GTD 501 Global Technology and Development (3 credits)

Spring Semester 2016 – Session A (GTD Online Program)
January 11 – March 1, 2016
This is an online class that does not have any physical meeting days.

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M.S. in Global Technology and Development Program
School of Letters and Sciences
Consortium for Science, Policy and Outcomes

Course Description:

This graduate online seminar will introduce you to the field and study of international or global development, with an emphasis on the variable of technology. How is technological development affecting societies around the world at the beginning of the 21st century? Will the expansion of technology increase or decrease the disparity of wealth around the world? How can technological solutions be applied to problems in developing countries? Is globalization the problem or the solution? These are some of the questions that you will consider this semester. You will be introduced to the central themes and questions of globalization, technology and development, and explore central concepts from economic and social development theory (political development is more the focus in GTD 503). A background and framework will be established for examining the role of technology in this context, including societal perspectives on technology, and for integrating social science approaches with the study of technology. The broad and multidisciplinary content is designed to introduce you to the relevant spheres of research and literature, and during the course you will be encouraged to begin to identify your area of interest. This is one of the core courses in the M.S. in Global Technology and Development program. Graduate students from other programs who are interested in development and global issues are welcomed as well.

Required Texts:
Manuel Castells, *The Rise of the Network Society*, Blackwell, 2001 (recommended: the entire trilogy, all three books, though only the first is required)


Note: These books contain classic material on global development, history and the ‘information revolution.’ Other required readings that reflect the most current approaches, research, or perspectives are included as well, and are detailed below in the weekly schedule, and are all available on our course site.

**Goals and Outcomes:**

The goals of the seminar include defining the field and concept of development, distinguishing between the various theories and approaches to development, analyzing the role of technology, and the subsequent policy implications. You will be invited to explore many approaches to the study and practice of technology and development, and you will be expected to critically formulate your own views. Thus, your critical thinking and communication skills will be further developed as well. Specifically, you will:

- Articulate, verbally and in writing, the major theoretical foundations of development, such as modernization, dependency, human-centered development and sustainable development
- Synthesize the presented material and develop your own concept of development.
- Identify theories of technology and offer perspectives on the role of science and technology in the development process.
- Discuss the processes of globalization and how they relate to development.
- Apply theories and models to a critical review of a selected nation-state’s national technology policy, as well as to a case study of an international development project.

**Final grades** are based on seminar participation and the assessment of the required written work.

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<tr>
<td>Paper 1</td>
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<td>Paper 2</td>
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<tr>
<td>Paper 3 (revision)</td>
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<tr>
<td>Class Participation</td>
<td>150 (class, peer review, video presentation, critiques)</td>
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<td><strong>Total</strong></td>
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The **Grading Rubric** for written work is based on the following **criteria**:

Knowledge – You demonstrate comprehension and can describe main theories and concepts in the field.
Analysis and evaluation – You identify possible gaps in the literature and holes in the research and argumentation.
Synthesis – You integrate and clarify the various views presented by scholars, articulating your own view in the process.
Application – When appropriate, you use theories and concepts in current, real world situations.
Communication – You are able to clearly present ideas, showing proper use of language and grammar, with papers written neatly and organized logically, and you are prepared to discuss orally.

Grading Rubric:

- **A (93-97%)**. Discusses the literature, shows clear understanding of theories and concepts, ideas thoughtfully reflected upon, own distinctive view visibly constructed (A+ 98% +..is exceptional and very rare!)
- **A- (90-92%)**. Discusses literature, shows understanding of theories and concepts presented, ideas reflected upon, own view visibly constructed
- **B+ (88-89%)**. Discusses some of the literature, shows understanding of theories and concepts presented, reflects upon ideas
- **B (83-87%)**. Mentions some of the literature, shows some understanding of theories and concepts, some reflection upon ideas
- **B-/C+ (78-81%)**. Inadequate engagement of literature, shows little understanding of theories and concepts, lacks useful reflection of ideas
- **C/D (60-70%)**. Little or no engagement of literature or ideas
- **E (0%)**. No paper

To determine your final grade, divide your final point total by the total points available in the class (450). The chart below is the ultimate arbiter of final grades and will be strictly interpreted. The Instructor will exercise discretion only where point values fall between grade categories.

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tr>
<td>A+</td>
<td>99-100%</td>
<td>445-450</td>
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<tr>
<td>A</td>
<td>94-98%</td>
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<tr>
<td>A-</td>
<td>90-93%</td>
<td>405-419</td>
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<tr>
<td>B+</td>
<td>88-89%</td>
<td>396-401</td>
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<tr>
<td>B</td>
<td>83-87%</td>
<td>374-392</td>
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<tr>
<td>B-</td>
<td>80-82%</td>
<td>360-369</td>
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<tr>
<td>C+</td>
<td>78-79%</td>
<td>351-356</td>
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<tr>
<td>C</td>
<td>70-77%</td>
<td>315-347</td>
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<tr>
<td>D</td>
<td>60-69%</td>
<td>270-311</td>
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<tr>
<td>E</td>
<td>59% or less</td>
<td>236 points or fewer</td>
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Requirements:

This course requires **active student participation**. Together, we will discuss the issues and various perspectives, with concepts explained and clarified when necessary with occasional ‘mini lectures’. You are required to be well prepared for each class by carefully reading and analyzing the required chapters or essays, and to participate actively in all class discussions, both online and face-to-face. You are also expected to keep up with world news and events, by choosing quality media sources of international news. We will discuss in class what these could be if you are not sure.
**Discussion Board:**

Regarding all online discussions, proper online etiquette should be observed at all times: i.e., no ‘shouting’ with capital letters, no name calling, and show respect and restraint when stating opinions and responding to others, especially when you disagree (and it is fine to disagree, as long as you do so respectfully!). Disruptive or inappropriate behavior in the course may result in immediate removal from the Blackboard site and the receipt of an email from me. Also, please observe traditional grammatical rules in your postings – i.e., capital letters where necessary and full spelled out words and phrases.

Discussions for the week open on Monday evening and close on Friday. There will be at least 2-3 discussion threads for the week and it is expected that there will be active conversation within each thread. I will participate in all discussions, assisting in guiding conversations, in addition to posting probing questions to student thoughts and ideas. Your very first discussion board posts should be 200 to 300 words. Your replies to your classmate’s posts may be any length you chose. As active participation is required, you must reply to your classmate’s posts – this does not mean replying to ALL of your classmates posts, but at least some of them to show engagement. YOU MUST RESPOND TO QUESTIONS DURING THE WEEK OR RISK LOSING YOUR PARTICIPATION POINTS FOR THE WEEK.

The criteria for grading your class discussion board participation include the following:

- Posting insightful comments that reflect an understanding of the course material and prompt on-topic discussion.
- Writing comments that reflect complete thoughts and ideas that are clearly articulated.
- Clarifying, synthesizing, or asking insightful questions to another student’s comments.
- If disagreeing with other students’ ideas, the participant states his/her disagreement or objections clearly, yet respectfully.

**Papers:**

In both of the papers, from 7-10 pages each (of text, which does not include references and a cover page), you are to analyze and critique the assigned class readings, plus two additional academic journal articles relevant to the discussion, in the context of the following themes.

The third paper is a revision of the first paper, which will be peer reviewed. The third paper should include two more additional journal articles.

**Paper #1: Development**

What is development? This is really the essence of this first paper, challenging you to consider the various emphases that have characterized the field (for instance, development as purely economic development is a strong theme), considering what concepts such as developed and developing country, quality of life, basic needs, distribution of wealth, etc. mean. You should demonstrate a clear understanding of the literature we have read, and at the same time show at the least the beginning of an articulation of your view – it might be evolving!

**Paper #2: Technology and Development**

What role does technology play in development? Has this changed from era to era? Are there unintended consequences? How can policies effectively apply technology to development issues and avoid negative consequences? You can bring in the theories of technology,
historical examples as well as current trends in your paper, such as national and global ICT4D strategies. Here we want to consider the variable of technology in the context of our previous discussion of development.

**Paper #3: Revision of Paper 1**

Paper #1 will also be **peer-reviewed**. This means that each of you will give your paper to an assigned classmate, and critique the paper – pointing out strengths and weaknesses of the main arguments of the paper. It is not an editing of the paper, but rather feedback on the ideas and their articulation. We will discuss in class how the peer review process works in academia. The goal of the peer review is to gain experience with both critiquing and receiving feedback on academic writing. Students have often found it useful to submit for peer review the paper they intend to revise for the final paper, and that the peer feedback is very helpful.

**Voice Presentation:**

The final week’s assignment consists of a voice presentation that you will upload at the beginning of the week. Student presentations will serve as the basis of the week’s discussion and will count toward your overall discussion points for the semester. There are no other assigned readings for this week. Voice presentation questions are detailed in the schedule below – you must select one question only. Internet research will be required for this. Voice presentations must be anywhere from 5-10 minutes in length and can include any other visual tools you want to use to highlight points in your presentation (Please make sure to review the Voice Thread tutorial to determine what creative methods you can employ to highlight points in your presentation, though you are not required to make your presentation visually creative). You will be required to post a comment for each of your classmate’s presentations, ensuring that your comments meet the criteria for discussion board posts.

**Fall 2015 Session B Course Schedule:**

**Week 1: 1/11 What is development?**

Discussion Board Opens Wednesday 10/14, Closes Sunday 10/18

Objectives:
- Define development as a concept, theory and strategy
- Identify historical context of development theoretically and as a field
- Consider hegemony of Western approaches

Required Readings:


Halperin, *Re-Envisioning Global Development*, pp. 1-90 (Chpts 1, 2, and 3)

Week 2: 1/18  Globalization Past and Present
Discussion Board Opens Wednesday 10/21, Closes Sunday 10/25

Objectives:
Gain historical perspectives on globalization
Explain the current era of globalization and contrast its varying effects worldwide.
Examine the relationship between globalization and development.

Required Readings:
Halperin, Re-Envisioning Global Development, 199-225
Roberts and Hite, (2007), The Globalization and Development Reader, pp. 216-255 (McMichael, Sklair, Friedman); pp. 295-304 (Stiglitz)
Manuel Castells, (2000), The Rise of the Network Society, Prologue and Chaps. 1, 2

Week 3: 1/25  Development theories and paradigms
Discussion Board Opens Wednesday 10/28, Closes Sunday 11/1

Objectives:
Review the central theories of development
Modernization, neoliberalism, dependency
Contrast and evaluate the theories for their explanatory power and usefulness

Required Readings:
Martinussen, John, 1997, State, Society and Market, pp 1-55
Roberts and Hite, pp. 1-113 (Marx, Weber, Rostow, Huntington, Frank, Cardoso, Wallerstein)

Week 4: 2/1  Human Development
Discussion Board Opens Wednesday 11/4, Closes Sunday 11/8

Objectives:
Evaluate human development in broad perspective
Examine constructs of poverty, rights and security
Review Millennium Development Goals and post-2015 approaches

Required Readings:


**Paper #1 Due Friday February 5th by 11:59PM AZ Time**
* (upload into blackboard)

**Week 5: 2/8**
**Science, Technology and Development**
Discussion Board Opens Wednesday 11/11, Closes Sunday 11/15

Objectives:
* Define technology and appraise its cultural meanings
* Examine the conceptualization of the role of science and technology in development
* Evaluate and critique approaches and policies for technology and development

Required Readings:


Smith, James, 2009, *Science and Technology for Development: Development Matters*, excerpts


**Week 6: 2/15**
**Socio-technical Systems, Development and Change**
Discussion Board Opens Wednesday 11/18, Closes Sunday 11/22

11/17-24 – I will be in Denver for Middle East Studies, American Anthropological Association, and NGOs & NonProfits Conferences

Objectives:
* Interpret the social, economic and political dynamics of technological change
Identify and describe a socio-technological system
Assess technology policies as tools for development

Required Readings:


Castells, Chapters 5-7, and conclusion


**Paper #2 Due Friday, February 19th by 11:59PM AZ Time (upload into blackboard)**

**Week 7: 2/22 National technology policy and global case study critiques**

Discussion Board Opens Wednesday 11/25, Closes Friday 12/4

11/26-27 Holidays

Voice presentations for discussion:

A. Choose a country and critique its official technology policy, or science and technology policy (in some countries it is combined), in the context of the development issues for that country. Does it make sense theoretically and practically? Is there evidence that the policy is effective? What would you recommend differently? Why? Your main source should be official documents, found online, from your case country.

B. Summarize and critique a development project, featuring science and/or technology, from an international organization (UN, World Bank, etc.), a regional organization (EU, Andean Community, etc.), an international non-governmental organization (Engineers without Borders, etc.), or a national development agency (U.S.A.I.D., etc.). In your critique use at least one of the approaches or perspectives from the assigned readings.

**Presentations Must be Uploaded into Blackboard By Wednesday, February 24th by 11:59PM AZ Time**
Peer Review Due Friday, February 26\textsuperscript{th} 11:59PM AZ Time (email to me)

Paper #3 (revision of Paper #1) Due Tuesday, March 1\textsuperscript{st} by 11:59PM AZ Time (or as soon as revised)

Arizona State University Academic Policies:

Plagiarism:

Academic integrity and honesty is expected of all students at Arizona State University, and is so stated in the ASU Student Code of Conduct (available at http://www.asu.edu/studentaffairs/studentlife/judicial/). Plagiarism or cheating can result in the grade of "XE". The XE grade denotes failure through academic dishonesty. For more information on plagiarism and the ramifications of academic dishonesty see: http://www.asu.edu/studentaffairs/studentlife/judicial/academic_integrity.htm. Students are responsible for understanding these policies and following proper academic research and citation protocol.

Accommodations for Disabilities:

Accommodations for disabilities are made according to the policy of Arizona State University, which is in compliance with the Americans with Disabilities Act. For more information on ASU's Disability Resource Center see http://www.asu.edu/studentaffairs/ed/drc/.

Incomplete Policies:

According to University grading polices (https://students.asu.edu/grades), a grade of "I" (incomplete) may be given by an instructor when a student is otherwise doing acceptable work but is unable to complete the course because of illness or other conditions beyond their control. In this course acceptable work assumes that at least 50% of the written coursework has been completed. Incompletes must be completed with a calendar year; after that the "I" changes to an "E". The student must complete Request for Incomplete Form, and deadlines must be set with the instructor for the completion of the work.