

**Author(s):** Steve Jackson, 2009

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# SI 657/757: Information Technology and Global Development

School of Information, University of Michigan  
Winter 2010

Instructor: Steven Jackson

(ver 29mar10)

## OVERVIEW:

This course will provide an intensive introduction to the field of information technology and global development, in its historical, policy, and design dimensions. Part One offers a comprehensive overview of key historical and contemporary debates, problems, and issues in international development. Part Two explores crucial information policy issues in developing country contexts, ranging from technology transfer, research and innovation systems, and intellectual property to telecommunications, wireless, and other critical infrastructure development. Part Three explores the growing ICT4D project literature, with special reference to programs and applications in the health, education, finance, governance, agriculture, and rural development sectors. Through readings, discussions, and course assignments, students will gain critical research and professional skills in the analysis and design of information policies, programs, and projects in a range of developing country settings. Through geographically focused project and discussion groups, students will also develop specific regional or country-level knowledge and experience.

## LEARNING OBJECTIVES:

By the end of SI 657/757, all students are expected to be able to:

- *Understand* key transnational economic, institutional, and political factors shaping the nature and use of ICTs in developing country settings;
- *Identify and analyze* the key policy positions, interests, and strategies of major stakeholders in the information policy field;
- *Compare and contrast* domestic information policy processes, frameworks, and challenges across a range of developing country settings;
- *Assess* local and sector-specific policy and design initiatives in the IT and development field;
- *Analyze and contribute* to current theoretical and practical debates in IT and global development policy; and
- *Write* concise, informed, and effective policy briefs and analyses appropriate to work in the IT and development field.

These learning objectives will be met through a combination of readings, lectures, discussion, and individual and small group assignments, as described below.

## RECOMMENDED BOOKS:

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The following books are recommended for purchase:

J. Timmons Roberts and Amy Bellone Hite, eds. *The Globalization and Development Reader: Perspectives on Development and Global Change* (Blackwell: London, 2007).

Michael Todaro and Stephen Smith, *Economic Development*, 10<sup>th</sup> edition (Addison-Wesley: Boston, 2009).

We'll be reading numerous pieces out of the Roberts and Hite book in the first 3 weeks of class; we'll also be referring periodically to the Todaro and Smith book throughout the term (this will be perhaps especially valuable to those of you without a prior background in the economics of development). Both are available on fast order from major online booksellers, at varying cost: Roberts and Hite for around \$35, and Todaro and Smith at around \$135. Copies of both will be placed on 4 hour reserve in the library.

## MSI REQUIREMENTS:

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Reading Notes: 20%

Policy Assessment Paper: 20%:

Integrative Information Assessment and Design Project: 40%

Seminar Participation and Small Group Work: 20%

### **Reading Notes: (20%)**

Working individually, students will be responsible for producing a brief summary and analysis of *one* of the assigned additional readings (indicated by “Plus ONE of” in the syllabus) several times throughout the term. Your summary should be no more than 1 single-spaced pages, and should: a) synthesize the key points and arguments of the article; and b) connect the article to arguments and themes from the weekly reading set and/or larger themes in the course. Your notes should be posted to the relevant section of the Ctools Resources folder by the start of seminar using the following format: “Chambers\_JacksonNotes\_22March2010” (where Chambers is the author of the piece you’re reviewing, Jackson is the student, and 22March2010 is the date). Please also bring 5 paper copies to class (4 to share with your colleagues, 1 for me).

### **Policy Assessment Paper: (20%)**

Working individually, students will be required to produce a 3-4 page (single-spaced) paper assessing a relevant information policy framework or initiative (e.g. innovation, tech transfer, intellectual property, broadband or wireless policy) in a developing country context. Your paper should include a clear and succinct explanation of the policy framework or initiative in question; an analysis of its pros and cons, including an explicit analysis of its developmental costs and benefits (as measured along economic, social, cultural, environmental, or other dimensions); and your recommendations for possible changes, supplements, or alternatives. Additional details and possible themes or examples will be discussed in class. Policy assessment papers will be due in class and to your Ctools dropbox on Monday, March 15<sup>th</sup>.

### **Integrative Information Assessment and Design Project: (40%)**

Working in groups of 3-4, students will be required to produce a 12-15 page (single-spaced) project proposal that: a) identifies a clearly-defined development problem, barrier, or challenge; and b) proposes an innovative programmatic, institutional, or design intervention that shows reasonable promise of addressing or improving the problem identified. Your proposal *must* include:

- A clear **problem statement** identifying the specific local need(s), issues, or challenges your project is meant to address. This should include relevant background research providing evidence of the problem(s) to be addressed, and an explicit statement of how your project will address these.
- A clear **project description** that explains exactly what (and who) your project involves; the method and timeline of implementation; and possible project sponsors, partners, or funding sources. This section should include a clear **stakeholder map** identifying key groups, populations, and organizations directly or indirectly affected by your project.
- A clear **impacts statement** that describes the specific impacts your project will have, including poverty impacts, inequality, gender, etc.
- A clear **evaluation or assessment plan**, explaining the precise methods, procedures, and criteria by which project outcomes will be assessed.
- A clear discussion of likely or possible **implementation barriers**, and how your project will overcome these.
- A clear and concise (one page) **executive summary** at the start of the proposal that summarizes each of the above points.
- A list of **references** providing bibliographic information on any sources cited in the proposal.

These requirements and ideas for possible project types will be explained in further detail in class. Students are strongly encouraged to start thinking about project ideas early in the semester; a 2-3 page **project pre-proposal** addressing each of the points above will be due to the Ctools site by 5 pm on Sunday, March 28<sup>th</sup>. Final integrative assessment and design projects will be due no later than 5 pm on Saturday, April 17<sup>th</sup>. Groups will also be expected to prepare a 10-15 minute presentation of the project in class on Monday, April 19<sup>th</sup>.

**Seminar Participation and Small Group Work: (20%)**

This is an advanced graduate research seminar, with serious expectations placed on quality of preparation and participation on the part of all seminar members. While I will lecture on specific points, the class will operate primarily as a discussion-based research seminar; the quality of class discussion will therefore depend heavily on the care and depth with which you engage the course materials and each other. This requires you to complete and reflect critically on all readings in advance of the seminar itself; I'd also encourage you to take careful notes as part of this process, including around any points you found confusing or problematic and would like to bring up for seminar discussion. Failure to consistently attend, complete, reflect on, and/or participate in assigned readings and discussions will have a negative impact on your seminar participation and/or overall class grades. If you know in advance that you won't be able to attend a session, please let me know via email or in person.

**DOCTORAL REQUIREMENTS:**

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<i>Weekly reading notes:</i>	20%
<i>Critical Literature Review:</i>	20%
<i>Final Seminar Paper</i>	40%
<i>Seminar Participation and Small Group Work:</i>	20%

**Weekly Reading Notes: (20%)**

Working individually, doctoral students will be responsible for producing an integrative summary and analysis incorporating most or all of the commonly assigned readings for the week. Your summary should be no more than 1-2 single-spaced pages, and should: a) synthesize key points and arguments made across the reading set; and b) critically engage one or more of the key arguments or problems referenced in the readings. Your notes should be posted to the relevant section of the Ctools Resources folder by 6 pm the night before the seminar in which the readings are to be discussed. Please also bring at least 2 paper copies to class (1 to reference for discussion purposes, and 1 for me).

**Critical Literature Review: (20%)**

Working individually, doctoral students will be required to complete a 3-4 page (single-spaced) critical literature review of academic research around a topic of relevance within the information, globalization, and development field. The review *may* include reference to specific development projects or practical initiatives, but should be grounded in appropriate bodies of academic work.

Students are expected to consult with the instructor in selecting a topic. Your literature review will be due in class on Monday, March 22<sup>nd</sup>.

**Final Seminar Paper: (40%)**

All doctoral students will be required to submit a 20-25 page (double-spaced) final seminar paper on a course-related topic of your choice, to be developed in consultation with the instructor. *The paper may include portions of your previously submitted critical literature review*, and may align with or contribute to other doctoral program requirements; students are welcome and encouraged to use their final paper to move forward relevant pre-candidacy, preliminary, or journal publication projects, though in no cases will previously completed or submitted work be accepted for course credit. Students will be expected to submit a 500 word proposal and outline for the final paper by no later than the last class before winter break (i.e. Monday, February 22<sup>nd</sup>). *Students are expected to prepare a 10-15 minute presentation on the topic of their final paper in class on Monday, April 19<sup>th</sup>. Final papers will be due in paper copy and in Ctools drop box by 5 pm on Friday, April 23<sup>rd</sup>.* More details will be discussed in class and in individual consultation with the instructor.

**Seminar Participation and Small Group Work: (20%)**

This is an advanced graduate research seminar, with serious expectations placed on quality of preparation and participation on the part of all seminar members. While I will lecture from time to time, the class will operate primarily as a discussion-based research seminar. The quality of class discussion will therefore depend heavily on the care and depth with which you engage the course materials and each other. This requires you to complete and reflect critically on all readings in advance of the seminar itself. I'd also encourage you to take careful notes as part of this process, including around any points you found confusing or problematic and would like to bring up for seminar discussion. Failure to consistently attend, complete, reflect on, and/or participate in assigned readings and discussions will have a negative impact on your class participation and/or overall course grades. If you know in advance that you won't be able to attend a session, please let me know via email or in person.

## WEEKLY SCHEDULE:

### Part One: Development Theory and Practice

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#### **Week 1: INTRODUCTION AND OVERVIEW (Jan 11<sup>th</sup>)**

Amy Bellone Hite and J. Timmons Roberts, "Development and Globalization: Recurring Themes," in J. Timmons Roberts and Amy Bellone Hite, eds. *The Globalization and Development Reader: Perspectives on Development and Global Change* (Blackwell: London, 2007), pp 1-16.

"Special Report on Telecommunications in Emerging Markets," *The Economist* Sept 26<sup>th</sup>, 2009.

**(nb: no class on Monday, Jan 18<sup>th</sup> due to Martin Luther King holiday)**

#### **Week 2: MODERNIZATION, DEPENDENCY, and STRUCTURAL ADJUSTMENT (Jan 25<sup>th</sup>)**

W.W. Rostow, "The Stages of Economic Growth: A Non-Communist Manifesto," in J. Timmons Roberts and Amy Bellone Hite, eds. *The Globalization and Development Reader: Perspectives on Development and Global Change* (Blackwell: London, 2007), pp 47-55.

Samuel Huntington, "The Change to Change: Modernization, Development, and Politics (1971) and Political Order in Changing Societies (1986)," J. Timmons Roberts and Amy Bellone Hite, eds. *The Globalization and Development Reader: Perspectives on Development and Global Change* (Blackwell: London, 2007), pp 56-67.

Andre Gunder-Frank, "The Development of Underdevelopment," in J. Timmons Roberts and Amy Bellone Hite, eds. *The Globalization and Development Reader: Perspectives on Development and Global Change* (Blackwell: London, 2007), pp 76-84.

Gary Gereffi, "Rethinking Development Theory: Insights from East Asia and Latin America," J. Timmons Roberts and Amy Bellone Hite, eds. *The Globalization and Development Reader: Perspectives on Development and Global Change* (Blackwell: London, 2007), pp 114-134.

Paul Mosley, Jane Harrigan, and John Toye, "The World Bank's Move to Policy-Based Lending," in *Aid and Power: The World Bank and Policy-Based Lending Vol. 1* (Routledge 1991), pp 27-61.

Robert Wade, "What Strategies are Viable for Developing Countries Today? The World Trade Organization and the Shrinking of 'Development Space,'" in J. Timmons Roberts and Amy Bellone Hite, eds. *The Globalization and Development Reader: Perspectives on Development and Global Change* (Blackwell: London, 2007), pp 277-294.

\*\*\* *Recommended: Michael Todaro and Stephen Smith, Economic Development, 10<sup>th</sup> edition (Addison-Wesley: Boston, 2009), pp 109-192 \*\*\**

#### **Week 3: DEVELOPMENT, POVERTY, and POWER (Feb 1<sup>st</sup>)**

Paul Collier, *The Bottom Billion: Why the Poorest Countries Are Failing and What to Do About It* (Oxford University Press: Oxford, 2008), pp 3-96.

Jeffrey Sachs, *The End of Poverty: Economic Possibilities for Our Time* (Penguin Books: New York, 2006), pp 226-287.

Amartya Sen, *Development as Freedom* (Anchor Books: New York, 1999), pp 3-53.

Plus ONE of:

James Ferguson, *The Anti-Politics Machine: Development, Depoliticization, and Bureaucratic Power in Lesotho* (University of Minnesota Press: Minneapolis 1994), pp 74-100 and 169-247.

Arturo Escobar, "Development" and "Networks" in *Territories of Difference: place, movements, life, redes* (Duke University Press: Durham 2008), pp 156-199 and 254-298.

Tania Murray Li, *The Will to Improve: Governmentality, Development, and the Practice of Politics* (Duke University Press: Durham 2007) (intro + chs 5-6)

\*\*\* Recommended: Michael Todaro and Stephen Smith, *Economic Development, 10<sup>th</sup> edition* (Addison-Wesley: Boston, 2009), pp 208-272 \*\*\*

## Part Two: Knowledge, Technology, and Development Policy

### **Week 4: INVESTMENT, TECHNOLOGY TRANSFER, and INNOVATION (Feb 8<sup>th</sup>)**

C. Freeman, "Continental, National and Sub-National Innovation Systems: Complementarity and Economic Growth," *Research Policy* 31:2 (2002), pp 191-211.

R. Nelson, "On the Uneven Evolution of Human Know-How," *Research Policy* 32:6 (2003), 909-922.

S. Metcalfe and R. Ramlogan, "Innovation Systems and the Competitive Process in Developing Economies," *Quarterly Review of Economics and Finance* 48:2 (2008), pp 433-446.

X. Liu and C. Wang, "Does Foreign Direct Investment Facilitate Technological Progress? Evidence from Chinese Industries," *Research Policy* 32:6 (2003), pp 945-953.

H. Katrak, "Does Economic Liberalisation Endanger Indigenous Technological Developments? An Analysis of the Indian Experience," *Research Policy* 31:1 (2002), pp 19-30.

A. Ebner, "Public Policy, Governance and Innovation: Entrepreneurial States in East Asian Economic Development," *International Journal of Technology and Globalization* 3:1 (2007), pp 103-124.

\*\*\* Recommended: Michael Todaro and Stephen Smith, *Economic Development, 10<sup>th</sup> edition* (Addison-Wesley: Boston, 2009), pp 714-749 \*\*\*

### **Week 5: RESEARCH, KNOWLEDGE, AND COLLABORATION (Feb 15<sup>th</sup>)**

Caroline Wagner, *The New Invisible College: Science for Development* (Brookings Institution Press, 2008), pp 51-120.



- D. Spielman, "Pro-poor Agricultural Biotechnology: Can the International Research System Deliver the Goods?" *Food Policy* 32:2 (2007), pp 189-204.
- M.F. Mrazek and E. Mossialos, "Stimulating Pharmaceutical Research and Development for Neglected Diseases," *Health Policy* 64:1 (2003), pp 75-88.
- Arun Agrawal, "Dismantling the Divide between Indigenous and Scientific Knowledge," *Development and Change* 26:3 (1995), 413-439.
- Swiss Academy of Sciences, *Cooperating for Success: Benefits of Research Partnerships With Developing Countries* (November 2009).

Plus ONE of:

- P. Brimble and R. Doner, "University-Industry Linkages and Economic Development: The Case of Thailand," *World Development* 35:6 (2007), pp 1021-1036.
- Rakesh Basant and Pankaj Chandra, "Role of Educational and R&D Institutions in City Clusters: An Exploratory Study of Bangalore and Pune Regions in India," *World Development* 35:6 (2007), pp 1037-1055.
- D. McCormick, "African Enterprise Clusters and Industrialization: Theory and Reality," *World Development* 27:9 (1999), pp 1531-1551.

### **Week 6: BUILDING CRITICAL INFRASTRUCTURE (Feb 22<sup>nd</sup>)**

- A. Picot and C. Wernick, "The Role of Government in Broadband Access," *Telecommunications Policy* 31:10/11 (2008,) pp 660-674.
- Calvin Djiofack-Zebaze and Alexander Keck, "Telecommunications Services in Africa: The Impact of WTO Commitments and Unilateral Reform on Sector Performance and Economic Growth," *World Development* 37:5 (2009), pp 919-940.
- Matthew Smith et. al., *Open ICT4D* (draft paper, International Development Research Centre, 2008).

Plus ONE of:

- International Telecommunications Union, *Information Society Statistical Profiles 2009: Americas* (ITU 2009).
- International Telecommunications Union, *Information Society Statistical Profiles 2009: Africa* (ITU 2009).
- International Telecommunications Union, *Information Society Statistical Profiles 2009: Asia Pacific* (ITU 2009).
- International Telecommunications Union, *Information Society Statistical Profiles 2009: Commonwealth of Independent States* (ITU 2009).

(NOTE: UNLIKE OTHER WEEKS, YOU ARE NOT REQUIRED TO PRODUCE A WRITE-UP OF THIS ADDITIONAL READING)

## **Part Three: ICTs and Development: Projects, Programs, and Applications**

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### **Week 7: ICTS AND DEVELOPMENT: PROJECTS AND PROGRAMS (Mar 8<sup>th</sup>)**

- Kerry McNamara, "Information and Communication Technologies, Poverty, and Development: Learning from Experience" (World Bank, 2003).

The World Bank, *Information and Communication for Development: Extending Reach and Increasing Impact* (overview) (Washington DC, 2009).

Anita Gurumurthy, "Promoting gender equality? Some development-related uses of ICTs by women," *Development in Practice* 16:6 (Nov 2006), pp 611-616.

Ahmed Tareq Rashid and Laurent Elder, "Mobile Phone and Development: An Analysis of IDRC-Supported Projects," *The Electronic Journal of Information Systems in Developing Countries* 36 (2009).

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

Plus ONE of:

M. Falch and A. Anymiadu, "Tele-centres as a Way of Achieving Universal Access – the Case of Ghana," *Telecommunications Policy* 27 (2003), pp 21-39.

Renee Kuriyan, Kentaro Toyama, and Isha Ray, "Integrating Social Development and Financial Sustainability: The Challenges of Rural Computer Kiosks in Kerala," *Proceedings of the International Conference on Information and Communication Technologies and Development 2006*, pp 121-130.

Arlene Bailey, "Issues Affecting the Social Sustainability of Telecentres in Developing Contexts: A Field Study of Sixteen Telecentres in Jamaica," *The Electronic Journal of Information Systems in Developing Countries* 36 (2009), pp 1-18.

### **Week 8: PARTICIPATORY METHODS, ASSESSMENT, AND DESIGN (Mar 15<sup>th</sup>)**

Eric Brewer, M. Demmer et. al., "The Challenges of Technology Research for Developing Regions," *IEEE Pervasive Computing* (2006), pp 15-23.

Jonathan Donner et. al. "Stages of Design in Technology for Global Development," *Computer* 41:6 (2008), 34-41.

Gary Marsden, "Toward Empowered Design," *Computer* 41:6 (2008), pp 42-46.

Joanne Tacchi, Don Slater, and Greg Hearn, *Ethnographic Action Research: A User's Handbook* (UNESCO 2003).

Richard Heeks and Alemayehu Molla, *Compendium on Impact Assessment of ICT-for-Development Projects* (International Development Research Centre, 2009).

### **Week 9: SECTORAL APPLICATIONS: HEALTH AND EDUCATION (Mar 22<sup>nd</sup>)**

The EduTech blog, by Michael Trucano and Robert Hawkins of the World Bank, at: <http://blogs.worldbank.org/edutech/>. I'd encourage you to read AT LEAST the 2010 blog postings; don't miss "Building national ICT/education agencies," "Evoke," "How Can Assistive Technologies Increase Learning," "1-to-1 educational computing initiatives," "10 global trends," and "Top EduTech Posts for 2009."

World Bank, "Improving Health, Connecting People: The Role of ICT in the Health Sector in Developing Countries," infoDev working paper #7 (2006), available at: <http://www.infodev.org/en/Publication.84.html>.

S. Surana et. al. “Deploying a Rural Wireless Telemedicine System: Experiences in Sustainability,” *Computer* 41:6, pp 48-56.

Plus ONE of:

Annika Andersson, “Seven Major Challenges for e-Learning in Developing Countries: Case Study eBIT, Sri Lanka,” *International Journal of Education and Development Using ICT* 4:3 (2008) (available at: <http://ijedict.dec.uwi.edu/viewarticle.php?id=472&layout=html>)

Joyojeet Pal, Meera Lakshmanan and Kentaro Toyama, “My Child Will Be Respected: Parental Perspectives on Computers and Education in Rural India,” *Information Systems Frontiers* 11(2009), pp 129-144.

Thierry Karsenti, Kathryn Toure, and Abdoulaye Barry, “Linking Learning to Life and Life to Learning: What is the Role of Information and Communication Technologies (ICT),” work in progress for the *Open ICT for Development Workshop*, International Development Research Centre, Ottawa, May 2010.

**\*\* Recommended: Michael Todaro and Stephen Smith, *Economic Development, 10<sup>th</sup> edition* (Addison-Wesley: Boston, 2009), pp 369-430 \*\***

### **Week 10: SECTORAL APPLICATIONS: AGRICULTURE AND RURAL DEVELOPMENT (Mar 29<sup>th</sup>)**

Robert Jensen, “The Digital Divide: Information (Technology), Market Performance, and Welfare in the South Indian Fisheries Sector,” *Quarterly Journal of Economics* 122(3).

Jenny Aker, “Does Digital Divide or Provide? The Impact of Mobile Phones on Grain Markets in Niger.” BREAD Working Paper #177 (2008).

Godfred Kwasi Frempong, “Mobile Telephone Opportunities: The Case of Micro- and Small Enterprises in Ghana,” *Info* 11:2 (2009), pp 79-94.

Jenna Burrell, “Evaluating Shared Access: Social Equality and the Circulation of Mobile Phones in Rural Uganda,” *Journal of Computer-Mediated Communication* 15 (2010), pp 230-250.

Hopeton Dunn, “From Voice Ubiquity to Mobile Broadband: Challenges of Technology Transition Among Low-Income Jamaicans,” *Info* 11:2 (2009), pp 95-111.

Nb: IIAD project pre-proposal due by 5 pm the day before class (i.e. Sunday, March 28<sup>th</sup>). These should be labeled by group name (e.g. “Southeast Asia IIAD pre-proposal”) and uploaded to the discussion section of the class Ctools site. Please also bring a paper copy to class. Students will be asked to read and prepare comments on at least one IIAD pre-proposal other than their own in advance of class (reviewers to be assigned in class on March 22<sup>nd</sup>).

**\*\* Recommended: Michael Todaro and Stephen Smith, *Economic Development, 10<sup>th</sup> edition* (Addison-Wesley: Boston, 2009), pp 320-365 and 431-473 \*\***

### **Week 11: SECTORAL APPLICATIONS: FINANCE AND GOVERNANCE (Apr 5<sup>th</sup>)**

Robert Chambers, “Aid and Administrative Capacity,” in *Ideas for Development* (Earthscan, 2005), pp 30-53.

Tino Schuppan, "E-Government in Developing Countries: Experiences from Sub-Saharan Africa," *Government Information Quarterly* 26:1 (2009), pp 118-127.  
Fazle Hasan Abad and Imran Matin, "Beyond Lending: How Microfinance Creates New Forms of Capital to Fight Poverty," *Innovations* 1:2 (2007), pp 3-17.  
Nick Hughes and Susie Lonie, "M-PESA: Mobile Money for the 'Unbanked': Turning Cellphones into 24-Hour Tellers in Kenya," *Innovations* 1:2 (2007), pp 63-81.  
Tapan Parikh, "Rural Microfinance Service Delivery: Gaps, Inefficiencies, and Emerging Solutions," *Proceedings of the International Conference on Information and Communication Technologies and Development 2006*, pp 223-232.

Plus ONE reading (you choose!) from the ICTD 2009 Conference Proceedings (please note: you ARE required to produce the standard 1-page summary for submission and sharing in class).

*\*\* Recommended: Michael Todaro and Stephen Smith, Economic Development, 10<sup>th</sup> edition (Addison-Wesley: Boston, 2009), pp 530-586 \*\**

\*\* Nb: there will be NO class held on April 12<sup>th</sup>; students are encouraged to meet in their project groups. Doctoral student research presentations will be moved to April 19<sup>th</sup> \*\*

## **Week 12: RESEARCH PRESENTATIONS (Apr 19<sup>th</sup>)**

Student presentations of Integrated Information Analysis and Design projects. Doctoral student research presentations. Course review and evaluation.

### **OTHER RESOURCES:**

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Beyond the materials dealt with in class, there is a (huge!) variety of books, journals, blogs, lists, websites, and other online and offline resources featuring material highly interesting, relevant and useful to the themes of the course. We'll create a more active list of these (to which you'll be encouraged to contribute) on the wiki section of the course Ctools site. But here's a good starting point:

#### **Academic Journals and Proceedings:**

Development in Practice  
(UM library link: <http://mirlyn.lib.umich.edu/Record/003170140>)

Information Technologies and International Development  
(UM library link:

International Journal of Technology and Globalization  
(UM library link:

Information Technology for Development  
(UM library link:

Proceedings of the International Conference on Information and Communication Technologies  
and Development  
(UM library link:

### **Websites & RSS Feeds:**

Association for Progressive Communication website (<http://www.apc.org/>) –  
Development Gateway (  
World Bank InfoDev Program  
International Development Research Center (<http://www.idrc.ca>)  
Science for Development Network (<http://www.scidev.net>)

### **Blogs:**

Center for Global Development (<http://blogs.cgdev.org/globaldevelopment/>) -

Many Possibilities (<http://manypossibilities.net/>) - a blog maintained by Steve Song, telecoms  
and access fellow at the Shuttleworth Foundation in South Africa (and before that, IDRC and  
BellaNet)...

Future Perfect (<http://www.janchipchase.com/>) - a blog maintained by Jan Chipchase, intrepid  
Nokia ethnographer at large...

### **Books:**

Arjun Appadurai, *Modernity at Large: Cultural Dimensions of Globalization* (University of  
Minnesota Press: Minneapolis, 1996)

Amartya Sen, *Development as Freedom* (Anchor Books: New York, 1999).

Arturo Escobar, *Encountering Development: The Making and Unmaking of the Third World*  
(Princeton University Press: Princeton NJ, 1995).

William Easterly, *The White Man's Burden: Why the West's Efforts to Aid the Rest Have Done  
So Much Ill and So Little Good* (Penguin: New York, 2006).

Jeffrey Sachs, *The End of Poverty: Economic Possibilities for Our Time*

Joseph Stiglitz, *Globalization and its Discontents*

Jagdish Bhagwati, *In Defense of Globalization*

Thomas Friedman, *The World is Flat or Flat, Hot, and Crowded*

David Mosse, *Cultivating Development: An Ethnography of Aid Policy and Practice* (Pluto  
Press: London, 2005).

Bruce Rich, *Mortgaging the Earth: The World Bank, Environmental Impoverishment, and the  
Crisis of Development* (Beacon Press: Boston, 1994).

Paul Mosley, Jane Harrigan, and John Toye, *Aid and Power: The World Bank and Policy-Based Lending*, Vol 1 (Routledge: New York, 1991).

John Friedmann, *Empowerment: The Politics of Alternative Development* (Blackwell: Oxford, 1992).

Anna-Lee Saxenian, *The New Argonauts*

Emma Crewe and Elizabeth Harrison, *Whose Development? An Ethnography of Aid* (Zed: London, 1999).

Swasti Mitter and Celia Ng, eds. *Gender and the Digital Economy: Perspectives from the Developing World* (Sage 2005)

Arturo Escobar, *Encountering Development: The Making and Unmaking of the Third World* (Latin America)

James Ferguson, *The Anti-Politics Machine* (Southern Africa)

David Mosse, *Cultivating Development: An Ethnography of Aid Policy and Practice* (South Asia)

Tania Murray Li, *The Will to Improve: Governmentality, Development, and the Practice of Politics* (Duke University Press, 2007)

James Ferguson, *Global Shadows*

James Scott, *The Art of Not Being Governed*

James Scott, *Agrarian Studies: Synthetic Work at the Cutting Edge*

Chambers, R. "Poverty and Livelihoods: whose reality counts?" *Environment and Urbanization*, Vol. 7, No. 1 (April 1995), p. 173-204.