OVERVIEW

This seminar is designed to explore, understand, and use the collaborative approach to policy making and governance. We will consider how this new form and practice is being used to break out of traditional "wicked" policy controversies and produce policy innovations and sometimes consensus for action. The seminar will explore the theory on which collaborative decision making is based and examine the benefits and costs of a collaborative approach. Additionally, the course will examine various challenges to collaborative governance such as legal structures that may discourage it, difficult people who may potentially sabotage it, and the inattention of the mass public. The latter part of the class will focus on how to put the collaborative approach into practice.

PPA 270 is designed as the first class in a two course sequence (the other being PPA 272). Students who complete both courses with satisfactory grades will be eligible for the Collaborative Governance Certificate.

SPECIFIC LEARNING GOALS

At the end of PPA 270 it is expected that students will understand:

1. Basic theories and analysis of problems with traditional decision making methods that underlay the collaborative approach.
2. The components of the collaborative approach identified as critical by the Center for Collaborative Policy Making.
3. Common challenges that face the collaborative approach.
4. How to conduct an assessment of whether a collaborative process may or may not be appropriate.
5. The keys to effective collaboration identified by Straus.
6. The available evidence as to the gains and losses from collaboration in practice.

CONDUCT OF THE SEMINAR

This course will rely heavily on student participation. We will make regular of exercises designed to illustrate principles and give students practice in collaborative methods. Students may be asked to take the lead in facilitating class discussions. To be successful, students will need to read class materials prior to class, prepare for the exercises, and engage fully in each session.

READINGS

Two books are required and may be purchased at the Hornet Bookstore (the Mutz book can also be rented from the Bookstore). The books are as follows:


Additionally, there are a few other readings that will be on SacCT or otherwise made available. Kennedy School of Government case studies will either be on SacCT or may be purchased from the case program Web site, [http://www.ksgcase.harvard.edu/](http://www.ksgcase.harvard.edu/).

ASSIGNMENTS AND GRADING WEIGHTS

Multiple assessment methods will be used in the course. There will be a short written assignment due the second week and a paper on interest and positional based bargaining due in the fifth week. There will also be an open book examination during the first portion of class on October 20. Additionally, there will be a major group project in which students will analyze a real world effort at collaboration. Students will identify projects to analyze and also help to establish ground rules for the group assignment.
There will be an individual take-home final examination. I will also assess general class participation including exercises and class discussion.

Assignment due dates are specified in the class schedule section at the end of this syllabus.

Course grades will be determined in accordance with the following weights:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final exam</td>
<td>25%</td>
</tr>
<tr>
<td>Midterm exam</td>
<td>25%</td>
</tr>
<tr>
<td>Group project</td>
<td>20%</td>
</tr>
<tr>
<td>Paper</td>
<td>15%</td>
</tr>
<tr>
<td>Class participation</td>
<td>10%</td>
</tr>
<tr>
<td>Short assignment on failure to collaborate</td>
<td>5%</td>
</tr>
</tbody>
</table>

SPECIAL NEEDS RELATED TO DISABILITIES

Should you need assistance with portions of class due to disabilities, please let me know as soon as possible. The University offers services to student with disabilities and I would be glad to refer you to the appropriate campus unit.

ACADEMIC HONESTY

I take issues of academic honesty (including avoiding plagiarism) seriously and you should as well. If you are unfamiliar with the specifics of University policy in this area I recommend you review the appropriate section of the on-line University Policy Manual: [http://www.csus.edu/umanual/AcademicHonestyPolicyandProcedures.htm](http://www.csus.edu/umanual/AcademicHonestyPolicyandProcedures.htm).

DISTRACTIONS

Please do not use cell phones or surf the Web during class. If laptops are being abused in class I may prohibit their use.

LATE ASSIGNMENTS AND MISSED CLASSES

I will accept late assignments (or allow for a make-up examination) only in highly unusual circumstances. At my discretion, a student who misses a deadline may be given a make-up assignment. Whether or not a penalty will be assessed depends on the reason (e.g., a family emergency constitutes a good reason; a competing requirement for another course does not).
I expect students to attend all class sessions unless they have a compelling reason not to do so. You should notify me in advance if you need to miss a class. Except under very unusual circumstances, a student who misses three classes will be penalized one entire grade (e.g. an A- for the course will become a B-), and a student who misses more than three classes will receive a failing grade.
CLASS SCHEDULE

Part One: Collaboration Overview and Theory

SEPTEMBER 8. Introduction: Collaboration & Deliberation… Not Always Well Done (no class on September 2: Labor Day holiday)


SEPTEMBER 15. Why Does the Old, Non-Collaborative Approach Endure?

Assignment Due: short analysis of failure to collaborate

Read: 1) “Lead Poisoning, Part B,” Kennedy School of Government Case Study, Harvard University, C-124.0; 2) Eugene Bardach, Getting Agencies to Work Together, chapter 1

SEPTEMBER 22. The Roots and Aims of the Collaborative Approach

Read: Judith E. Innes and David E. Booher, Planning with Complexity: An Introduction to Collaborative Rationality for Public Policy “ (Routledge, 2010), chapters 1 & 2

Guest Speaker: David Booher

SEPTEMBER 29. Elements of a Collaborative Approach


Guest Speaker: Adam Sutkus
An (Important) Digression: Selecting Group Projects, Setting Group Norms

OCTOBER 6: Deeper into One of the Theories Underlying the Collaborative Approach: Interest Based Negotiation

**Paper Due:** analysis of interest and positional bargaining


**In-Class Exercise:** Harberco negotiation

*Part Two: Challenges to Effective Collaboration*

OCTOBER 13. Challenge: Open Meeting Laws

**Mid-Term Exam** during first part of classes

**Read:** 1) Lauri Diana Boxer-Macomber, “Too Much Sun? Emerging Challenges Presented by California & Federal Open Meeting Legislation to Public Policy Consensus-Building Processes” (download from CCP Web site); 2) other materials related to open meeting laws to be provided

OCTOBER 20. Challenges: Difficult People

**Read:** Aaron James, *A**holes: A Theory*, selections (Doubleday, 2012)

**Guest Speaker:** Susan Sherry

OCTOBER 27. Challenge: the Willingness of the Public to Get Involved, Part 1


**Guest Speaker:** Sarah Rubin

NOVEMBER 3 Challenge: the Willingness of the Public to Get Involved, Part 2

NOVEMBER 10: So, What Exactly Does Collaboration Buy Us?


Part Three: Nuts and Bolts of Collaboration in Practice

NOVEMBER 17. Assessing Suitability for a Collaborative Process


Guest speaker: Dave Ceppos

NOVEMBER 24: Applying Straus’ Principles, Part One


DECEMBER 1: Applying Straus’ Principles, Part Two

DECEMBER 8. Group Presentations & Course Wrap-Up

**Group project papers due**

*Take home final assignment due electronically no later than 10:00 a.m. on Friday, December 19*