PAD 470/570:  
Government Information Strategy and Management (GISM):  
Comparative and International Perspectives  

Summer 2016  
[May 23 – July 01]  

Instructor: Djoko Sigit Sayogo, PhD  
Office: Center for Technology in Government  
Phone: (518) 442 3766  
E-mail: dsayogo@ctg.albany.edu

Course Overview
This course draws from literature and case studies to understand cultural differences in the concepts of digital government, practical applications for building information capabilities of organizations across national and cultural boundaries and understanding the behavioral aspects of digital government within the larger society and global economy.

Course Objectives
At the completion of this course, students will:

- Understand the application of the policy, management and information technology in the design, operation and evaluation of government operations and public services in global contexts.
- Be able to demonstrate, through case study analysis and discussion, how the interactions of the above three factors shapes the issues, concepts and challenges for government information system and management in multi-settings and international organizations as well as cross national and cultural differences.
- Be able to critically evaluate, considers and be sensitive to the impact of cultural differences in managing government information systems.
- Be Familiar with current and emerging issues of government information systems and management in global economy.
- Students will have the opportunity to enhance their ability to write concise and balanced policy briefs.

Readings
All required course readings are available on Blackboard. These include selected news stories, articles from scholarly and trade publications, material from professional associations, and case studies.

The Course Process
The course content is divided into five modules of study, with each module focused on a common thematic element pertaining to government information systems and managements in international and comparative perspectives. You will do much of the processing and analysis of course elements individually and in teams into which you will be placed on the first day of class and will stay in for the
entire length of the course. Your interactions and performance in your team will be crucial to your success in the course.

This is a 4 credits course. Hence you should plan on spending 3 to 4 hours per meeting (online) plus approximately 6 to 8 hours per week doing the reading and preparing the assignments and cases.

For each module of study, we will go through a similar set of steps:

1. You will do a substantial amount of work, both individually and as a team. As the module progresses, you will continue reading through the assigned texts and will engage in online activities, both on your own and as a member of your team.
2. As you work through the readings and activity sequence, there will be mini-lectures to help fill in gaps in your understanding.

The Course Activities

Throughout the course you will engage in the following three activities each week. You will be provided with a short lecture notes to guide you with detail instructions on the activities for each week:

- **Reading.** You are required to read several articles assigned to you each week. The readings consist of case study and research/conceptual papers pertaining to GISM in International perspectives. The readings and cases will be open since the beginning of the class.

- **Discussion.** There are two types of discussion each week, namely: individual and team discussion. For individual discussion, you are required to submit your own opinion or analysis regarding a particular reading and case assigned for that week. You will post your opinion or analysis in the discussion thread for the week. For team discussion, you are required to engage in two types of discussion. First, the short case discussion in which you will contribute by expressing your analysis to your team member and actively involved in forming the summary of the short case analysis of your team. Second, you will contribute to the discussion for the large case analysis. The objective of the discussion is to work collaboratively in deciding your team strategy to analyze the assigned case. The discussion threads and team workplace will be open one week prior to the topic.

- **Assignment.** There are two types of assignment: the individual and team assignment. Each of the assignment is further classified into: routine (short case / discussion) and large case assignment. Detail instructions for the assignment is provided in the next section below. The team workplace for large cases will be open since the beginning of the class.

Course Requirements:

*Individual commitment*

Your online class performance is key to your success in this course. Attendance, itself, is not graded. Instead, graded team activities and assignments constitute an important part of the course grade. You will not likely be able to maintain a passing average without consistent attendance online. Missing timed tasks or not participating means you will earn a zero for the team activities or assignments missed. Because of the nature of the assignments, no make-up opportunities will be available. Missing an assignment or activity that happened during a scheduled time event earns a zero. No make-up opportunities will be available.

*Team works*

A major component of your participation in the course will be involvement in scheduled activities. You will complete some tasks on an individual basis and be involved in many team activities. I expect teams to perform "in the open." I will create "team rooms" for the group workplace in Blackboard Groups, to
which I and our Peer Educator have access, so we can "witness" your team in action. I do not allow teams to conduct their activities solely through e-mail. Unless I have "evidence" of the collaboration or conflict, I will assume the entire team is at fault for the dysfunction and grade accordingly.

I also expect every student to create evidence of participation by being active in the “team room”. Participation includes meaningful exchange of information with team members which will enhance and/or correct another member’s contribution. Participation is not merely being present and/or agreeing with contributions.

If you start a new discussion/blog/wiki in your Blackboard Group be sure to identify yourself to your team members and me so you can be credited for participation. Finally, we monitor the team rooms from time to time, sometimes posting a message asking if you need anything or are having any issues.

Note: Completing these activities is crucial to your success in this course. Because of the nature of the assignments, no make-up opportunities will be offered for these assignments, and no late assignments will be accepted. However, because circumstances can conspire against our best intentions, sometimes you will find that you can’t make it to a scheduled session. For this reason, there is 1 drop opportunity for graded team activities built into the course. If you miss a scheduled session it will be possible to drop the failing grade you would automatically receive for completing the team assignment. If you do not need to drop the 1 grade for a missed team assignment, you will be able to drop the lowest score you receive.

**Team Member Performance**

Because your work in your teams is crucial to your success in this course as well as that of your teammates, you will be held accountable for your contribution to your team. Your team members will give you feedback on your performance (peer evaluations) twice during the semester.

**Student evaluation and grading**

This course has no tests or final exam. Instead, your work will be evaluated throughout the semester on a variety of assignments. The final course grade breakdown for the course is as follows:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Undergrad</th>
<th>Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short case and discussion</td>
<td>30%</td>
<td>20%</td>
</tr>
<tr>
<td>Large case analysis paper</td>
<td>-</td>
<td>20%</td>
</tr>
<tr>
<td>Team Activities</td>
<td>20%</td>
<td>15%</td>
</tr>
<tr>
<td>Short case and discussion</td>
<td>20%</td>
<td>20%</td>
</tr>
<tr>
<td>Group Case Analysis paper</td>
<td>30%</td>
<td>25%</td>
</tr>
</tbody>
</table>

**A-E graded:**

- 93 – 100% A
- 90 – 92% A-
- 87 – 89% B+
- 83 – 86% B
- 80 – 82% B-
- 77 – 79% C+
- 73 – 76% C
- 70 – 72% C-
- 67 – 69% D+
- 63 – 66% D

**Assignment:**

**Individual Assignments**

You will have frequent individual assignments/discussions over the length of the course. We will spend time online applying and honing case analysis skills individually and in our teams. Since there will be occasions when missing a scheduled activity is simply unavoidable I encourage you to keep in touch with
your team members for a review of the activities for that day. Individual assignments are considered due by the time and date specified in Blackboard. There are no make-up opportunities for missed assignments. While in an ideal world I would expect to receive all of your assignments at the due date and time, I realize that my scheduling of these assignments sometimes coincides with other responsibilities—both academic and otherwise—that you are obligated to fulfill. For that reason, you have a “no excuses needed late pass” for late submission of ONE for the individual assignments and ONE for the group assignment assigned for the course. You can use this pass to turn in an assignment no more than one day (i.e., 24 hours) late. Because you already have this built-in extension for one individual assignments and one group assignment, there is no need to ask for additional extensions on the remaining assignments. You are welcomed and encouraged to contact me for help while you are working on your assignments.

**Categories of Individual Assignment:**

a) **Case Analysis: Short Case**
Throughout the course you will be required to submit your analysis of a case or contribute to a discussion topic each week. The details of the case and instruction are presented in each week topics. The individual scores for each short case analysis will be averaged to create your final score.

b) **Case Analysis: Large Case [ONLY FOR GRADUATE STUDENTS]**
The individual large case assignment only pertains to the graduate students enroll in this class. There is one “large” case analyses throughout the semester. You must submit 2 – 4 pages written report. The description of the case and detail instructions is provided in the blackboard.

**Team Assignments**
You will have frequent team assignments over the length of the course. Your work in your teams and the overall performance of your team is crucial to the success of this course. We will spend time online applying and honing the skills for work collaboration for analyzing two categories of cases as specified below.

**Categories of Team Assignment:**

a) **Case Analysis: Short Case**
Throughout the course you will be required to work with your team to analyze a case or discuss a topic. The team must discuss and collaboratively analyze the case using their “team room”. Once your team reach the desired conclusion regarding the analysis, your team (you can take turn in writing the report/analysis) must write and submit 200 to 600 words case analysis per case. You can submit your team report in bullet points or in narrative format. I will grade both your collaborative process and written submission. The details of the case and instruction are presented in each week topics. The individual scores for each short case analysis will be averaged to create your final score.

b) **Case Analysis: Large Case**
There is one large case assigned as the team assignments. You must discuss and/or analyze your case with the team member in the “team room”. Once you reach an agreement on the analysis results, your team must write and submit 4 to 6 pages report. The description of the case and detail instructions is provided in the blackboard.

**Submitting Assignments:**

- Individual and Team short case assignments and discussion are due at 11:59 pm at the end of the day.
- Individual and Team large case assignments are due at 11:59 pm at Friday of the week the assignment is due.
- Individual large case analysis should be 2-4 pages at 1.5 spaces.
- Team large case analysis should be 4-6 pages typed at 1.5 spaces.
Assignments must be submitted through Blackboard including your case analysis report. All deadlines are enforced. If you have trouble with the submission system in Blackboard, e-mail me your assignment before the deadline.

You may submit as often as you like before the due date and time. I will grade the last version of each file that you submit.
- Once you have submitted a file, you do not need to resubmit it unless it has changed.

If the deadline is approaching, submit! It is much better to submit an incomplete assignment for partial credit than no assignment for zero credit.

Course Content

Overview

1. **[May 23, 2016] Introduction to the course**
   - Module Overview: This module will allow you to become familiar with the course and the components in Blackboard that we will be using during this term.
   - Module Learning Objectives: To become familiar with the course and to prepare for this online class.

Module 1: Knowing the Environment, Useful Framework and Concepts [May 25 – 31, 2016]

   - Readings:
     e. The Data-Driven Society – Pentland, 2013
   - Case:
     a. What Does the Chief Technology Officer of a Country Do
     b. Lessons from the World's Most Tech-Savvy Government

   - Readings:
     b. Making Smart IT Choices – Chapter 1 and 2
   - Case:
4. [May 31, 2016] **The Role of Culture for GISM in International Settings**

Readings:
- Egovernment as a carrier of context, Heeks 2005

Case:
- Introduction to Geoblocking

**Module 2: Information Policy in Global Settings** [June 01 – 03, 2016]

5. [June 01, 2016] **Framework for Information Policy in International settings**

Readings:

Case:
- In Clinton E-Mail Scandal, Sensitive Information Is Just as Important as Classified Information
- Caroline Kennedy Used Personal Email for ‘Sensitive’ Government Business,
- Secretary Clinton May Have Jeopardized Preservation of a Full and Accurate Historical Record

6. [June 03, 2016] **Information Access, Security and Privacy**

Readings:

Case:
- Openness vs Data Privacy - We’ll see you, anon
Module 3: International Trends in Information Technologies and Policies [June 07 – 16, 2016]

7. [June 07, 2016] Regulating Big Data
   Readings:
   c. World Economic Forum (2011) Personal Data: The Emergence of a New Asset Class
   d. Regulating big data_ Rules for the new tools

   Readings:
   d. Open Government Partnership (http://www.opengovpartnership.org)
   Case:
   a. Browse and analyze the OGP Country’s Action Plan

9. [June 14, 2016] Smart Government: Connecting Open Data to Smart Disclosure Policy
   Readings:
   e. Yang, T.-M., Lo, J., & Shiang, J. (2015). To open or not to open?
   Case:
   a. Opportunistic Marketers Exploit Opening at Healthcare.gov

10. [June 16, 2016] Key Governance Dilemma for Smart Disclosure: Encouraging Private Sector Transparency
    Readings:


c. Private sector transparency: Multinationals are forced to reveal more about themselves


e. Luna-Reyes, L. F., et al. (2011). Full information product pricing: An information strategy

Case:

a. Open Data and Smallholder Food and Nutritional Security


Module 4: Managing Government Information Systems in Multi-National Settings
[June 21 – 23, 2016]


Readings:


b. Information and Communication Technology (ICT) Governance in the United Nations

c. Records and Archives Management in the United Nations

d. Draft Council Conclusions on an updated Information Management Strategy (IMS) for EU internal security – November 2014

Case:

a. Umoja: United Nations Employee & Manager Self-Service
   https://www.unumoja.net/display/public/Home


   The group large case assignment due this week

Readings:


Module 5: Emerging Issues [June 28 – July 01, 2016]

13. [June 28, 2016] Cybersecurity and Digital Continuity

Readings and cases:

a. Risk Nexus: Overcome by cyber risks? Economic benefits and costs of alternate cyber futures

b. How to back up a country: To protect itself from attack
c. Who Will Defend Tomorrow's Digital Countries,
g. Tikk, E., Kaska, K., & Vihul, L., International Cyber Incidents: Legal Considerations
h. Cyber resilience: securing our cities; https://www.youtube.com/watch?v=fZuF9qSfrh4


The individual large case assignment due this week

Readings:

a. European Digital Single Market Strategy announcement
b. Digital Single Market – Strategy
c. Government Technology _ EU plans to break down digital barriers with new Digital Single Market strategy

Course Prerequisites

The course content presumes that you are familiar with the principles, structures, and processes of American government and administration and some understanding of public administration in other countries. Students who do not have the prerequisites for this course are suggested also to choose one of the following books (or a similar one) to gain the needed background knowledge:


Course policies

Academic Integrity

It is every student’s responsibility to become familiar with the standards of academic integrity at the University. Claims of ignorance, of unintentional error, or of academic or personal pressures are not sufficient reasons for violations of academic integrity. See Academic Integrity [http://www.albany.edu/eltl/academic_integrity.php]

Any incident of academic dishonesty in this course, no matter how "minor" will result in

1. No credit for the affected assignment.
2. A written report will be sent to the appropriate University authorities (e.g. the Dean of Rockefeller College).

3. One of -
   - A final mark reduction by at least one-half letter grade (e.g. B → B-, C- → D+),
   - A Failing mark (E) in the course, and referral of the matter to the University Judicial System for disposition.

**Responsible Use of Information Technology at UAlbany**

Students are encouraged to read the University at Albany Policy for the Responsible Use of Information Technology available at the ITS Web Site:

[https://wiki.albany.edu/display/public/askit/Responsible+Use+of+Information+Technology+Policy](https://wiki.albany.edu/display/public/askit/Responsible+Use+of+Information+Technology+Policy)

**Available Support Services**

**Reasonable accommodation**

Reasonable accommodation will be provided for students with documented physical, sensory, cognitive, learning and psychiatric disorders. If you believe you have a disability requiring accommodation in this class, please notify the Director of Disability Resource Center (BA 120, 442-5490). That office will provide the course instructor with verification of your disability, and will recommend appropriate accommodations. In general, it is the student's responsibility to contact the instructor at least one week before the relevant assignment to make arrangements.