

CALIFORNIA STATE UNIVERSITY, SACRAMENTO

PPA 270: Introduction to Collaborative Policy Making

Fall, 2018

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Class meeting time and place:
Mondays, 6-8:50, 304 S Street

Office hours: Mondays 4:00-6:00
at 304 S Street and by appointment

OVERVIEW

This seminar is designed to explore, understand, and use the collaborative approach to policy-making and governance. We will consider how this form and practice may help 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 difficult people who may potentially sabotage it. In particular, the last portion of the course focuses in depth on the potential and challenges of involving the mass public in collaborative efforts.

PPA 270 is designed as the first class in a two-course sequence. The second is PPA 272, focused on advanced practice. 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. The basic theories and ideas that guide the collaborative approach.
2. Key components of the collaborative approach identified as critical by the Center for Collaborative Policy (an innovative Sacramento State unit incorporated into our College of Continuing Education this year).
3. How to engage in interest-based and principled negotiation.
4. How to address key challenges to the collaborative approach.

5. The reasons why engaging the mass public is so difficult, and possible ways to address problems in this area.

CONDUCT OF THE SEMINAR

This course will rely heavily on student participation. We will make regular use 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

Three books are required and may be purchased at the Hornet Bookstore. The books are:

Emerson, Kirk and Tina Nabatchi. 2015. *Collaborative Governance Regimes*. Washington: Georgetown University Press.

Mutz, Diana C. 2006. *Hearing the Other Side: Deliberative versus Participatory Democracy*. New York: Cambridge University Press.

Straus, David. 2002. *How to Make Collaboration Work: Powerful Ways to Build Consensus, Solve Problems, and Make Decisions*. San Francisco: Berrett-Koehler Publishers.

Additionally, we will be draw upon *Getting to Yes* by Fisher and Ury. Most of you will have used that book in PPA 210. If not, you should obtain a copy; the book can be purchased cheaply from various Web sites and may also be available in libraries, as it remains very popular.

Further readings will be posted on Canvas or otherwise made available.

ASSIGNMENTS AND GRADING WEIGHTS

I use multiple assessment methods in the course. There will be a short written assignment due at the beginning of the second session as well as papers on facilitation and negotiation. Additionally, students will participate in a group project aimed at analyzing a real world collaborative effort; specifics regarding that project will be forthcoming. As well, there will be a 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:

Take home final exam	25%
Paper on facilitation	20%
Paper on negotiation	20%
Group project presentation	20%
Class participation	10%
Short assignment on failure to collaborate	5%

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/umannual/AcademicHonestyPolicyandProcedures.htm>.

DISTRACTIONS

Please do not use cell phones or surf the Web during class. You are welcome to bring a laptop computer to take notes or for other purposes specified by your instructor, but I may prohibit laptops if they are being used inappropriately.

LATE ASSIGNMENTS AND MISSED CLASSES

I will accept late assignments (or allow for a make-up examination) only in unusual circumstances.

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. Unless truly exceptional circumstances exist, 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

AUGUST 27. Introduction: The Promises and Perils of Collaborative Efforts

Read: 1) "Public Conversations and Legislative Deliberations: Oregon's Governor Barbara Roberts Takes on Fiscal Reform," Kennedy School of Government Case Study, Harvard University, 1235.0 & 1235.1 (regular case plus sequel); 2) *Collaborative Governance Regimes*, Introduction, chapter 1, and case study of addressing Tucson jet flight noise on pp. 87-92

SEPTEMBER 3. No class, Labor Day

SEPTEMBER 10. Why Do People Fail to Collaborate and How Is the Collaborative Approach Different?

Assignment Due: short analysis of failure to collaborate

Read: *Collaborative Governance Regimes*, chapters 2-4

Note: No office hours today

SEPTEMBER 17. Elements of a Collaborative Approach

Read: 1) DIAD model, Five Stages of Collaborative Decisions on Policy Issues, Conditions Favorable to Initiate an Interest-Based Collaborative, and Conditions for Authentic Dialogue; 2) Water Forum agreement summary, pages 1-7 (download from <http://www.waterforum.org/PDF/INTRO.PDF>);

Guest Speaker: to be determined

SEPTEMBER 24. Assessing Suitability for Collaboration

1) Center for Collaborative Policy, "Assessment Report: Government, Culture and Climate of California State University, Sacramento (download from CCP Web site);

2) Lawrence Susskind and Jennifer Thomas-Larmer, "Conducting a Conflict Assessment," in Susskind, McKearnen, and Thomas-Larmer, eds., *The Consensus Building Handbook: A Comprehensive Guide to Reaching Agreement* (Sage Publications, 1999)

OCTOBER 1. Setting up an Effective Collaborative Meeting

Read: Straus, *How to Make Collaboration Work*, chapters 1-4

OCTOBER 8. Facilitating an Effective Collaborative Meeting

Paper Due: facilitation analysis

Read: Brian E. Adams, "Working Through Disagreement in Deliberative Forums," *The Social Science Journal* 52 (2015), pp. 229-238

Video to be Viewed Prior to Class: National Issue Forums selections

OCTOBER 15: Case Study of a Major Collaborative Effort

Materials to come

OCTOBER 22. Deeper into Interest Based and Principled Negotiation, Part One

Read: 1) Robert Fisher, William Ury, and Bruce Patton, *Getting to Yes: Negotiating Agreement Without Giving In*, Second Ed. (Penguin Books, 1991), chapters 1, 2 & 3; 2) Brenda L. Kennedy "Interest-Based Collective Bargaining: A Success Story," Industrial Relations Centre, Queen's University, 1999

Video to Be Viewed in Class: "Contract Negotiations between Homewood-Flossmoor High School (Illinois) and the Teachers Union"

OCTOBER 29. Deeper into Interest Based and Principled Negotiation, Part Two

Paper Due: negotiation analysis

Read: 1) case study materials to be provided; 2) Jennifer W. Reynolds, "Breaking BATNAS: Negotiation Lessons from Walter White," *New Mexico Law Review* (2015)

NOVEMBER 5. The Challenge of Dealing with Difficult People

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

NOVEMBER 12. The Challenge of Involving the Mass Public, Part 1

Read: Mutz, *Hearing the Other Side*, chapters 1-3

Guest Speaker: To be determined

NOVEMBER 19. The Challenge of Involving the Mass Public, Part 2

Read: Mutz, *Hearing the Other Side*, chapters 4-end

NOVEMBER 26. An Example of Involving the Public: Participatory Budgeting

Read: Brandon Chapin, "From the Ashes of Bankruptcy: An Assessment of the Collaborative Nature of the City of Vallejo's Participatory Budgeting Process," MPPA thesis, 2013

DECEMBER 3. Group Presentations & Course Wrap-Up

Final group presentations

Take home final assignment due electronically no later than 5 p.m. on Friday, December 14