# INAF 6209U E-GOVERNMENT & DIGITAL DIPLOMACY
## COURSE SYLLABUS: FALL 2019

INSTRUCTOR          Dr. Alexis Wichowski
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TIME                Thursdays, 6:10 – 8pm
LOCATION            501b
COURSE CALL #       14175
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OFFICE HOURS        By appointment

## ABOUT

Governments can use technology wonderfully, or terribly. Diplomatic tweets can make history, or embarrass their countries. Technology in government can be a tool, or a promise; part of the infrastructure  -- like plumbing -- or the star in the room. Figuring out how to deal with technology's inevitable rise in government is hard. This class examines why, what to do about it, and why it matters. We cover two areas:

- **E-GOVERNMENT,** or, tech within government: how government institutions and the officials who run them use technology to function; how usage makes government better or worse or just transformed; how citizens gain or lose power, influence, and access via tech tools; and how technologists working both inside and outside government can use tech to make government better in the years to come.

- **DIGITAL DIPLOMACY,** or, tech use by governments to engage with the outside world: how governments interact publically with other governments; how diplomats leverage citizens – and how citizens leverage diplomats – in their own and other nations; the powerful new role networks and tech companies occupy in foreign policy; and how the next generation of diplomatic professionals can navigate this new landscape.

## WHY TAKE THIS COURSE

*1. Governments have to get tech right*

Government can't ignore, but aren't always ready for, the seismic shifts in technology development. This class focuses on why technology in government and diplomacy matters, not just as a set of tools, but as a force: for national security, international stability, citizen empowerment, civil service reform, and in pursuit of building governments that better serve their people.

*2. You'll learn stuff that will prepare you for work*

The goal of the course is to prepare students for work in the field. To that end, assignments are practical, tailored to advancing students' professional goals and honing workplace skills. Every student is encouraged to apply every stich of work they do in the class to prepare for their future careers. Past student projects have made their way into publications from TechCrunch to the Jerusalem Post, institutions from TED to the White House, tech companies from Palantir to Google, and to improving various bureaucracies around the world.

*3. You'll meet people with inside knowledge of gov, tech, and beyond*

Our classes are discussion-based and represent a diversity of opinions: in the past, students came from over a dozen countries and a range of career backgrounds, from city, state and local governments, journalism, activism, law, the tech sector, humanitarian organizations and the military. Past guest speakers have come from Google Ideas, *Foreign Affairs*, *The New York Times*, *Bloomberg*, *Foreign Policy,* the United Nations, AT&T, the CFPB, Department of Defense, and Department of State.

## COURSE FORMAT

Classes will consist of brief background lectures and in-depth discussions on weekly topics and ongoing research projects. Teams of students will be assigned responsibility for one class over the course of the semester to lead discussions and provide timely examples illustrating practical application of reading topics.

**Active participation is required**. To participate effectively, students are expected to attend each course, having thoroughly digested the readings and prepared to discuss.

Classes will consist of:
- Short student presentation: relevant examples on topic (dates assigned first class)
- Background lecture
- Discussion

A list of readings can be found below. Readings may be modified with advance notice.

## ASSIGNMENTS

You all know how to write academic essays. Let's move on.

The goal for writing assignments in this course is to:
- give you practice in the kinds of writing that will be useful in your careers
- make you better writers in general
- (ideally) get you published

To that end, there are 4 graded assignments:

- <u>Policy paper -> talking points</u> (~500 words)

                      convert complex policy document into plain language talking points

- <u>Op-ed</u> (~800 words)

                      opinion piece on key concepts from class

- <u>TP presentation + Q&A</u> (~1-3 min)

                      rapid-fire presentation, Q&A (see assignment #1)

- <u>"What Next" strategy paper</u> (~3-5K words)

                      identify a key emerging challenge in government, technology, diplomacy and civil society. Write & present a strategy paper that presents options for how to deal with it

The goal for all writing assignments is deepen your understanding of your professional goals in relation to class topics. Rubrics and suggested topics will be provided, but specific topics will be chosen by the student and approved by the professor. Students are encouraged to expand upon one or two themes close to their professional interests for all assignments.

## GRADING

| | |
|---|---|
| Daily participation (short presentation, attendance, participation) | 30% (10% each) |
| Policy paper --> TP conversion | 15% |
| Op-ed | 10% |
| TP presentation + Q&A | 15% (7.5% each) |
| "What Next's" strategy paper / presentation | 30% (20%, 10%) |

## ATTENDANCE, LATENESS, & PARTICIPATION

Class discussions require active participation and thus attendance. Absences will be excused only in case of unavoidable professional conflicts (eg conference attendance, job interviews) medical emergencies and other similar conflicts. Students are expected to make such issues known to the instructor as early as possible. Attendance will be taken at the start of class. If you are not on time, you may be marked absent. Don't be late.

## OTHER POLICIES

Laptops and other electronic devices may be used for note -taking. Web surfing, emailing and texting during class are strictly forbidden. Course lectures and notes will be posted on Courseworks and awichowski.com.

Deadlines are provided to ensure timely progress and fair standards across the class. **Paper extensions will not be granted barring exceptional circumstances.** Papers must be uploaded to Courseworks **before** class begins or handed in on date papers are due.

## ACADEMIC INTEGRITY STATEMENT

The School of International & Public Affairs does not tolerate cheating and/or plagiarism in any form. Those students who violate the Code of Academic & Professional Conduct will be subject to the Dean's Disciplinary Procedures. Read the Code of Academic & Professional Conduct here.

Please familiarize yourself with the proper methods of citation and attribution. The School provides some useful resources online; we strongly encourage you to familiarize yourself with these various styles before conducting your research – details here.

Violations of the Code of Academic & Professional Conduct should be reported to the Associate Dean for Student Affairs.

# COURSE SCHEDULE
*\*\*indicates book must be purchased*
*(or borrowed or otherwise procured)*

**5 Sept. | <u>CLASS #1: Introduction & overview</u>**
*What we talk about when we talk about government (and "e-"govt);*
*Overview of course & syllabus; discussion of assignments; assign presentation dates*

**12 Sept. | <u>CLASS #2: Tools of the trade</u> [ Nabila ]**
*Overview of info-comm-tech tools; affordances and limitations;*
*usage trends and historical context; the public sphere*

> \*\* O'Reilly, T. (2010). "Government as a platform" (Chapter 2, pp. 11-39) *Open Government*, O'Reilly Media.
> [ <u>LINK</u> ]

> \*\* Habermas, J. (1962/1989). *The structural transformation of the public sphere* (Chapter 2, "Social structures of the public sphere, pp. 27-56. Chapter 3, "Political functions of the public sphere," pp. 57-88). Cambridge: MIT Press.

> Observatory of Public Sector Innovation (OPSI): Embracing Innovation in Government – Global Trends 2019
> [ <u>LINK</u> ]

**19 Sept. | <u>CLASS #3: Changed information-sharing culture</u> <span style="color:red">[ASSIGNMENT #1 DUE]</span> [ Eliana, Shalani, Clara ]**
*Legacy of Cold War information-sharing culture; "outgroup" effects;*
*Internet as promised democratizing agent; tech & civil society*

> \*\* Dizard, Jr., W. (2001). *Digital diplomacy: US foreign policy in the information age* (Chapter 1, "Foreign policy in the information age," pp.17). Washington, DC: Center for Strategic and International Studies.

> Postmes, T., Spears, R., & Lea, M. (1998). Breaching or building social boundaries? SIDE-effects of computer-mediated communication. Communication research, 25(6), 689-715.
> [ <u>LINK</u> ]

> Wichowski (2017). "Hack the bureaucracy: a user's guide to getting things done in government (with or without tech)."
> [ <u>LINK</u> ]

**26 Sept. | <u>CLASS #4: Openness & the challenges of "need to know" vs "need to share"</u>**
*Secrecy, pros and cons; how govt culture infuses the infrastructure;*
*planned vs reactionary tech adoption; leaks*

> Noveck, B. (2010) "The single point of failure." (Chapter 4, pp.49-69) *Open Government*, O'Reilly Media

Wichowski, A. (2015). "'Secrecy is for losers': why diplomats should embrace openness to protect national security" In M. Holmes & C. Bjola (Eds.) *Digital Diplomacy, Theory & Practice*. London: Routledge.
[ LINK ]

Fenster, M. (2011-2012). "Disclosure's Effects: WikiLeaks and Transparency," 97 Iowa L. Rev. 753


## 3 Oct. | CLASS #5: Digitizing diplomatic communications [ Nancy, Perry, Amanda, Zhuo Er ]
*Charactarizing diplomatic communications pre and post-web; "21st Century Statecraft";*
*the diplomat's social media toolkit; cheerleaders, naysayers and evidence from the field*

Dizard, Jr., W. (2001). *Digital diplomacy: US foreign policy in the information age* (Chapter 2, "The origins of digital diplomacy," pp19-26; Chapter 6, "Restructuring diplomatic communications," pp.100-111). Washington, DC: Center for Strategic and International Studies.

US Department of State, (2011). 21st century statecraft.
[ LINK ]

Shirky, C. (2011). The political power of social media. *Foreign Affairs*, January/February (2011),
[ LINK ]

Gates, B. (1996). Content is king.
[ LINK ]


## 10 Oct. | CLASS #6: Twitter in the Age of Trump [ASSIGNMENT #2 DUE] [ Emanuel, Yi Chen, Jessica, Ashley ]
*Practices of "Twitter diplomacy"; social medias organizing platform; benefits, risks, and limitations*

Fletcher, T. (2016). N*aked Diplomacy: Power and Statecraft in the Digital Age* (Ch5, 6)
[ PDF ]

Wichowski, A. "Social diplomacy, or how diplomats learned to stop worrying and love the tweet." *Foreign Affairs*
[ TOP ]

Olubukola S. Adesina (2016), "Foreign policy in an era of digital diplomacy" *Cogent Social Sciences*
[ LINK ]


## 17 Oct. | CLASS #7: Open government & citizens' "rights" [ Fares, Keri, Tian Yi, Sarah, Alessandra ]
*Defining open gov topics, concerns, and conceptualizations of rights;*
*public service, and the public it serves*

Universal Declaration of Human Rights
[ LINK ]

Weinstein, J. & Goldstein, (2012) "The benefits of a big tent: opening up government in developing countries." *UCLA Law Review*, 60 UCLA L. Rev. Disc. 38

Yu, H. & Robinson, D. (2012) "The new ambiguity of 'open government" *UCLA Law Review*, 59

**24 Oct. | <u>CLASS #8: Talking points Q&A</u> [ASSIGNMENT #3 – IN CLASS]**


**NOTE! Wed CLASS – 6:10 – 8:00 PM | Room IAB 501A**
**30 Oct. | <u>CLASS #9: Evidence-based governance, accountability, transparency and big data</u> [ Kyle, Peter, Marie, Rachel, Lulu ]**
*SMART-V framework; objective stacking and other tools for evidence-based policy making; relevance of evidence in diplomacy and politics and how to navigate the two*

> ** Sunstein, C (2013). *Simpler: The Future of Government.* Simon & Schuster, New York. (Chapter 2-3)

> Human Rights Initiative (nd), "What is the Right to Information?"
> [ <u>LINK</u> ]

> (2011) World Bank, Accountability through public opinion: from inertia to public action, Ch7 "Necessary conditions for increasing accountability,"


**7 Nov. | <u>CLASS #10: City, state, country, kings: options per tier</u> [ Benjamin, Brian, Kirndeep ]**
*Diplomatic messaging vs political conversation among tiers of govt; clearance, response, and damage control; "cathedral vs bazaar"; managed vs "authentic" content (and so what)*

> Dawes, S., Cresswell, A., & Pardo, T. (2009). From "need to know" to "need to share": Tangled problems, information boundaries, and the building of public sector knowledge networks. *Public Administration Review,* 69(3), 392-402.

> Putnam, J. (2016). "The tech geeks burden," *TechCrunch*.
> [ <u>LINK</u> ]

> Navarria, G. (2014). "Can democracy survive the rise of of tools democratic, autocratic surveillance technology?" *Democratic Theory*, Volume 1, 02.25.16 governments use of Number 2, pgs. 78-84
> [ <u>PDF</u> ]


**14 Nov. | <u>CLASS #11: Guest speakers</u>**


**21 Nov. | <u>CLASS #12: Guest lecture: Dahna Black</u>**


**29 Nov. | <u>Thanksgiving – NO CLASS</u>**


**5 Dec. | <u>CLASS #13: Final presentations</u> [ FINAL PRESENTATIONS / PAPERS DUE ]**