PAD 305: Public Administration and Information Technologies
Spring 2017

Class Number: 9766
Date/Time: Tuesdays and Thursdays, 8:45 – 10:05 PM
Room: BB 205

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Office Hours: 10:30 AM on Thursdays in Humanities B-16
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Course Overview
The course is designed to introduce students to the ways in which information technology affects governmental functions, democratic processes, and public programs. Topics covered include e-democracy, e-governance, e-government, e-procurement, and information security and privacy.

Course Objectives
The purpose of the course is to familiarize students with current and emerging issues in the use of computer and information technologies in the public sector. By the end of the semester, students will:

1. Summarize and represent basic knowledge of the effect of information technology on public administration as well as on public policy decision-making.
2. Describe and explain the interaction of four core components of the public sector information environment: policy, management, data, and technology.
3. Effectively use knowledge to discover new opportunities as well as manage and eliminate threats of using advanced computer and information technologies in order to solve public policy and management problems.

Readings
    Burlington, MA: Jones & Bartlett Learning

Most required course readings other than the textbook are found on Blackboard. The additional readings may include selected news stories, articles from scholarly and trade publications, material from professional associations, and case studies.
Grading
I believe (and research shows) that people learn best from concrete experience, interacting with texts and with other learners/readers, engaging in challenging reading and writing tasks, being held accountable for their work, and receiving frequent feedback on their progress. As a result, I have designed the grading system for this course to provide all of those dimensions. What will this look like?

- Pop Quizzes: 15%
- In-Class Activities: 15%
- Blog Posts and Comments: 15%
- PMST Analysis: 20%
- Final Project: 30%
- Team Member Performance: 5%

Pop Quizzes: At the beginning of some of the units of study, you will take a short test to assess your comprehension of the compulsory readings of that unit. This course is designed to be “experiential-reflective” for students rather than “content-receptive”. This means that the readings are not an end in themselves, but rather the material that will be used for in-class analysis, discussion and writing. The readings are not long, but sometimes they are difficult and complex, and require persistence on your part. In order for you to be able to be productive in the in-class activities and assignments, you will need to prepare each reading carefully before class. This means reading (and re-reading) for understanding, taking notes in the margins, and coming to class being able to explain in your own words the stream of ideas in each reading.

In-Class Activities: The kinds of thinking required in this course work well in a team-driven environment. Several graded assignments will involve in-class collaboration with other students. For practical reasons, you will not be required to collaborate outside of class, although you may choose to do so in preparation for certain assignments. In-class collaborations will include team quizzes and/or test questions and assorted in-class “think” tasks.

Course Blog: We will maintain a blog on Blackboard to share ideas about the course topics. To complete this assignment, you must upload at least three original blog posts and provide at least five comments on other students’ blog posts. The blog posts and comments could be about any topics in which you are interested. However, please keep the six rules below in mind to get the full grade for this assignment:

- The topic must pertain to the course.
- Each blog should be long enough to make sense on its own.
- The blog should have an informative title.
- The author of the blog should be responsive to the comments on her or his blog.
- Your comments on others’ blog posts should be substantive (informative) in order to count toward the required five comments.
- Multiple comments on the same blog will be counted as one.

You can include texts, images, videos, and links in your blog post or comment in order to make your point. This blog is internal to the course. If you have never blogged before, remember that you are just among colleagues, so do not be intimidated by posting your opinions and arguments.
The first original blog post will be created by **February 8**. All blog posts and comments will be due by **May 1**.

**PMST Analysis:** PMST is an acronym for Political (-Legal), Managerial, Social (-Cultural), and Technological factors that can affect government programs and initiatives. It has been adapted from the original term PEST (E: Economic) that market analysts use to assess the market for a business or private organizational unit. To complete this assignment, you will select a case that you want to study in depth throughout the semester and analyze the factors the abovementioned four dimensions that have potential or actual effects on the case in a short paper (maximum 4 pages, Times New Roman 12, double-spaced). The case selected will be relevant to one of the course topics.

The PMST Analysis will be due by **March 9**.

**Final Project:** The final project assignment is to submit a consulting paper for the case that you selected for the PMST analysis. In this paper (maximum 10 pages, Times New Roman 12, double-spaced), you will (1) provide a short introduction of the case, (2) analyze PMST of the case in depth, (3) diagnose problems or limitations, and (4) propose solutions or discuss key considerations. To receive a good grade on this assignment, make sure that your paper meets the following requirements:

- Is the topic of the paper relevant to any of the course topics?
- Is the paper well organized?
- Is (are) the argument(s) in the paper clearly communicated to the readers?
- Does the paper provide the evidence to support the argument(s)?
- Is the evidence clear and convincing?
- Is the reasoning in the paper rigorous?
- Is the paper free of grammatical errors?

You can change the topic selected for the PMST analysis later, but you must discuss the change with your instructor prior to working with a new case.

The Final Project will be due by **May 9**.

**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 twice during the semester.

**Course Policies**

**Attendance**

Your in-class performance is crucial to your success in this course. Attendance itself is not graded, but graded in-class activities and assignments constitute an important part of the course grade. Keeping a passing average on these is not possible without consistent attendance. Missing class means earning an automatic “0” for the activities or assignments missed. No make-up opportunities will be available for in-class activities except in documented cases of extreme extenuating circumstances.
Team Work
You will do much of the processing and analysis of the readings in teams into which you will be placed on the first week of class and will stay in for the entire semester. Your interactions and performance in your team will be crucial to your success in the course. Together, you will do several activities. All of them will provide good chances to test your ideas, learn new knowledge, and build communication skills, and thus help you learn through knowledge sharing and collaboration. To achieve the learning goal together, I strongly urge you to actively participate in the classroom activities, and cooperate, rather than compete, with your colleagues. Many empirical studies in diverse areas have demonstrated that people become more creative and productive in a harmonious and trustful environment. Given that, many prestigious government agencies and private companies are looking for values, such as collaboration and teamwork, from their current and future employees. By doing the activities you will be able to learn how to share knowledge and collaborate with others who may have very different (educational and cultural) backgrounds, points of view, and interests. Here are some tips for effective knowledge sharing and collaboration in the classroom:

- Be well prepared for the discussions by reading the reading assignments and organizing your ideas and opinions on them before coming to class. By asking some questions, you can think critically and deepen your understanding of the course topics: “What is the main argument (lesson) of the paper?”; “How does the author develop her argument?” (What is her reasoning?); if applicable, “What model and principle does the author apply to the context?”; if applicable, “What solution does the author suggest?”; and “What are the advantages and disadvantages of the solution?”
- Be a good listener. This is more than being polite and quiet while others speak; it means really hearing what they are saying and actively responding to their ideas and arguments.
- Make points that are relevant to the discussion and link them to the comments of others.
- Test your ideas. Don’t simply restate what others said or mention facts without saying anything about what you think and why.
- Use the class discussion to clarify and confirm your understanding course concepts and topics.
- Above all, respect your colleagues and their ideas. Show how you are intelligent and elegant by being polite to each other.

Late Assignments
Assignments are due at the defined times:

- First blog post: February 8.
- PMST Analysis: March 9.
- All blog posts and comments: May 1.
- Final Project: May 9.

Missing an assignment due date will earn a 0. An extension request to the assignment due date will be accepted only in the case of medical or family emergency, or when mandated by University policy. Missing any activities that happened at the beginning of class before you arrive or at the end of class after you leave early will also earn a 0, and there will be no make-up opportunities.

Course Communication
To reach me, use my e-mail address. If the class must be cancelled on short notice, the announcement will be made through the Blackboard e-mail system. Also, I will use this
Blackboard e-mail for sharing common concerns and issues. Hence, you should make sure that your Blackboard e-mail is forwarded to your regular e-mail (so that you do not have to frequently check another e-mail account).

***Plagiarism and Cheating
I run the course on an honor system and therefore consider any case of academic misbehavior to be a most serious ethical issue. An incident of plagiarism will result in a failing grade for the course. I may pursue further disciplinary actions, including suspension and/or expulsion. For the purposes of this course, the following are taken as evidence of plagiarism or cheating:

- Material reproduced from another source without adequate citation.
- Identical answers being turned in by two or more students.
- A pattern of unusually similar answers being turned in by two or more students.
- Copying a computer file created by someone else (.xls, .mdl, .doc, etc) as a basis for an assignment that you claim as your own.
- Written answers or solutions that a student cannot logically explain verbally.
- Other evidence of collaboration between students on an in-class or take-home assignment that was intended to reflect individual effort.

Your work may be subject to computerized analysis to discover whether materials have been taken from on-line sources or to determine statistically whether answers are more similar than random chance would allow. Since this is such an important matter, if you have any questions about this course policy, you should ask me for any clarification that you may need.

Use of Electronic Devices in Classroom
You are encouraged to bring your laptop (or similar tool) to class for writing assignments and for access to reading assignments downloaded from Blackboard. Please refrain from e-mailing, gaming, and surfing until the scheduled breaks.

Please show respect for your fellow students by making sure your cell phone is turned off before entering the classroom. If you need to make a phone call, text a message, check your e-mail, etc., please leave the class to do this so that you will not disturb others in the class. Please see me if you have any questions about this policy.
Detailed Listing of Course Schedule

Sessions 1 (January 24) & 2 (January 26) – Introduction to the Course

Course overview
Syllabus, nuts & bolts
Getting connected to Blackboard
Revisiting basic concepts and assumptions that we take for granted

Sessions 3 (January 31) & 4 (February 2) – Public Administration, Information Technology and Multi-Dimensional Thinking

Textbook: Chapter 1

Additional Readings:

Case:

Sessions 5 (February 7) & 6 (February 9) – E-Democracy and E-Participation

Textbook: Chapter 2 & 3

Additional Readings:
Cases:
* U.S. e-Petition: https://petitions.whitehouse.gov/
* The World’s Platform for Change: https://www.change.org

Sessions 7 (February 14) & 8 (February 16) – E-Governance and E-Government

Textbook: Chapter 4 & 6

Additional Readings:

Sessions 9 (February 21) & 10 (February 23) – Leadership, Management, and Enterprise Architecture

Textbook: Chapter 5 & 7

Additional Readings:

Case:
Sessions 11 (February 28) & 12 (March 2) – E-Procurement, E-Commerce and Online Financial Reporting

Textbook: Chapter 8

Additional Readings:
* Transparency International’s Contribution on the European Commission Public Consultation on Expanding the Use of E-Procurement in the EU

Case:

Sessions 13 (March 7) & 14 (March 9) – Human Resources Information Systems

Textbook: Chapter 9

Additional Readings:

*PMST Analysis Assignment Due

March 14 & March 16 – Classes Cancelled (Spring Break)

Sessions 15 (March 21) & 16 (March 23) – Information Security and Privacy

Textbook: Chapter 10

Additional Readings:
Cases:
* Right to Be Forgotten: http://www.cnn.com/2014/05/14/opinion/randazza-google-right-to-privacy/index.html

Sessions 17 (March 28) & 18 (March 30) – Open Government, Open Data, and Big Data

Readings:

Cases:
* Citizen Monitoring of Public Spending
  - Promise Tracker: http://promisetracker.org/
* Predictive Policing with Big Data Technology
  - LAPD: https://www.youtube.com/watch?v=U0gX_z0V0nE

Sessions 19 (April 4) & 20 (April 6) – Social Media in Government

Readings:

Case:

April 11 – Class Cancelled (Passover)

Session 21 (April 13) – Final Project Feedback Session

April 18 & April 20 – Classes Cancelled (IRSPM Conference: April 19-21)

Sessions 22 (April 25) & 23 (April 27) – Mobile Government and Mobile Apps

Readings:


Case:

* Federal Government Mobile Apps Directory (http://www.usa.gov/mobileapps.shtml) and Similar App Repositories

Sessions 24 (May 2) & 25 (May 4) – Smart Cities

Readings:


Session 26 (May 9) – Course Wrap-Up

*Final Project Due