GTD 503 Technology and the International Political System

3 credits
Spring Semester Session B (GTD Online Program)
March 14 – April 29, 2016

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M.S. in Global Technology and Development Program
School for the Future of Innovation in Society

Online Course

Description and Objectives:

This Online graduate course is designed for students in the M.S. in Global Technology and Development degree program, but it is also open to other graduate students with an interest in the topics. The course focuses on the political aspects of development, and considers the relationships between technology, globalization, international politics, and global development. The emphasis in GTD 503 is on political development, both at the level of the nation-state and the level of the international system, and on understanding the global political context for socioeconomic development and development policies. We will study the historical background of global development, including the international system made up of nation-states. This will be followed by a review of non-state actors, such as international organizations, international non-governmental organizations, multinational corporations, and terrorist organizations, as we seek to understand shifts and trends in global politics, and examine how development takes place within this context.

The objectives of the course are that you will:
Summarize the historical background for current global political arrangements and relationships.

- Identify the theoretical approaches that seek to explain the behavior of nation-states in the international and global arenas and how that impacts development.

- Formulate your own perspective on the role of technology in global change, the current nature of international politics, and implications for development within various societies.

- Identify current streams of research literature in areas relevant to technology and development and global change, particularly as these factors relate to national and international transformation.

Required course texts:


Sandra Halperin, *Re-Envisioning Global Development*, Routledge, 2013 (also required in GTD 501); available as a free e-book through ASU libraries:


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 discussion board threads. 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 morning and close on Friday evening AZ time. 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. Students will be required to lead discussion board conversations. Each of you will be randomly assigned a week that you will be responsible for, where you will post a single discussion board question and help to moderate the discussion (I will participate in all such discussions, assisting in guiding conversations, in addition to posting my own probing questions within the threads). In general, 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. YOU MUST REPLY 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, 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.

The topics for the essay papers are as follows. In each case, bring the class readings into your discussions, critiquing the various approaches, plus any additional reading you have done. Each is worth 100 points and is due by midnight of the date listed.

**Paper #1:** What is the role and function of political institutions in development? Do they play a primary or secondary role? How do nation-states mediate the processes of development? How might changing centers of power affect global disparities and development?

**Paper #2:** What is the role of technology in the emergence of national security interests and policies? How do states define their security interests and how do technologies allow them to address security concerns? In what ways do technologies foment or forestall conflict and war? How does “human security” fit within this framework of national security interest?

**Paper #3:** Revision of Paper #1. This paper will be shared in a double blind peer review process, the instructions for which are uploaded into Blackboard.

**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 should not exceed 5 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.
Grading and Assessment:

GTD 503 Point System

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<thead>
<tr>
<th>Component</th>
<th>Points</th>
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<tbody>
<tr>
<td>Paper 1</td>
<td>100</td>
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<tr>
<td>Paper 2</td>
<td>100</td>
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<tr>
<td>Paper 3</td>
<td>100</td>
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<tr>
<td>Class Participation</td>
<td>150*</td>
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<tr>
<td>Total</td>
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*105 points online discussions/45 points in class participation/peer review

The Grading Rubric for written (papers and posts) work is based on the following criteria:

**Analysis** – You show understanding and can specify main points and concepts in the literature.

**Critique** – You can identify gaps in the literature and holes in the research and argumentation.

**Synthesis** – You integrate and clarify the various views presented by the authors, articulating your own view.

**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

**FINAL GRADES:**

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.

A+= 99-100% 445-450 points
A= 94-98% 423-441 points
A= 90-93%  405-419 points
B+=88-89%  396-401 points
B= 83-87%  374-392 points
B- 80-82%  360-369 points
C+ 78-79%  351-356 points
C= 70-77%  315-347 points
D= 60-69%  270-311 points
E= 59% or less  236 points or fewer

CLASS ACTIVITIES BY WEEK

Week 1: March 14 – 18 - The Nation-State System and Development

Objectives:
Differentiate different types of political organization (from empire to nation-state for example)
Identify role and function of political institutions in society
Assess political development theories and paradigms and their impact on development projects.

• Halperin, Chpts 4 & 5
• Brown, Chpt 8
• Williams, Chpt 5 & 6

Week 2: March 21 – 25 - Technology and the International Political System

Objectives:
Identify and evaluate the main theories of international relations
Assess approaches to factoring in the variable of technology

• Brown, Chpts 1-3
• McCarthy, 2015, Chpt 2 “Power and Information Technology: Determinism, Agency and Constructivism.” In Power, Information Technology and International Relations Theory.
• Hanson, The Information Revolution and World Politics, Chapters 1

Week 3: March 28 – April 1 - Non-state actors and International Politics

Objectives:
Consider the nature of the relationship between states and non-state actors
Consider how globalization and technology might be changing the nature of the system
Evaluate the possible implications for development

• Williams, Chpt 7


Week 4: April 4 – 8 - Global Governance and Regimes, Integration and Development

Objectives:
- Summarize the theoretical approaches of integration, international regimes, and global governance.
- Appraise the role of transnational organizations and movements in international development.

- Brown, chapter 9
- Video: Disruptive Power: The Crisis of the State in the Digital Age
- Video: Paddy Ashdown – The Global Power Shift

PAPER #1 DUE April 8 by 11:59pm AZ Time

Week 5: April 11 – 15 - Technology, Security and Insecurity

Objectives:
- Define security as an element of development
- Predict how technologies can enhance and decrease security

- Brown, Chpt 5

Week 6: April 18 – 22 - Globalization, Technology and International Conflict
Objectives:

Review theories of international politics and war in light of new technological developments

Predict future possibilities for the international political system and international development

- Brown, Chpt 6
- Video: Clay Shirky – How the Internet Will One Day Transform Government

PAPER #2 DUE April 22 by 11:59pm AZ Time

Week 7: April 25 – 29 – State and International Collaboration Toward Development

Voice presentation for discussion:

Choose a country and identify one technological development project in which the state is/has been collaborating with international partners for implementation. What is the project and what local level problem is it seeking to solve? What is the role of the state in fostering the development project? How are the international partners providing assistance? Are there any tensions around the project and, if so, what are they and what is the state response?

PEER REVIEW DUE April 25 by 11:59 pm AZ Time
VOICE PRESENTATION DUE April 27 by 11:59 pm AZ Time
PAPER # 3 DUE May 2 by 11:59pm AZ Time

ADA Statement:

The Americans with Disabilities Act (ADA) is a federal antidiscrimination statute that provides comprehensive civil rights protection for persons with disabilities. One element of this legislation requires that all qualified students with documented disabilities be guaranteed a learning environment that provides reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation please contact the Disability Resource Center at ASU Polytechnic located in Student Affairs Quad #4 or call 480-727-1039/TTY 480-727-1009. Eligibility and documentation policies online at http://www.asu.edu/studentaffairs/ed/drc

Student Academic Integrity: Students are required to adhere to the policy on student conduct identified in the ASU Student Academic Integrity Policy (http://www.asu.edu/studentaffairs/studentlife/judicial/academic_integrity.htm) and the Arizona