PPA 272

Collaborative Policy Making: Advanced Practice

Spring 2020

Tuesdays (Jan. 21-March 24)
6:00 pm - 8:50 pm AND

Intensive Weekend (March 21-22) and Final Meeting (Tuesday, March 24 from 6:00 pm – 8:50 pm)

Downtown Campus Classroom #108

Instructor:
Dr. Sara McClellan

PUBLIC POLICY & ADMINISTRATION
AT SACRAMENTO STATE

Instructor: Dr. Sara McClellan

Office Hours: Thursdays from 3:45pm-5:45pm and by appointment: www.saramcclellan.com/appointments

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Course Overview

PPA 272 is a practice-driven and highly participatory course focused on advanced skills in collaborative policy-making. During Spring 2020, we will focus on environmental topics related to Yellowstone National Park and to a Sacramento Delta case. Through these cases, we will explore situation assessment, stakeholder mapping, process design, negotiation, facilitation, cultural dynamics, and ethics. Through scenarios, simulations, case studies, and dialogue, you will have a chance to apply theories learned in PPA 270. You will demonstrate your understanding of course content through participation, group and individual work products. If you complete PPA 270 and PPA 272 with passing grades you will be eligible for the Certificate for Collaborative Governance awarded by California State University Sacramento.

Course Format

This course relies heavily on your participation. We will regularly engage in exercises designed to illustrate principles and give you practice in collaborative methods. You may take the lead in facilitating class discussions. Come to class prepared to participate in conversations about the materials you have read. We will spend a lot of our time on application of materials, so please read materials thoroughly.

Required Texts

You may purchase books through the campus bookstore or online. You will also need to access some course content (podcasts, articles, maps, etc.) via Canvas.

New Books:

- Kaner, S. (2014). *Facilitator's guide to participatory decision-making* (3rd ed.). New Jersey: John Wiley & Sons.

- Smith, J. F. (2016). *Engineering Eden: The true story of a violent death, a trail, and the fight over controlling nature.* New York: Crown.

Book Retained from PPA 270:

- Fischer, R., Ury, W., & Patton (1981). *Getting to yes: Negotiating agreement without giving in.* London: Penguin Group.

Writing Expectations: *Please submit well written, typed, proofread papers on time and with appropriate APA citations. Include a cover page containing your name, email, and the assignment title. Use standard margins and 12-point font, pagination, and double-spacing. Unless otherwise described in instructions, papers should be analytical in nature, and you should use the theories and concepts from class to analyze situations. I may return papers that do not meet these expectations.*

Assignment #1: Collaborative Engagement Design Assignment

During the first half of the semester, I will ask you to work with a small team to design collaborative engagement recommendations relative to a national park challenge. You will have time to do much of this work during our first several classes. This hypothetical scenario is based on ongoing and historical events. It will be a messy undertaking and scenario leaders will look to your team for evidence-informed advice. Your team will provide recommendations in writing (a 6-8 page professional scoping document) and via brief in-class presentation(s) and roles plays in response to the following questions:

1. How should project leaders identify and engage critical stakeholders to address this issue and minimize potential conflict and/or resistance?
2. What are some critical planning and engagement phases and/or steps you believe project leaders should implement?
3. What job description and interview questions should project leaders use to recruit a facilitator with the right skills to facilitate this process?
4. What types of risks and unanticipated events should project leaders prepare for and why?
5. How can/should project leaders evaluate progress in terms of *both* collaborative relations and project outcomes?

Assignment #2: Collaborative Policy Recommendations

After learning about a collaborative initiative in the Sacramento Delta region, work with your instructor and classmates during the intensive weekend to scope and divide inquiry work around relevant collaborative policy question(s). Develop deliverable/assignment objectives and format, design a collaborative work process, and adopt criteria by which your instructor and client partners will assess evidence-informed recommendations. You should draw on lessons from both PPA 270 and 272 to formulate and support your analysis and recommendations. Be prepared to draft much of this working during the intensive weekend and complete and submit this work at a mutually agreed upon time during the month of April.

Late Assignments
I will not accept late assignments unless you experience a highly unusual circumstance. At my discretion, I might give a make-up assignment **if you notify me of your circumstances and request this modification in advance**. Whether or not I assess a penalty depends on the reason (e.g., a family emergency constitutes a good reason; a competing requirement for another course does not).

Academic Honesty
I take issues of academic honesty (including 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 University Policy Manual:
http://www.csus.edu/umanual/AcademicHonestyPolicyandProcedures.htm

PPA LEARNING OBJECTIVES	APPLICATION IN PPA 272
(1) a. Construct clear definition of problems	Analyze a public policy controversy and identify varied understandings of—or perspectives on—the problem; determine the extent to which this controversy or problem is amenable to a collaborative approach.
(1) e. Draw upon multiple disciplines to understand and address policy and administrative problems	Develop a sophisticated sense of the form(s) and functioning of multi-organization collaboration and stakeholder engagement by applying theoretical concepts and approaches from multiple disciplines; explore the benefits and limitations of different theoretical perspectives on organizational collaboration.
(2) a. Use different analytical skills and tools strategically	Apply a variety of tools and frameworks to better understand organizational and collaborative goals and design and apply collaborative techniques; design and/or analyze a basic collaborative policy-making process.
(2) b. Work effectively in groups	Explore common group dynamics and strategies for managing them; apply different theoretical and applied approaches to group process; negotiate from an interest-based perspective, including demonstrating empathetic, accurate listening and building productive teams.
(2) c. Understand the critical role of effective public sector leadership	Identify and describe the complex conditions facilitators navigate as they design and implement collaborative initiatives; identify and practice a facilitator's main tasks in preparing for a collaborative policy-making process.
(2) d. Frame and present problems to different audiences to optimize understanding	Explore and practice different ways of framing and presenting problems, options, and new information to different types of stakeholder groups.
(2) f. Use and articulate a confident style of oral presentation	Practice leading meetings and other forms of group process using a variety of tools, examples, and relevant collaborative theories.
(3) a. Understand your obligation to advance public value	Integrate concepts of public responsibility, resource stewardship, and collaborative process to explore public value creation in multi-party initiatives.
(3) b. Consider the ethical dimensions of choices in public policy and administration	Identify various ethical dilemmas that can arise in collaborative policy-making and explore strategies for addressing them.
(3) d. Understand the significance of diversity in effective public governance in California	Articulate the benefits of stakeholder diversity in collaborative policy-making processes; be aware of common cross-cultural challenges that may arise during a collaborative policy-making process and explore techniques for bridging them.

Grading

Assignment	% of Grade
Collaborative Engagement Design: Parks Case - written brief and presentation(s)	40%
Collaborative Policy Recommendations: Delta Case – format tbd	30%
Learning Reflections – prompt tbd	15%
Engagement in Discussions, Activities, etc.	15%
Total:	100%

Students with Disabilities

Should you need assistance with portions of class due to a disability(ies), 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.

Class Participation & Absences

We have a tremendous opportunity to learn from each other. The best way to do that is to be prepared for class and willing to share your own thoughts and experiences. You will receive a reduced class participation grade if you consistently fail to engage in class participation.

I expect you to attend all class sessions unless you have a compelling reason not to do so. Please notify me in advance if you need to miss a class. If you have to be late, leave early, or miss a class for an emergency, please let me know. Except under unusual circumstances, I will penalize you one full grade if you miss three classes and give you a failing grade if you miss more than three classes.

Basic Needs Support

If you are experiencing challenges in the area of food and/or stable housing, help is just a click, email or phone call away! Sacramento State offers basic needs support for students who are experiencing challenges in these areas. Please visit our Basic Needs website to learn more about your options and resources available. https://www.csus.edu/basicneeds/

PPA 272 Course Outline and Schedule

* All journal articles, videos, reports, etc. listed below are available via Canvas.

Date	Topic	Readings (TBD)	Assignments
Yellowstone/National Parks Case			
Week 1 January 21, 2019	Introduction, course design, Yellowstone and regional case overview	• Engineering Eden: Parts I and II (Chapters 1-23 over winter break) • Gray, B. (2003). Framing of environmental disputes. *Making sense of intractable environmental conflicts: Concepts and cases*, 11-34.	
Week 2 January 28, 2019	Stakeholder mapping and analysis	• Engineering Eden: Part IV (Chapters 28-32) • Luyet, V., R. Schlaepfer, M.B. Parlange, and A. Buttler. 2012. A framework to implement stakeholder participation in environmental projects. *Journal of Environmental Management*, 111: 213-219. • Reed, M.S., Graves, A., Dandy, N., Posthumus, H., Hubacek, K., Morris, J., Prell, C., Quinn, C.H. & Stringer, L.C. (2009): Who's in and why? A typology of stakeholder analysis methods for natural resource management, *Journal of Environmental Management*, 90, 1933-1949.	

Week 3 February 4, 2019	Collaborative policy making context: origin, problem definition and evolution	• Engineering Eden: Part III (Chapters 24-27) • Macmillan, Leslie, 2014. Wilderness protection and the art of compromise, *Ensia*, 12.29.14. http://ensia.com/features/wilderness-protection-and-the-art-of- compromise/ • Redpath, S.M., J. Young, A. Evely, W.M. Adams, W.J. Sutherland, A. Whitehouse, A. Amar, R.A. Lambert, J.D.C. Linnell, A. Watt, and R.J. Gutierrez. 2013.Understanding and managing conservation conflicts. *Trends in Ecology and Evolution*, 28(2).	
Week 4 February 11	Engagement Processes	• Kaner, Part I: Grounding Principles (Chapters 1-3) and Part II: Facilitator Fundamentals (Chapter 4) • Reed, M.S. (2008): Stakeholder participation for environmental management: A literature review, *Biological Conservation*, 141: 2417-2431.	
Week 5, February 18	Convening/meetings and facilitation	• Kaner, Part II: Facilitator Fundamentals (Chapters 5-12) • HBR Article: How to Design an Agenda for an Effective Meeting: https://hbr.org/2015/03/how-to-design-an-agenda-for-an-effective-meeting • Emerson, K., A. Joosse, F. Dukes, W. Willis, and K. Hodge Cowgill. 2015. Disrupting deliberative discourse: Strategic political incivility at the local level. *Conflict Resolution Quarterly*, 32(3): 299-324.	
Week 6, February 25	Planning for change and anticipating risk	• Delta Science Plan • Layzer (2013). Using science to restore California's Bay-Delta. *San Francisco Estuary Watershed Science, 11 (3).*	
Week 7, March 3	Collaborative decision making, negotiation, and conflict	• Kaner, Part II: Facilitator Fundamentals (Chapters 13 & 14) • Van den Hove, S. 2006. Between consensus and compromise: acknowledging the negotiation dimension in participatory approaches. *Land Use Policy*, 23: 10-17. • Peterson, Peterson, Peterson, Lopez and Silvy. 2002. Cultural Conflict and the Endangered Florida Key Deer,	

		Journal of Wildlife Management, 66(4): 947-968.	
Week 8, March 10	Process evaluation and sustainable agreements	• Kaner, Part III: Sustainable Agreements (Chapters 15-17) • Espinosa, S. and S. K. Jacobson. 2012. Human-Wildlife Conflict and Environmental Education: Evaluating a community program to protect the Andean bear in Ecuador. *The Journal of Environmental Education*, 43(1): 55-65. • Marek, L. I., Brock, D. J. P., & Savla, J. (2015). Evaluating collaboration for effectiveness: Conceptualization and measurement. *American Journal of Evaluation*, *36*(1), 67-85.	
Local/Regional Case			
Week 9, March 17	Local collaborative policy case background	• Background videos, podcasts, etc. tbd	Submit and present Collaborative Engagement Design Assignment #1
Intensive Weekend: Saturday March 21 & Sunday March 22	Presentations by/discussions with relevant case stakeholders *and* working lab re: Collaborative Policy Recommendation Assignment #2	• Background readings, videos, podcasts, etc. tbd	
Week 10, March 24	Intensive weekend debrief and final policy design lab	• No Reading	April date tbd: Submit and present Collaborative Policy Recommendation Assignment #2