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POLS 661 COLLABORATIVE COMMUNITY MANAGEMENT
CLASS TIME: TUESDAY 7:00-9:50 PM, SPRING 2008
CLASS MEETING: BUTTE 209
OFFICE HRS: **APPOINTMENTS RECOMMENDED**
 Mon 3:30 pm-4:00 pm
 Mon 7:00 pm-7:30 pm
 Tue 5:45 pm-7:00 pm
 Thu 2:30 pm-3:30 pm
 Thu 4:45 pm-6:30 pm

STATEMENT OF COURSE OBJECTIVE

With increasing frequency, many government programs have moved beyond privatizing to encouraging, or even mandating, collaboration between governmental and nongovernmental organizations in resolving community problems. As an introduction to the theory and practice of collaborative management, this course provides students an opportunity to examine case studies of successful practices of collaboration as well as to critique strategies and methods used in fostering collaborative management.

The course topics include: leadership, negotiation, consensus building, organizational change, network analysis, and civic engagement. The course will also address, where appropriate: special issues in nonprofit management, contract administration, and project funding. Students will be required to participate in a collaborative management project with government, nonprofit, and/or private organizations as a culminating experience in collaborative management. No previous experience in public administration required.

The following represents this instructor's viewpoint regarding the objective of university training:

"We start out stupid. All we have at the beginning is the built-in wisdom of the body, which tells us which end to eat with . . . and not much more. But we are put here to do battle with entropy, and entropy equals stupidity. Therefore, we are obliged to learn. Our job is to process information and gain control of it: that is to say, to grow wiser as we go along." (Robert Silverberg, *Star of the Gypsies*)

The objective of this course, then, is to facilitate student processing and control over collaborative management strategies and techniques. Successful completion of the course depends on accomplishing five goals:

- 1) Understanding theory of collaboration.
- 2) Comprehension and understanding of the influences and constraints collaborative management.
- 3) Application of class and text material to a collaborative project.
- 4) A professionally written and executed collaborative project report.
- 5) A professional oral presentation of the student's collaborative project.

These goals are achieved in several ways. First, the readings are especially chosen to provide broad exposure to the theory and practice of collaborative community management. Second, comprehension is evaluated through policy memos applying the weekly readings. Students are also expected to contribute in class discussions and provide a discussion question. Third, students will choose a policy problem to solve with a collaborative project. Through their projects, students apply the concepts and methods they have learned in class to a policy relevant community problem. Finally, students will share their projects with the class in a professional presentation. This will complete the students' professional experience in the collaborative management.

POLS 661 REQUIRED READINGS: TO BE COMPLETED PRIOR TO CLASS MEETING.

- Agranoff, Robert and Michael McGuire. 2003. *Collaborative Public Management*. Washington DC: Georgetown University Press.
- Boris, Elizabeth and C. Eugene Steuerle. 2006. *Nonprofits and Government: Collaboration and Conflict*, 2nd ed. Wash. DC Urban Institute 978-0-87766-732-2
- Cooper, Phillip. 2000. *Governing By Contract*. Washington, DC: CQPress.
- Kamensky, John and Thomas J Burlin. 2004. *Using Networks and Partnerships*. Rowman and Littlefield.
- Kaner, Sam, et al 1996. *Facilitator's Guide to Participatory Decision-Making*. New Society Pub.
- Morris, Tom. 1998. *If Aristotle Ran General Motors: The New Soul of Business*. NY: Henry Holt & Co.
- Sabatier, Paul et al ed. 2005. *Swimming Upstream: Collaborative Approaches to Watershed Management*. Cambridge,

MA MIT Press

Straus, David. 2002. *How to Make Collaboration Work*. San Fran.: Berrett-Koehler

Recommended:

Mattessich, Paul, et al. *Collaboration: What Makes It Work*. 2nd Ed. Wilder Publishing, 2001.

Roe, Emory. 1994. *Narrative Policy Analysis: Theory and Practice*. Durham: Duke Univ Press.

Rosen, Evan. 2006. *The Culture of Collaboration*. San Fran: Red Ape Pub.

Schmidt, Diane E. 2005. *Writing in Political Science*. 3rd ed. NY: Pearson Longman.

Susskind, Laurence and Jeffrey Cruikshank. 2006. *Breaking Robert's Rules*. NY: Oxford Univ Press

ASSIGNMENTS

Discussion Question: Each student is required to bring one type written discussion question based on the readings for the week. This is due at the beginning of class and is worth 5 points each, for a total of 50 points.

Policy Memo: Each student will be responsible for ten policy memos based on the February 5-April 15 reading assignments. Each policy memo address how to apply class readings/issues discussed in *only* that week's reading. The policy memo must be one to one and half pages (single spaced, one-inch margins, 12 point font, not less than one page and no longer than one and a half pages) and professionally presented including a memo heading, topic headings, paragraphs no shorter than three sentences but no longer than five sentences, no verbatim quotes, no contractions, and no personal references (no I, me, you, we, etc). The policy memo will take at least five paragraphs to complete. Students must identify the readings' topic in the subject line. The audience level is an intelligent nonspecialist. The policy memos will be graded on (1) content, (2) overall clarity and brevity, (3) structure and professional presentation. These policy memos are due as early as the next class period after the class discussion but all of them must be turned in by **May 12**. These are worth 15 points each. The policy memo must include the following:

- Memo Heading (TO, FROM, DATE, SUBJECT)
- Opening Paragraph (brief, short summary of the issue and what should be done) (no heading)
- Context/Background (evolution of the problem) (Heading: Context)
- Issues/Controversy (Heading: Issues)
- Options/Task/Discussion of how problem can be solved (Heading: Options)
- Closing Recommendation (how reader will benefit from this information) (Heading: Recommendation)

Collaborative Project Proposal: Using the materials in the Schmidt text as a guide (especially pages 211-213), students must prepare a two page (double-spaced, one-inch margins, 12 point font, no shorter than two pages, and no longer than two pages and half pages) collaborative project proposal for solving a real world community problem (see below). The project proposal should include the names of all individuals and organizations involved in the collaboration. The proposal must also identify the type of collaborative project or strategy. This is worth 25 points. **Due February 19**.

Collaborative Project Report: Students are required to participate in a collaborative management project with government, nonprofit, and/or private organizations as a culminating experience in collaborative management. Students may work in two-person teams or individually for completing this project. Students are required to provide a written report about the collaborative project. Students may choose from the following strategies for addressing a real, existing community problem or issue:

- Design of a joint fact finding process.
- Design of a public participation process.
- Design of a collaborative organizational learning process.
- Design of a community collaborative process.
- Design of an approach for building collaborative capacity.

The collaborative project report must include the following (use headings to indicate them).

- Title page
- Executive summary
- Summary of the Policy Issues
- Historical Context of the Problem
- Justification for Collaboration (discuss when, how, and under what circumstances collaboration on this problem/issue is valid)
- Proposed Collaborative Strategy (what/which tasks are to be done, by whom)
- Resources Necessary for the Collaboration (identify resources, source of resources)
- Conclusion

- References
- (Appendices, Tables, and/or Figures as supporting evidence)

The report must be 10-15 pages (double-spaced, one-inch margins, 12 point Times Roman font, no shorter than 10 pages or longer than 15 pages exclusive of title page/executive summary/tables/graphs/references). All secondary information used in the report must be *referenced using parenthetical citations*. The paper must also be professionally presented {title page, executive summary, headings (and subheadings where necessary), pages numbered, paragraphs no shorter than three sentences but no longer than a half page, no more than 2 verbatim quotes (none necessary), no colloquialisms, no contractions, no personal references (no I, me, you, we, etc), a complete reference page using *Chicago Manual of Style*}. The report must be the student's own work and not copied from any source. If students are working in a two-person team, each student must hand in his/her own report. No credit will be given to reports that do not have references in the justification section. Reports exhibiting text, fact, or idea plagiarism will be given a zero. **The project report is due April 29**, at the beginning of the class hour.

Presentation: Students are required to present a 15 minute Power Point presentation on their project. (In case of technical difficulties, students must also be prepared with overhead or handout materials as well). Presentations will be **May 5, 12, and 20**. To receive full credit for their presentations, students must be present for the full class period on each day of the presentations (minus 10 points per day missed). Names of the presenters will be drawn at random so that all students *must be able and willing to present on May 5*; students *must turn in a printed copy of the presentation slides on that day as well*. The assignment will be graded on the quality of the organization and presentation of material. This is worth 25 points.

LATE ASSIGNMENTS: I do not accept late assignments for full credit. An assignment is late after class has started on the due date. Assignments handed in during class lose 25 percent of the points; papers handed after class lose an additional 25 percent per day. I will not grade papers turned in more than two days late (including weekends). Leaving assignments in my mailbox or under my door or emailing the assignment is **not acceptable**; I will not grade an assignment that is not submitted directly to me. Students with excused absences must contact me in advance and provide documentation as discussed in the syllabus. The instructor reserves the right to determine if any documented excuse is satisfactory. Job conflict excuses and travel/vacation related excuses are not acceptable reasons for late assignments. Computer disk and associated hardware/software malfunctions are also not acceptable reasons for late assignments. Finally, notes from employers, parents, friends, etc. are not satisfactory documentation for late assignments.

GRADE DISTRIBUTION

I do not give out grades over the telephone, through EMAIL, or outside of office hours. Students may leave a stamped, self-addressed envelope to receive their grades after the final exam.

Grades are based on point totals and are not curved. The point total cut-offs are strictly enforced.

POINT DISTRIBUTION

Policy Memos	150 pts
Discussion Questions	50 pts
Proposal	25 pts
Project	150 pts
Presentation	<u>25 pts</u>
Total	400 pts

POINT TOTALS & GRADES

400-378 pts = A
377-360 pts = A-
359-348 pts = B+
347-332 pts = B
331-320 pts = B-
319-308 pts = C

ALL GRADES ARE FINAL.

ATTENDANCE AND ABSENCE POLICY

Daily attendance is highly recommended for several reasons. Because class discussion forms an integral part of the course, students are expected to come to class every day alert, having done the reading, and ready to discuss it. Importantly, I will cover material in class that is not in the readings. I do not provide student access to my notes and do not allow tape recordings of my lectures. **Finally, I reserve the right to modify the syllabus with due notice to students.** It is students' responsibility to obtain information should they miss a class.

Expected Behavior: Respect for the instructor and for classroom decorum is expected. Students are encouraged to

respect the opinions of others. Disrespectful comments, chatting with neighbors, reading the newspaper after class has started, coming in late/leaving early, or listening to music during class is disruptive behavior. Students engaging in such disruptive activities will lose 10 points (for each occurrence) from their total course points.

ACADEMIC HONESTY

Academic honesty is expected of every student. No tape recording is allowed. All assignments and examinations must be completed individually. There are no group projects. Any work that is not the student's own work is a form of academic dishonesty. Any student caught cheating on any examination or participating in any other form of academic dishonesty, will receive a failing grade (F) for the course.

EQUAL TREATMENT AND SPECIAL NEEDS

If you have special needs due to any type of handicap, please see me early in the semester, within the first two weeks, so that we can make appropriate arrangements. All requests for special needs must be made to the Disabled Student Office 898-5959 and in writing to the instructor. California State University, Chico is a community of people with respect for diversity. This instructor fully supports federal, state, and university policies preserving dignity and equality common to all persons as well as requiring a nondiscrimination policy regarding the treatment of individual faculty, staff, and students.

Class Schedule POLS 661 Spring 2008

January 29	Introduction	
February 5	Principles of Collaboration Project Proposal Due	Kaner Chp 1; Sabatier Chaps 1-2, Straus Chap 1, Agranoff Chp 1
February 12	Wisdom and Collaboration	Morris (all)
February 19	Values and Roles of Collaborators	Boris Chps <i>Introduction</i> 1, 9, 10; Kaner Chp 2, Economic Justice Manuscripts (distributed by email)
February 26	Models of Collaborative Management	Agranoff Chps 2-7
March 4	Networks and Partnerships	Kamensky Chps 1-3, 6; Social networking PowerPoint (distributed by email)
March 10	Collaborative Communities and Organizations	Boris Chps 5, 7, 8; Straus 8-9
March 18	SPRING BREAK	
March 25	Facilitation and Leadership	Kaner Chps 3-12; Straus Chp 7
April 1	Civic Engagement	Straus Chp 2; Sabatier Chps 6-8; Civic engagement manuscript (distributed by email)
April 8	Consensus Building	Straus Chps 3-6; Kaner Chps 13-20
April 15	Financing/Contracting Collaboration	Boris Chps 2-4, 6; (Cooper Chps 3-4 on reserve)
April 22	Case Studies of Success and Failure	Kamensky Chps 5, 7, 8;
April 29	Conclusions about Collaborative Management Collaborative Project Report Due	Sabatier Chp 9; Straus Chp 10; Agranoff Chp 8.
May 5	Oral Policy Briefings Power Point Presentations Due	
May 12	Oral Policy Briefings con't Last day to turn in all Policy Memos	
May 20	Oral Policy Briefings complete 8:00-9:50 pm	