.</p> <p>Kusimba, S. B., Yang, Y., and Chawla, N. V. (2015) Family networks of mobile money in Kenya. <i>Information Technology and International Development</i>, 11(3) 1-21.</p> <p>Finau, G., Rika, N., Samuwai, J, and McGoon, J. (2016) Perceptions of digital financial services in rural Fiji, <i>Information Technologies & International Development [Special Issue]</i>, 12(4), 11-21</p> <p>van der Boor, P., Oliveira, P., and Veloso, F. (2014) Users as innovators in developing countries: The global sources of innovation and diffusion in mobile banking services, <i>Research Policy</i>, 43(9), November, 1594-1607.</p>	
March 30	ICT Applications and Development: ICTs in Education Group C	<p>In this session we will explore the use of ICTs in education and its role in achieving development outcomes.</p> <p>There is great optimism that ICTs will be transformative for the education sector in general and will be tremendous asset in bringing education to the underserved in developing regions, particularly for those in rural and remote locations. However, ICTs are not magic bullets and must be adopted and integrated into teaching and learning to be effective.</p>	<p>Fajebe, A. A., Best, M. L., and Smyth, T. N. (2013) Is the one laptop per child enough? Viewpoints from classroom teachers in Rwanda, <i>Information Technology & International</i>, 9(3), Fall, 29-42.</p> <p>Ale, K. and Chib, A. (2011) Community factors in technology adoption in primary education: perspectives from rural India, <i>Information Technology & International Development</i>, 7(4), Winter, 53-68.</p> <p>Walls, E., Santer, M., Wills, Vass, J. (2015) A Blueprint Strategy for E-Education in South Africa, <i>Electronic Journal of Information Systems in Developing Countries</i>, 70(7), 1-24. http://www.ejisdc.org/ojs2/index.php/ejisdc/article/view/1517/595</p>	<p>Raj Dhingra - Can Technology Change Education? http://www.youtube.com/watch?v=10s_M6xKxNc</p> <p>UNESCO ICT Competency Framework for Teachers (2011) http://unesdoc.unesco.org/images/0021/002134/213475E.pdf</p> <p>UNESCO (2011) Transforming education: the power of ICT policies http://www.cto.int/wp-content/themes/solid/layout/dc/k-r/211842e.pdf</p> <p>Louis, Claudia and Grant, Gerald G., "12P. An Assessment of Factors Affecting Technology Adoption by Teachers: The Case of Caribbean Secondary Schools" (2010). <i>CONF-IRM 2010 Proceedings</i>. Paper 6. (Access on CuLearn)</p>

Dates	Topic	Purpose	Readings/Assignment (Textbook or Library Online Resources)	Extra Reading
		In this session we focus on the promise and challenges of integrating ICTs into the education process and explore the role that ICTs play in transforming education for development.	Hatakka, M., Ater, S., Obura, D., and Mibei, B. (2014) Capability outcomes from educational and ICT inputs: An analysis of ICT use in informal education in Kenya, <i>Electronic Journal of Information Systems in Developing Countries</i> , 61(1), 1-17.	
April 06	ICT Applications and Development: Livelihoods (agriculture and SMEs) Group D	Information and communication technology (ICT) can support livelihoods in several ways: by providing access to information needed by the poor in order to 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.	Aker, Jenny, "Dial "A" for Agriculture: A Review of Information and Communication Technologies for Agricultural Extension in Developing Countries" - Working Paper 269 http://www.cgdev.org/content/publications/detail/1425497 Jensen, R. (2007) The Digital Provide: Information (Technology), Market Performance and Welfare in the South Indian Fisheries Sector, <i>Quarterly Journal of Economics</i> , 122 , 3, 879-924. Srinivasan, J. and Burrell, J. (2015) On the importance of price information to fishers and to economists: Revisiting mobile phone use among fishers in Kerala, <i>Information Technology and International Development</i> , 11(1), 57-70. Jagun, A., Heeks, R., and Whalley, J. (2007) Mobile Telephony and developing country microenterprise:	(2011) <i>Development Connections</i> , chapter 8: Development.com: Using ICTs to Escape Poverty Spence, and Smith, M. (2010) ICTs, development, and poverty: Five emerging stories, <i>Information Technology and International Development</i> , Volume 6, Special Edition, pp. 11–17. Grimshaw, David J. and Kala, Shalini <i>Strengthening rural livelihoods : the impact of information and communication technologies in Asia</i> http://hdl.handle.net/10625/45947 Chew, H., Levy, M. and Ilavarsan, V. "The Limited Impact of ICTs on Microenterprise Growth: A Study of Businesses Owned by Women in Urban India", " in ITID itidjournal.org/itid/article/viewFile/788/329 Jayantha Gunasekera and Ramona Miranda "Beyond projects: making sense of the Evidence" Chapter 8 in Grimshaw, David J. and Kala, Shalini <i>Strengthening rural livelihoods : the impact of information and communication technologies in Asia</i> http://hdl.handle.net/10625/45947
April 13	Emerging Issues: Open Development Group E	In this class we will discuss the emergence of new "open" forms of social organization that are challenging traditional ways of	Reilly, K., Smith, M.L. (2013) The Emergence of Open Development in a Network Society, in Smith and Reilly (2013) Eds. <i>Open Development: Networked innovations in International</i>	Escobar, Arturo. (2009) Other Worlds are (Already) Possible: Self-Organization, Complexity, and Post-Capitalist Cultures, <i>The World Social Forum: Challenging Empires</i> (eds. Jai Sen and Peter Waterman) Black Rose Books

Dates	Topic	Purpose	Readings/Assignment (Textbook or Library Online Resources)	Extra Reading
		doing things, including engaging in development	<p><i>Development</i>, MIT Press, 15-50. (<i>to be supplied by Professor</i>)</p> <p>Linders, D. (2013) Towards open development: Leveraging open data to improve planning and coordination of international aid, <i>Government Information Quarterly</i>, 30, 426-434.</p> <p>Janssen, M., Charalabidis, Y., and Zuiderwijk, A. (2012) Benefits, Adoption Barriers and Myths of Open Data and Open Government, <i>Information Systems Management</i>, 29:4, 258-268, DOI: 10.1080/10580530.2012.716740</p>	<p>http://www.choike.org/documentos/wsf_s506_escobar.pdf</p> <p>Benkler, Y. <i>Penguin and the Leviathan</i>, chapter 1: http://www.scribd.com/doc/62174486/The-Penguin-and-the-Leviathan-by-Yochai-Benkler-Excerpt</p> <p>Gurstein (2011) Open data: empowering the empowered or effective data use for everyone. <i>First Monday</i>, 16(2), last accessed 25-02-2015 at http://firstmonday.org/htbin/cgiwrap/bin/ojs/index.php/fm/article/view/3316/2764</p> <p>Smith, M. S. (forthcoming) Open Educational Resources: Opportunities and challenges for the Developing World, Open Development: technological, organizational, and social innovations in International Development (eds. Smith & Reilly)</p> <p>Evans, J. A., Reimer, J. (2009) Open Access and Global Participation in Science, <i>Science</i>, 323 (5917), p. 1025. http://www.sciencemag.org/content/323/5917/1025.short</p> <p>Heeks, R. (2010) Development 2.0: The IT-enabled transformation of International development, <i>Communications of the ACM</i>, 53(4), pp.22-24. itself.</p> <p>ICT and development Studies: Towards development 2.0 (http://onlinelibrary.wiley.com/doi/10.1002/jid.1498/pdf)</p> <p>Open Development: a new theory of ICT4D (Smith et al 2010) itidjournal.org/itid/article/viewFile/692/29 & rest of special issue.</p> <p>Videos http://ideas.economist.com/video/giant-sifting-sound-0</p>

Dates	Topic	Purpose	Readings/Assignment (Textbook or Library Online Resources)	Extra Reading
				http://fora.tv/2011/06/07/That_Giant_Sifting_Sound_A_Short_History_of_Big_Data#What_Drives_the_Global_Growth_of_Information
April 20	Paper Submission Due			

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

IMPORTANT ADDITIONAL INFORMATION

Course Sharing Websites

Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

Policy on Mobile Devices

The use of mobile devices IS NOT PERMITTED in this class for personal activities unrelated to the 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

The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). Requests made within two weeks will be reviewed on a case-by-case basis. After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website (www.carleton.ca/pmc) for the deadline to request accommodations for the formally-scheduled exam (if applicable).

Religious Observance

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://carleton.ca/studentaffairs/academic-integrity/>.

Important Dates and Deadlines – Winter 2017

Mar. 6 W2 classes begin.

April 7 *Deadline for academic withdrawal is the last day of classes for winter term.*

April 13 W2 classes end.

April 14 Statutory Holiday, University Closed.

April 17-
21 W2 Exam and final project week.