

UNIVERSITY OF MARYLAND, COLLEGE PARK

Introduction to E-government Principles and Research (LBSC 708E/INFM 718E)

3 credit hours

Spring 2009 Syllabus

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Catalog Description of Course

The social, policy, and information science and technology factors driving the current evaluation of e-government in the United States, its various forms of implementation (from simple online presence through intermediate levels of basic capability, service availability and mature delivery, to service transformation), the identification of best practices and lessons learned from the national and international community, and emerging issues (e.g., privacy, security, and digital divide).

Slightly More Detailed Description

This course will examine the nature, current impacts, and potential future impacts of e-government, also known as digital government or electronic government. E-government is the use of the Internet and other information and communication technologies to provide government information and services, as well as channels of communication to citizens, businesses, and other governments. The United States and many other governments around the world at local, state, federal, and supra-national levels have developed an online presence, ranging from simple information to complex services. These are collectively known as e-government. E-government, as a trend only ten years old, is still at the stage where its actual long-term role has yet to be determined. This course will examine what it is currently doing and what it can do both in the US and internationally. Specific areas of study will include the e-government's relation to the political process and to information policy, what populations are and are not using e-government, challenges to access, the evaluation of e-government, public sphere entities that support e-government, and social networking applications and e-government, among other topics.

Goals of Course

The primary goals of this course are to prepare students to understand:

- The nature of e-government;
- The current and future social and political implications of e-government;
- Specific issues in e-government and the literature related to those issues;
- Different methods and types of e-government;
- How to analyze e-government within the larger policy environment and political context; and
- The process of evaluating e-government websites.

Course Approach and Expectations of Student Participation

This course meets once a week on Wednesdays from 6:00 to 8:45 p.m. in HBK 0105. The course will be conducted as a seminar. It is imperative that every student participates in the discussions of course materials. Based on critical examination of course readings, each student should develop an analytical stance concerning the issues in the course.

Assignments and Grading

Your grade will be based on five items:

1. Classroom participation. This seminar is a discussion-based course. You are expected to read all of the assignments, to think through the issues they raise, and to articulate your thoughts on the materials. In this course, each week's assignments include both reading assigned articles and examining assigned websites. Clearly, you need to attend class to participate in the discussions. Attendance will be taken every week, with absences being excused in cases of illness, religious observances, and other reasons in line with university policies, or if the university is closed due to inclement weather or emergency. Classroom participation will constitute 20% of your final grade.
2. E-government presentation. Each student in the course will present a critical summary of one article they find that relates directly to the topic of that week. The article can be research or news. It will be a 10-minute presentation to the class and will include an overview of the reading, the points it makes, how it relates to the topic of that week's class session, and questions for discussion. The presentation will constitute 10% of your final grade.
3. Short paper on US e-government (due week 6). A 5 to 7-page paper comparing 3 related e-government sites (with at least 1 being federal and at least 1 being state). The paper will include a brief description of each site, their URLs, and how they are related (i.e., health sites, tax sites, or portals). The majority of the paper should focus on comparing how they are similar and how they are different in delivering the information and services they are designed to provide, including balancing the strengths and weaknesses of the sites and identifying their most effective elements. Explore whether being a state or federal site seems to play a role in the quality of the sites. The short paper on US e-government will constitute 15% of your final grade.
4. Short paper on international e-government (due week 9). A 5 to 7-page paper comparing 3 e-government sites from 3 different nations. You should select sites with similar functions or purposes (i.e., health sites, tax sites, military, legislative, or portals). The paper will include a brief description of each site, their URLs, and their functions or purposes. The majority of the paper should focus on comparing how they are similar and how they are different in delivering the information and services they are designed to provide, including balancing the strengths and weaknesses of the sites and identifying their most effective elements. Explore whether different countries have different approaches to e-government. The short paper on international e-government will constitute 15% of your final grade.
5. Evaluation paper (due week 13). An 8 to 10-page paper that provides a detailed evaluation and comparison of 2-3 e-government sites of your choice using an evaluation rubric that you design. In this course, the evaluation of e-government sites will be discussed extensively and multiple evaluation rubrics for e-government will be examined. For the final paper, you will create an

evaluation rubric, drawing upon those examined in the course and your own original ideas, and then will apply that rubric to 2-3 e-government sites that are appropriate. For example, you could create a rubric to evaluate sites for quality of agricultural information or for level of openness and transparency or for how accessible they are to persons with disabilities. Your evaluation rubric must have defined criteria (detailed in the paper) that you apply to each site. The three sites should be individually evaluated in terms of these criteria. Then, you should compare and contrast the sites in terms of how each fared in the evaluation and analyze the reasons for success and failure of the sites, including identification of features that directly affected evaluation scores. The evaluation paper will constitute 40% of your final grade.

Paper Guidelines

Each paper for this course should be double-spaced, using 12-point Times New Roman font. The margins should be 1 inch exactly on each side. Citations—both in the text and in the references section—must conform to the most recent APA style manual. Pages will be numbered and format will be consistent. Papers are to be submitted in paper form at the beginning of the class meeting that they are due.

Classroom Environment

As a graduate seminar, the classroom environment should be professional and respectful. Discussions should be based on course readings and critical thinking. Remember--your classmates may have different perspectives on issues than you, but they still deserve your respect. As another aspect of respect in the classroom environment, turn off or mute all phones and other communication devices during each class session. If you use your laptop in the classroom, limit the usage of the computer to course-related reasons (i.e., taking notes).

Students with Disabilities

Students with disabilities needing academic accommodation should: (1) register with and provide documentation to the Disability Support Services office, and (2) discuss any necessary academic accommodation with their teachers. This should be done at the beginning of the semester.

Extensions

Timeliness is extremely important in graduate work, and extensions will only be available during personal emergencies. Students who need to request an extension should discuss the matter in advance with the professor. If an extension is granted, the work must be submitted within the extension period to avoid grade penalties. Unexcused delays in submission of the paper will result in a deduction of half of a letter grade for each day the paper is late, while unexcused delays in presentations will result in a deduction of half a letter grade for each class meeting the presentation is late.

Academic Honesty

Work submitted in this course will be individual and original, in line with the University's Academic Honor Code and Honor Pledge. Engaging in any academic dishonesty will result in consequences in line with university policies. Academic dishonesty includes but is not limited to plagiarism, cheating, buying work, multiple submissions of the same paper, forging signatures, submitting fraudulent documents, and facilitating the academic dishonesty of others. When

writing papers, be sure to carefully and thoroughly cite all materials you use in writing your paper and make sure all ideas and quotations are properly acknowledged.

Emergency Preparedness

Information about the status of the campus is available at <http://www.umd.edu/emergencypreparedness/>. If the campus is closed, please make sure to stay safe. Information about possible rescheduling of course activities will be provided via e-mail once the campus has reopened.

Office Hours & Contact Information

My office hours for Spring 2009 are Wednesdays from 4:00 to 6:00 pm in HBK 2118B, and I can be contacted via phone (301-405-1741) or email (pjaeger@umd.edu).

Weekly Topics and Assignments

WEEK 1: INTRODUCTORY MATTERS (JANUARY 28)

- A. Introduction to course and discussion of course expectations
- B. Overview of topics and concepts to be covered
- C. Preliminary discussion of e-government

WEEK 2: WHAT IS E-GOVERNMENT? (FEBRUARY 4)

- A. The nature of e-government
- B. The legal bases of e-government
- C. The intents of e-government

Preparation:

- Chadwick, A. and May, C. (2003), Interaction between states and citizens in the age of the Internet: "E-government" in the United States, Britain, and the European Union. *Governance*, 16(2), 271-300.
- Ebbers, W. E., & van Dijk, J. A. G. M. (2007). Resistance and support to electronic government, building a model of innovation. *Government Information Quarterly*, 24, 554-575.
- Jaeger, P. T. (2003). The endless wire: E-government as global phenomenon. *Government Information Quarterly*, 20(4), 324-331.
- West, D. M. (2007). State and federal e-government in the United States, 2007. Available: www.insidepolitics.org/egovt07int.pdf
- Visit: <http://www.egov.vic.gov.au>, www.change.gov

WEEK 3: USING E-GOVERNMENT (FEBRUARY 11)

- A. How citizens (want to) contact government
- B. Trust of e-government
- C. Citizens as customers

Preparation:

- Horst, M., Kuttschreuter, M., & Gutteling, J. M. (2007). Perceived usefulness, personal experiences, risk perception and trust as determinants of adoption of e-government services in The Netherlands. *Computers in Human Behavior*, 23(4), 1838-1852.
- King, S. F. (2007). Citizens as customers: Exploring the future of CRM in UK local government. *Government Information Quarterly*, 24, 47-63.

- Reddick, C. G. (2005). Citizen interaction with e-government: From the streets to servers? *Government Information Quarterly*, 22, 38-57
- Tolbert, C. J., & Mossberger, K. (2006). The effects of e-government on trust and confidence in government. *Public Administration Review*, 66(3), 354-369.
- Visit: <http://www.usa.gov>, <http://www.whitehouse.gov>, <http://www.usaspending.gov>

WEEK 4: ACCESS TO E-GOVERNMENT (FEBRUARY 18)

- A. Issues of access and acceptance
- B. Transparency and openness of access

Preparation:

- Cornfield, M., & Rainie, L. (2006). *The impact of the Internet on politics*. Washington, DC: Pew Internet & the American Life Project. Available: <http://www.pewinternet.org>
- Horrigan, J. B. (2004). *How Americans get in touch with government*. Washington, DC: Pew Internet & the American Life Project. Available: <http://www.pewinternet.org>
- Singh, A. K., & Sahu, R. (2008). Integrating Internet, telephones, and call centers for delivering better quality e-governance to all citizens. *Government Information Quarterly*, 25, 477-490.
- Streib, G., & Navarro, I. (2006). Citizen demand for interactive e-government: The case of Georgia consumer services. *American Review of Public Administration*, 36, 288-300.
- The Onion. (2007). Google launches "The Google" for older adults. Available: www.theonion.com/content/news_briefs/google_launches_the_google
- Visit: <http://www.universalservice.org>, <http://www.whitehouse.gov/news/releases/2006/10/20061013-11.html>

WEEK 5: POLITICAL ISSUES AND E-GOVERNMENT (FEBRUARY 25)

- A. Government understandings of e-government
- B. Impacts of e-government on public access
- C. Impacts of e-government of the political process

Preparation:

- Graff, G. M. (December 2, 2007). Don't know their Yahoo from their YouTube. *Washington Post*.
- Halchin, L. E. (2004). Electronic government: Government capability or terrorist resource. *Government Information Quarterly*, 21, 406-419.
- Jaeger, P. T. (2005). Deliberative democracy and the conceptual foundations of electronic government. *Government Information Quarterly*, 22(4), 702-719.
- Mahler, J., & Regan, P. M. (2006). Crafting the message: Controlling content on agency Web sites. *Government Information Quarterly*, 24, 505-521.
- MSNBC. (2008). White House reused e-mail tapes: Recycling raises possibility that some electronic messages are gone. Available: <http://www.msnbc.msn.com/id/22685861/>
- Visit: <http://www.lifeandliberty.gov/>, www.goarmy.com

WEEK 6: INTERNATIONAL EFFORTS AND ISSUES, PART I (MARCH 4)

- A. General international issues
- B. Comparison of different international efforts and overview approaches

C. US paper due

Preparation:

- Akman, I., Yazici, A., Mishra, A., & Arifoglu, A. (2005). E-government: A global view and an empirical evaluation of some attributes of citizens. *Government Information Quarterly*, 22, 239-257.
- Cilan, C. A., Bolat, B. A., & Coskun, E. (2009). Analyzing digital divide within and between member and candidate countries of European Union. *Government Information Quarterly*, 26, 98-107.
- Coleman, S. (2004). Connecting Parliament to the public via the Internet. *Information, Communication & Society*, 7(1), 1-22.
- Lau, T.Y., Aboulhoson, M., Lin, C., & Atkin, D. J. (2008). Adoption of e-government in three Latin American countries: Argentina, Brazil and Mexico. *Telecommunications Policy*, 32(2), 88-100.
- Visit: <http://ec.europa.eu>, <http://www.gov.sg/>

WEEK 7: INTERNATIONAL EFFORTS AND ISSUES, PART II (MARCH 11)

A. Examination of specific international efforts and approaches

Preparation:

- Hamner, M., & Al-Qahtani, R. (2009). Enhancing the case for electronic government in developing nations: A people-centric study focused in Saudi Arabia. *Government Information Quarterly*, 26, 118-127.
- Paul, S. (2007). A case study of e-governance initiatives in India. *The International Information and Library Review*, 39(3-4), 176-184.
- Schupann, T. (2009). E-government in developing countries: Experiences from sub-Saharan Africa. *Government Information Quarterly*, 26, 118-127.
- Van Dijk, J.A.G.M., Peters, O., & Ebbers, W. (2007). Explaining the acceptance and use of government Internet services: A Multivariate analysis of 2006 survey data in the Netherlands. *Government Information Quarterly*, 24, 148-164,
- Visit: <http://www.australia.gov.au/>, <http://www.direct.gov.uk/en/index.htm>

WEEK 8: EVALUATING E-GOVERNMENT, PART I (MARCH 25)

A. User-centered evaluation

B. Policy-centered evaluation

C. E-government maturity

Preparation:

- Anderson, K. V., & Henriksen, H. Z. (2006). E-government maturity models: Extension of the Layne and Lee model. *Government Information Quarterly*, 23(2), 238-248.
- Gouscos, D., Kalikakis, M., Legal, M., & Papadopoulou, S. (2007). A general model of performance and quality for one-stop e-government service offerings. *Government Information Quarterly*, 22(4), 860-885.
- Layne, K., & Lee, J. (2001). Developing fully functional E-government: A four stage model. *Government Information Quarterly*, 18(2), 122-136.
- Schedler, K., & Summermatter, L. (2007). Customer orientation in electronic government: Motives and effects. *Government Information Quarterly*, 24, 291-311.
- Visit: <http://www.whitehouse.gov/results/>, <http://www.whitehouse.gov/omb/expectmore/>

WEEK 9: EVALUATING E-GOVERNMENT, PART II (APRIL 1)

- A. Criteria-centered evaluation
- B. Function-centered evaluation
- C. International paper due**

Preparation:

- Baker, D. L. (2009). Advancing e-government performance in the United States through enhanced usability benchmarks. *Government Information Quarterly*, 26, 75-81.
- Bertot, J. C., & Jaeger, P. T. (2006). User-centered e-government: Challenges and benefits for government Web sites. *Government Information Quarterly*, 23, 163-168.
- Dragulanescu, N-G. (2002). Website quality evaluations: Criteria and tools. *International Information & Library Review*, 34, 247-254.
- Jaeger, P. T. (2006). Assessing Section 508 compliance on federal e-government websites: A multi-method, user-centered evaluation of accessibility for persons with disabilities. *Government Information Quarterly*, 23(2), 169-190.
- Visit: <http://www.usability.gov>, <http://www.section508.gov>

WEEK 10: WHO IS USING E-GOVERNMENT (APRIL 8)

- A. Who uses e-government
- B. Factors encouraging usage of e-government
- C. Engagement

Preparation:

- Scott, J. K. (2006). "E" the people: Do US municipal government websites support public involvement? *Public Administration Review*, 66(3), 341-353.
- Weber, L. M., Loumakis, A., & Bergmen, J. (2003). Who participates and why? *Social Science Computer Review*, 21(1), p. 26-42.
- Weissberg, R. (2003). Technology evolution and citizen activism: The Net and the Rebirth of Limited Government. *Policy Studies Journal*, 31(3), 385-395.
- Ho, A. T-K., & Ni, A. Y. (2004). Explaining the adoption of e-government features: A case study of Iowa County Treasurers' offices. *American Review of Public Administration*, 34, 164-180.
- Vargas, J. A. (December 28, 2008). Politics is no longer local: It's viral. *Washington Post*.
- Visit: <http://www.fcc.gov/cgb/kidszone/>,
<http://www.epa.gov/climatechange/kids/index.html>

WEEK 11: BARRIERS TO E-GOVERNMENT (APRIL 15)

- A. Who does not use e-government
- B. Barriers to adoption and use

Preparation:

- Bertot, J. C., & Jaeger, P. T. (2008). The e-government paradox: Better customer service doesn't necessarily cost less. *Government Information Quarterly*, 25, 149-154.
- Helbig, N., Gil-Garcia, J. R., & Ferro, E. (2009). Understanding the complexity of electronic government: Implications from the digital divide literature. *Government Information Quarterly*, 26, 82-88.

- Jaeger, P. T., & Thompson, K. M. (2004). Social information behavior and the democratic process: Information poverty, normative behavior, and electronic government in the United States. *Library and Information Science Research*, 26(1), 94-107.
- Kuk, G. (2003). The digital divide and the quality of electronic service delivery in local government in the United Kingdom. *Government Information Quarterly*, 20(4), 353-364.
- Visit: <http://www.universalservice.org/sl/>, <http://www.disability.gov>

WEEK 12: SOCIAL NETWORKING AND E-GOVERNMENT (APRIL 22)

- A. Social networks and virtual worlds
- B. E-gov 2.0
- C. Government transparency through online groups

Preparation:

- Brito, J. (2008). Hack, mash, & peer: Crowdsourcing government transparency. *Columbia Science and Technology Law Review*, 9,119-157.
- Chang, A., & Kannan, P. K. (2008). Leveraging Web 2.0 in government. Available: http://www.businessofgovernment.org/main/publications/bog/chang_fall08.pdf
- Godwin, B. (July 18, 2008). Matrix of Web 2.0 technology and government. Available: http://www.usa.gov/webcontent/technology/other_tech.shtml
- Laris, M. (January 4, 2009). O brave new world that has such avatars in it. *Washington Post*.
- Robinson, D., Yu, H., Zeller, W. P., & Felten, E. W. (2008). Government data and the invisible hand. *Yale Journal of Law & Technology*, Vol. 11.
- Visit: www.volunteer.gov, the TSA blog, the State Department blog

WEEK 13: LIBRARIES AND E-GOVERNMENT (APRIL 29)

- D. Roles of libraries in ensuring access and training for e-government
- E. Implications for residents, communities, and governments
- F. Turn in Evaluation Paper**

Preparation:

- Bertot, J. C., Jaeger, P. T., Langa, L. A., & McClure, C. R. (2006). Public access computing and Internet access in public libraries: The role of public libraries in e-government and emergencies. *First Monday* 11(9). Available: http://www.firstmonday.org/issues/issue11_9/bertot/index.html
- Bertot, J. C., Jaeger, P. T., Langa, L. A., & McClure, C. R. (2006). Drafted: I want you to deliver e-government. *Library Journal*, 131(14), 34-39.
- Jaeger, P. T., & Fleischmann, K. R. (2007). Public libraries, values, trust, and e-government. *Information Technology and Libraries*, 26(4), 35-43.
- Quinn, A. C., & Ramasubramanian, L. (2007). Information technologies and civic engagement: Perspectives from librarianship and planning. *Government Information Quarterly*, 24, 595-610
- Visit: http://www.fns.usda.gov/fsp/applicant_recipients/10steps.pdf, http://www.fema.gov/pdf/rt/rt_1609_120605.pdf

WEEK 14: DEVELOPING ISSUES AND FUTURE RESEARCH (MAY 6)

- A. What is e-government really meant to do in the long run?
- B. What are the directions of e-government research?

C. Discussion of evaluation papers, course grades, and other administrative matters

Preparation:

- Heeks, R., & Bailur, S. (2007). Analyzing e-government research: Perspectives, philosophies, theories, methods, and practice. *Government Information Quarterly*, 24(2): 243-265.
- Jaeger, P. T., Shneiderman, B., Fleischmann, K. R., Preece, J., Qu, Y., & Wu, F. P. (2007). Community response grids: E-government, social networks, and effective emergency response. *Telecommunications Policy* 31, 592-604.
- Mack, T. C. (2004). Internet communities: The future of politics? *Futures Research Quarterly*, 20(1), 61-77.
- Yildiz, M. (2007). E-government research: Reviewing the literature, limitations, and ways forward. *Government Information Quarterly*, 24, 646-665.
- Visit: <http://www.blogs.state.gov/>, <http://www.ready.gov>

Syllabus Change Policy

This syllabus is a guide for the course and is subject to change with advance notice. With the new Presidential administration, the websites in particular may change as the administration revises the content of government sites.