

Collaborative Governance

POSC 588 – Spring 2024

Tuesdays at 7:00 in McCarthy Hall 213

Professor: David P. Adams, Ph.D.

Contact Information:

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Catalog Description

Topics include federalism, intersectoral public administration, intergovernmental relations, public-private partnerships, public contract management, interlocal agreements, and network governance.

Course Description

Organizations across all sectors increasingly respond to complex problems through involvement in networks that offer innovative and flexible responses. Managing networks is different from managing a single organization. Knowing ways of working within and across organizations is essential to effective performance in a networked system. This course focuses on collaborative governance as interactions across nonprofit, for-profit, and public sectors, with analyses and applications. The course also focuses on federalism, intergovernmental relations, public-private partnerships, contract management, interlocal service provision and production, and networked governance.

Course Objectives

While collaborative governance can help generate and implement enduring and meaningful public policy, it can also be challenging. This course explores the management issues raised by collaborative governance. It seeks to provide a theoretical and practical foundation so that you can become a better producer and consumer of the processes, tools, and approaches to collaborative governance. By the end of the course, students should be able to

1. Identify fundamental changes in public management that have led to the increasing usage of intergovernmental, interagency, and intersectoral networks;
2. Understand the difference between managing hierarchies and managing networks;
3. Practice and apply various techniques and tools for improving collaborative governance;
4. Suggest courses of action for improving the performance of collaborative governance;
5. Describe key concepts, principles, tools, and problems associated with collaborative governance;
6. Demonstrate how collaborative governance is being used to address contemporary issues and assess the potential of collaborative governance for modern policy problems.

Required Texts

There are three books for this course:

1. Agranoff, Robert. 2012. *Collaborating to Manage: A Primer for the Public Sector*. Washington, DC: Georgetown University Press.
2. Agranoff, Robert and Aleksey Kolpakov. 2023. *The Politics of Collaborative Public Management: A Primer*. New York: Routledge.
3. Henderson, Alexander C. 2015. *Municipal Shared Services and Consolidation: A Public Solutions Handbook*. New York: Routledge.

Additional Readings

In addition to the above texts, several additional readings, including articles, book chapters, and case studies, are posted on Canvas and are noted in the course schedule at the end of this document.

University Student Policies

In accordance with UPS 300.00, students must be familiar with certain policies applicable to all courses. Please review these policies as needed and visit this Cal State Fullerton website <https://t.ly/csuf-syllabus> for links to the following information:

1. University learning goals and program learning outcomes.
2. Learning objectives for each General Education (GE) category.
3. Guidelines for appropriate online behavior (netiquette).
4. Students' rights to accommodations for documented special needs.
5. Campus student support measures, including Counseling & Psychological Services, Title IV and Gender Equity, Diversity Initiatives and Resource Centers, and Basic Needs Services.
6. Academic integrity (refer to UPS 300.021).
7. Actions to take during an emergency.
8. Library services information.
9. Student Information Technology Services, including details on technical competencies and resources required for all students.
10. Software privacy and accessibility statements.

Course Student Policies

Course Communication

All course announcements and communications will be sent via *Canvas* and university email. Students are responsible for regularly checking their *Canvas* notifications and email. Students are also responsible for ensuring that their *Canvas* notifications are set to receive messages from the course. Students are expected to check *Canvas* and their email at least once daily.

Due Dates

If you have concerns about meeting assignment deadlines, please get in touch with the professor in advance to discuss potential accommodation. Late work is not accepted without prior approval from the professor.

Alternative Procedures for Submitting Work

Students are expected to submit all assignments via *Canvas*. If you cannot submit an assignment via *Canvas*, please get in touch with the professor to discuss alternative submission procedures.

Extra Credit

There are no extra credit assignments in this course.

Academic Integrity

Students are expected to adhere to the highest standards of academic integrity. Any student found to have engaged in academic dishonesty will be subject to the sanctions described in the [Academic Dishonesty Policy](#) (UPS 300.021). Academic dishonesty includes, but is not limited to, cheating, plagiarism, fabrication, facilitating academic dishonesty, and submitting previously graded work without prior authorization. Students are expected to be familiar with the university's policy on academic dishonesty and to adhere to this policy in all aspects of this course. Any student who has questions about the policy should ask the professor for clarification.

Response Time

I will strive to respond to all student emails and *Canvas* messages within 24 hours, except on weekends and holidays. If you are still awaiting a response within 24 hours, please send a follow-up message. If you are still waiting to receive a response within 48 hours, please send another follow-up message and contact me via phone or SMS at (657) 278-4770.

Kritik: Sharpening Your Peer-Review Skills

This term, we'll leverage Kritik, a dynamic peer learning platform, to hone your critical thinking and communication skills—essential tools for any aspiring public administrator. Through Kritik, you'll analyze real-world policy scenarios, provide constructive feedback to peers, and receive valuable insights on your own work.

- **A Three-Stage Learning Journey:**

1. **Craft Your Analysis:** Follow the provided rubric and delve into a public policy challenge. This could involve, for example, evaluating the ethical implications of a proposed environmental regulation or assessing the effectiveness of a social welfare program.
2. **Provide Constructive Critique:** Anonymously evaluate your peers' work using the rubric. Offer actionable feedback that focuses on the strengths and weaknesses of their analysis, drawing connections to relevant public administration concepts.

3. **Reflect and Improve:** Receive anonymous feedback on the quality and impact of your comments. Learn to deliver clear, concise, and impactful feedback—a crucial skill for public servants collaborating on complex issues.
- **Grading and Participation:** You'll earn four scores for each Kritik activity: Creation, Evaluation, Feedback, and Overall. These scores, along with active participation, will contribute to your course grade. Participating thoughtfully in Kritik activities will not only improve your own skills but also enrich the learning experience for your peers.
 - **Registration and Support:** We'll thoroughly introduce Kritik in class, and a dedicated email invitation will guide you through registration and course enrollment. The Kritik Help Center offers additional resources, and I'm always available to address any questions or concerns.

Course Requirements

Assignment due dates are listed in the course schedule at the end of this document. Written assignments are submitted through *Kritik* according to the times, days, and additional instructions provided on the platform. Kritik assignments are due in three stages: (1) the initial submission, (2) the peer review, and (3) the reflection. Initial submissions are due as indicated below. Peer reviews are due 72 hours after the initial submission deadline. Reflections are due 48 hours after the peer review deadline.

Big Dig Podcast

This 2-point assignment involves listening to a podcast and contributing to a Canvas discussion. The assignment is worth 2% of your total grade.

Kritik Orientation

This 5-point assignment is designed to familiarize you with Kritik. The assignment is worth 3% of your total grade. This assignment will open in the 1st week of the semester and close in the 2nd week of the semester.

Intellectual Autobiography

This short essay should describe your intellectual evolution and its impact on your viewpoint regarding public administration. The assignment is worth 5% of your total grade. This assignment will open in the 2nd week of the semester and close in the 3rd week of the semester.

Stakeholder Mapping

This 5-point assignment is designed to help you identify the stakeholders involved in a collaborative governance process. The assignment is worth 5% of your total

grade. This assignment will open in the 3rd week of the semester and close in the 4th week of the semester.

Case Study Analysis

This 20-point assignment is designed to help you apply the concepts and theories discussed in class to a real-world case study. The assignment is worth 20% of your total grade. This assignment will open in the 3rd week of the semester and close in the 6th week of the semester.

Group Paper

This 40-point assignment is designed to help you apply the concepts and theories discussed in class to a real-world case study. The assignment is worth 40% of your total grade. This assignment will open in the 6th week of the semester and close in the 13th week of the semester. A mid-semester symposium will be held in the 10th week of the semester to present progress on the group project.

Group Presentation

This 10-point assignment is designed to help you apply the concepts and theories discussed in class to a real-world case study. Presentations will be on the last day of class – the 15th week. The assignment is worth 10% of your total grade.

Simulation Reflection

This 10-point assignment requires you to reflect on the collaboration simulation event you participated in. The purpose is to critically connect and compare your hands-on simulation experiences with the theoretical concepts, literature, and case studies we have explored in our course. The assignment is due one week after the simulation.

Discussion Facilitation

Two or three students will be assigned to facilitate discussion for each class session. The assignment is worth 5% of your total grade.

Course Reflection

This 5-point assignment is designed to help you reflect on your learning in this course. The assignment is worth 5% of your total grade. It is due on the day of the final exam – the 16th week.

Grades

Grading Scale and Grade Weights

The grading scale is shown in Table [1](#). Grades will be given based on Table [2](#) weights.

Table 1: Grading Scale

Grade	Percentage	Grade	Percentage
A+	98.0 – 100	B-	80.0 – 81.9
A	92.0 – 97.9	C+	78.0 – 79.9
A-	90.0 – 91.9	C	72.0 – 77.9
B+	88.0 – 89.9	C-	70.0 – 71.9
B	82.0 – 87.9		

Table 2: Graded Items and Points

Assignment	Points	Due Date
1. Big Dig Podcast	2	1/30
2. Kritik Orientation	3	1/30
3. Intellectual Autobiography	5	2/6
4. Stakeholder Mapping	5	2/13
5. Case Study Analysis	20	2/27
6. Simulation Reflection	10	4/16
7. Group Paper	40	4/23
8. Group Presentation	10	5/7
9. Course Reflection	5	5/14
10. Discussion Facilitation	5	Rolling
<i>Total</i>	<i>100</i>	

Course Schedule

The course schedule is subject to change with advance notice. Changes will be announced in class and posted on *Canvas*.

1/23 – Week 1: Flexible Asynchronous Course

Activities

- "The Big Dig" podcast
- Introduction to Kritik Video

Readings - Get an early start!

- Agranoff (2012, chapter 1)
- Agranoff and Kolpakov (2023, chapter 1)
- Henderson (2015, chapter 1)

Assignments

- Big Dig Podcast and Discussion
- Kritik Orientation Activity

1/30 – Week 2: Introduction to Collaborative Governance

Activities

- Overview of the course structure and expectations
- Review of the syllabus
- Introduction to Kritik

Readings

- Agranoff (2012, chapter 1)
- Agranoff and Kolpakov (2023, chapter 1)
- Henderson (2015, chapter 1)

Assignments

- Kritik Orientation
- Intellectual Autobiography

2/6 – Week 3: Foundations of Collaborative Governance

Activities

- Discussion of the readings
- Introduction to stakeholder mapping

Readings

- Agranoff and Kolpakov (2023, chapter 2)
- Bingham and O’Leary (2008, chapter 1)
- Henderson (2015, chapter 2)

Assignments

- Stakeholder Mapping

2/13 – Week 4: Boundaries, Federalism, and Intergovernmental Relations

Activities

- Discussion of the readings
- Introduction to case study analysis

Readings

- [Case Study: Building Healthy Communities](#)
- Agranoff (2012, chapter 2)
- Agranoff and Kolpakov (2023, chapter 3)
- Schneider (2009)

Assignments

- Case Study Analysis

2/20 – Week 5: Networks and Network Management

Activities

- Discussion of the readings
- Presentation of Stakeholder Mapping

Readings

- Case Study
- Agranoff (2012, chapters 3, 6)
- Agranoff (2017, chapter 8)
- Kickert, Kiljn and Koppenjan (1997, chapter 3)

2/27 – Week 6: Communities and Culture

Activities

- Discussion of the readings
- Introduction to group paper

Readings

- Case Study
- Agranoff and Kolpakov (2023, chapter 6)
- Henderson (2015, chapter 3)
- Lubell (2007)
- Wondolleck and Yaffee (2000, chapter 4)

Assignments

- Group Paper

3/5 – Week 7: Barriers to Collaborating

Activities

- Discussion of the readings

Readings

- Agranoff (2012, chapter 7)
- Agranoff and Kolpakov (2023, chapter 9)
- Henderson (2015, chapter 8)
- O’Leary and Bingham (2009, chapters 3–4)

3/12 – Week 8: Group Paper Virtual Workshop

Activities

- Group Paper Workshop

Readings

- Ostrom (2010)

3/19 – Week 9: Consolidation, Contracts, and External Agreements

Activities

- Discussion of the readings
- Group Paper Workshop

Readings

- Agranoff (2012, chapter 4–5)
- Henderson (2015, chapter 4–6)

3/26 – Week 10: Collaborative Governance in Action**Activities**

- Mid-Semester Symposium: Presentation of progress on group projects
- Simulation Preparation
- Pot Luck Dinner

Readings

- Agranoff and Kolpakov (2023, chapter 5)
- Henderson (2015, chapter 7)

4/9 – Week 11: Simulation**Activities**

- Simulation

Readings

- TBD

Assignments

- Simulation Reflection

4/16 – Week 12: New Organizations and Local Public Management**Activities**

- Simulation Debrief
- Discussion of the readings

Readings

- Case Study
- Agranoff and Kolpakov (2023, chapter 6)
- Henderson (2015, chapter 9–10)

Assignment

- Group Paper

4/23 – Week 13: No Class

Activities

- Group Paper Submission

4/30 – Week 14: Performance and Collaborative Governance in the 21st Century

Activities

- Discussion of the readings
- Group Paper Presentation Workshop

Readings

- Agranoff and Kolpakov (2023, chapters 10–12)
- Henderson (2015, chapter 10)
- TBD

5/7 – Week 15: Group Presentations

Activities

- Group Presentations

5/14 – Week 16: No Class

Assignment

- Course Reflection Paper

Technical Problems

University IT Help Desk

Contact the instructor immediately to document the problem if you encounter any technical difficulties. Then contact the [Student IT Help Desk](#) for assistance. You can also call the Student IT Help Desk at (657) 278-8888, [email](#), visit them at the Pollak Library North [Student Genius Center](#), or log on to the my.fullerton.edu portal and click “Online IT Help” followed by “Live Chat”.

Canvas Support

If you encounter any technical difficulties with Canvas, call the Canvas Support Hotline at 855-302-7528, visit the [Canvas Community](#), or click the “Help” button in the lower left corner of Canvas and select “Report a Problem”. The [Student Support Live Chat](#) is available 24 hours a day, 7 days a week.

Kritik Support

If you have any questions about Kritik, please use their live chat. A human agent will respond promptly within a few minutes from 9am-5pm eastern time Monday to Friday. Outside of these hours, you’ll receive a reply that Kritik will be back the next business day. They monitor around the clock and will still respond to urgent requests within a few hours. You can also visit <https://help.kritik.io> to view their help articles.

Important Scheduling Note

Please be aware the California Faculty Association—the labor union of Lecturers, Professors, Coaches, Counselors, and Librarians across the 23 CSU campuses—is navigating challenging contract negotiations with CSU management, and a strike or work stoppage may occur this term. Our working conditions are your learning conditions; we seek to protect both. For updates, visit www.CFAbargaining.org.

References

- Agranoff, Robert. 2012. *Collaborating to Manage*. Washington, D.C.: Georgetown University Press.
- Agranoff, Robert. 2017. *Crossing Boundaries for Intergovernmental Management*. Washington, DC: Georgetown University Press.
- Agranoff, Robert and Aleksey Kolpakov. 2023. *The Politics of Collaborative Public Management: A Primer*. Public Administration and Public Policy New York, NY: Routledge, Taylor & Francis Group.
- Bingham, Lisa Blomgren and Rosemary O’Leary, eds. 2008. *Big Ideas in Collaborative Public Management*. Armonk, NY: M.E. Sharpe.
- Henderson, Alexander C., ed. 2015. *Municipal Shared Services and Consolidation: A Public Solutions Handbook*. New York: Routledge.
- Kickert, Walter J.M., Erik-Hans Kiljn and Joop F.M. Koppenjan, eds. 1997. *Managing Complex Networks: Strategies for the Public Sector*. London, U.K.: Sage Publications.

- Lubell, Mark. 2007. "Familiarity Breeds Trust: Collective Action in a Policy Domain." *The Journal of Politics* 69(01):237–250.
- O'Leary, Rosemary and Lisa Blomgren Bingham, eds. 2009. *The Collaborative Public Manager: New Ideas for the Twenty-First Century*. Georgetown University Press.
- Ostrom, Elinor. 2010. "Beyond Markets and States: Polycentric Governance of Complex Economic Systems." *American Economic Review* 100(3):641–672.
- Schneider, Anne L. 2009. "Why Do Some Boundary Organizations Result in New Ideas and Practices and Others Only Meet Resistance?: Examples From Juvenile Justice." *The American Review of Public Administration* 39(1):60–79.
- Wondolleck, Julia M. and Steven L. Yaffee. 2000. *Making Collaboration Work: Lessons from Innovation in Natural Resource Management*. Washington, DC: Island Press.