This course explores the concepts of development and digital innovation and their interconnection.

Development: Citizens of the global north are usually quick to note that they live in a global communication age, but all too often do not pay enough attention to the fact that over 80% of this world is living in conditions that are quite different from ours: the developing world. Half of the human population lives with less than US$2.50 per day, making that a monthly income of less than US$75 for every second member of our global information society. In this seminar, we will start with reviewing the multiple dimensions of development and poverty. We will discuss questions like: What is development? Is poverty merely a matter of economic well-being? Why are there so many poor? What are the driving forces behind development? What is the relation between poverty, development, and globalization? What are the dynamics and interplay between developed and developing societies? What are the current (micro and macro) approaches to eliminate global poverty? How do entrepreneurs and innovations drive development and reduce poverty? What is and what can the international community do about it (like the global business sector, multinational enterprises, United Nations, World Bank, global NGOs)? And finally: how can information and communication contribute as building blocks for the development of a society?

Digital Innovation: At the same time, the introduction of digital ICTs (Information and Communication Technologies) changes the lives of all people around the globe (directly or indirectly). In less than two decades, 2 out of 5 people worldwide have linked up through the Internet, and 4 out of 5 have connected with mobile telephony. Our generation of scholars has the luck (or responsibility) to live through and shape an era in which information and communication have become the driving force of human progress. ICTs are the most powerful and also the most tangible tool to exploit the ensuing opportunities. We will start with reviewing innovation theory, and the theories behind technology and social change. We will discuss questions like: what is the nature of technology and how does it evolve? How do ICTs affect the lives of those living in poverty and what role can ICTs play in development? How do digital technologies and applications differ between developed and developing countries? What are examples of how entrepreneurs use ICT to reduce poverty? What works, what doesn’t, and what are the costs? Where are ICTs evolving from here? And finally: what can we do about it?
PARTICIPATION, ASSIGNMENTS, GRADES

Class structure: This is a seminar. Lectures will review the readings, but the focus will remain on a) open class discussions based on readings and b) projects generated by students. During the first 8 weeks we will review the theories and dynamics behind both of the underlying key concepts: development and digital innovation. During the remaining weeks, students will select and deepen their understanding of a specific topic that cross-cuts both concepts. This might include, but is not limited to: education, health, small businesses, micro-finance, gender, entrepreneurship, agriculture, intellectual property rights, NGOs, development aid, environmental and disaster management, digital culture, happiness and quality of life, social networking, among others.

Class participation: Students are expected to make informed contributions to class discussions and activities. This includes contributions to the class discussion based on the reading material. A list of optional readings is provided should students seek a deeper perspective on any of the class topics. For each class, individual students will be asked to present the main ideas in selected readings and highlighting related questions for discussion. Grade percentage: 20%.

Class presentation: Students will select one topic in which they give a presentation of the most relevant literature, key concepts, state-of-the-art, and current challenges. This can be directly connected to their class project, or not. Grade percentage: 30%.

Class project: Students will develop a project on a chosen topic in which they are expected to make a contribution to the general understanding of the ongoing dynamics of ICT and development. This may be based on primary data or secondary literature, but cannot simply be a summary of existing literature. Students will report regularly on the progress of their projects in the second part of the class. A final paper (15-20 pages) based on these results will be due during the week of finals. Grade percentage: 50%.

Course material: All required class readings (books or articles) will be online. The list of readings for each week is just a starting point. We may decide as a group to prioritize, add, or delete material depending on where the class discussions take us.

COURSE SCHEDULE

Jan 13. Introductions

Required Readings:
• Harry S. Truman’s Inaugural Speech, delivered January 20, 1949, http://www.presidency.ucsb.edu/ws/index.php?pid=13282 – axzz1vIgoQv7Q (Focus on the sentences following “Fourth, we must embark on a bold new program...”)
Jan 20. Poverty

In-class Assignment:

Required Readings:
- Gates, B. (2013). “GDP is a terrible way to measure a country’s economy and it hinders our ability to help the poor.” In Slate: http://www.slate.com/articles/business/project_syndicate/2013/05/bill_gates_on_helping_the_poor_gdp_is_a_terrible_measurement.single.html

Optional Readings:

Jan 27. Development

Required Readings:
Skim:

Optional Readings:

Feb 3. Technology

Required Readings:

Skim:

Optional Readings:

Feb 10. Thinking Big: Infrastructure

Required Readings:

Optional Readings:
Feb 17. Thinking Small: Everyday Technologies

Required Readings:


Optional Readings:


Feb 24. Digital Divide

Required Readings:


Optional Readings:

**Mar 3. Project Synopses Presentations & Recap**

**Mar 10. Agriculture**

Required Readings:

Optional Readings:

**Mar 17. Spring Break**

**Mar 24. Gender**

Required Readings:

Optional Readings:


Mar 31. Money & Financial Services

Required Readings:

Optional Readings:
• “The Evolution of India’s UID Program: Lessons Learned and Implications for Other Developing Countries.” http://cgdev.org/files/1426371_file_Zelazny_India_Case_Study_FINAL.pdf

Apr 7. Education

Required Readings:

Optional Readings:

Apr 14. Health

Required Readings:

Optional Readings:

Apr 21. Small Businesses and Entertainment

Required Readings:
About consumers at the Bottom of the Pyramid:

About entertainment:

Apr 28. Final Project Presentations

POLICIES

Laptop Policy: Effective fall 2014, all undergraduate and graduate Annenberg majors and minors are required to have a PC or Apple laptop that can be used in Annenberg classes. Please refer to the Annenberg Virtual Commons for more information. To connect to USC’s Secure Wireless network, visit USC’s Information Technology Services website.

Plagiarism Statement on Academic Integrity: USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one’s own academic work from misuse by others as well as to avoid using another’s work as one’s own. All students are expected to understand and abide by these principles. Please see the SCampus (http://scampus.usc.edu/1300-academic-integrity-review/) for the university’s Student Conduct Code.

USC School of Communication Policy on Academic Integrity: The following is the USC Annenberg School of Communication’s policy on academic integrity and repeated in the syllabus for every course in the school:
USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one’s own academic work from misuse by others as well as to avoid using another’s work as one’s own. All students are expected to understand and abide by these principles. Scampus, the Student Guidebook, (www.usc.edu/scampus or http://scampus.usc.edu) contains the University Student Conduct Code (see University Governance, Section 11.00), while the recommended
sanctions are located in Appendix A. All academic integrity violations will be reported to the office of Student Judicial Affairs & Community Standards (SJACS), as per university policy, as well as Communication school administrators. In addition, it is assumed that the work you submit for this course is work you have produced entirely by yourself, and has not been previously produced by you for submission in another course or Learning Lab, without approval of the instructor.

**Attendance:** Regular attendance is required and essential for your success in this course. If for any reason you are unable to attend class, you must inform the instructor in advance and provide supporting documents to be excused. Frequent absences without legitimate excuses will negatively affect your grade.

**Checking USC e-mail:** Class-related e-mails will be sent to your USC e-mail address. Please check it regularly and make sure your account is not over quota.

**Use of Technology in the Classroom:** You are welcome to use your laptop, tablet, or cell phone in class, but in connection with class-related discussions. Use common sense, and make sure your device use doesn’t distract you or your classmates from participation.

**Statement for Students with Disabilities:** Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me as early in the semester as possible. DSP is located in STU 301 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. Website and contact information for DSP: http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html, (213) 740-0776 (Phone), (213) 740-6948 (TDD only), (213) 740-8216 (FAX) ability@usc.edu.

**Stress Management:** Students are under a lot of pressure. If you start to feel overwhelmed, it is important that you reach out for help. A good place to start is the USC Student Counseling Services office at 213-740-7711. The service is confidential and free.

**Sexual Assault Resource Center:** The Center for Women & Men and the Sexual Assault Resource Center are one and the same. Student Counseling Services is a separate place that also offers confidential counseling and support groups on a variety of other topics. To schedule an appointment with Student Counseling Services, call (213) 740-7711 between 8:30 a.m. and 5 p.m. weekdays or visit the Engemann Student Health Center on the University Park Campus.

**Emergency Preparedness:** In case of a declared emergency if travel to campus is not feasible, USC executive leadership will announce an electronic way for instructors to teach students in their residence halls or homes using a combination of Blackboard, teleconferencing, and other technologies.