



PPA 730-012

New media management in the public sector

Syllabus – Fall semester 2010

Meeting time:	Mondays, 2:15 - 5:00 PM, Location: Eggers 400A
Course website:	Blackboard
Class number:	20966
Credits:	3 units
Instructor:	Ines Mergel, D.B.A. Assistant Professor of Public Administration Maxwell School of Citizenship and Public Affairs Department of Public Administration Syracuse University
Office hours:	Mondays, 10:00AM-noon
Office:	Eggers Hall 400H
Contact:	Email: iamergel@maxwell.syr.edu



1. Goal of the course:

This course is designed for non-IT professionals and public managers who want to be prepared for future challenges in the workplace. The course focuses on the emerging topics and problems public managers are facing in a networked world: The Internet has created opportunities and possibilities for more direct participation of all stakeholders, including citizens, media, businesses and non-profit organizations. This might pose threats and challenges such as information overload or privacy and security concerns. Effective public managers now have the challenging task to provide public data in meaningful ways in times of shrinking budgets and more complex mandates. The topics covered in this class include governance concepts, technology and infrastructure, enabling i-governance, open source, knowledge management, and an outlook into emerging technology trends of the social web. How can we support information-enabled government, the use of new technologies, and track the performance of these tools? This course can be combined with “Information Management in the Public Sector II: Government 2.0” in the spring semester.

2. Learning objectives:

Primary course objectives. The first objective of this course is for you to arrive at informed responses to each of the listed topics in new media management. This will be done through discussions of the assigned readings and how they relate to your personal experiences using technology, current events and initiatives of the current administration. Guest speakers from the federal, state and local government level will help to achieve this goal by providing practical real-life insights.

Secondary course objectives. The second objective is to enable you to analyze cases by applying theoretical concepts in real-life problem settings and use the technologies we discuss in the classroom to prepare you for future challenges in the workplace.

Learning goals: Understand and articulate ways new media are defined and framed. Analyze new media according to concepts of classical public administration theories of transparency, participation and collaboration. Argue whether or not new media and old media are distinctly and significantly different and how new media might be changing the way the public sector operates. Understand the challenges that might be posed through new media adoption in the public sector and which transformative elements there might be to existing bureaucratic, top down and command control organizations. Compose and research in new media.

3. Pre- or co-requisites: None

4. Grading Method and Requirements:

20% “Internet café contributions” and active participation in class discussions & presentations: A central objective of this course is to help you to think about real-world social, cultural, economic, organizational, ecological, and technological problems in a different way. You will have to contribute at least 5 news stories, blog postings or websites that fit to the different class topics and present them in class. In addition to your final project you will be required to submit at the end of the semester, a “scrap book” of annotated clippings from the news sources. This project is not meant to be arduous—in fact, it is intended to be fun—and you can approach it in many different ways. The main objectives are (a) to encourage you to keep abreast of current events, as well as contemporary ideas and trends; and (b) to help you take the concepts of the course out of the classroom and use them to interpret the world around you.

Sources: You may draw on whatever sources you choose, including newspapers, magazines, TV, Radio, and the web. News stories, science reports, business analysis, feature articles, book reviews,

commentary, editorials, advertising, web-logs, discussion groups, and even email threads are all eligible for inclusion—the only constraints are (a) they must have appeared/occurred during the semester (i.e. between August and December 2010); and (b) they can be compiled and rendered as a single paper document (although if you have creative ideas about digital or audio presentations, I am prepared to consider them).

In addition, students are asked to prepare a **presentation of one of the new media tools** listed in the syllabus.

30% course assignments: There are a total of two assignments that are due on November 1st and November 8th. The assignment text will be handed out a week before the assignment is due and students will present their assignments in class. Please leave a paper copy of your assignment in the PARCC office suite Eggers 400. No late submissions accepted.

50% final project: At the beginning of the semester, each student will select a topic. The student will track news related to their topic on new media in the public sector throughout the semester, prepare a final presentation for the last day of the semester, write a final term paper, and maintain a personal journal on the process of tracking their topic and writing the paper. Tracking a topic will include the following activities: Subscribing to 5-10 RSS feeds (including search feeds), commenting on relevant blogs and websites, and engaging in conversations with 5-10 Twitter users related to the topic. This set of activities will account for 50% of the entire grading. The final exam consists of three parts: a) 1-page exposé, due on November 8, 2010; b) class presentation of your results on November 29, 2010 and December 6, 2010 c) a 5-page paper due on December 6, 2010 to be submitted by email to me, and a paper copy in my mailbox (PARCC suite).

You have the option to work on your final project as a team. In that case, the presentation and team paper have to be a team effort. In your team paper (team paper: max. 10 pages), indicate exactly who contributed what, explaining your steps in the process and effort contributed. In addition to your submission, you will be asked to anonymously rate your teammates contributions.

5. Late assignment policy

Deadlines for assignment submissions are non-negotiable and missed work will automatically result in an F. No exception – no late submissions.

6. Grading scheme (see MPA handbook)

The grading scheme is based on the grading scheme presented in the MPA handbook that was handed out at the beginning of your program. In case you don't have a copy, please pick one up in the Public Administration Office. Note: The MPA handbook does not allow for any higher grades than an "A":

A	93% - 100% of all possible points	Superior
A-	90% - 92%	range
B+	87% - 89%	Good range
B	82% - 86%	
B-	80% - 81%	
C+	76% - 79%	Below expectations
C	75% - 70%	
C-	65% - 69%	
F	0%	failure
I	0%	incomplete

7. Academic freedom policy

You are expected to respect the right of your peers to express their views on topics relevant to the course as others respect that right as well. If you feel the need to discuss topics beyond the scope of the class, please talk directly to me and I will try to accommodate your needs after class or incorporate additional material in following lectures.

8. General courtesy and laptop use in the classroom

I have a strict “**screen down**” policy in my classes: **No laptops** allowed in the classroom. Please switch off your cell phones or mute them in class. Do not answer cell phone calls in class or send text messages.

Treat our class meetings as if they were professional appointments. You would never show up late or not at all to a business meeting. No absence is permitted without proper consultation with the instructor except for a medical or family emergency. Email me in advance if you have a legitimate reason to miss a class.

Distractive practices, such as tardy entrances, late entrances, leaving the room while class is in session, ringing cell phones, answering cell phones, excessive conversation with other students, surfing the Internet (on your laptop or your cell phone), completing coursework on your laptop, or conducting activities unrelated to the class discussions will be taken into account in your participation grade and might lead to a (temporary) exclusion from the class section.

9. Plagiarism

Plagiarism, i.e., the presentation as one's own work the words, ideas, and opinions of someone else, is a serious concern in any academic setting. This University, like all academic institutions in the United States, assumes that the written work of a student is literally the student's own, and that any original idea or research contributions taken from the published works of others will be properly acknowledged.

When any material is taken directly from a published source, it must be appropriately cited. If a statement is used verbatim, it must be enclosed in quotation marks, as well as otherwise acknowledged. Syracuse University, through its various colleges and departments, will readily refer students to writing and style manuals that are universally recognized as acceptable by scholars and that very adequately demonstrate how students should handle the issue of proper citation of material. Examples of such works include the student manual distributed by the English Department of Syracuse University, *A Manual for Writers* by K. Turabian, and the *Publication Manual of the American Psychological Association*. Students must understand that, like cheating on examinations, plagiarism is a serious instance of academic dishonesty. In this University, it will be dealt with as such.

10. Disability Statement

If you believe that you need accommodations for a disability, please contact the Office of Disability Services (ODS), <http://disabilityservices.syr.edu>, located in Room 309 of 804 University Avenue, or call (315) 443-4498 for an appointment to discuss your needs and the process for requesting accommodations. ODS is responsible for coordinating disability-related accommodations and will issue students with documented disabilities Accommodation Authorization Letters, as appropriate. Since accommodations may require early planning and generally are not provided retroactively, please contact ODS as soon as possible.

Syracuse University and I are committed to your success and to supporting Section 504 of the Rehabilitation Act of 1973. This means that in general no individual who is otherwise qualified shall be

excluded from participation in, be denied benefits of, or be subjected to discrimination under any program or activity, solely by reason of having a disability.

You are also welcome to contact me privately to discuss your academic needs although I cannot arrange for disability-related accommodations.

11. Required course materials

The readings and cases are outlined on the detailed course calendar. Come prepared to class and be ready to give a short overview of the main topics and questions presented in the readings. However, the objective in this class is not to repeat what is written in the readings, but to understand the general underlying concepts and connect them with your experiences.

All assigned readings, such as articles and links to websites, can be downloaded from Blackboard. Cases have to be purchased online (see link to case repository included in individual case assignments per class meeting).

Suggested readings:

Benkler, Y. (2007): *The wealth of networks: How social production transforms markets and freedom*, Yale Press, available online: http://www.benkler.org/Benkler_Wealth_Of_Networks.pdf

Zittrain, J. (2008): *The Future of the Internet and how to stop it*, Yale Press, available online: <http://futureoftheinternet.org/static/ZittrainTheFutureoftheInternet.pdf>

Course outline – Fall Semester 2010*

08/30/2010-12/06/2010

Week	Date	Topics	
1.	08/30/10	New media governance: Introduction, syllabus, GTD with IT	Intro
2.	09/06/10	<i>No class: Labor Day</i>	
3.	09/13/10	New media in the public, corporate and non-profit sector	
4.	09/20/10	Access, digital divide, new media literacy	
5.	09/27/10	Participation in Government Guest speaker: Dustin Haisler, CIO City of Manor, TX	Open Government
6.	10/04/10	Transparency in Government Guest speaker: David Fletcher, CIO State of Utah	
7.	10/11/10	Collaboration in government Guest speaker: Nick Charney, Government of Canada	
8.	10/18/10	Open government: Practical implications Guest speaker – Robert Freeman, Open Government Committee NY State, Albany	
9.	10/25/10	New media use in emergency management Guest speaker – Mark Headd, Open311 and TweetMy311	Making it work
10.	11/01/10	New media management strategies & policies Guest speaker – Bill Greeves, IT Director Roanoke County	
11.	11/08/10	Performance measurement: ROI of social media Qualitative and quantitative impact measure	
12.	11/15/10	New Media pitfalls Privacy, Identity management, Location-based services, etc.	
13.	11/22/10	The Future of New Media in Government & Wrap up	
14.	11/29/10	<i>Final student presentations</i>	
15.	12/06/10	<i>Final student presentations & Final paper submission</i>	

* I will keep the right to make adjustments to the syllabus if necessary.

Course calendar and required readings

(I keep the right to change readings and will inform the class about the changes.)

Week:	1
Date:	09/30/2010
Subject:	New media governance: Introductions, syllabus, course requirements <ul style="list-style-type: none">• Information society• Overview of technology trends in the public sector• Personal information management and getting things done with IT

Required readings:

- Mechling, J.: Eight Imperatives for Leaders in a Networked World, available online: <http://www-01.ibm.com/industries/government/ieg/pdf/eightImperative.pdf>
- P. A. David; The Evolving Accidental Information Super-Highway; Oxford Review of Economic Policy, Vol. 17, No. 2; 2001 - pp. 159-187
- Lievrouw, L.A. (Ed.) (2004). What's changed about new media? Special fifth-anniversary issue of New Media & Society, 6(1), February: <http://nms.sagepub.com/cgi/reprint/6/1/9.pdf>
- O'Reilly, T. (2005): What Is Web 2.0: Design Patterns and Business Models for the Next Generation of Software, published online: 09/30/2005 <http://oreilly.com/web2/archive/what-is-web-20.html>
- Coleman, C. (2009): Managing technology - Commentary: The Web 2.0 revolution published online <http://www.federaltimes.com/index.php?S=4245791> on August 24, 2009.

Week:	2
Date:	09/06/2010
Subject:	No Class Meeting: Labor Day

Week:	3
Date:	09/13/2010
Subject:	New media in the public and non-profit sector Why is Social Media Important: The 4Cs <ul style="list-style-type: none">• Content• Community• Collaboration• Cumulative Value

Required readings:

- Thompson, Clive (2008): [Is the Tipping Point Toast?](http://www.fastcompany.com/magazine/122/is-the-tipping-point-toast.html), Fast Company, September 11, 2008: <http://www.fastcompany.com/magazine/122/is-the-tipping-point-toast.html>

- Gladwell, Malcom : ‘The Tipping Point Reading Guide’:
http://www.gladwell.com/tippingpoint/guide/tipping_point_guide.pdf
- Josh Bernoff and Charlene Li (2008): Harnessing the Power of the Oh-So-Social Web, MIT Sloan Management Review, 49:3, Spring 2008. pg:36
- Chang, Ai-Mei & Kannan, P. K. (2008): Leveraging Web 2.0 in Government, IBM Center for The Business of Government, available online:
<http://www.businessofgovernment.org/pdfs/ChangReport2.pdf>
- Lohr, S. (2010): Now Playing: Night of the Living Tech, NYT, August 21 2010, available online: http://www.nytimes.com/2010/08/22/weekinreview/22lohr.html?_r=1
- Chris Anderson & Michael Wolff: The Web is dead: Long live the Internet, in: Wired Magazine, published August 17, 2010, available online:
http://www.wired.com/magazine/2010/08/ff_webrip/all/1

CASE: Innovation in Government - Sandwich Bar (available on Blackboard).

TOOLS (Student presentation): Social bookmarking

Week: 4
 Date: 09/20/2010
 Subject: Access, digital divide, new media literacy

Required readings:

- Thompson, Clive (2008): Brave New World of Digital Intimacy, NYT, September 5, 2008: http://www.nytimes.com/2008/09/07/magazine/07awareness-t.html?_r=1
- Sipior J. and Ward B. (2005) Bridging the Digital Divide for e-Government inclusion: A United States Case Study. The Electronic Journal of e-Government, 3(3): 137-146.
- Pew Foundation: “The Ever-Shifting Internet Population”:
<http://www.pewinternet.org/Reports/2003/The-EverShifting-Internet-Population-A-new-look-at-Internet-access-and-the-digital-divide.aspx>
- Gillmor, D. (2008): Principles for New Media Literacy, available online:
http://cyber.law.harvard.edu/sites/cyber.law.harvard.edu/files/Principles_for_a_New_Media_Literacy_MR.pdf
- Anderson, J. & Rainie, L. (2010): Millenials will make online sharing in networks a lifelong habit, published July 9, 2010, Available online:
<http://www.pewinternet.org/Reports/2010/Future-of-Millennials.aspx>
- Familiarize yourself with the 508 compliance website: <http://www.section508.gov>

CASE: Willy Shih: One Laptop Per Child, HBS case, Quanta Computer and the One Laptop Per Child Initiative, Product number: 608102-PDF-ENG, HBS case:
<http://hbsp.harvard.edu/>.

TOOLS (Student presentation): Social networking services

Instructions: Find out how many people use which social networking services. Are there differences in age, sex, and education? Make your own selection of services you want to look at and bring your results to class. Why did you choose which SNS?

Week: **5**
Date: **09/27/2010**
Subject: **Participation in government**
Guest: Dustin Haisler, CIO City of Manor, TX

- Participatory government
- Citizen activism
- Democracy 2.0?

Required readings:

- Aaron Smith, Kay Lehman Schlozman, Sidney Verba, Henry Brady (2009): The Internet and Civic Engagement, <http://pewinternet.org/Reports/2009/15--The-Internet-and-Civic-Engagement.aspx>
- Sunstein, Cass (2001): The Daily We: Is the Internet really a blessing for democracy? <http://www.bostonreview.net/BR26.3/sunstein.html>

CASE: Max Chafkin (2010): Why the High-Tech Industry Loves Manor, Texas, Available online: <http://www.inc.com/magazine/20100901/why-the-high-tech-industry-loves-manor-texas.html>

TOOLS (Student presentation): Shared content creation

Week: **6**
Date: **10/04/2010**
Subject: **Transparency in Government**
Guest speaker: David Fletcher, CIO, State of Utah

Required readings:

- GSA newsletter (2008): Transparency, available online: http://www.usaservices.gov/events_news/documents/Transparency.pdf
- Suzanne J. Piotrowski and Gregg G. Van Ryzin (2007): Citizen Attitudes Toward Transparency in Local Government, in: The American Review of Public Administration, pp. 306-323.
- President Obama (2009): Transparency and Open Government: http://www.whitehouse.gov/the_press_office/TransparencyandOpenGovernment/

TOOLS (Student presentation): Wikis

What are the most popular wiki tools available and how are they used for different purposes? How and why should government organizations use wikis? What are useful strategies to use wiki applications?

Week **7**
Date: **10/11/2010**
Subject: **Collaboration in Government**
 Guest speaker: Nick Charney, Government of Canada (GCPedia)

Required Readings:

- D. Calvin Andrus (2005): The Wiki and the Blog: Toward a Complex Adaptive Intelligence Community, Central Intelligence Agency, available online: http://papers.ssrn.com/sol3/papers.cfm?abstract_id=755904
- The Wikinomics Playbook: Mass Collaboration in Action, available online: <http://www.socialtext.net/data/workspaces/wikinomics/attachments/wikinomics:20080213154459-1-3411/original/the%20wikinomics%20playbook%202002%202008.pdf>
- Ribbler, (2006), “Enhancing Government’s DNA”, Public CIO, Vol.4 Issue 1, pp. 44-48: <http://www.govtech.com/pcio/98399>
- Sharon S. Dawes, Anthony M. Cresswell, Theresa A. Pardo From “Need to Know” to “Need to Share”, in: Public Administration Review, May/June 2009, pp. 392-402.

CASE: Intellipedia for intergovernmental collaboration vs. Wikipedia.

TOOLS (Student presentation): Blogs & RSS feeds

Week: **8**
Date: **10/18/2010**
Subject: **Open government: Practical Implications on the State Level**
 Guest speaker – Robert Freeman, Open Government committee NY State, Albany
 NOTE: Room change: Maxwell 204

Required readings:

- Explore the Open Government Committee website of NY State: <http://www.dos.state.ny.us/coog/index.html>
- “The Right To Know”: <http://www.dos.state.ny.us/coog/pdfs/right2know.pdf>
- Explore president Obama’s Open Government Initiative online: <http://www.whitehouse.gov/Open/>

Task: *Prepare five questions for Robert Freeman around the topic of Open Government*

Week: 9
Date: 10/25/2010
Subject: Tackling the unexpected: Guest speaker Mark Headd, Open 311 & TweetMy311 Projects

Required readings:

- Bowman, S. and Chris Willis (2003): We Media: How audiences are shaping the future of news and information, available online:
http://www.hypergene.net/wemedia/download/we_media.pdf (Skim only)
- Rosen, J. (2006): The People Formerly Known as the Audience,
http://journalism.nyu.edu/pubzone/weblogs/pressthink/2006/06/27/ppl_frmr.html

CASES:

- Crisis Reporting: Mumbai Terrorist Attack, China Earthquake, and Katrina Hurricane
- Citizen Journalism: Global Voices, OhMyNews, and CNN iReport)

TOOLS (Student presentation): Twitter (Microblogging)

ASSIGNMENT 1 - NOVEMBER 1, 2010
New media strategies

Week: 11
Date: 11/01/2010
Subject: New media strategies
Guest speaker – Bill Greeves, IT Director Roanoke County

Be prepared to present your new media strategy!

- Roanoke County Social Media Policy: Available on Blackboard
- State of Utah Social Media Guidelines: Available on Blackboard

ASSIGNMENT 2 - NOVEMBER 8, 2010
(A) Measuring new media performance & (B) Final paper exposé

Week: **12**
Date: **11/08/2010**
Subject: **Performance measurement**

Be prepared to present (1) your final paper expose and (2) your findings

- James Melitski (2003): Capacity and E-Government Performance: An Analysis Based on Early Adopters of Internet Technologies in New Jersey, in: Public Performance & Management Review, Vol. 26, No. 4 (Jun., 2003), pp. 376-390.
- J. Ramón Gil-García and Theresa A. Pardo (2005): E-government success factors: Mapping practical tools to theoretical foundations, in: Government Information Quarterly, Volume 22, Issue 2, 2005, Pages 187-216.
- Genie N.L. Stowers (2004): Measuring the Performance in E-Government, available online: <http://www.businessofgovernment.info/report/measuring-performance-e-government>

Week: **11**
Date: **11/15/2010**
Subject: **New media pitfalls**

Required readings:

- Boyd, D. (2010): Why Privacy Is Not dead, in: MIT Technology Review: <http://www.technologyreview.com/web/26000/?a=f>
- Hiller, J. S. (2001): Privacy strategies for egov (IBM The Center of The Business of Government): <http://www.businessofgovernment.org/pdfs/HillerReport.pdf>
- Taylor, P. A. (2005): From Hackers to Hacktivists, in: New Media & Society, available online: <http://bcnm.berkeley.edu/cnm201/readings/PTaylor.pdf>

CASES: Cotu, D.: (2006): We Googled You!, HBR Case Study (available online)

Tools: Location-aware tools (Facebook places, FourSquare, other GIS applications)

Week: 11
Date: 11/22/09
Subject: **The future of new media in government**

Required readings:

- Zittrain, J. (2008): The Future of the Internet – and how to stop it, The Future of the Internet – and what we can do against it. Free online version available: <http://futureoftheinternet.org/static/ZittrainTheFutureoftheInternet.pdf>
- Joy, Bill (2008): Why the future doesn't need us, in Wired Magazine, http://www.wired.com/wired/archive/8.04/joy_pr.html
- Carr, N. G. (2002): "IT doesn't matter", in: Harvard Business Review, 81(5): 41-49.

- **CASE:** Wolf, Gary (2009): Why Craigslist Is Such a Mess, WIRED MAGAZINE: 17.09, http://www.wired.com/entertainment/theweb/magazine/17-09/ff_craigslist?currentPage=all
 - Instruction: Start to follow Craig Newman on Twitter: <http://twitter.com/craignewmark>
 - What is your recommendation for Craig Newman and Craigslist?

Week: 12
Date: 11/29/2010
Subject: **Final presentations**

Week: 14
Date: 12/06/2010
Subject: **Final presentations & Final Paper due for all students**

Required readings:

- Every student has 20 minutes time to present his or her final paper. Prepare a 15-minute presentation of your final paper and leave enough time for questions and feedback from your peers.
- *No assigned readings.*