



## Digital Government

PSPA 5060

3 Credits

Summer Session 2017

University of Virginia

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### Required Texts

Mergel, I. (2013). Social Media in The Public Sector. San Francisco, CA: Jossey-Bass.

Mergel, I. and Greeves, B. (2013). Social Media in the Public Sector Field Guide. San Francisco, CA: Jossey-Bass.

Various Journal Articles

### Course Description

This course is designed to provide students with an overview of the ways information technology is influencing the public sector. The course will cover various topics such as the social, ethical, policy, and management issues related to information technology. The course will explore federal, state and local initiatives in digital government, such as social media. Finally, the course will review the theoretical foundations of information technology. This is not a technical course, but rather a course to expose students to the various ways information technology is influencing the public sector today.

### Learning Objective

The chief objectives of this course are to:

- 1) assist students in questioning and critically analyzing the way in which information technology is used today in the public sector;
- 2) enable students to recognize and distinguish between the different types of information technology;
- 3) engage students in learning experiences designed to expand their creative abilities to permit them to view information technology from various perspectives;
- 4) facilitate effective oral and written communication through individual projects.

### Course Educational Resources

All written assignments must be written following the format of the *American Psychological Association (APA) Style Manual* or the *Chicago Manual of Style*. It is strongly recommended that each student purchase the small pocket size guide to writing style and grammar titled A Pocket Style Manual by Diana Hacker. This is available at Amazon.com.

This course will utilize UVaCollab (<http://collab.itc.virginia.edu/portal>). All course interaction will take place on UVaCollab. Specific links to activities and assignments are contained on the interactive syllabus.

- a. **Communication:** Each week you will have an announcement concerning the week's activities. Frequent contact by email and discussion forums is essential. You can call by phone Monday – Friday (9AM-5PM EST). My electronic office hours are by email appointment during the week from 7:00 PM to 9:00 PM EST via BbCollaborate. Send an email and ask for a specific time to meet during these hours.
- b. **Assignments:** Assignments will be posted in UVaCollab for student's reference
- c. **Course Evaluations:** Course evaluations are distributed online. Prior to the end of the semester, evaluations will be emailed to students.
- d. **Technical Support Contacts:**
  - Login/Password: [scpshelpdesk@virginia.edu](mailto:scpshelpdesk@virginia.edu)
  - UVaCollab: [collab-support@virginia.edu](mailto:collab-support@virginia.edu)
  - BbCollaborate (Elluminate) Support: [scpshelpdesk@virginia.edu](mailto:scpshelpdesk@virginia.edu)
  - BbCollaborate (Elluminate) Training: [scps\\_academic\\_faculty@virginia.edu](mailto:scps_academic_faculty@virginia.edu)

Instructional Design and Technology Enhanced Learning for course design and development:  
[scps\\_academic\\_faculty@virginia.edu](mailto:scps_academic_faculty@virginia.edu)

**Technical Requirements:** This course will use UVaCollab and BbCollaborate (Elluminate):

**UVa Computing IDs and Passwords** (for all students)

**Recommended Browsers:**

PC: Firefox 3.6 or Internet Explorer 7 or 8

Mac: Firefox 3.6 or Safari 4 or 5

**Bb Collaborate Requirements:**

Java requirements:

PC: Sun Java 1.5.0\_17 or Sun Java 1.6.0\_12 or greater is recommended

Mac: Apple Java 1.5.0\_16 (J2SE5)

Please visit Bbcollaborate to check your computer's compatibility automatically:

<http://support.blackboardcollaborate.com/ics/support/default.asp?deptID=8336&task=knowledge&questionID=1473Headset/>

Recommend Headset with Logitech USB

### **University Email Policies**

Students are expected to check their official UVa. email addresses on a frequent and consistent basis (every 24 – 48 hrs) to remain informed of University communications, as certain communications may be time sensitive. Students who fail to check their email on a regular basis are responsible for any resulting consequences. I will respond to all emails within 24 hours Monday-Friday and within 48 hours on weekends.

### **Teaching Method**

A combination of teaching methods will be used in this course. These methods include online and live class discussions, lectures, and written assignments. This is a Web-based course. I see myself as the facilitator of your learning. We will be using several types of learning tools and new technology. UVA Collab serves as the learning platform for the course. All course interaction will take place on Collab. Weekly review questions and all assignments will be posted on Collab under the "Assignments" heading. Once you click on the "Assignments" heading you will see View/Complete. Click on this to view and complete the assignment.

Weekly discussion questions will be posted each week on the discussion board under the heading “Forums”. The forums are to interact each week by responding to each other’s responses to the readings. Bb Collaborate will be used to conduct the live discussion sessions. You can click on the “Live Discussions” link from the main course webpage. The course will be taught in an asynchronous format, meaning students can work at their own pace each week, following the assigned weekly due dates. We will meet on four evenings using Bb Collaborate, a form of technology that allows us all to talk to each other as if we were in a real classroom. We will be using the audio format.

### **Students with Disabilities**

Students who have physical, learning or psychiatric disabilities that may require reasonable accommodation at the University should contact the Learning Needs and Evaluation Center (LNEC) in the Department of Student Health. Such disabilities may include, but are not limited to, vision, hearing, or mobility impairments, or impairment related to a learning, attention or psychiatric disorder. The LNEC coordinates disability accommodations such as alternate text formats for course material, peer note-taking, extended time for tests, sign language and other interpreting, and housing arrangements. Preliminary evaluation of academic difficulties as well as other services is also available. It is the student’s responsibility to notify the University of the need for accommodations, and students must submit appropriate documentation in support of a request for accommodations. All accommodation requests should be submitted in a timely manner, preferably before the semester begins, or not later than three weeks into the semester. Specific deadlines for certain types of accommodation requests are posted on the LNEC Web site each term; however, every request is reviewed on a case-by-case basis. For more specific information about services and policies, including guidelines and forms for documentation, see the LNEC website at [www.virginia.edu/studenthealth/l nec.html](http://www.virginia.edu/studenthealth/l nec.html).

### **UVA Code of Honor**

Established in 1842, the University of Virginia Honor System is the nation's oldest student-run honor system and one of U.Va.'s most cherished institutions. Based on the principle that University students want to be trusted, the Honor System helps create and strengthen a school-wide community of trust.

This tradition of student self-governance began with an incident in the University's early years. On the night of November 12, 1840, a masked student shot and killed John A. G. Davis, a popular professor of law. Sobered by the incident, the students agreed to a plan whereby they "vouched" for one another by agreeing to report misbehavior. In the same spirit, University faculty established an "honor pledge" on examinations, agreeing to trust students when they pledged that they had "neither received nor given assistance" on their schoolwork.

Today students at the University make a commitment not to lie, cheat, or steal within Charlottesville, Albemarle County, or where they represent themselves as University students in order to gain the trust of others. Because of this commitment, there's a strong degree of trust among the various members of the University community. Students are also expected to conduct themselves with integrity and are presumed honorable until proven otherwise.

Offenses are presented to the Honor Committee, a student judiciary body. Students are recruited and trained by the Honor Committee to serve as advisors and to provide counsel. Students investigate honor allegations, assist and support accused students through the Honor System process, and work with accused students in their defense at trial. Honor jury panels are similarly comprised entirely of students. While anyone may initiate honor proceedings, the process is administered entirely by students.

U.Va. students benefit from the freedom and security provided by the Honor System; every student must agree to live by and support the spirit of honor. Applicants who are not prepared to embrace this freedom and accept this responsibility should not apply for admission.

For more information about the Honor System, visit <http://www.virginia.edu/honor/>.

### **Student Expectations**

As an online course it is important to respect each other's viewpoints and perspectives. Please be respectful of your fellow classmates and only use appropriate language during online and audio discussions.

Students are expected to be active participants in the learning process. All writing assignments must be typed and double-spaced, using page numbers, and title pages. The use of headings and subheadings is also recommended.

If a student cannot meet class assignment deadlines, future arrangements must be made with the professor. Late assignments will result in the reduction of one assignment grade for each day late, unless advance notice is given and approved by the instructor. If you are unable to attend one of the four course discussions, please provide advanced notice to me.

Students are expected to participate in online discussions weekly. Students are encouraged to post their initial posting for the week by Wednesday of the week the assignment is due. The second posting is due by Sunday evening at 11:55 p.m. Your online postings must be:

- 1) Substantive-reflecting your knowledge of the readings .
- 2) Professional-respectful and appropriate
- 3) Pertinent
- 4) Clearly expressed

All assignments are due by 11:55 p.m. on Sunday of the week the assignment is due.

### **Course Grading**

Grading is done on a point system. Each assignment is assigned a point value. The journal article analysis, research paper and final exam will be graded using the Grading Rubric. Please review the rubric, found on the last page of the syllabus, to understand what criteria serve as the basis of grading.

- 1) **Class Participation**: Class participation accounts for 10% of the total course grade. As part of the class participation grade students are expected to participate in weekly online discussions, contributing to the quality of the discussions. The online discussions will take place on the Discussion Board. Imagine you are in a real classroom. I will post questions for you to respond to and engage your fellow classmates in a substantive discussion. These discussions will be asynchronous. We will also be holding several live discussions using BlackBoard Collaborate (BbCollab). Please note the course dates for these discussions. These will be held from 7:00-8:30 p.m. on a day during the week that works best for all students. Each week's discussion is worth 2 points.
- 2) **Assignments**: Students are responsible for reading the assigned chapters and responding to the weekly review questions. Each assignment is worth 3 points.
- 3) **Journal Article Analysis**: Each student will be assigned two journal articles from the reading list to review and analyze. *All students are responsible for reading all articles*. Students assigned an article will present their analysis to the class on the day it is due. The article analysis will account for 10% (5% each) of the overall course grade. The article analysis should be approximately three pages in length. For instructions on writing a critical journal article review, please refer to Collab under the heading "Resources." Here you will find a guideline on writing a critical article review.
- 4) **Research Paper**: Students are to select a government (federal, state, or local) or public or non-profit organization and explore the ways information technology has impacted the organization. Students may select a local, state or federal agency. Students may focus on a particular department of a larger

organization and provide an analysis of the ways the agency is using information technology today. Students should explore how the use of technology has changed the way the organization functions. What types of Social Media is the organization using? Has it had a positive and/or negative impact? How have these changes impacted the way the organization serves its clients/citizens? Describe these impacts. This paper should include interviews with public administrators/agency personnel and be approximately 8-10 double-spaced pages in length. The paper will account for 25% of the overall course grade.

- 5) **Final Exam:** The final exam will be a take home exam based on questions from the readings and class discussions. The exam will be cumulative in nature, drawing from material throughout the entire session. The exam will be worth 30% of the overall course grade.

			<b>Course Grading</b>	
Class Participation	10%	20 points	A	100-95%
Assignments	25%	30	A-	94-90%
Journal Article Anal.	10%	20	B+	89-87%
Research Paper	25%	50	B	86-84%
<u>Final Exam</u>	<u>30%</u>	<u>60</u>	B-	83-80%
Total	100%	200 points	C+	79-77%
			C	76-74%
			C-	73-70%
			D+	69-67%
			D	66-64%
			D-	63-60%
			F	59% and below

### Course Schedule

	<i>Topic</i>	<i>Assignment</i>	<i>Where to Find It</i>
<b>Week 1</b> May 15th-	<i>Personal introductions,</i>	<i>Complete Assignment #1 on Collab.</i>	Collab under the "Assignment" and "Discussion Board" tabs.

21st	<i>course overview, review syllabus, assign journal articles.</i>	<b>First BbCollab Live Session Thursday Evening at 7:00 p.m.</b>	For live discussion click on the “Live Discussions” tab on Collab
<b>Week 2</b> May 22 <sup>nd</sup> -28th	<b>Overview of Info. Technology &amp; Social Media in the Public Sector</b>	Read: Mergel Ch. 1 & 2; Mergel and Greeves (M&G) pgs. 1-5 Article #1 Complete assignment #2	Collab under the “Assignment” and “Discussion Board” tabs and articles are found under the “Resources” tab.
<b>Week 3</b> May 29 <sup>th</sup> -June 4th	<b>The E-Gov't Policy: A Global Perspective</b>	Read: Mergel Chapter 3; M & G pgs. 7-34; Article #2 Complete assignment #3 <b>Second Live Session</b>	Collab under the “Assignment” and “Discussion Board” tabs. For live discussions click on the “Live Discussions” tab on Collab and articles are found under the “Resources” tab
<b>Week 4</b> June 5 <sup>th</sup> -11th	<b>Barrier to the use of social media and cybersecurity</b>	Read: Mergel Ch. 4; M & G pgs. 35-57; Article #3 & 4 Complete assignment 4	Collab under the “Assignment” and “Discussion Board” tabs and articles are found under the “Resources” tab.
<b>Week 5</b> June 12 <sup>th</sup> -18th	<b>E-Gov't at the Federal Level</b>	Read: Mergel Ch. 5; M & G pgs. 59-82; Articles 5 & 6 Complete assignment 4 <b>Third Live Session</b>	Collab under the “Assignment” and “Discussion Board” tabs. For live discussions click on the “Live Discussions” tab on Collab and articles are found under the “Resources” tab.
<b>Week 6</b> June 19 <sup>th</sup> -25th	<b>E-Government at the State Level</b>	Read: Mergel Ch. 6 & 7; M & G pgs. 83-92; Articles; 7 & 8	Collab under the “Assignment” and “Discussion Board” tabs, and articles are found under the “Resources” tab
<b>Week 7</b> June 26 <sup>th</sup> -July 2nd	<b>E-Gov't at the Local Level.</b>	Read: Mergel Chs. 8 & 9; M & G pgs. 93-108; Articles 9 & 10	Collab under the “Assignment” and “Discussion Board” tabs and articles are found under the “Resources” tab.
<b>Week 8</b> July 3-9th	<b>The Future of E-Gov't</b>	<b>Read: Mergel Chs. 10-11 M &amp; G 149-169 Articles 11-14</b>	Submit the paper as an assignment in Collab in the “Assignment” tab. For live discussion click on the “Live Discussions” tab on Collab.
<b>Week 9</b> July 10 <sup>th</sup> -16th	<b>Research Paper</b>	<b>Research Paper Due and presented Fourth Live Session</b>	Collab under the “Assignment” and “Discussion Board” tabs and articles are found under the “Resources” tab.
<b>Week 10</b> July 17 <sup>th</sup> -23rd	<b>Final</b>	<b>Final Due</b>	Submit the final as an assignment in Collab in the “Assignment” tab

### Digital Government Journal Articles

- 1) Katsonis, M., Botros, A. (2015). Digital Government: A Primer and Professional Perspectives. *Australian Journal of Public Administration*. 74(1): 42-52.

- 2) Porumbescu, G. (2016). Linking public sector social media and e-government website use to trust in government. *Government Information Quarterly*. 33: 291-304.
- 3) Harknett, Richard and Stever, James. (2011). The New Policy World of Cybersecurity. *Public Administration Review*. 71 (3): 455-460.
- 4) Ganapati, Sukumar. (2011). Uses of Public Participation Geographic Information Systems - Applications in E-Government. *Public Administration Review*. 71(3): 425-443.
- 5) Pang, M. (2017). Politics and Information Technology Investments in the U.S. Federal Government in 2003-2106. 28 (1): 33-45.
- 6) Office of Management and Budget. (2015). Digital Government: Building A 21<sup>st</sup> Century Platform to Better Serve the American People. *Journal of Current Issues in Media and Telecommunications*. 7(4): 397-422.
- 7) Tolbert, Caroline; Mossberger, Karen; McNeal, Ramona. (2008). Institutions, Policy Innovation, and E-Government in the American States. *Public Administration Review*. 68 (3): 549-563.
- 8) Cullen, Rowena. (2009). Culture, Identity, and Information Privacy in the Age of Digital Government. *Online Information Review*. 33(3): 405-419.
- 9) Wohlers, Tony. (2009). The Digital World of Local Government. A Comparative Analysis of the U.S. and Germany. *Journal of Information Technology and Politics*. 6 (2): 111-126.
- 10) Norris, D. and Reddick, C. (2013). Local E-Government in the United States: Transformation or Incremental Change? *Public Administration Review*. 73(1): 165-175.
- 11) Belanger, France. (2009). The Impact of the Digital Divide on E-Government Use. *Communications in the ACM*. 52 (4): 132-135.
- 12) Norris, D. (2010). E-Government 2020: Plus ca change, plus c'est la meme chose. *Public Administration Review*. 70(S): S180-S181.
- 13) Bryer, T. (2013). Designing Social Media Strategies for Effective Civic Engagement: A Case Example and Model. *National Civic Review*. (Spring): 43-50.
- 14) Janowski, T. (2016). Implementing Sustainable Development Goals with Digital Government-Aspiration-capacity gap. *Government Information Quarterly*. 33: 603-613.

**Student Name:** \_\_\_\_\_ **Assignment** \_\_\_\_\_

### Grading Rubric

## Celeste Murphy Greene, Ph.D.

Possible Points	5 (Excellent)	4 (Good)	3 (Fair)	2 (Poor)	1 (Unacceptable)
<b>Ideas:</b> Central idea is clearly conveyed. Demonstrates thorough understanding of sources and critically analyzes each source. Clearly defines terms.					
<b>Organization &amp; Coherence:</b> Paper is well organized. Uses headings and subheadings throughout the paper. Transitional sentences are used to link one paragraph to the next and shows a logical progression and development of ideas.					
<b>Support:</b> Uses appropriate evidence to support ideas and convince the reader.					
<b>Style:</b> Chooses words to express specific meaning. Uses well structured sentences which are varied yet flow well together and are not long and rambling.					
<b>Mechanics:</b> Paper is free of spelling, punctuation and grammatical errors.					
<b>Subtotal</b>					
<b>Total</b>					