

UNPLUGGED III

IE University

Professor: **GRACE OBADO**

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Academic year: 23-24

Degree course: **SECOND**

Semester: 1^o

Category: **COMPULSORY**

Number of credits: 3.0

Language: English

PREREQUISITES

Knowledge of the United Nations's 17 sustainable development goals is recommended.

SUBJECT DESCRIPTION

Global Transformation and Innovation

Heraclitus, an ancient Greek philosopher who lived around 500 BC said, "we live in a world where the only constant in life is change" and that still applies to our world today.

The ongoing 4th industrial revolution is characterized by the fusion of digital, biological, and physical technologies which is accelerating the pace of innovation and the speed of adaptation to new technologies and ideas across the world. The previous industrial revolutions created opportunity and global transformation, but the benefits were not accrued to all countries in the same manner. Countries in the global north were able to transform their economies, communities and improve livelihoods while many countries in the global south suffered from the exploitation of human and natural resources to drive manufacturing and supply cheap labor for industries in the global north.

Innovation is not only constantly transforming our world but is also crucial to addressing global challenges such as meeting basic needs in developing countries, addressing economic slowdown in industrialized nations, managing the COVID-19 pandemic. However, based on historical experiences, people or organizations sometimes oppose innovation even when it seems to be to their benefit. Which kind of policies can help manage innovation?

This course will offer a broadly-based analysis of the role of innovation in driving global transformation. A look at how to make global transformation more inclusive will also be included. We will also cover the impact of new technologies on key pillars of global transformation such as energy, education, healthcare, or agriculture. We will also explore possible motives that lead to resistance to change while at the same time discuss innovative ways of managing change.

OBJECTIVES AND SKILLS

1) To offer a historical overview of the great technological changes, starting with the 1st industrial revolution in the 18th Century to the on-going 4th industrial revolution that include the emerging technology breakthroughs in artificial Intelligence (AI), robotics, the internet of things (IoT), biotechnology, nanotechnology, to name a few and their impact on the global transformation.

2) Develop an understanding of the role of innovation and new technologies in transforming societies.

3) To carry out cross-sectorial evaluation of the impact of technological transformation on the key pillars of global transformation:

- Agriculture (Green revolution and GMO's).
- Environment and Renewable Energy.
- Economic growth and Employment.
- Health.

4) To examine the implications of technological and social innovations in the developed and developing world.

5) Offer insights into understanding and managing resistance to change.

The following Skills will be developed during the course:

- Research and Academic paper writing skills.
- Analytical and Debating skills.
- Team work and Presentation skills.
- Case Study analysis and IT skills.

METHODOLOGY

This course will be conducted in the following formats:

1. Face-to-Face
2. Asynchronous Sessions

*Face-to-Face synchronous sessions will be conducted in a seminar/ lecture format. All students are expected to read the corresponding readings ahead of each session. Please note that it's mandatory for all students to participate in teamwork. Specific case studies (as reflected in the course syllabus) will be assigned to each group during the first two weeks of the course.

*Asynchronous Sessions Asynchronous sessions do not take place in a fixed, 80-minute time slot; students can complete them at different times, though the range of time should be fixed. They resemble 'activities' rather than traditional classroom sessions. These activities can come in any number of forms: For example, recorded lectures, peer review of students' recorded presentations, watching documentaries and then responding to quizzes or writing short essays.

Teaching methodology	Weighting	Estimated time a student should dedicate to prepare for and participate in
Lectures	20.0 %	15 hours
Discussions	9.33 %	7 hours
Exercises	26.67 %	20 hours
Group work	16.0 %	12 hours
Other individual studying	28.0 %	21 hours
TOTAL	100.0 %	75 hours

PROGRAM

SESSION 1 (LIVE IN-PERSON)

INTRODUCTION: Global Transformation (LECTURE & DISCUSSION)

Article: Theory, History, and the Global Transformation (International Theory 8 (3): 502–22) (CED)

Book Chapters: The Transformation of the World : A Global History of the Nineteenth Century (Chapter 1. America in the World. Princeton: Princeton University Press. 2014) (See Bibliography)

SESSION 2 (LIVE IN-PERSON)

A HISTORICAL OVERVIEW OF THE GREAT TECHNOLOGICAL CHANGES: From the 1st Industrial Revolution to the on-going 4th Industrial revolution that include the emerging technology breakthroughs in artificial intelligence(AI), robotics, the internet of things(IoT), biotechnology or nanotechnology. (LECTURE AND DISCUSSION)

Book Chapters: The fourth industrial revolution (Chapters 1&2. First U.S. edition. Publisher: New York: Crown Business; 2017) (CED)

SESSION 3 (LIVE IN-PERSON)

FRUGAL INNOVATION AND THE GLOBAL TRANSFORMATION (LECTURE & DISCUSSION)

Article: What is frugal innovation? Three defining criteria (Journal of Frugal Innovation) (CED)

Book Chapters: Think Frugal, Be Flexible, Generate Breakthrough Growth (Chapters 1,4, 8 &9. 1st ed. San Francisco, CA: Jossey-Bass, A Wiley Imprint) (See Bibliography)

SESSION 4 (ASYNCHRONOUS)

INNOVATION CASES (PEER REVIEW EXERCISE/ DISCUSSION FORUM 24 Hrs)

Peer review of students' recorded presentation on the following cases:

INNOVATION SYSTEMS CASE STUDIES

- Chapter 4: India
- Chapter 7: Brazil, China, India and South Africa

INNOVATION, TECHNOLOGICAL LEARNING AND CAPABILITIES CASES

- Chapter 10: China
- Chapter 11: Botswana

LEARNING AND INTERACTION WITHIN SYSTEMS CASES

- Chapter 12: Mexico
- Chapter 13: Indonesia

Book Chapters: Innovation Systems and Capabilities in Developing Regions: Concepts, Issues and Cases (Ashgate Publishing, 2012) (See Bibliography)

SESSION 5 (LIVE IN-PERSON)

ECONOMIC GROWTH AND POVERTY REDUCTION (CASES)

Book Chapters: Poor Economics: A Radical Rethinking of the Way to Fight Global Poverty (Chapter 1-5. 1st pub ed. New York: Public Affairs 2012) (See Bibliography)

SESSION 6 (LIVE IN-PERSON)

ENERGY TRANSITION AND THE ENVIRONMENT (LECTURE & DISCUSSIONS)

Book Chapters: Energy and Civilization: A history (Chapters 5,6 &7. MIT Press, 2017) (See Bibliography)

SESSION 7 (LIVE IN-PERSON)

ENERGY AND THE ENVIRONMENT (LECTURE & CASES)

Article: Energy Transitions, Renewables and Rational Energy Use: A Reality Check (The OECD Observer, vol. 304, no. 304, 2015, pp. 36–37) (CED)

SESSION 8 (LIVE IN-PERSON)

POPULATION GROWTH AND TECHNOLOGICAL INNOVATION IN AGRICULTURE:
Green Revolution.

Genetically Modified Organisms (LECTURE & DISCUSSION)

Book Chapters: The Future of Genetically Modified Crops: Lessons from the Green Revolution (Rand, 2004) (See Bibliography)

Article: Genetically Modified Foods (British Medical Journal, vol. 318, no. 7183, 1999, pp. 581–581) (CED)

SESSION 9 (LIVE IN-PERSON)

MID TERM EXAM

SESSION 10 (LIVE IN-PERSON)

CULTURAL SUSTAINABILITY (LECTURE & CASES)

Article: The Sustainability and Desirability of the Traditional Economies of Australian Aborigines: Controversial Issues (Economic Analysis and Policy, vol. 57, 2018, pp. 1–8) (CED)

Article: Maori Access to Information Technology (The Electronic Library, vol. 21, no. 5, 2003, pp. 456–460) (CED)

SESSION 11 (LIVE IN-PERSON)

EDUCATION AND HEALTHCARE (LECTURE AND CASE STUDY)

Article: Gender gap in technology (Vital Speeches of the Day. 2007;73(4):159–163) (CED)

Article: The Impact of Mobile Technologies on Distance Education (Techtrends 56, no. 6 (2012): 49–53) (CED)

Article: How to Accelerate the Adoption of Digital Health Technology (HBS H04ARX-PDF-ENG)

SESSION 12 (ASYNCHRONOUS)

MANAGING CHANGE

UNSSC COURSE - LESSIONS 1-2

Please note that to access Introduction to Change Management, open this link:

Multimedia Documentation: IE University - UNSSC (s-c)

SESSION 13 (ASYNCHRONOUS)

MANAGING CHANGE

UNSCC COURSE- LESSIONS 3-4

Please note that to access Introduction to Change Management, open this link:

SESSION 14 (LIVE IN-PERSON)

IMPLICATIONS OF TECHNOLOGICAL AND SOCIAL INNOVATIONS IN THE DEVELOPED AND DEVELOPING WORLD (LECTURE & CASE STUDIES)

Book Chapters: The Rise of the Robots: Technology and the Threat of Mass Unemployment (Chapters 4,5,6&7. Oneworld, 2015) (See Bibliography)

Article: Technology, globalization, and international competitiveness: Challenges for developing countries (Industrial Development for the 21st Century, 2007) (CED)

Working Paper: Social Innovation Case Studies (Innovate, 2014)

SESSION 15 (LIVE IN-PERSON)

FINAL EXAM

BIBLIOGRAPHY

Compulsory

- Schwab, Klaus. (2017). *The Fourth Industrial Revolution*. 1st edition. Punguin Random House UK. ISBN 9780241300756 (Printed)

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- Vaclav Smil. (2018). *Energy and Civilization: A history*. reprint edition. The MIT Press. ISBN 9780262536165 (Printed)

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- Banerjee, Abhijit V, and Esther Duflo. (2012). *Poor Economics: A Radical Thinking of the Way to Fight Poverty*. 1st. Public Affairs. ISBN 9781610390934 (Printed)

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EVALUATION CRITERIA

The evaluation will be based on class participation, in-class group presentation, midterm exam, and final exam as reflected below:

A) CLASS PARTICIPATION

Participation will take place in Face-to-Face sessions and in the asynchronous UNSSC courses (sessions 4-5 and 13-14)

Three main criteria will be used in reaching judgment about your class participation:

- Depth and Quality of Contribution: The most important dimension of participation concerns what it is that you are saying. A high-quality comment reveals the depth of insight, rigorous use of case evidence, consistency of argument, and realism.
- Moving Your Peers' Understanding Forward: Great ideas can be lost through a poor

presentation. A high-quality presentation of ideas must consider the relevance and timing of comments and the flow and content of the ensuing class discussion. It demands comments that are concise and clear, and that are conveyed with a spirit of involvement in the discussion at hand.

- Frequency: Frequency refers to the attainment of a threshold quantity of contributions that is sufficient for making a reliable assessment of comment quality. The logic is simple: if contributions are too few, one cannot reliably assess the quality of your remarks. However, once the threshold quantity has been achieved, simply increasing the number of times you talk does not automatically improve your evaluation. Beyond the threshold, it is the quality of your comments that must improve. In particular, one must be especially careful that in claiming more than a fair share of “airtime”, quality is not sacrificed for quantity. Finally, your attempts at participation should not be such that the instructor has to “go looking for you”. You should be attempting to get into the debate on a regular basis.

B) GROUP PRESENTATIONS

Each group must present one case in a Face-to-Face session and another case (recorded presentation) in an asynchronous session (Session 4).

Good case briefs are concise, but also provide a fact-based rationale for your recommendations and implementation plan. The rationale should reflect a good understanding of the important issues of the case and may integrate previous material from the class or your experience. You might also note factors that argue against your recommendation, and how your implementation plan might minimize the impact of these factors.

C) MIDTERM & FINAL EXAMS

The exams will take place in class, but if the pandemic does not allow for this then it will be conducted in an open-book format and the students will have 24 hours for submission.

Criteria	Percentage	Comments
Synchronous Class Participation	10 %	
Asynchronous Presentation	20 %	Recorded Presentation and Discussion Forum (Session 4)
Mid Term Exam	20 %	
Synchronous Group Presentation	20 %	
Final Exam	30 %	

GENERAL OBSERVATION

Each student has four attempts over two consecutive academic years to pass this course. For every BIR Program mandatory class aside from the IR Unplugged and BIR Electives, students are required to obtain the minimum grade of 5 required to pass the course. Students whose grade in the Final Exam is below 5 will fail the course. The rule applies to whichever assignment carries the greatest weight of the final grade. The dates and location of the final exam will be posted in advance and will not be changed. Students must attend at least 70% of the sessions. Students who do not comply with the 70% attendance rule will receive a 0.0 on their first and second attempts and go directly to the third one (they will need to enroll in this course again the following academic year). Students who are in the third or fourth attempt should contact the professor during the first two weeks of the course.

The Bachelor's in International Relations pursues to develop the knowledge, skills, and attitudes for bringing transformative and sustainable change in today's world. Therefore, all the courses follow the principles of sustainability and diversity. Firstly, this course considers the agenda 2030 and builds upon the Sustainable Development Goal 2, 4, 5, 7, 8, 9 and 13 (Define goals). Secondly, this course is committed to an inclusive learning environment and looks to be enriched and enhanced by diversity along numerous dimensions, including race, ethnicity and national origins, gender and gender identity, sexuality, class, and religion.

ATTENDANCE

In-person attendance is mandatory at IE University, as it is an essential factor of IE's learning methodology. While we do closely monitor attendance in each course, we also consider our students responsible for their own agenda and commitments, as adult university students. With that in mind, each student may miss up to 30% of the sessions within a given course and still maintain the possibility of passing that given course. This 30% "buffer" is to be used for any absences, such as: illnesses, personal emergencies, commitments, official/governmental matters, business and/or medical appointments, family situations, etc. Students should manage their various needs, and situations that may arise, within that 30% buffer. If a student is absent to more than the allowed 30% of the sessions (regardless of the reason), s/he will obtain a 0.0 grade for that course in both the ordinary and extraordinary calls of the current academic year, and s/he will have to retake the course during the following academic year.

Please pay close attention to your attendance. The program strongly encourages attending 100% of the sessions as it will improve your learning outcomes, it will increase the class performance and it will benefit your participation grade. Noncompliance with deadlines for Non-Classroom Learning activities or assignments will result in an absence for the session.

Extreme cases involving emergencies such as: extended hospitalizations, accidents, serious illnesses and other cases of force majeure, are to be consulted with the Program Management (bir.biemadrid@ie.edu) for assessment of the situation and corresponding documentation, in order to support and guide each student optimally.

For more information about the university attendance policy, please check; <https://www.ie.edu/student-guide/bir/policies-and-guidelines/attendance/>

RETAKE POLICY

Any student whose weighted final grade is below 5 will be required to sit for the retake exam to pass the course (except those not complying with the attendance rules, whom are banned from this possibility). Grading for retakes will be subject to the following rules:

The retakes will consist of a comprehensive exam. The grade will depend only on the performance on this exam; continuous evaluation over the semester will not be taken into account.

The exam will be designed bearing in mind that the passing grade is 5 and the maximum grade that can be attained is 8 out of 10.

Dates and location of the retakes will be posted in advance and will not be changed.

PLAGIARISM / ACADEMIC HONESTY

Plagiarism is the dishonest act of presenting another person's ideas, texts or words as your own. This includes in order of seriousness of the offense:

- providing faulty sources;
- copy-pasting material from your own past assignments (self-plagiarism) without the instructor's permission;
- copy-pasting material from external sources even while citing them;
- using verbatim translations from sources in other languages without citing them;
- copy-pasting material from external sources without citing them;
- and buying or commissioning essays from other parties.

IEU students must contact the professor if they don't know whether the use of a document constitutes plagiarism. The professor will advise the student on how to present said material. All written assignments have to be submitted through Turn-it-in, which produces a similarity report and detects cases of plagiarism. Professors are required to check each student's academic work in order to guarantee its originality. If the originality of the academic work is not clear, the professor will contact the student in order to clarify any doubts. Students using external tutorial support should report it to the professor and the BIR Program from the moment they began receiving this support. In the event that the meeting with the student fails to clarify the originality of the academic work, the professor will inform the Director of the Bachelor Program about the case, who will then decide whether to bring the case forward to the BIR Academic Review Panel. Very high similarity scores will be automatically flagged and forwarded to the Academic Review Panel. Plagiarism constitutes a very serious offense and may carry penalties ranging from getting a zero for the assignment to expulsion from the university depending on the severity of the case and the number of times the student has committed plagiarism in the past.

FLEXIBILITY

Course structure will be adaptable to the public health situation.

If social distancing is no longer necessary, the split Face-to-Face sessions will be re-combined. If COVID-19 returns, we will be fully prepared to effectively transfer Face-to-Face sessions to Videoconferences.

PROFESSOR BIO

Professor: **GRACE OBADO**

E-mail: gobado@faculty.ie.edu

Grace Obado holds a BA (Licenciatura) in Political Science and Sociology, A postgraduate Diploma in Human Rights, and Ph.D. studies in International Relations, all from Universidad Complutense de Madrid. She is Associate Professor of International Relations and Sustainable Development at IE University and IE Business School. She serves on the board of Africa 2.0 International Foundation and Oryx Impact. She also sits on the advisory board of Spain's Casa Africa. She has spoken at many conferences in Africa, Europe, and the USA, including most recently, Africa in the perspective of G20 Conference and Africa Business Conference at Harvard Business School.

OTHER INFORMATION

OFFICE HOURS & CONTACT INFORMATION:

- Office hours: Fridays: 10:00- 13:00 Hrs. Location: TBA
- Contact details: gobado@faculty.ie.edu
- Tel: +34 626 88 50 73

CODE OF CONDUCT IN CLASS

1. Be on time. Students arriving more than 5 minutes late will be marked as "Absent". Only students that notify in advance in writing that they will be late for a specific session may be granted an exception (at the discretion of the professor).
2. If applicable, bring your name card and strictly follow the seating chart. It helps faculty members and fellow students learn your names.
3. Do not leave the room during the lecture: Students are not allowed to leave the room during lectures. If a student leaves the room during lectures, he/she will not be allowed to re-enter

and, therefore, will be marked as "Absent". Only students that notify that they have a special reason to leave the session early will be granted an exception (at the discretion of the professor).

4. Do not engage in side conversation. As a sign of respect toward the person presenting the lecture (the teacher as well as fellow students), side conversations are not allowed. If you have a question, raise your hand and ask it. If you do not want to ask it during the lecture, feel free to approach your teacher after class. If a student is disrupting the flow of the lecture, he/she will be asked to leave the classroom and, consequently, will be marked as "Absent".
5. Use your laptop for course-related purposes only. The use of laptops during lectures must be authorized by the professor. The use of Social Media or accessing any type of content not related to the lecture is penalized. The student will be asked to leave the room and, consequently, will be marked as "Absent".
6. No cellular phones: IE University implements a "Phone-free Classroom" policy and, therefore, the use of phones, tablets, etc. is forbidden inside the classroom. Failing to abide by this rule entails expulsion from the room and will be counted as one absence.
7. Escalation policy: 1/3/5. Items 4, 5, and 6 above entail expulsion from the classroom and the consequent marking of the student as "Absent." IE University implements an "escalation policy": The first time a student is asked to leave the room for disciplinary reasons (as per items 4, 5, and 6 above), the student will incur one absence, the second time it will count as three absences, and from the third time onward, any expulsion from the classroom due to disciplinary issues will entail 5 absences.

