COURSE DESCRIPTION: Information and communication technology (ICT) is arguably the most powerful change agent in the present era. This course will examine the connections between ICT and change, considering themes such as globalization, democratization, development, organizational processes, and behaviors. We shall attempt to understand these complex forces in depth, exploring their nature and the dynamic processes which seem to drive them. Our focus will be ICT in its multiplicity of forms (e.g., the internet, new media, social networking, mobile devices, etc.), in shaping and structuring the actions and ideas of individuals, groups and organizations.

COURSE OBJECTIVES: The course will be organized as a collaborative research enterprise in which we examine these forces from a variety of perspectives, focusing on both change and stability. Through existing research as well as individual and Team X reports, we will develop broad analyses through specific observations and data from the countries and regions on our voyage.

The key questions we will address include:
- What are the most important broad domains of potential or actual change?
- How do key modes of ICT impact these domains?
- What impacts should be fostered and which ones should be limited?
- What positions should government take in attempting to influence the impacts of ICT in those domains?

Prerequisites
Some background in the study of ICT, globalization or change is desirable, but not essential. A willingness to devote some time to looking at the questions of the course while ashore in most of the countries on the voyage is important.

Texts
We will read The World is Flat: A Brief History of the Twenty-First Century (Thomas L. Friedman) and Development Connections: Unveiling the Impact of New Information Technologies (Alberto Chong, Ed.), as well as selected articles and excerpts.

Our studies will culminate in a series of presentations and decisions on grants from the Gates Foundation to support its initiative on “ICTs and Social Betterment.” Each individual will present her/his proposal in response to an RFP (request for proposals) to a panel that will award grants to the most meritorious proposals for both the Global North countries and the Global South countries on our itinerary.

You will also be part of a small group (currently, all groups are called “Team X” but the groupings will be established at the first class). Each team will serve as presenters and discussion leaders for the selected readings that are associated with the course. On the day that a specific reading is assigned, the relevant group will have 10 minutes to summarize the reading and then lead a short discussion. Key themes might be: what are the reading’s core themes? How might different stakeholders interpret this reading? What are the strengths and weaknesses of the reading’s content? What significant issues does it raise?

Bold readings are to be read by everyone before class. Non-bold readings are read only by the group presenting the reading.
TOPICAL OUTLINE OF THE COURSE

Halifax to Galway/Dublin to Southampton: 3 meetings
1:  Introduction to the course
   
2:  ICT and social change
   Chong, chapter 1: pages 15-27. Team X
   Friedman, pp. 1-16; 32-50. Team X
   
3:  Global overview and digital divides
   Khalil et al. in Information and Communications for Development 2009: Overview: 3-17.
   Team X
   Chong, chapter 2: Team X

Southampton to Antwerp: 1 meeting
4:  Power; Reflections on Ireland and England
   Team X

Antwerp to Lisbon to Cadiz to Casablanca: 2 meetings
5:  A flatter world?; Reflections on Belgium
   Friedman, pp. 51-93. Team X:
   Friedman: 93-136. Team X:
   Friedman: 137-199. Team X:
   
6:  Finance, banking; Unflat world?; Reflections on Portugal
   Chong, ch. 3: Team X
   Friedman: ch. 15, Team X
   Navarre et al., “Key Drivers of Internet Banking Adoption: The Case of Spanish Internet Users”: 123-139. Team X:

Casablanca to Tema: 3 meetings
7:  Education I; Reflections on Spain and Morocco
   Warshauer, from Technology and Social Inclusion, ch. 5, pp. 109-152. Team X
   
8:  Development
   Friedman, ch. 10: Team X:
   Chong, ch. 8: Team X
   Oluwagbemi and Afolabi, “Adoption of Information & Communication Technologies in Developing Countries: An Impact Analysis”. Team X
   Field Report on Global North country due

9:  Cell phones, cybercrime; and Ghana
   Hesse, “A Continent Embraces the Cell Phone”. Team X:
Wilson, ch. 4 “Strategic Restructuring in Ghana”: Team X
Boateng et al., “Sakawa, Cybercrime and Criminality in Ghana”. Team X

**Tema to Capetown:** 2 meetings
10: Government and citizens; Reflections on Ghana
   *Chong*, ch. 4: Team X

11: Access; South Africa
   *Maldonado et al.*, “ICT Policies as a Means to Inhibit Social Exclusion: The South African Case”: 137-150. Team X:

**Capetown to Buenos Aires to Montevideo:** 5 meetings
12: ICTs in South America; Reflections on South Africa
   *Chong*, ch. 1: pp. 1-15
   *Peres and Hilbert*, from *Information Societies in Latin American and the Caribbean*: ch. XIII: ICT Policies for Latin America and the Caribbean. Team X

13: In class writing day

14: The health sector
   *Chong*, ch. 5: Team X

15: Environment
   *Chong*, ch. 7: Team X
   reading on Argentina TBD. Team X

16: Education II
   *Chong*, ch. 6: Team X
   *Derndorfer*, “OLPC in Uruguay: Impressions of Plan Ceibal’s Primary School XO Laptop Saturation”: Team X

**FIELD LAB: Thursday, NOVEMBER 8: Visit to Plan Ceibal**, coordinator of the One Laptop Per Child program in Uruguay, departing from the ship about 8:30 am

**Montevideo to Brazil to Last Class:** 7 meetings
17: Reflections on Argentina and Uruguay
   Wilson: ch. 3 (Strategic Restructuring in Brazil): Team X
   *Perez* (2012), “The Internet in Brazil” Team X

   *Field Lab writeup due*

18: US and you
   *Friedman*, ch. 6. Team X
FIELD COMPONENT
Each country on our journey can be viewed as an essential database for increasing your understanding the apparent conditions associated with ICTs and change. Some of the FDPs will offer you a special opportunity to gain a deeper perspective on the core topics of the course and you engage with groups and organizations in each country. You should take advantage of some of these opportunities.

Our required field lab activity will occur on Thursday, November 8, in Montevideo, Uruguay. We will visit the National Research and Innovation Agency to discuss ICT initiatives in Uruguay, and especially the One Laptop Per Child (OLPC) initiative. We are likely to meet also with teachers who are implementing the program. You will present a two-page paper on your observations/insights from the field lab, due at our first class after the lab (B17).

More broadly, use some of your time in port to observe in relation to the course themes. You will be expected to incorporate your field observations into your papers and in oral presentations and discussions in class. In particular, you should complete a “Field Report” on one of the countries we visit in the Global North. This 3-4 page document (due B8) records your observations regarding the incidence and nature of ICTs in the port city (or other city) of that country and should include your critical assessment of the effects of ICTs on one key aspect of the country (e.g., education, privacy, social interactions, etc.) Your field experiences will also directly support your “Field Observation Journal” (due B19) which will offer an analytic and reflective assessment (about 9-10 pages total) of the ICTs you observe in four of the countries we have visited on the voyage (not including Brazil). Your final paper will be a tightly argued 5-7 page paper (due B Finals Day) that is directed to the Gates Foundation referees regarding the most appropriate policies toward some aspect of ICTs for facilitating desirable change (and perhaps preventing negative change) in one particular country from our itinerary. It should focus on how public and/or private initiatives should be implemented to substantially improve some conditions in the country. The framework for this paper and your oral presentation of your proposal will be explained more fully in class.

METHODS OF EVALUATION
Class attendance and active participation in class (including daily discussion, in class writing on B13, and Hearings on RFPs) 25%
Team X reports performance 10%
Field report (one country from Ireland, England, Belgium, Portugal or Spain) (due B8) 10%
Field lab report on visit to CEIBAL (due B17) 5%
Field observation journal (four countries) (due B19) 20%
Final paper (including oral presentation) (due by 1300 on B Finals day) 30%

Academic Integrity
Our course will be guided by the Honor Code of the University of Virginia. Each of us will be held to the high standards in that Code and will be accountable for supporting it. The details can be found on the U VA website, at www.virginia.edu/honor.

Course Readings


