

POLS 568: Democracy, Design and Public Policy

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Office Hours:
TR 2-4pm

Course description and objectives:

Complex, “wicked” problems, from climate change to global inequality and terrorism threaten the stability of our economies, the health of the planet and our very existence. Traditional political institutions seem increasingly unable to act effectively and legitimately. Trust in political institutions is consistently declining as people become frustrated with ineffective policy solutions.

This course explores how new techniques and technologies are being applied to create social goods and public value. We fundamentally re-examine how collective decisions are made and how collective problems can be solved.

Upon completion of the course students will achieve the following objectives:

1. To increase understanding of the policymaking process (PLO2) while applying the framework of collaborative governance to real policy challenges (PLO1).
2. To increase recognition of the major policy challenges we face (PLO5), including their ethical and moral dimensions (PLO4).
3. To increase communication (PLO8) and analytic (PLO7) skills through an applied social innovation project that will contribute to solving real-world problems (PLO9).

Achievement of these objectives will be assessed through the following:

Project Blog (40%)
Problem memo
Expert letter
User experience exercises
Presentation deck
Policy Innovation Proposal (20%)
Video Presentation (20%)
Informed, in-class Participation (20%)

A note on the faculty strike scheduled April 13-15,18-19: No business could hope to succeed if it paid its workers significantly less than they could earn elsewhere, and there’s no reason to think that universities are an exception to this rule. The CSU succeeds by providing an excellent education for its students, and it achieves that goal by recruiting and retaining an excellent faculty, which it can only do by paying them fair and competitive salaries. If the strike happens, we will skip assigned readings and assignments. I wish there were another option, but I see of no other way to solve this

problem. Your interests are inescapably tied to my interests, and the interests of the CSU.

1. 3/29 Crisis in governance and social innovation
 - a. Reading/Watching:
 - i. Carl Malamud, Publicresource.org (intro video),
<https://public.resource.org/people>
 - ii. Beth Simone Noveck – Demand a more open source government
https://www.ted.com/talks/beth_noveck_demand_a_more_open_source_government?language=en
 - iii. J. Gregory Dees - Toward an Open-Solution Society
http://ssir.org/articles/entry/toward_an_open_solution_society
 - iv. Christian Bason – Redefining Governance:
<http://thegovlab.org/christian-bason-redesigning-governance-in-search-of-the-next-public-business-model/>
 - b. In-Class:
 - i. In the introduction to the course we will discuss the recent history of the open government movement in terms of getting knowledge in, pushing data out, and sharing governance responsibility. Wicked problems will be considered.
 - ii. Skillshare: What do you bring to the table? What do you need?
 - iii. Killer One Page Memo: What is your problem/challenge?
 - c. After Class:
 - i. Refining your one page memo based on feedback
2. 4/5 Seeing the system: Social construction and social innovation
 - a. Reading/Watching:
 - i. Anne Schneider, Helen Ingram – The Social Construction of Target Populations
https://www.unc.edu/~fbaum/teaching/articles/APSR_1993_Schneider_Ingram.pdf
 - ii. Chris Ansell and Alison Gash – Collaborative Governance in Theory and Practice
http://marphli.pbworks.com/w/file/attach/55667103/Collaborative_governance_theory.pdf
 - iii. Tim O'Reilly, Government as a Platform
<http://chimera.labs.oreilly.com/books/1234000000774/ch02.html>
 - iv. Boyer, Cook and Steinberg – Legible Practices (intro 1-23)
http://www.helsinkiesignlab.org/peoplepods/themes/hdl/downloads/Legible_Practises.pdf

- v. d.school Bootcamp Bootleg (intro 1-5)
<https://dschool.stanford.edu/wp-content/uploads/2011/03/BootcampBootleg2010v2SLIM.pdf>
 - b. In Class:
 - i. Today we focus on public policy frameworks and design theory to understand the potential for policy innovation.
 - ii. The social construction of target populations, visualizing drivers of change, mapping the innovation ecosystem
<https://vimeo.com/133743543>
 - c. After Class: Draft a list of service users to interview. Prepare a lit review that summarizes your project goals in as compelling a manner as possible. Revise and complete your map of drivers of change.
3. 4/12 Seeing the system: Data, legal and policy impediments to solutions
- a. Reading/Watching:
 - i. Bootleg p6-12 on empathy fieldwork, also see
<http://dschool.stanford.edu/wp-content/uploads/2012/02/understand-mixtape-v8.pdf>
 - ii. Brian Libby – Quantifying the Livable City
<http://www.citylab.com/tech/2014/10/quantifying-the-livable-city/381657/>
 - iii. Deborah Estrin – What happens when each patient becomes their own “universe” of unique medical data?
<https://www.youtube.com/watch?v=IAEhSGYEHWU>
 - iv. Jussi Sane and Michael Edelstein – Overcoming barriers to data sharing in public health
https://www.chathamhouse.org/sites/files/chathamhouse/field/field_document/20150417OvercomingBarriersDataSharingPublicHealthSaneEdelstein.pdf
 - b. In Class:
 - i. Today we focus on information, and how data can inform policy, before turning to the development of alternative systems and dilemmas
 - ii. Constructing the ideal system using and segmenting by meaning, exploring paradoxes, and engaging users
 - c. After Class: Draft an expert discovery letter and conduct user interviews using video and experience mapping.
4. 4/19 Human-centered design **POTENTIAL STRIKE DAY**
- a. Reading/Watching:
 - i. Adrew Cramer – Human Centered Design
<https://vimeo.com/105764351>

- ii. Jesper Anderson – Human Centered Design and Public Problems <http://thegovlab.org/jesper-christiansen-govlab-luncheon>
 - iii. Tom Kalil – Using HCD to make government work better and cost less <https://www.whitehouse.gov/blog/2015/09/04/using-human-centered-design-make-government-work-better-and-cost-less>
 - b. In Class:
 - i. We explore the concept of human-centered design and look at policy applications. We then begin looking for opportunities and points of leverage in the chain of experiences and values for users.
 - ii. Mapping user experience as a journey, creating a value chain, and service blueprinting
 - c. After Class: Revise and complete user experience maps.
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5. 4/26 Civic technology and civic engagement
 - a. Reading/Watching:
 - i. Bootstrap p14-24 and see <http://dschool.stanford.edu/wp-content/uploads/2012/02/ideate-mixtape-v8.pdf>
 - ii. Viveck Kundra and Katie Stanton – New Technologies and Participation <https://www.whitehouse.gov/blog/2009/06/12/new-technologies-and-participation>
 - iii. Aine Creedon – Participatory budgeting in the United States <http://nonprofitquarterly.org/2013/04/18/participatory-budgeting-in-the-united-states-what-is-its-role/>
 - iv. Lessons from citizen science on community engagement <http://bangthetable.com/2015/10/21/lessons-from-citizen-science-community-engagement-practice/>
 - v. Joonas Pekkanen – Crowdsourcing to craft legislation in Finland <https://www.youtube.com/watch?v=sE-sUFGArDA> and <http://thegovlab.org/seven-lessons-from-the-crowdsourced-law-reform-in-finland/>
 - vi. Global 100 Crowdfunding Website Index <https://crowdfundingpr.wordpress.com/2013/06/12/crowdfunding-pr-center-releases-the-first-global-100-crowdfunding-site-index/>
 - b. In Class:
 - i. Today we use ideation and brainstorming to develop a social model using the research insights and data collected on user experience.

- ii. Exploring innovations in other regimes, exploring niche innovations. Assessing desirability, feasibility and viability of innovations.
 - c. After Class: Dive into your mockups. Use Powerpoint, Pages, or something really cool like Balsamiq <https://balsamiq.com/products/mockups/> also take some time to learn about how to give a great presentation <https://blog.slideshare.net/2015/03/27/3-legendary-design-decks-every-presenter-should-read>
6. 5/3 Designing/Prototyping: Openness and smart disclosure
- a. Reading/Watching:
 - i. Case studies from “Legible Practices” and other sources
 - ii. National Science and Technology Council – Smart Disclosure and Consumer Decision Making https://www.whitehouse.gov/sites/default/files/microsites/ostp/report_of_the_task_force_on_smart_disclosure.pdf
 - iii. Lorenzo Delesques – Empowering citizens to monitor development projects in Afghanistan <https://www.youtube.com/watch?v=81ly0fb5UDU>
 - iv. Romain Lacombe – Using open data to drive economic development in France <https://www.youtube.com/watch?v=VKiZOhpQaQk>
 - b. In-Class: Pitching the Innovation
 - i. Debating desirability: How does your innovation address concerns and change the journey?
 - ii. Debating feasibility: Is this the right time/are these the right conditions? How does your innovation reconcile paradoxes?
 - iii. Debating viability: What resources/supports are required for implementation? How would innovation re-allocate resources?
 - iv. Where are remaining uncertainties and data collection opportunities?
 - c. After Class: Draft formal policy proposal. This proposal should be 3-5 pages in length and should describe your problem, outline the scope of your solution and identify milestones for your project. Who are you planning to collaborate with? Who will you ask for outside help? What skills will you and your partners bring to the table? What skills are missing? This is your opportunity to tell us what you intend to build and how you intend to build it, so that we can provide feedback.
7. 5/10 Prototyping: Getting ideas out and testing them
- a. Reading/Watching:

- i. Remainder of Bootstrap Bootleg on prototyping and see <http://dschool.stanford.edu/wp-content/uploads/2012/02/experiment-mixtape-v8.pdf>
 - b. In Class: Today we prototype by getting ideas out of the conceptual phases and allowing others to evaluate.
 - i. Sensitivity Testing: Re-assessing the impact on drivers of change
 - ii. Assessing the experience of the user and scaling up
 - iii. Video production workshop
 - c. After Class: Collect final data on user experience and consequences of innovation. Work on final presentation video and project proposal.
8. 5/17 Prototyping: Behavioral insights and scaling up.
- a. Reading/Watching:
 - i. May, Pereira and Singh – Tackling “Wicked” Rights and Justice Issues
http://ssir.org/articles/entry/tackling_wicked_rights_and_justice_issues
 - ii. Nesta – Making it Big
https://www.nesta.org.uk/sites/default/files/making_it_big-web.pdf
 - b. In Class: Working on scaling up proposals
 - c. After Class: Work on final projects
9. 5/24 Re-designing: Challenges ahead
- a. In Class: Action planning and reporting out
 - i. Upgrading strategies in response to prototyping exercises
 - ii. Establishing timelines to identify which strategies and aspects of innovation are to be implemented across time.
 - b. After Class: Finalize presentations and complete proposals.

10. 5/31 Video Presentations

Finals Week: Final proposals due

Plagiarism & Cheating

Please remember that Cal Poly does not tolerate academic cheating or plagiarism in any form. Please review the formal policy on cheating and plagiarism (including definitions, sanctions, and appeal procedures) found in the

Campus Administrative Manual, Section 684, available at:

<http://www.academicprograms.calpoly.edu/academicpolicies/Cheating.htm>.

According to Cal Poly policies, “Examples of plagiarism include, but are not limited to, the following: the submission of a work, either in part or in whole, completed by another; failure to give credit for ideas, statements, facts or conclusions which rightfully belong to another; failure to use quotation marks when quoting directly from another, whether it be a paragraph, a sentence, or even a part thereof; **close and lengthy paraphrasing of another’s writing without credit or originality**; use of another’s project or program or part thereof without giving credit.”

The instructor takes any evidence of academic dishonesty very seriously. You must document **all** outside sources, including web sites, using MLA or APA guidelines. Failure to do so constitutes a violation of Cal Poly policy. Please note that cases of plagiarism will be dealt with as 'cheating' and that, according to Cal Poly policies, **“Cheating requires, at a minimum, an F assigned to the assignment, exam, or task, and this F must be reflected in the course grade. The instructor may assign an F course grade for an incidence of cheating. Irrespective of whether the student appeals the finding of cheating, the instructor is obligated to submit to the OSRR director a Confidential Faculty Report of Academic Dishonesty.”**

Please also note that submitting work for which you have already received credit in another course also counts as cheating, according to the Cal Poly Office of Student Rights and Responsibilities.

Writing Center

For assistance with your writing, you may wish to use the free services offered by Cal Poly’s University Writing Center. They can provide help as you review and revise your work, such as by offering writing tips, grammar rules, stylistic suggestions, etc. Since your grade in this course is significantly based on writing, the Writing Center can be a valuable resource. Please see <http://www.calpoly.edu/~wrtskils/writlab/> for current hours and locations.

Disability Accommodations

Reasonable accommodations are available for students who have a documented disability. Please notify the instructor during the first week of class if accommodations are needed. To receive accommodation, you must show the instructor a *visa* from the Disability Resource Center. For more information, see: <http://www.drc.calpoly.edu/>. If you will need special assistance in the event of an on-campus emergency, please also alert the instructor.

