PPA 270
Introduction to Collaborative Policy
California State University, Sacramento
Fall 2010

Class Location
Wednesdays 6:00 - 8:50 pm
Center for Collaborative Policy, 815 S Street

Office Hours
4:15-5:45 pm, or by appointment
Selected Wednesdays @ CCP (9/1, 9/8, 9/22, 10/6, 10/20, 11/3, 11/17, 12/1, 12/8)
Selected Thursdays @ 3033 Tahoe Hall, (9/2, 9/9, 9/23, 10/7, 10/21, 11/4, 12/2, 12/9)

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Synopsis

This seminar explores how collaborative strategies can improve public decisionmaking, public administration, and policy implementation. The course is designed as an introduction to the emerging phenomenon of collaborative policy, with an emphasis on the major conceptual issues, theories, and debates.

One important goal of the course is to prepare students, if they so choose, to succeed in the two subsequent courses that make up the three-course sequence leading to the Certificate in Collaborative Policy. As the titles suggest, PPA 271 “Practice of Collaborative Policy Making” and PPA 272 “Advance Practiced in Collaborative Policy” provide hands-on training in the use of collaborative skills and techniques. In contrast to these “how-to” courses, PPA 270 provides foundational knowledge. The material should benefit students wishing to incorporate collaborative approaches into their professional practice. PPA 270 is designed to equip students to recognize when collaborative strategies might succeed and to evaluate the outcomes of a policy process—whether collaborative or conventional.

The readings emphasize examples from environmental and natural resource policy, including California water policy and watershed management. One reason is that much of the innovation in collaborative methods over the last 20 years has occurred in these fields. A second, related reason is that the majority of scholarship on collaborative policy has focused on case studies of natural resource issues. Third, your instructor’s expertise lies in these policy areas, and fourth, so does the bulk of the client portfolio for our guest speakers. Examples from other policy areas will be incorporated wherever feasible. Throughout the course I encourage students to contemplate how the examples discussed in class can inform your their professional work.

The course relies significantly on guest speakers, including several of the nation’s leading academic experts on collaborative policy at other universities as well as professional facilitators/mediators from the Center for Collaborative Policy at Sacramento State. The Center for Collaborative Policy provides neutral facilitation for some of the most important and vexing policy problems facing California. We will hear from practitioners at various stages of their careers, from entry-level assistant facilitators to the executive director. By grounding our discussion in real-world examples and tales from the trenches, the speakers will help us bridge theory and practice. In fact, several of our speakers this semester are accomplished ‘pracademics’ who bridge practice and academics in their own professional lives.

Core Learning Objectives

1. Appreciate the history and evolution of collaborative policy in the United States.
2. Appreciate some of the arguments for and against collaborative approaches.
3. Understand the main concepts and terms that define the field of collaborative policy.
4. Understand the primary, state-of-the-art best practices for designing and implementing an effective collaborative process.
5. Become familiar with several theoretical frameworks that can be used to organize our knowledge of collaborative processes and outcomes.
6. Grasp the main criteria that scholars have used to evaluate the outputs and outcomes of a collaborative process.
Textbook and Other Readings

There is no textbook for this course. The reading assignments for each week are listed in the calendar below, and consist of journal articles downloadable from the Sac State library, plus a number of book chapters with free online access through the publisher. All readings will be provided through the SacCT website for the course. There is nothing to purchase for the course, other than the computer accessories required for online sessions, described below.

Hybrid Course Format: In-person and Online

Rationale. This semester I am introducing a pedagogical innovation to the PPA curriculum: online sessions. While there is a precedent in the Department for accommodating our midcareer students through night classes, weekend classes and distance-education formats such as recorded lectures accessible via SacCT, this will be our first foray into standalone internet-based sessions. In addition to the added convenience for students with fulltime jobs and families, the online sessions will familiarize students with web-based collaboration technologies and provide new skills increasingly demanded in the workplace.

Hybrid Format. To introduce this teaching modality gradually, nine of the fifteen weeks of the semester will be conducted in the normal, in-person fashion at the Center for Collaborative Policy; six sessions will take place online. In addition, a final exam will be administered online in Week 16. The online sessions will employ SacCT and its embedded suite of web conferencing tools called iMEET.

SacCT and iMEET. A SacCT Website will be created for the course. All readings, assignments, and grades will be posted to the website. For the six online sessions, we will use the University’s iMEET platform. iMEET is a versatile web conferencing tool with features such as real-time audio and video, clicker-style quizzes, live chat rooms and breakout rooms with whiteboards and application-sharing. The first online class occurs in the third week of the semester. I’ll provide detailed guidance and instructions beforehand. In the meantime, you might wish to
(a) familiarize yourself with iMEET functions:
http://www.csus.edu/atcs/tools/imeet/sacct-participants.stm
(b) invest in a headset (or speakers and microphone) and webcam (optional):
http://www.csus.edu/atcs/tools/imeet/equipment.stm

Activities. A typical class might include lecture, discussion, and group exercises. Most weeks, one or more students will lead our discussion of an assigned reading. It is imperative that all students come to class prepared to discuss the readings, whether in-person or online. During 'Meet the Author' sessions, students will discuss an article or book chapter live online with both the instructor and the author of the assigned reading.

Graded Assignments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weight</th>
<th>Due</th>
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<tbody>
<tr>
<td>Class Participation</td>
<td>25%</td>
<td>Weekly</td>
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<tr>
<td>Discussion Memo</td>
<td>5%</td>
<td>Varies</td>
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<tr>
<td>Leading Discussion</td>
<td>5%</td>
<td>Varies</td>
</tr>
</tbody>
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Case Study Paper  15%  Sep 29 or Oct 6  
Topic or Technique Paper  15%  Oct 27 or Nov 3  
Applications Paper  15%  Dec 1 or Dec 8  
Oral Presentation  5%  Dec 1 or Dec 8  
Final Exam  15%  Dec 15  

Class Participation (adapted from E. F. Dukes)  

Beginning with Week 2, participation is rated for each class on a five-point scale from 0 through 100 using the criteria below. In graduate school, you will likely learn as much from your classmates as you do from your instructors. I encourage you to strive for “100” for your own and others’ benefit.  

0 Second (and subsequent) unexcused absence.  
75 First unexcused absence.  
75 Present, not disruptive. Generally unprepared to contribute to class discussion.  
85 Moderate participation. Offers straightforward information (e.g., straight from the case or reading) without elaboration. Does not offer to contribute to discussion, but contributes to a moderate degree when called on.  
90 Significant participation. Contributes well to discussion, responds to other students’ comments, thinks through own comments, questions others in a constructive way, offers and suggestions that may contradict the majority opinion.  
100 Exemplary participation. Contributes in a very substantial and supportive way, keeps analysis focused, responds very thoughtfully to other students’ comments, contributes to cooperative argument-building, suggests alternative ways of approaching material, and helps the class analyze various alternatives.  

Discussion Memo (2 pages) and Leading Discussion. Each student is required to lead a discussion of one of the assigned readings. At the beginning of class, the student(s) leading discussion that day will provide the class with a list of 3 to 6 discussion questions, and will turn in a 2-page memo distilling key insights from the readings. Guidelines and a sign-up sheet will be distributed during the first class.  

Case Study Paper (8 pages). To get a good feel for what collaborative policy means, there’s nothing better than delving into the details of a particular case. This assignment is your opportunity to dive deeply into a single case study early in the semester. Each student will select their own case to study, with assistance and approval from the instructor. Data/information for the paper must be gleaned from at least two types of independent sources such as published articles or book chapters, online information about the case (e.g. meeting minutes), and/or original interviews. The paper should describe the policy issue, the stakeholders, the structure of the process, and any outputs and outcomes achieved to date. Detailed instructions and a grading rubric will be distributed during the first class.  

Technique or Topic Paper (8 pages). This is your opportunity to dive deeply into a conceptual topic or collaboration technique that interests you. The assignment is somewhat flexible, and all paper topics must be approved by the instructor in advance. However, most papers will fit within one of the following two categories:  
a) Conceptual treatment of a particular subtopic. For example, “Can under-
represented communities participate meaningfully in collaborative processes?

b) Discussion of a particular collaboration technique such as study circles, visioning, citizen juries, online deliberation, etc.

Detailed instructions and a grading rubric will be distributed during the first class.

**Applications Paper (8 pages).** Here’s an opportunity to practice applying the concepts of the course to a particular policy conflict, organization, or popular culture.

a) Conflict assessment. Evaluate the potential for successfully applying collaborative strategies in a particular policy debate

b) Collaborative capacity of an agency or organization. Discuss what it might take to make collaborative strategies become more routine for a specific organization.

c) Collaboration and conflict in popular culture. Analyze a depiction of conflict in cinema, television, literature or other media, and describe how proper application of collaborative strategies could have altered the outcome.

Detailed instructions and a grading rubric will be distributed during the first class.

**Oral Presentation.** In the final two weeks, students will give 10 to 15 minute presentation on their choice of the case study, topic/technique paper, or applications paper.

**Final Exam.** Throughout the course, we will gradually construct a glossary of key terms and concepts that arise through the readings and class discussion. The exam will test each student’s fluency in the vocabulary of collaborative policy. Exam questions will require short-answer definitions and/or examples of applications.

**Course Policies**

**Missed Classes.** Please tell me in advance if you will miss a class. Unexcused absences will be reflected in the class participation grade, which constitutes 25% of the course grade. Please stay home if you are not feeling well.

**Missed Deadlines.** Assignments turned in late will be docked 5 points per day. The penalty will be waived if approved in advance, typically for extreme circumstances such a family emergency or severe illness.

**Academic Honesty.** When writing for this class, or any class at Sacramento State, you should understand what plagiarism is, and how plagiarism can become grounds for dismissal from the university. Details are available at the University Policy Manual: [www.csus.edu/umanual/student/UMA00150.htm](http://www.csus.edu/umanual/student/UMA00150.htm)

**Calendar**

**Week 1, September 1, @CCP**

**The History and Meanings of Collaborative Policymaking**

“Preface” in *Community-Based Collaboration.*


Optional Reading:


Week 2, September 8, @CCP
Designing Effective Collaborations (Part I: Practitioner's Perspectives)

Guest Speaker: Susan Sherry, Executive Director and Founder, CCP

Center for Collaborative Policy documents:
“Five Stages of Collaborative Decisionmaking on Policy Issues”
http://www.csus.edu/ccp/collaborative/fivestages.pdf

“Conditions Favorable to Initiate a Collaborative Process”
http://www.csus.edu/ccp/collaborative/initiate.stm

“Conditions Needed to Sustain a Collaborative Policy Process”
http://www.csus.edu/ccp/collaborative/sustain.stm

Sacramento Area Water Forum documents:
About the Water Forum (1 web page)
http://www.waterforum.org/about.cfm

Water Forum Agreement Summary (read pages 1-7 only)
http://www.waterforum.org/PDF/INTRO.PDF

Water Forum Agreement MOU 2000 (10 page document)
http://www.waterforum.org/PDF/SEC_1.PDF

Optional Reading:

**Week 3, September 15 (online)**

**Designing Effective Collaborations (Part II: Researchers’ Perspectives)**

Guest Author: **Chris Ansell**, University of California, Berkeley
Guest Author: **Kirk Emerson**, University of Arizona


Optional Reading:


**Week 4, September 22, @CCP**

**Complexity, Pragmatism, and Collaboration**

Guest Speaker: **David Booher**, FAICP, Senior Policy Advisor, CCP

Innes, Judith E. and David E. Booher (2010) “Thinking Differently for an Age of Complexity” Preface and Chapter 1 of *Planning with Complexity: An Introduction to Collaborative Rationality for Public Policy* (Routledge)


Optional Reading:
Week 5, September 29 (online)

Theories of Collaborative Planning

Guest Author: **Christopher Weible**, Assistant Professor, School of Public Affairs, University of Colorado, Denver; Co-editor of *Policy Studies Journal*


Optional Reading:

Week 6, October 6, @CCP

Public Participation and Civic Engagement

Guest Speaker: **Jodie Monaghan**, PPA student, Associate Mediator, CCP


Optional Reading:

Week 7, October 13 (online)


Optional Reading:
Bingham, Gail (2003), When the Sparks Fly: Building Consensus When the Science is Contested. RESOLVE, Washington, DC.

Week 8, October 20, @CCP
Deliberative Democracy, e-Democracy, and Online Collaboration

Guest Speaker: Lisa Beutler, Associate Director, CCP


Week 9, October 27 (online)
Collaboration and Communication

Guest Speaker: Martin Carcasson, Colorado State University


Week 10, November 3, @CCP
What Collaboration Can Achieve (Part Two: Collaborative Learning)

Guest Author via iMEET: Andrea Gerlak, University of Arizona


Week 11, November 10 (online)
Collaborative Learning (continued) & Cross-Cultural Collaboration Involving Native American Indian Tribes

Guest Author via iMEET: Gregg B. Walker, Oregon State University
Guest Speaker via iMEET: Dorian Fougeres, PhD, Senior Mediator, CCP


Optional Assignments and Readings


Week 12, November 17, @CCP

**Collaboration and Democracy**

Guest Author: Tarla Rai Peterson, Texas A&M University


Optional Reading:


**Week 13, November 24 (Thanksgiving Eve, optional self-study online, no class)**


**Week 14, December 1, @CCP**

Student Presentations
(10 students, each 10 minutes + 5 minutes Q&A = 2 hours, 30 minutes)

**Week 15, December 8, @CCP**

Student Presentations
(10 students, each 10 minutes + 5 minutes Q&A = 2 hours, 30 minutes)

**Week 16, December 15 (online)**

Final Exam Online 5:15 to 7:15 pm