Course Manual

ICTs and International Development

Course Code: CM2031

Academic year 2011-2012, Term 1
International Bachelor Communication and Media
Bachelor Year 2

Lecturers:
Payal Arora, Ph.D

Table of Contents

1. Practical Information

Course Name	ICTs and International Development
Course Code	CM2031
Credits	5 ECTS

Course Coordinator
Payal Arora
L2-34
arora@eshcc.eur.nl
010-408891

Lecturers
Arora | L2-34 | arora@eshcc.eur.nl | 010-408891

Period
2011, Term 1

Timetable
Group 1, 09:00–11:45 ; **Group 2:** 12:00 -14:45
Check http://eshcc.sin-online.nl/studiegids/?course=CM2031 for the detailed timetable & locations for this course.

Forms of Instruction
Seminar

Assessment
Assignments & Presentations

Compulsory Literature
Arora, P. (2010). *Dot Com Mantra: Central Computing in the Central Himalayas.* Ashgate Publishing, UK. [IMPORTANT: please use discount code **s1dsx35** for 35% discount directly from the Ashgate publishing site: http://www.ashgate.com]
Additional readings are available on Blackboard or via the EUR digital library. See the Literature section for the complete list of readings.

Study Load
This is a 5 ECTS course. According to departmental norms this means a 5* 28 = 140 hrs. workload for students. The norm for reading and studying course material (textbook, extra (research) articles) is 5 pages per hour.

Attending Lectures	8 * 0 hrs.	0 hrs.
Attending Tutorials	8 * 3 hrs.	24 hrs.
Literature	300 pages / 5	60 hrs.
Assignments		56 hrs.
Written Examination		0 hrs.
TOTAL		**140 hrs.**

2. Program Overview

Wk.	Session	Date	Subject(s)	Literature	Assignment
1.	Seminar	15-9-2011	Introduction: Overview of International Development as a field / practice	McMichael; Sachs; Course Guide; Check MRL website	IA-1: Summary paper
2.	Seminar	22-9-2011	Overview: Poverty, ICT & International Development	Narayan; Urquhart; Arora	IA-2: Concept paper
3.	Seminar	29-9-2011	Agencies: Actors, Institutions, and Trends	Arora; Prahalad; Donner; Heeks	
4.	Seminar	6-10-2011	ICTs & Education	Arora; Attewell	TA-1: Sources Team Present: ICT & Ed
5.	Seminar	13-10-2011	ICT & Healthcare	Hamelink	TA-2: Critique paper
6.	Seminar	20-10-2011	ICT & Livelihood	Arora	Team Present: ICT & (a) Healthcare (b) Livelihood
7.	Seminar	27-10-2011	ICT & Banking	Morduch; De & Ratan; Rangaswamy et al.	Team Present: ICT & Banking
8.	Seminar	3-11-2011	Final Forum for policy and practice		
9.	**Final Assignment due**	**10-11-2011**			

Check http://eshcc.sin-online.nl/studiegids/?course=CM2031 for the latest timetable and dates

3. Course Introduction

International development has become synonymous with social development. Contemporary innovations in Information and Communication Technologies (ICTs) are seen as a possible solution to addressing chronic poverty issues in the "Third" world. These tools are increasingly aimed at emerging markets, viewed as the future consumer base. This has propelled the breaking of boundaries between the private and public sector and between the "First world" and "Third world" countries. For instance, we see Bill Gates as the new spokesperson for global e-healthcare; the 100 dollar laptop per Child education project pushing down prices in the private computer sector; to mobile phones becoming the new platform for commerce. However, there continues to be significant challenges in the "leapfrogging" of chronic socio-cultural, political and economic barriers.

Students taking this seminar will delve deeply into four realms of ICTs for social development: 1) education 2) healthcare 3) banking & 4) livelihood. We will focus on real-time ICT initiatives on the usage of new tools to communicate and potentially transform disadvantaged social arenas. We will develop an understanding of the historical emergence of this field and its dominant paradigms across decades. Also, students will gain insight into the workings, challenges and approaches to ICT usage analysis and how ICT and Communication scholarship gets put into practice.

- Links to other IBCoM Course(s):   CM1007 - Communication Technologies and their Impacts
  CM1009 - Communication as a Social Force
  CM2001 - International and Global Communication
  CM1011 - RWS: Cross-natioanl Comparative Research

- Relevant to Focus Area(s):   International and Global Communication
  Communication, Culture and Society
  New Media Technologies

4. Course Objectives

Students have gained knowledge and understanding of:

* The field of international development, it's historical to contemporary worldviews; policy and practice

* The range and usage of ICTs in communication for social development

* The workings of a top IT company and their usage of scholarship for practice

Students have developed the skills to:

* Think strategically on real time public-private sector communicative approaches to contemporary issues involving ICT in education, livelihood, healthcare, and banking

* Think critically on social and public policy

* Obtain information from/communicate with private sector professionals in the ICT4D (ICT for development) field

5. Organization & Working Method

Seminars
• It is compulsory to attend all seminar meetings, to arrive on time, and to participate actively in the discussions. This obligation includes the preparation and timely submission of all assignments (individual work and group work).
• Part of the work in this workshop is done in small teams. Each member is supposed to contribute actively to the teamwork and is responsible for the team's products.

Communications

Blackboard:

We will use the Blackboard online learning environment to communicate additional information before and during the course, including:
• Teaching materials (such as slides and hand-outs) will be posted onto Blackboard.
• Administrative information about this module (assignments, readings, changes and additions) will be communicated via Blackboard.
• Additional information relevant to the course, such as links to online resources will be made available via Blackboard.
• Assignments should be uploaded digitally on Safe Assignments through Blackboard (as well as handed in at the beginning of the tutorial meeting).

Study load:
The credits for this course are 5 EC which equals to 140 hours. Since each block lasts 9 weeks (8 weeks containing lectures/tutorials and 1 week for assessment), students are expected to spend on average 14 hours per week on this course (over 9 weeks).

Rules relating to attendance:
If you have a serious reason for missing a meeting, you must inform the lecturer of your seminar in advance by email or telephone. Judgments about the validity of the reason for absence are the prerogative of the lecturer. Absence of one meeting can be compensated with an extra assignment. Missing two meetings can be compensated in the case of structural serious reasons. Missing three meetings will result in exclusion from the course. As a consequence you will have to take the course again in 2012-2013. **The extra assignment(s) must be completed satisfactorily in order to pass the course and being awarded the corresponding credits.**
(cf. Teaching and Examination Regulations IBCoM art. 3.2 and 3.3)

6. Assessment and Grading

During this course you are required to complete individual and team assignments as well as team presentations. You are also expected to participate in class actively. The course is graded on a scale from 0 to 100 points. The table below shows the relative weight of the elements of assessments during the course.

Element	Number	Points	Total
Individual Assignments	2	5; 15	20
Team Assignments	3	10; 20; 40	70
Team Presentation	1	10	10
SUM			**100**

A final course grade below 5.5 means that the student fails the course; a final grade of 5.5 or higher means passing the course. 6.0+ is satisfactory; 7.0+ is very satisfactory; 8.0+ is good; 9.0+ is excellent.

Grading Criteria

IA-1 and IA-2 are graded individually. Team Assignments are graded collectively: team members receive the same grade. The lecturer can deviate from collective grading if this is necessary.

The following criteria are used for grading the assignments.

1. Literature: appropriate selection of academic sources and discussion of what previous publications about theory, methods and research results have to offer.
2. Analysis: concerns the critical interpretation of the available material (literature, other sources) as well as the critical interpretation of one's own (research) activities.
3. Reasoning: proper construction of the argument (sentences, sections, chapters).
4. Neatness: spelling, grammar, writing style, lay out, and references.

The criteria are weighed as follows:

Assessment	Literature	Analysis	Reasoning	Neatness	Max.
IA-1	1.5	2	1	.5	5
IA-2	5	5	4	1	15
TA-1	5	2	2	1	10
TA-2	7.5	7.5	4	1	20
TA-3 (Final)	10	15	10	5	40
TA Presentation	3	4	3		10

7. General Requirements for Assessment

- The readings for the week should be brought to the seminar
- Always make sure to clearly state your name and student number on the front page of each assignment you submit.
- All assignments should be carefully checked for spelling, grammar and punctuation.
- Submit your assignment to Safe Assignment on Blackboard before the deadline.
- Deadlines are strict in the IBCoM program; it is not possible to compensate for work submitted after the deadline. Also, there is no resit for work submitted after the deadline.
- When quoting and referring to sources and literature, follow the annotation rules outlined in the department-specific reference guidelines via the Writing Guide Media, Communication and Culture 2011-2012
- Do not quote too much; it is better to paraphrase – you should describe the arguments of the author in your own words and make sure the arguments you cite fit logically into your own argument.

Layout
Assignments should follow the Writing Guide of the faculty. This guide is available on
http://www.eshcc.eur.nl/english/ibcom/studentinfo/guidelines/writing.
Make sure you follow the requirements as listed in the 'Checklist'.

Plagiarism
The assignments are individual products. It is not allowed to use work from other students. It is permitted, though, to discuss each other's work. Self-plagiarizing is not allowed either, meaning that students are not allowed to submit their own work that was already submitted in earlier IBCoM Courses. All assignments must refer carefully to the (scientific) sources used. Copying the ideas and results of other authors (either word for word, or as a paraphrase) without explicit reference to the source is considered to be plagiarism. The submission of electronic versions of the assignments in Blackboard's SAFE ASSIGNMENT is necessary to facilitate (automatic) checks on plagiarism. It is your responsibility to familiarize yourself thoroughly with the faculty's policy on unfair practices, fraud and plagiarism. More information on this policy can be found at
http://www.eur.nl/english/eur/publications/cheating_and_plagiarism/.
Plagiarism is reported to the *Examination Board*, which may decide to expel the student from this course, or from the curriculum.

8. Course: Week-by-Week

> **WEEK 1: (15/9): Introduction: Overview of international development as a field/practice**

What is international development? What is the difference in the discourses on ICT and Communication as applied to the "First" and "Third" world? How is ICT usage and poverty related?

In class

- Be prepared to discuss assignment and thoughts on the field of international development; introductory lecture

Required preparation

- Read Course guide

- McMichael, P. (1996). Development and social change: A global perspective. Thousand Oaks, CA, Pine Forge Press. (pages 15- 43). Blackboard under documents
- Sachs, J. D. (2005). The end of poverty: Economic possibilities of our time. Penguin Press. USA. (pages 267-287). Blackboard under documents

- Check Link: Microsoft Research Lab: Technology for Emerging Markets
  http://research.microsoft.com/en-us/groups/tem/default.aspx

Individual Assignment 1 (IA-1)

Points: 5

Length: 1 page ONLY

This assignment has 2 parts:

1) Create a short (paragraph) summary of each reading (McMichael & Sachs). Include their main argument –point of view and conclude this section with a brief remark on how they both differ in their world views.
2) Go through the Microsoft Research Lab site and choose one project that interests you. How do the above readings impact your understanding of this select project (its design, focus, or/and goals etc.)? Explain in a paragraph.

Hand in: beginning of class (print and Safe Assignment)

WEEK 2: (22/9): OVERVIEW: POVERTY & ICT & INTERNATIONAL DEVELOPMENT

Continuation of overview from Week 1, investigating deeper on what constitutes as poverty and how technology mediates communicative practices that can possibly mitigate chronic barriers to socio-economic development.

In class
•   Create Teams (3 members): ICTs and (1) Education (2) Healthcare (3) Livelihood (4) Banking

•   Prepare for Skype talk in Week 3 with Microsoft Researcher Jonathan Donner
http://research.microsoft.com/en-us/people/jdonner/

Required preparation

•   Narayan, D. (2000). Voices of the poor: Can anybody hear us? Oxford University Press. New York. NY. (pages 3-13) ebook

•   Urquhart et al. (2008). ICTs and poverty reduction: a social capital and knowledge perspective. Journal of Information Technology, 23, 203–213

•   Arora, P. (2010). Dot com mantra: Social computing in the Central Himalayas. Ashgate Publishing, UK. (chapter 2)

•   Donner, J. (2008). Research Approaches to Mobile Use in the Developing World: A Review of the Literature. The Information Society, 24 (3), 140-159.

Individual Assignment 2 (IA-2)

Points: 15

Length: max 500 words

This week's reading exposes you to a number of concepts in the field. (e.g. empowerment, participation, social capital etc.). Choose any 3 concepts from the readings. Define what they mean, their potential usefulness in the field, and identify 2 possible problems when such concepts are applied to real world practice. Illustrate this through a Microsoft Research Lab (MRL) project. For example, how does social capital play a part in the design and implementation of a MRL project? Lastly, come up with 3 questions about ICTs for international development for MRL members.

Hand in: begin of class (print and Safe Assignment).

WEEK 3: (29/9): AGENCIES: ACTORS, INSTITUTIONS, AND TRENDS

Are the poor, new consumers of digital technologies and if so, in what ways? How do private and public agencies and institutions use ICTs to communicate to their new consumer base and why?

In class
• Skype talk with Jonathan Donner from Microsoft Research Lab

Required preparation

• Arora, P. (2010). Dot com mantra (chapters 4)

• Prahalad, C. K., & Hammond, A. (2002). Serving the world's poor, profitably. Harvard Business Review, Paper RO209C.

Link: http://www.waterforhumans.org/documents/Serving_Worlds_Poor.pdf

• Heeks, R. (2008). ICT4D 2.0: The next phase of applying ICT for international development. Computer, 41(6), 26-33.

WEEK 4: (6/10): ICTs & EDUCATION

What is the role of ICTs in the field of education? How does the concept of digital divide apply to learning in developing countries?

In class
• Team Presentations for ICTs and Education sector

Required preparation
• Arora, P. (2010). Dot com mantra (chapters 6,7)

• Attewell, P. (2001). The First and Second Digital Divides. *Sociology of Education*, 74 (3), 252-259.

Team Assignment 1 (TA-1)

Points: 10

All teams hand in a list of 25 academic sources and a 2 page synopsis of your chosen

country context and its current state of ICT development initiatives.

WEEK 5: (13/10): ICTs & HEALTHCARE

How is ICT applied in the field of healthcare? Can these tools help to circumvent lack of doctors and poor access to quality medical support?

Required preparation

- Hamelink, C.J. (2006). Rethinking ICTs: ICTs on a Human Scale. European Journal of Communication, 21: 389

Team Assignment 2 (TA-2)

Points: 20 points

Length: 1000 max

Submit a critique of another sector other than your chosen one. Specifically, what are the key problems and challenges faced in application of ICTs in that sector? For example, if your team has chosen education, for your critique, you can choose banking, livelihood or healthcare (at least 6 scholarly references).

Hand in: Place printed copy in pigeon hole (and Safe Assignment).

WEEK 6: (20/10): ICTs & Livelihood

In what ways do ICT tools enhance entrepreneurship and livelihood in the developing world? Is access to information the means to economic mobility?

In class
- Team Presentations for ICTs and Healthcare sector
- Team Presentations for ICTs and Livelihood sector
- Prepare for skype talk with Microsoft Researcher Nimmi Rangaswamy for next week
  http://research.microsoft.com/en-us/people/nimmir/

Required preparation
- Arora, P. (2010). Dot com mantra (chapter 5)

- Rangaswamy, N (2009) The non-formal business of cyber cafes: a case-study from India, Journal of Information, Communication and Ethics in Society, 7, (2/3) pp 136-145

WEEK 7: (27/10): ICTs & Banking

What is the role of ICT in microfinance? Does access to mobiles lead to better access to capital?

In class
- Skype talk with Nimmi Rangaswamy from Microsoft Research Lab

Required preparation
- Morduch. J. (2000). The Microfinance Promise.

• De, R., & Ratan, A.L. (2009). Whose Gain Is It Anyway? Structurational Perspectives on Deploying ICTs for Development in India's Microfinance Sector. Information Technology for Development, Vol. 15 (4) 259–282 (2009)

WEEK 8: (3/11): FINAL FORUM FOR POLICY AND PRACTICE

In this final session, we discuss the final paper findings, especially the recommendations within each of the chosen sectors

In class
Be prepared to share critique and recommendations for your chosen sector; this will be in a forum format

---

TEAM ASSIGNMENT: TA-3

FINAL TEAM PAPER

Points: 40

Length: 2500 words

For the Final paper and Team presentations, each team compares the India case study (Dot Com Mantra book) with a different country of choice. Select one of the four areas of international development (banking, healthcare, education, livelihood) to investigate the following:

a) differences and similarities in context and its implications for ICT impact on usage and communication in the community (2/3 of paper)

b) recommendations within this sector to public and private institutions (1/3 of paper)

WEEK 9: 10/11: FINAL ASSIGNMENT DUE

• Please place in pigeon hole and upload on safe assignment

Suggested Journals in the ICT and International Development Field

Information Technologies and International Development
Journal of International Development
The Information Society
Computer
British Journal of Educational Technology
Journal of Education and Development using ICT
First Monday
Journal of Computer-Mediated Communication