This course is an overview of the knowledge, skills and abilities needed to successfully implement technology related projects in public, nonprofit and community settings. This course is designed to be taught in two parts. The first part of the course provides a conceptual overview of technology strategies and the development of interventions to realize the strategies. We will explore not only the conceptual basis of e-government tools but also the application of these tools to actual problems. The second component of the course is a service learning project designed around the needs of a community agency or other organization.

This course will include traditional e-government and public sector computing ideas. It will also feature information from nonprofit informatics and theoretical material from diffusion of innovation theory (Rogers, 2003). The course also makes significant use of emerging Web 2.0 technologies and explores their applicability to various settings in the governmental and nonprofit sectors.

**Course Objectives**

Upon Successful completion of this course, students should be able to:

1) Identify uses of technology in the nonprofit and governmental sectors as demonstrated by a substantial writing assignment;

2) Discuss the emerging world of e-government and e-democracy as demonstrated by a substantial writing assignment;

3) Plan an appropriate technology solution for a problem or function as demonstrated by a services learning project;

4) Develop basic skills with regard to a range of software tools as demonstrated by a services learning project;
5) Develop the ability to use technology skills in a public or nonprofit management setting as demonstrated by a services learning project;

6) Develop the ability to plan and execute a technology enhanced project as demonstrated by a services learning project;

7) Utilize an understanding of e-government and e-democracy principles in the design of project related work as demonstrated by a services learning project.

Assignments and Grading

Since the course is taught on a web-based format, requirements are somewhat different than in a traditional classroom situation. Students are responsible for reading all assignments, actively participating in online events, discussions and so forth. It is also important that you participate consistently during the course.

This is a graduate course. Everyone is held to the same standard.

Class Policies

Contacting Me: My office is located in Graham Hall, Room 298D. My telephone number is 302-631-0765 and my email address is mcnuttjg@udel.edu. It is always easier to contact me through e-mail.

Expectations: You are expected to have read the assigned readings and participate meaningfully in the class discussions. I also expect that you will behave in a professional manner and to demonstrate respect for your colleagues.

My plan is to run the course as an interactive seminar. This means that your involvement in making the course a success is critical and that it is vitally important for you to have read the assigned readings. I am strongly committed to instructional technology and I plan to make this as much a part of the course as is possible. I am starting from the assumption [backed up by considerable research and theory building] that many of the things that are true today in the nonprofit sector will not be true in the near future. The challenges we faced in the past are not the challenges we will face in the future. On balance, the opportunities that will be available are also more than we expect today. This is an exciting time to be part of the nonprofit sector and one that offers considerable potential. I bring my experiences as a practitioner, consultant and scholar to this course. I expect and hope that you will contribute your experiences and ideas to making the course a success.

Attendance: While attendance is not required (eg: I don’t take points off for absences) I strongly advise you not to miss any classes. It is very difficult to successfully complete this course without attending.
Illnesses: Please Stay Home if you are ill. I will be happy to help you make up the work. It is completely up to you to decide if you are sick enough to stay home.

Standards for Written Material: All material must conform to commonly accepted standards of scholarly and professional writing. Material must be types, double spaced, presented in APA format and all references must be documented. This is NOT conversational writing. Please submit any material by e-mail. The file name must be your name and the name of the course. It must be in Word. Please do not use pdf. I will not provide grades by e-mail or over the telephone.

Weather: If the university is closed we will not be having class. If you reasonably feel that it would be risky to make it to class, I encourage you to stay home. University Policy States:
Faculty and students are not expected to take unnecessary risks to meet their teaching and learning obligations due to inclement weather. When classes have not been canceled, it is a matter of personal judgment whether traveling to campus is hazardous. Faculty should notify their departmental offices when weather precludes them from meeting their teaching obligations; similarly, students should notify their professors when inclement weather precludes them from class attendance. In such cases, students should be allowed to make up missed class time and, whenever possible, canceled classes should be rescheduled.

Cheating and Academic Dishonesty: I plan to follow the University’s policy on Academic Dishonesty: It is the official policy of the University of Delaware that all acts or attempted acts of alleged student academic dishonesty be reported to the Office of Judicial Affairs. At the faculty member's discretion and with the concurrence of the student or students involved, some cases, though reported to the Office of Judicial Affairs, may be resolved within the confines of the course. All others will be adjudicated within the Undergraduate Student Judicial System. See the Student Guide to University Policies for complete information concerning this referral process” (UD Faculty Handbook)

Disability: University Policy States that: “Any student who thinks he/she may need an accommodation based on a disability should contact the Office of Disability Support Services (ODSS) office as soon as possible. The ODSS is located at 240 Academy Street, Alison Hall Suite 130, Phone: 302-831-4643, fax: 302-831-3261, website: www.udel.edu/DSS. You may contact ODSS at dssoffice@udel.edu “(UD Faculty Handbook)

Religious Holidays: “It is the policy of the University of Delaware not to cancel classes on religious holidays. However, students and faculty are encouraged to exercise their own judgment pertaining to their attendance on these days. “ (UD Faculty Handbook)

Faculty Statement on Disclosures of Instances of Sexual Misconduct: If, at any time during this course, I happen to be made aware that a student may have been the victim of sexual misconduct (including sexual harassment, sexual violence, domestic/dating violence, or stalking), I am
The university is obligated by federal law to inform the university’s Title IX Coordinator. The university needs to know information about such incidents to, not only offer resources, but to ensure a safe campus environment. The Title IX Coordinator will decide if the incident should be examined further. If such a situation is disclosed to me in class, in a paper assignment, or in office hours, I promise to protect your privacy—I will not disclose the incident to anyone but the Title IX Coordinator. For more information on Sexual Misconduct policies, where to get help, and reporting information please refer to [www.udel.edu/sexualmisconduct](http://www.udel.edu/sexualmisconduct). At UD, we provide 24 hour crisis assistance and victim advocacy and counseling. Contact 302-831-2226, Student Health Services, to get in touch with a sexual offense support advocate.

**Service Learning Project** (40%) (Group Project) This assignment gives students the opportunity to work with an actual organization to create an effort using technology. Maximum Group size is six.

**You must deal with an actual organization and provide them with some assistance. This is not a term paper or a research project. Hypothetical projects are not acceptable.**

Exercises: (30%) There are six exercises. Each exercise is associated with a unit.

**Course Involvement (20%)**

**Textbook:**


**Course Technology:**

Our course management platform is Sakai. This new open source courseware is part of the Sakai Project, a consortium of universities and other organizations. If you have a laptop, bring it with you.

**Class Policies**

**Method of Instruction**

This course is offered in a blended format of face to face and online activities. The course begins with a traditional session and ends with a traditional session. Other activities are conducted asynchronously and on-line.

This course will make extensive use of technology to facilitate the teaching/learning process and insure teacher to student and student to student interaction. These technologies will
include extensive use of the discussion board, websites, wikis and other forms of technology. This course lends itself well to this format because of the substance of the course material.

In taking this course, I assume that you have basic information technology abilities. This means that you can use a computer, have access to an Internet connection (preferably a broadband connection) and you can use common office software.

DUE TO UNIVERSITY REGULATIONS, FRESHMEN AND SOPHOMORES CANNOT TAKE THIS COURSE

How a Blended Course Works

<table>
<thead>
<tr>
<th>Initial F2F Session with course</th>
<th>Discussion with the Sakai Forum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introductions, Technology Overview and Expectations</td>
<td>Activities</td>
</tr>
</tbody>
</table>

Couse Outline  (Dates in Yellow are F2F)

<table>
<thead>
<tr>
<th>Week</th>
<th>Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feb 6</td>
<td>Introduction</td>
</tr>
<tr>
<td>Feb 13</td>
<td>Technology and the virtual public sphere: This section discusses the relationship between technology and the public sphere, both in terms of public agencies and the rise of civil society organizations. We will examine these issues in light of</td>
</tr>
</tbody>
</table>

Final F2F Session With Presentations and wrap up
trends in the development of the information society and the rise of new types of technology.

Readings

Text Chapter 1

USC Digital Future Report  PDF

Web 2.0 Video: The Web is Using Us
http://www.youtube.com/watch?v=6gmP4nkoEOE

Yochai Benkler: Open-source economics.
http://www.ted.com/index.php/talks/yochai_benkler_on_the_new_open_source_economics.html

Exercise: Cook’s Tour of New Technology:

Web 2.0 Technology has been revolutionizing Internet based technology. These new tools have had a terrific impact on advocacy technology. Your first task is to try at least six of these new tools and report to the discussion board.

Blogs                                     Image Sharing (Flickr)
Wikis                                     Videosharing Sites (U-Tube)
Social Networking Sites (MySpace, Facebook: Google+)  Artificial Worlds (Second Life)
Meetup                                     Vine
Podcasting                                 Storify

Try it—Use it. Talk about it

Additional Resources


Feb 20-27  Project and Technology Planning: This section discusses the planning and implementation of information technology projects in the governmental and nonprofit sector. We also consider the knowledge, skills and abilities needed for effective project management in the governmental and nonprofit sector
E-Government: This section discusses the basic theoretical and conceptual approaches to electronic government. This section will discuss the relationship between traditional service delivery and more wired forms of service delivery. This section, continuing on from the previous section, discusses the e-government process and the likely future development of e-government. Special attention is paid to new and emerging forms of technology.

Readings:

Text Chapter 2-7


Video
Clay Shirky: Why SOPA is a bad idea  
http://www.ted.com/talks/defend_our_freedom_to_share_or_why_sopa_is_a_bad_idea.html

Topel The wireless future of medicine.  
http://www.ted.com/talks/eric_topol_the_wireless_future_of_medicine

Additional Resources


Listening Post Communiqués, Johns Hopkins University, Center for Civil Society Studies, Retrieved from http://www.ccss.jhu.edu/pdfs/LP_Communiques/LP_Communique20_IT.pdf

Exercise

Look at your state’s E-Government Portal. How easily can you find the part on the site needed to register to vote, renew your driver’s license, pay a fine and get state park information? Post the result of your enquiry to the forum.

Mar 20- April 3

E-Democracy This section considers the role of technology in facilitating the democratic process. Wired Legislatures, e-rulemaking, electronic advocacy and so forth. This section will also consider the role of technology in elections and similar campaigns. We will examine the use of technology in recent national and state campaigns.

Readings

Text 8-10


**Video:** Mancini How to upgrade democracy for the Internet era. http://www.ted.com/talks/pia_mancini_how_to_upgrade_democracy_for_the_internet_era

**Other Resources**


**Assignments**

Compare Four websites--two on each side of an issue. *Pick an issue that is important to you.* Which websites are most compelling? Which looks the most useful in understanding the issues? Which makes the best use of technology? Fill out the table below and post your results to the forum.

<table>
<thead>
<tr>
<th>Website</th>
<th>Looks Professional</th>
<th>Provides me with a way to get involved</th>
<th>Motivates Me</th>
<th>Provides me a way to understand the issue</th>
<th>Uses the Technology Well</th>
</tr>
</thead>
</table>

**Mar 27** Break
Security, Privacy, Terrorism and Cybercrime: Technology is vulnerable to an number of threats that can result in loss of data, privacy issues and operational emergencies. This section will discuss some of these issues and identify strategies for addressing them.


Exercise


Safety Evaluation

<table>
<thead>
<tr>
<th>Area</th>
<th>Evaluation</th>
<th>Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Password</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Antivirus status</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Firewalls</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accounts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Media</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shopping</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Share your experiences (but not your information) with the class.
Civic Technology: Civic Technology is designed to encourage participation in government and co-production and/or co-creation of government. This is an exciting new area with much potential for the future.

Readings:


Video

Jennifer Pahlka: Coding a better government
http://www.ted.com/talks/jennifer_pahlka_coding_a_better_government.html

Assignments

Examine the City Websites of Boston, Philadelphia or the District of Columbia. Find the following open civic data:

1. Crime data
2. Environmental Health Data
3. Data on Spending at the Checkbook Level

Let’s say that you needed the data to evaluate local enforcement efforts. Can you find what you need? How hard was it? Was it complete?

Fill in the Following Form:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Crime</th>
<th>Environmental Health</th>
<th>Checkbook Level Spending</th>
</tr>
</thead>
<tbody>
<tr>
<td>Easy to Find?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Usable Form?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Complete?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**May 8**

**Big Data and Analytics:** The rise of big data and advanced analytics has had considerable impact on many fields and is beginning to be embraced by government.

Readings:


Video

Joel Selanikio: The surprising seeds of a big-data revolution in healthcare


Assignments

Find an article in the popular press about the use of big data to solve government or nonprofit issues. Pick something that you are interested in. Using what you learned in the course, critique the approach and identify its strengths and weaknesses. Post to the forum.

**May 15**

**Presentations**

**Bibliography**


