

Public Policy & Administration 296M: Policy Prototyping

Spring 2020

Mondays 6:00pm – 8:50pm

Professor Christopher Cabaldon

Office—Campus: Tahoe Hall, room 3035

Office—Sac State Downtown: 304 S St, Sacramento CA 95819, room 228

Office Hours: By appointment or drop-in (check Canvas calendar for each week's times)
Also via Skype or Zoom

Email: cabaldon@csus.edu

Web: <https://www.csus.edu/faculty/c/cabaldon/>

Twitter: @ProfCabaldon

WELCOME

This is a maker's workshop in the instruments of public policy and administration. Using design approaches to policy innovation, we'll generate policy innovations in three topical specializations. Then we'll prototype and iterate the tangible instruments of policymaking and implementation. From our design, we'll draft statutes, ordinances, and regulations to translate the design into legal form. We'll shape the conditions for votes in the agency or agencies where our policy would be considered. We'll craft the budget and expenditure plan, and identify the revenue sources, in the format used by state and/or local financial systems. We'll construct organizational charts and personnel plans, and build lists of potential managers and/or commissioners to staff implementation. We'll sketch ready-to-go research and evaluation plans.

Our laboratory will focus in two policy specializations. We'll dig individually and collaboratively into (1) environment, natural resources & transportation and (2) education, workforce & justice. Then we'll split into teams and invite policy practitioners to an intensive rapid prototyping session. Some of you will lead rapid prototyping in environment and natural

resources, and others in education and workforce. And you will assist the other team in facilitating the rapid prototyping sessions for their policy area.

Why design and prototyping for innovation?

First, a well-developed portfolio of first- or second-iteration instruments like these is one way to accelerate adoption of a policy innovation. One goal of prototyping is to present the full range of secondary policymakers, including those charged with implementation, with the first steps in each of the domains of legislating, regulating, financing, managing, staffing, and evaluating—rather than merely a policy idea, framework, or set of principles.

Second, the design and prototyping sprint bounces continuously between these domains, allowing us to learn, scan, test, and understand how a policy might be translated into implementation before adopting it. We'll pay particular attention to cognitive and behavioral dimensions that are often overlooked in policymaking and in the forecasting of implementation. In this way, the design and prototyping process can promote more coherent adoption and implementation.

Finally, the pace of rapid prototyping mimics a common time horizon for policy development, while introducing a more comprehensive approach informed by organizational, financial, legal, and implementation considerations. Our field typically focuses on “slow”, often diffuse, policymaking through collaboration and incrementalism. In this class, we turn our attention to “fast” policymaking that can be radical, tectonic, and isolated. Not surprisingly, fast and slow policymaking draw upon distinct systems within the brain and within institutions.

Along the way, we'll use our practical experience building, making, and iterating as a means of reflective inquiry into design thinking as an approach to public policy and administration.

COURSE INFORMATION

This course is itself an innovation prototype. You are part of the very first policy prototyping class in any US graduate program. Prototyping has been tested on policy concepts in a couple of venues including a session last year at the Stanford Policy Design Lab. But true prototyping creates a product, not just an abstract idea. Ours is the first to take this concept to statutes, budgets, org charts, and other policy instruments. This means our journey this semester will be iterative; as we learn along the way, we'll adjust and adapt.

Catalog Description: “*PPA 296M. Policy Prototyping.* Applies policy and administrative prototyping to policy topics such as transportation and mobility, environment and resources, and education, workforce, and justice. The course uses the drafting and iteration of statutes, ordinances, and regulations, budget and personnel plans, organizational designs, and vote counts, along with sketching design thinking applications, to explore innovative strategies for addressing these policy topics, with an emphasis on implementation.”

In exploring this content, the course will strengthen your capacity to:

1. Critical and Integrative Thinking: Synthesize, analyze, and offer solutions...
 - a. Identify reasonable alternatives to address problems.
 - b. Analyze and evaluate alternatives and offer solutions.
 - c. Draw upon multiple disciplines to understand and address policy and administrative problems.
 - d. Effectively review a literature to help address a problem.
2. Practical Applications: Apply knowledge and skills in a professional setting...
 - a. Use different analytical skills and tools strategically.
 - b. Work effectively in groups.
 - c. Frame and present problems to different audiences to optimize understanding.
 - d. Write clearly and succinctly as appropriate to various audiences.
 - e. Use an articulate and confident style of oral presentation.
3. Professional Role: Recognize the role of the profession in society...
 - a. Consider the ethical dimensions of choices in public policy and administration.

At the end of the course, you will have developed applied skills in the drafting of legislation and regulation, in governmental and agency budgeting, in organizational specification and talent identification, in research and evaluation, and in design thinking. You will have also advanced your expertise in these two topical specializations:

1. Environment, Natural Resources & Transportation
2. Education, Workforce & Justice

Prerequisite & PPA Curriculum

At least one graduate course in political science, economics, and administration or management, no more than one of which may be taken as a co-requisite. For graduate students in Public Policy & Administration, this means that you should have completed PPA 200 and two of the following: PPA 210, PPA 220A, PPA 240A (one of which may be taken concurrently with this course). PPA 230 (Public Budgeting & Finance) is recommended but not required. Most students in our class will be missing at least one of these preparatory courses, but since we'll be working as a team I expect that the group as a whole will have the necessary competencies and complement each other's strengths. We'll also be strengthened with expertise in economics and sociology.

This course satisfies part of the elective course requirement for the MPPA, Master of Arts in Economics, and Master of Urban Land Development graduate programs.

REQUIRED READINGS

This course does not use a textbook and there is nothing to purchase. I do recommend [Sprint: How to Solve Big Problems and Test New Ideas in Just Five Days](#) by Jake Knapp, the standard text for design sprints. I don't go all the way to requiring it because (1) we're just focused on three days of the five-day schedule and (2) the book's subject is private-sector digital product development. It doesn't cover policy prototyping at all, as this class is the first formal extension of the sprint methodology in this way. It is a quick and relevant read, however, so check it out.

All required readings are available to you as a CSUS student at no cost. I will post links to policy briefs and articles, prototype examples, templates, and other materials each week on Canvas. To access the scholarly readings, be sure that you are logged into your MySacState account and the University Library in order to see the full-text version.

Scholarly articles help frame our theoretical approach and constructs for innovation through prototyping and design. Our particular approach to prototyping is breaking new ground, but it sits within a broader, emerging fields with the PPA disciplines. Then we'll return to their themes, cautions, ideas, and lessons in the second half of the semester as we reflect on each of our major prototyping sprints. Here are the scholarly readings (I won't lecture about them, so come ready with questions and ideas for our discussion) for the first two weeks:

Battaglio, R. P., Belardinelli, P., Bellé, N. and Cantarelli, P. (2019), Behavioral Public Administration *ad fontes*: A Synthesis of Research on Bounded Rationality, Cognitive Biases, and Nudging in Public Organizations. *Public Administration Review*, 79: 304-320. doi:[10.1111/puar.12994](https://doi.org/10.1111/puar.12994)

Considine, M. (2012), Applying Design Theory to Public Policy. *Politics & Policy*, 40: 704-724. doi:[10.1111/j.1747-1346.2012.00372.x](https://doi.org/10.1111/j.1747-1346.2012.00372.x)

Howlett, M. (2014). From the 'old' to the 'new' policy design: Design thinking beyond markets and collaborative governance. *Policy Sciences*, 47(3), 187-207. DOI: [10.1007/s11077-014-9199-0](https://doi.org/10.1007/s11077-014-9199-0)

Kimbell, Lucy. (2015). Applying Design Approaches to Policy Making: Discovering Policy Lab.

Kimbell, L., & Bailey, J. (2017). Prototyping and the new spirit of policy-making. *CoDesign*, 13(3), 214–226. [10.1080/15710882.2017.1355003](https://doi.org/10.1080/15710882.2017.1355003)

Klein, N., & O'Brien, E. (2018). People use less information than they think to make up their minds. *Proceedings of the National Academy of Sciences*, 115 (52), 13222-13227. DOI: 10.1073/pnas.1805327115

Lodato, T. J., & DiSalvo, C. (2016). Issue-oriented hackathons as material participation. *New Media & Society*, 18(4), 539–557. DOI: [10.1177/1461444816629467](https://doi.org/10.1177/1461444816629467)

Mulgan, G. (2014). Design in public and social innovation: What works and what could work better. London: NESTA. https://media.nesta.org.uk/documents/design_in_public_and_social_innovation.pdf

CANVAS

This course makes extensive use of Canvas for required readings, assignments, discussions, surveys, games and simulations, updates, and other elements essential to the course. Most assignments will be submitted by you exclusively within Canvas, and I will not accept paper copies in class or by email. Plan to sign into Canvas on a regular basis—in class and at least twice per week. You’ll likely end up signing in almost daily.

GRADING

Grading is based on many small assessments rather than a single high-stakes paper or exam. I’ve designed the assignments and assessments to give you the opportunity to use your growing skills and mastery to create, to play, to demonstrate, to apply, and to extend. But relax...the point of this is that at no single moment will your entire grade or future be on the line. Your grade is broken down as shown in the table at right.

| | |
|--|-----|
| Literature & policy scan | 8% |
| Spark briefs | 4% |
| First-stage prototype wireframes | 8% |
| First-stage portfolio* | 10% |
| Class/engagement/presentation/exit tickets | 14% |
| Rapid Prototype participation | 12% |
| Rapid Prototype spark paper* | 6% |
| Rapid Prototype prototypes* | 6% |
| Rapid Prototype facilitation plan* | 6% |
| Rapid Prototype portfolio* | 14% |
| Portfolio essays | 12% |
| <i>* denotes group assignment</i> | |

Timely completion of the assignments is particularly critical in this course due to the team structure, workshop format, and stacking/iteration sequence. For the very first assignment (policy & literature scan), late work will be reduced by 10% for each day it is late and will not be accepted at all after two days. For all subsequent assignments, late work will not be accepted.

Skipping an assignment altogether will result in a 10% penalty. For example, not turning in the first portfolio will mean both zero points (of 10% possible) toward your grade, but also a *reduction* of 1% from the final grade.

Active presence is the only way to earn graded credit for engagement, presentations & exit tickets and for the prototyping and facilitation. It is mathematically impossible to earn an A grade without participating in class. This is especially true for the two six-hour rapid prototyping sessions. Missing one of those would present a significant obstacle to passing the course, so if a problem or conflict arises please be sure to confer with me as soon as possible. In a course with just 8-10 students, the learning of other students depends on your participation.

| Grade Calculation | |
|-------------------|--------------|
| Numeric score | Letter grade |
| 93-100 | A |
| 89-92 | A- |
| 86-88 | B+ |
| 82-85 | B |
| 80-82 | B- |
| 77-79 | C+ |
| 73-76 | C |
| 70-72 | C- |
| 67-69 | D+ |
| 63-66 | D |
| 60-62 | D- |
| 59 or below | F |

Assignments

Note: there is an assignment due in the first week. **The assignment *Literature & Policy Scan* is due on January 20.** The details and submission information is in Canvas. This is the only traditional paper for this class.

We will follow the basic assignment path concurrently during the semester, and then for rapid prototyping with external participants for the final portion of the semester, first with the Environment/Resources/Transportation policy topic and then with Education/Workforce/Justice. There are a lot of assignments, but they are mostly bursts of work anchored in our class meetings.

| | Primary Learning Goals |
|---|------------------------|
| 1. Literature & policy scan | 1c, 1d |
| 2. Spark papers | 1a, 1c, 1d, 2c, 2d, 3a |
| 3. Prototypes | 1b, 2a, 2f |
| 4. Portfolio | 2a, 2d, 2f |
| 5. Reflection and ethics essay | 2c, 3a |
| 6. Facilitation plan (you will do this only once, for the session where you are facilitating rather than prototyping) | 2b, 2c, 2e, 2f |
| 7. Engagement/contribution/presentations/exit tickets in class | 2b, 2e, 3a |

Most assignments are due at noon on the Sunday prior to the class session associated with the particular assignment on the course schedule.

Schedule

| Week | Topic | Readings [‡] | Main Assignment Due |
|---------------|---|---|--|
| 1 1/20 | No class (combined with Week 11) | | Policy & Literature Scan |
| 2 1/27 | Intro to Prototyping; Innovation, Cognition & Design in Public Policy | Scholarly articles (above/Canvas) | |
| 3 2/3 | Env/Resources/Mobility Idea Sprint | Topic 1 readings (Canvas) | Spark Brief: Topic 1 |
| 4 2/10 | Ed/Workforce/Justice Idea Sprint; Reflecting on Idea Sprinting | Topic 2 readings (Canvas) | Spark Brief: Topic 2 |
| 5 2/17 | Legislation, Regulation & Budget Workshop ; Management, Administration, Research & User Design Workshop | Tools readings and sources (Canvas) | |
| 6 2/24 | Prototyping: Legislation & Regulation | Tools readings and sources (Canvas) | Legislation/Regulation Prototype wireframe |
| 7 3/2 | Prototyping: Finance & Organization; Staffing & Research/User Design | Tools readings and sources (Canvas) | Finane/Org/Staffing/ Research/User Design Prototype wireframe |
| 8 3/9 | Reflection & Analysis; Labs Preparation | Sprint facilitation readings (Canvas) | Portfolio* |
| 9 3/16 | No class (combined with Week 14) | Sprint facilitation readings (Canvas) | |
| 10 3/23 | Rapid Prototyping Labs: Design & Preparation | | Rapid Prototype spark paper (Team 1)*; Rapid Prototype facilitation plan (Team 2)* |
| Spring Break | | | |
| 11 4/6 | Topic 1: Rapid Prototyping Lab (double session) | | |
| 12 4/13 | Reflection & Analysis; Final Design & Prep for Lab #2 | | |
| 13 4/20 | Topic 2: Rapid Prototyping Lab #2 (double session) | Williamson | Spark paper (Team 2)*; Facilitation plan (Team 1)* |
| 14 4/27 | Reflection & Analysis | | |
| 15 5/4 | Ethics & Implications of Prototyping; Implications for the Field | Kimbell & Bailey; Re-read Week 1 articles | Ethics essay |
| FINAL 5/11 | Presentation | | Portfolio* + Essay |

[‡] plus additional required & supplementary readings/videos posted each week on Canvas

* indicates group assignment

I adapt the course to you as we progress through the semester, which will sometimes mean changes in this schedule. Be sure to check for updates on Canvas, which will always have the most current, official schedule/plan/requirement for the class.

CONDUCT

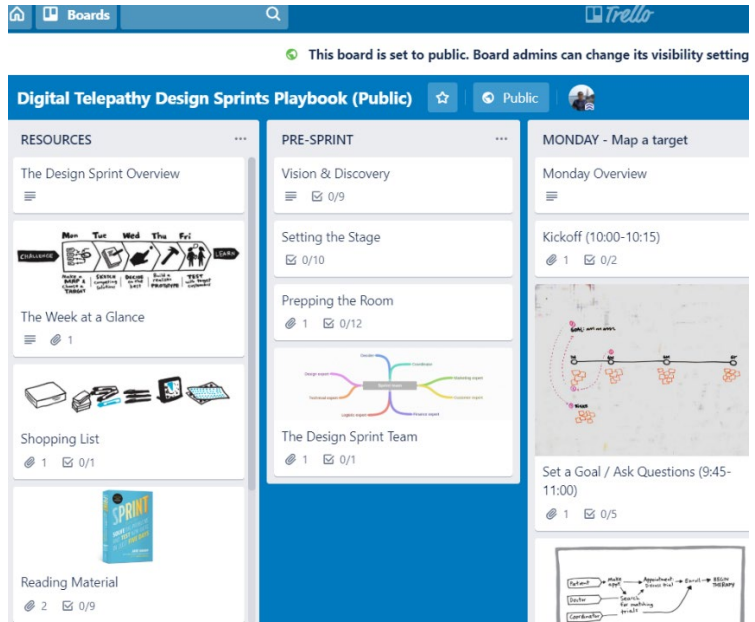
This is a course where we collaborate in rapid workshops on policy and political topics, so we expect controversy and argument about things that matter. Learning happens when our current knowledge, assumptions, and boundaries are challenged—and it can be uncomfortable or even stressful. Assume positive intent, challenge ideas with civility and respect, and be both brave and humble.

- [View the Hornet Honor Code](#)
- [Academic Integrity Policy from Sac State](#)
- [NETIQUETTE](#)

TECHNOLOGY

[MINIMUM REQUIREMENTS](#)

In addition to Canvas, we'll be using [Trello](#) for group collaboration on the two rapid sprints. Set up a free account and then take a look at the standard design sprint approach example [here](#). It is a private-sector product sprint that takes the standard 4-5 days (as opposed to the truncated sprints we'll produce for our double-length sessions), but it is a very useful and visual explanation of both the Sprint approach and how Trello works.



ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

If you have a documented disability and require assistance or academic accommodation, please contact Services for Students with Disabilities immediately to discuss eligibility. The Office of Services for Students with Disabilities (SSWD) is located on the Sacramento State Lassen Hall 1008, 916-278-6955 (Phone), 916-278-7239 (TDD). For a complete listing of services and current business hours visit <http://www.csus.edu/sswd/>

Sacramento State is committed to ensuring that our online learning tools are usable by all students and faculty including those with disabilities. If you encounter any accessibility issues with course or instructional content, please contact our SSWD office. They will assist you with resolving the issue or, where appropriate, connect you with appropriate staff.

STUDENT SUPPORT SERVICES

Sacramento State offers a wide variety of campus and online academic services. These include tutoring services, library services, advising services, and support for students experiencing hunger, homelessness, mental health, and other challenges. I've provided direct links to these services on Canvas.