

**SETON HALL UNIVERSITY**  
**Center for Public Service**  
**Department of Public and Healthcare Administration**

**Spring 2009**  
**Information & Computers in Public Service**  
**PSMA 6008**  
**Monday 6:15-8:25PM**  
**Office Hours: By Appointment**

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**Course Syllabus**

**Course Overview:**

Information and computer technologies (ICT) have profoundly and permanently changed the way that nonprofit and public sector organizations conduct business. Examples include the use of ICT by nonprofit organizations for fundraising purposes and the electronic dissemination of public documents by government agencies. Information, and the computer systems that process it, are increasingly seen as strategic resources that effective public and nonprofit administrators must know how to use, evaluate and manage. This course will provide students with skills necessary to serve as an interface between persons focused primarily on organization policy and those focused primarily on ICT operations. In addition, the course will explore wide variety of cutting edge ICT tools and how these tools can be integrated into a traditional organization.

**Course objectives:**

As noted above, this course is NOT designed to provide you with the skill set necessary to become an ICT administrator. Instead the focus is to provide you as a manager the skill set necessary to understand what an ICT administrator tells you. Therefore, the course has the following objectives.

- Provide students with a basic familiarity with a wide range of different technological applications and how they are used in public service organizations.
- Expose students to basic theoretical assumption concerning information management and technology in public service organizations.
- Provide students with the opportunity to conduct research on a specific technology and become a managerial expert on it.
- Provide students with practice in conducting technological assessments with a focus on identifying areas in need of improvement.
- Help students link organizational goals with technological applications
- Expose students to fundamental ethical dilemmas (such as privacy vs. transparency) inherent in the implementation of technological systems.
- Provide students with a framework for address fundamental iniquity issues in the adoption of technology. (e.g the Digital Divide).
- Provide students for strategies for preventing information overload.

## **Student Projects:**

### *Me and My Technology (Due January 22)*

This is a short (two pages) writing assignment designed to 1) help you think about and recognize how you interact with technology and 2) help us as a class understand how different people use technology in different ways. For clarity I would ask you to save the document as “Your Last Name- My Tech,” and use the following format and headings

#### **Page One: My Tech January 15-22, 2009 Your Name**

During the course of the next week informally keep track of your own interaction with information and computer technologies. Some possible but by no means exclusive examples; How often did you e-mail? Visit a web page? Post to a blog? Use a GPS? Twitter? Conduct an on-line business transaction? Find information from or about a government agency? Text Message? Update your Facebook or My Space page?

#### **Page Two: What did I accomplish? January 15-22, 2009 Your Name**

What did you actually accomplish by using technology this week? Communication (e-mail, text) is one thing; but was the communication social, professional, transaction based or something else? Try to think about specific things that you were able to do through your use of technology. The more tangible (e.g. I paid a parking ticket on-line) is better than (I e-mailed my friends).

The goal is not to come up with a comprehensive minute-by-minute account of your life and the technology in it. Instead, I am looking for reflections and impressions of both the primary technologies that you use and what you feel that technology enabled you to accomplish. **I promise to stop reading after the second page.**

### **Reading and Reviewing Projects**

As noted above one of the objectives of the course is to expose you to the basic theoretical assumption concerning information management and technology. To do this each student will review one book and two articles from the Quasi-Optional Reading List for the class.

#### *1) Book Review Intro and Conclusions (Due February 5<sup>th</sup>)*

I have selected a series of 8 or 9 books that relate to the broad topic. In the first class session, I will assign (and loan) one of these books to each student. **At this point, you are responsible for reading the table of contents and the introductory (including preface, forwards etc.) and concluding chapters only.** Based on that reading you will prepare a brief presentation of what you think the book is really about. In addition, you will be asked to tell the class whether or not you think we should read the rest of the book in more depth and why you think this.

## *2) Collaborative In-Depth Book Review Due (March 19<sup>th</sup>)*

**After class on February 5<sup>th</sup> we will vote on which books we want to study in more depth.** Depending on the results of this election, we will divide up the two or possibly three most popular books in the class, form teams and those teams will be responsible for reviewing the entire book in a collaboratively written 8-10 page review paper. **It is my intention to set up a Wiki for each team and all writing will be conducted through that technology.**

## *3) Individual Article Reviews (Due as you finish)*

The quasi-optional reading list also contains a number of articles, again relating in some fashion to our broad topic. Each student is responsible for reading two articles and for each writing a short post about their article to **our very own Blog**, which will be available on the course blackboard site. In the post you should give a very brief summary of the article and your thoughts and opinions on it.

**Two Articles and Two Blog Posts is the minimum requirement** and those that do this minimum will receive a very respectable grade of B for this assignment. Those that choose to read more articles and write more blog based reviews will see their grades increase.

## **The Tech Spec Project (due April 2<sup>nd</sup>)**

One of the most important skills in managing technology is figuring out whether or not what is “next” is what is best. ICT administrators like new things and new gadgets. They often discuss them in tones reminiscent of kids on Christmas Day. As a manager, you will need to develop the ability to play “the Grinch” and tell the IT pro that she can’t have her new toy. Alternatively, of course, sometimes new toys are really, really cool AND they will help your organization. During the course of the semester we will spend some time exploring the technology of tomorrow. I will pretend that I am the ICT Geek and write you a long winded e-mail trying to convince you we need this new toy. You will then respond as either the Grinch or Santa Claus.

## *The “How are you going to do that?” Project (Due April 30<sup>th</sup>)*

All organizations have goals and projects designed to make those goals a reality. Over the course of the semester we will, as a class, discuss and ultimately develop a “project” for a fictitious organization. It could be a government agency, it could be a nonprofit. It could resemble an organization that one of your classmates currently works for. We will identify a series of goals and tasks related to the project, as well as our desired organizational outcomes.

Once this planning process is completed, each student will be pick (or have assigned) a specific technology (such as a web page, or social networking site, or data management

software or a cell phone notification system or whatever). Each student is then responsible for figuring out how (and if) their technology will aid the organization in reaching our goals and objectives. You will be responsible for

- providing a background on how “your” technology is currently being used in other organizations like “ours”
- researching mechanism that an organization like “ours” might use to adopt and implement the technology.
- explaining how “your” technology will further “our” organizational goals.

Each individual will then present their technology to a meeting of top leadership (meaning me) and as a class you all will be responsible for ensuring that the various pieces fit together into a cohesive and effective presentation.

### ***Class Participation***

This class works best when I spend less time talking than you do. So speak up and engage in discussions.

### **Grades**

- Me and my tech: 5 points
  - Text review projects 30 points
    - Book intro/conclusion report: (10)
    - Collaborative book review/ WIKI: 10% (10)
    - Individual article reviews/ Blogs: 10% (10)
  - Tech Spec Project: 30 points
  - How ya’ gonna do that? 30 points
  - Participation: 5 points
- 100 points total

90-100 (A to A-); 80-89 (B+ to B-) 70-79 (C+ to C-) 69 or below (Don’t go there)

### **Class Schedule**

**1/15/2009:** Welcome, Introduction and Course Overview.

**1/22/2009:** Due: Me and My Tech Project:  
Blog and Wiki Training Class in the CTC

**1/29/2009:**

**2/5/2009:** *Due: Book Review Intro Project*

**2/12/2009:**

**2/19/2009**

**2/26/2009**

**3/5/2009**

**3/12/2009** No class Spring Break

**3/19/2009** *Due: In-Depth Book Reviews*

**3/26/2009**

**4/2/2009** *Due: Tech Spec Project*

**4/9/2009** No Class Holy Thursday (and Passover)

**4/16/2009** No Class Passover

**4/23/2009**

**4/30/2009** *Due: How Ya' Gonna do that project?*

**5/7/2000**

## Quasi-Optional Reading List:

### Books:

Borins, Sandford et al (2007). *Digital State at the Leading Edge*. Toronto: University of Toronto Press.

Cortes, Michael and Rafter, Kevin. (2007). *Nonprofits & Technology: Emerging Research for Usable Knowledge*. Chicago, IL: Lyceum Books Inc.

Garson, G. David. (2006). *Public Information Technology and E-Governance: Managing the Virtual State*. Sudbury, MA: Jones and Bartlett Publishers.

*Governance and Information Technology: From Electronic Government to Information Technology*. Viktor Mayer-Schonberger and David Lazar, editors. Published by The MIT Press, 2007.

Hernon, Peter; Cullen, Rowena; and Relyea, Harold. (2006). *Comparative Perspectives on E-government: Serving Today and Building for Tomorrow*. Oxford: Scarecrow Press Inc.

Hood, Christopher, Helen, Margetts. (2007). *The Tools of Government in the Digital Age: Second Edition*. Palgrave Macmillan; 2nd edition.

West, Darrell. (2005). *Digital Government: Technology and Public Sector Performance*. Princeton: Princeton University Press.

Hale, M., (2002). Neighborhoods on-line: The adoption and use of web sites by community and neighborhood organizations. Doctoral dissertation, University of Southern California.

Fountain, J.E. (2001). *Building the Virtual State: Information Technology and Institutional Change*. Washington, DC: Brookings Institution Press.

### Articles:

Bekkers, V.J.J.M. and Homberg, Vincent. (2005). *Information Ecology Of E-government: E-government As Institutional And Technological Innovation in Public Administration (Informatization Developments...Developments and the Public Sector)*. [[http://www.iospress.nl/flyers\\_b/fl9781586034832.pdf](http://www.iospress.nl/flyers_b/fl9781586034832.pdf)]

Brewer, Gene; Neubauer, Bruce; and Geiselhart, Karin. (2006). "Designing and Implementing E-Government Systems: Critical Implications for Public Administration and Democracy". *Administration and Society*. 38(4): 472-499. [<http://aas.sagepub.com/cgi/content/abstract/38/4/472>]

Carrizales, Holzer, Kim and Kim. (2006). “*Digital Governance Worldwide: A Longitudinal Assessment of Municipal Web Sites*”. *International Journal of Electronic Government Research*. 2(4): 1-23.

[<http://unpan1.un.org/intradoc/groups/public/documents/ASPA/UNPAN022839.pdf>]

Christopher Reddick and Howard Frank. (2007). “*The perceived impacts of e-government on U.S. Cities*”. *Government Information Quarterly*. 576-594.

[[http://www.sciencedirect.com/science?\\_ob=ArticleURL&\\_udi=B6W4G-4M7VB36-2&\\_user=10&\\_rdoc=1&\\_fmt=&\\_orig=search&\\_sort=d&view=c&\\_acct=C000050221&\\_version=1&\\_urlVersion=0&\\_userid=10&md5=32d1af4c2134f52a074881a32949d1eb](http://www.sciencedirect.com/science?_ob=ArticleURL&_udi=B6W4G-4M7VB36-2&_user=10&_rdoc=1&_fmt=&_orig=search&_sort=d&view=c&_acct=C000050221&_version=1&_urlVersion=0&_userid=10&md5=32d1af4c2134f52a074881a32949d1eb)]

Cullen, Rowena. (2006.) “*E-government and the Digital Divide*”. *Comparative Perspectives on E-government*.

[<http://www.scarecrowpress.com/Catalog/Flyer2.shtml?SKU=0810857359>]

France Belanger and Lemuria Carter. “*Trust and risk in e-government adoption*” in *Journal of Strategic Information Systems*, 17: 165-176.

Kuno Schedler and Lukas Summermatter. (2007). “*Customer orientation in electronic government: Motives and effects*”. *Government Information Quarterly* 24: 291-311.

[[http://www.sciencedirect.com/science?\\_ob=ArticleURL&\\_udi=B6W4G-4KKFP7K-1&\\_user=10&\\_rdoc=1&\\_fmt=&\\_orig=search&\\_sort=d&view=c&\\_acct=C000050221&\\_version=1&\\_urlVersion=0&\\_userid=10&md5=2f8fd7beace4d8147e767f5a36734b9f](http://www.sciencedirect.com/science?_ob=ArticleURL&_udi=B6W4G-4KKFP7K-1&_user=10&_rdoc=1&_fmt=&_orig=search&_sort=d&view=c&_acct=C000050221&_version=1&_urlVersion=0&_userid=10&md5=2f8fd7beace4d8147e767f5a36734b9f)]

Moon, M. Jae and Welch, Eric. (2005). “*Same Bed, Different Dreams? A Comparative Analysis of Citizen and Bureaucrat Perspectives on E-Government*”. *Review of Public Personnel Administration*. 25(3): 243 - 264.

[<http://rop.sagepub.com/cgi/content/abstract/25/3/243>]

Ari-Veikko Anttiroiko , Virtual extension: Building strong e-democracy: the role of technology in developing democracy for the information age, September 2003  
Communications of the ACM, Volume 46 Issue 9

Heiman, Don, “Public-Sector Information Security: A Call to Action for Public-Sector CIOs”, IBM Endowment for the Business of Government, July 2002.

[[http://www.businessofgovernment.org/pdfs/Heiman\\_Report.pdf](http://www.businessofgovernment.org/pdfs/Heiman_Report.pdf)]

“Implementing the Presidents Management Agenda for E-government: The E-Government Strategy”, April 2003,

[[http://www.whitehouse.gov/omb/egov/2003egov\\_strat.pdf](http://www.whitehouse.gov/omb/egov/2003egov_strat.pdf)]

Jae Moon, “From E-Government to M-Government? Emerging Practices in the Use of Mobile Technology by State Governments”,

[<http://www.businessofgovernment.com/pdfs/MoonReport2.pdf>]

### **Some ancient historical sources available from the professor**

Elberse, A., Hale, M. & Dutton, W. (2000). Guiding voters through the Net. In Hacker, K. & Van Dijk, J. (Ed.), Digital Democracy. Thousand Oaks, CA: Sage Publications.

Hale, M., Musso, J. & Weare, C. (1999). Developing digital democracy: evidence from Californian municipal Web pages. In Hague, B. & Loader, B. (Eds.), Digital Democracy: Discourse and Decision Making in the Information Age. London: Rutledge Press.

Dutton, W., Elberse, A. & Hale, M. (1999). A case study of a Netizen's guide to elections. *Communications of the ACM*, 42(12).

Musso, J., Weare, C. & Hale, M. (1999). Designing web technologies for local governance reform: good management or good democracy? *Political Communications*, 17(1), 1-19.

Weare, C., Musso, J. & Hale, M. (1999). Electronic democracy and the diffusion of municipal Web pages in California. *Administration & Society*, 1(31).

## Class Policies

### *Grading:*

If you do every assignment on time, show a fair amount of effort, participate in class discussions and show some indication that you can articulate the major concepts, you will get a grade of **B**. This is the standard grade for competent work. Most people will get a **B**.

Higher grades are possible but they require exceptional work and a great deal of effort. Of course lower grades are also possible, but they generally happen when you do not do all of the work assigned in a timely manner.

### *Technology:*

A great deal of this class requires collaborative effort. To do well you need to communicate with your fellow students regularly. Seton Hall provides each of you with an e-mail address and many of you have your own. I suggest you use them frequently. In addition, we will be posting lots of material on Blackboard. If you have never used Blackboard now is the time to learn. Finally, I will be asking you to turn in many assignments electronically, if you do not know how to do that once again, **NOW IS THE TIME TO LEARN**. In short, if you are scared about new technology, now is the time to get over it.

### *Academic Integrity:*

As stated in the Academic Policies and Procedures Section of the Graduate Catalogue:

*All University programs require high standards of academic integrity. All forms of dishonesty whether by act or omission, including, but not limited to, cheating, plagiarism and knowingly furnishing false information to the University are prohibited and may elicit University sanctions of suspension or expulsion.*

More specifically for this class:

In most cases, academic dishonesty of any type on any assignment will result in a failing grade for the entire course. Evidence of academic dishonesty will also be reported to the department and University for possible further sanctions. This is the standard penalty in this class.

In extremely rare cases, the instructor has the discretion to devise an alternative penalty for the academic dishonesty. For example, allowing a student to continue in the course but receive a failing grade on the individual assignment. This leniency, however, will be given rarely and only under extraordinary circumstances.

*Drop or withdrawal from course:*

Students should consult the current Registration Handbook for information regarding the policies, procedures, and deadlines concerning dropping or withdrawing from courses. Students should contact the Center's Director of Student Recruitment and Student Support Services (973) 761-9510 to complete necessary paperwork.

*Late assignments:*

Assignments are due on the dates given. You can and should always turn an assignment in late but your grade will suffer. If you know that you will be late and have a good excuse, the sooner you let me know about it the more understanding I will be.

**Tutorial Services**

**Computer Training Center:** The Computer Training Center provides free training in various software packages such as Microsoft Word, Excel, Power Point and Access, as well as Internet and other technology related training programs. The center is located in the lower level of Alfeiri Hall. For further information call 973-275-2164.

**Library Research:** The Walsh Library conducts library orientations for students. To register for an orientation contact the reference desk at 973-761-9437.

**Writing Center:** The SHU Writing Center is available to support students who need assistance with their writing. It is recommended that graduate students contact the Center for an appointment rather than simply walk-in so that an appropriate tutor can be selected. The Center can be reached at 973-761-9000 ex-7501. The University also has an On-line Writing Lab (OWL). OWL can be reached at <http://academic.shu.edu/owl>.

**General Information**

**Inclement Weather/ Emergency Closing:** In the event that the University cancels classes due to inclement weather or an emergency situation, an announcement will be made on the SHU main number (973) 761-9000 and will be posted on the SHU web site [www.shu.edu](http://www.shu.edu). In addition, the following radio stations will announce Seton Hall University closings: WMTR (1250 AM), WBUD (1260 AM), WDHA (105.5 FM), WKXW (101.5 FM) WOR (701 AM) and WSOU (89.5 FM).

**Library Access**

Students must have a Seton Hall University I.D. card to utilize the services of the Walsh Library.

**THE FACULTY MEMBER RESERVES THE RIGHT TO MODIFY THIS SYLLABUS.**

