



School of Planning, Public Policy and Management



PPPM 448/548: Collaboration Fall 2023 (CRN 15892/15896)

Instructor: Dr Stacy Rosenberg (she/her/hers)

Email: stacyr@uoregon.edu

Office Hours: Wednesdays 12:45-1:45 PM & by appointment

Class Time: Wednesdays 2:00-4:50 PM

Location: 176 Education Bldg.

Course Description

This course highlights collaborative planning processes that lead to durable, well-supported decisions on challenging current issues. Collaborative initiatives bring together diverse stakeholders who work across multi-jurisdictional arenas to solve complex problems. The course emphasizes in-class group exercises, discussions, case studies, and a variety of assignments. Students gain hands-on experience in collaborative decision making and group communication techniques.

Course Format

This is an in-person course. I encourage you to ask questions and raise points throughout the class. The course is designed to maximize interaction. There is a heavy reading load, and I expect that you will come to class prepared to discuss the readings. I will provide “talks” to introduce concepts and answer questions, and then we will dive into discussions, exercises, role-plays, and other interactive scenarios. Class exercises are a critical component of the class because learning about collaboration requires engaging in it.

Course Objectives & Learning Outcomes

By the end of the term, students will be able to:

- Demonstrate an understanding of the principles of collaboration
- Assess and evaluate the effectiveness of collaboration
- Analyze the criticisms and weaknesses of collaboration
- Develop personal skills that can be used in collaboration settings

Communication

Our class will communicate through our Canvas site. Announcements are archived there, and they will be automatically forwarded to your UO email. Check and adjust your settings under Account > Notifications. Every week I will post an announcement that includes a checklist of the week’s due dates. The best way to reach me is via email. I will try to respond to all emails within 24-48 hours.

Classroom Expectations

In order to create a classroom in which students are comfortable expressing their opinions and perspectives, I ask that students please approach the readings and others' contributions with both an open mind and a willingness to question one's own assumptions and biases. Maintaining a safe classroom environment where everyone feels comfortable expressing their ideas, beliefs, and values will not only be my responsibility, but the responsibility of each class member as well. Behavior that disregards or diminishes another student will not be permitted for any reason.

Participate and Contribute: All students are expected to participate by sharing ideas and contributing to the learning environment. This entails preparing, following instructions, and engaging respectfully and thoughtfully with others. While all students should participate, participation is not just talking, and a range of participation activities support learning. Participation includes speaking aloud in the full class and in small groups as well as submitting questions prior to class or engaging with Discussion posts.

Expect and Respect Diversity: All classes at the University of Oregon welcome and respect diverse experiences, perspectives, and approaches. What is not welcome are behaviors or contributions that undermine, demean, or marginalize others based on race, ethnicity, gender, sex, age, sexual orientation, religion, ability, or socioeconomic status. We will value differences and communicate disagreements with respect.

Help Everyone Learn: Part of how we learn together is by learning from one another. To do this effectively, we need to be patient with each other, identify ways we can assist others, and be open-minded to receiving help and feedback from others. Don't hesitate to contact me to ask for assistance or offer suggestions that might help us learn better.

Generative Artificial Intelligence Use

Students may not use GenAI tools in this course to produce course materials or assignments in whole or in part. All work you submit for this course toward completion of course requirements must be your own original work done specifically for this course and without substantive assistance from others, including GenAI. Work you have completed for previous courses or are developing for other courses this term also should not be submitted for this course. In accordance with UO policy, if I believe you have handed in work created all or in part by GenAI, I will submit a report of suspected academic misconduct to the Office of Student Conduct and Community Standards for that office to make a determination of responsibility and, if warranted, assess a grade penalty. If you have any questions or doubts, please ask!

Course Website

The course website is located on the University of Oregon's Canvas system (<https://canvas.uoregon.edu>). The class syllabus, on-line readings, assignment handouts, announcements, and other materials will be posted on this site. Please check the course website frequently for updates. In addition, make sure that the University registrar has your correct email address. I will use this email address to communicate with you.

Required Readings

This class has a heavy reading load with high expectations for students to complete the readings and incorporate them into their assignments. There are two required books for this class that contribute key elements. Both books are available as Ebooks through the UO library. There will also be a number of additional readings posted on Canvas. The books are:

Margerum, R. D. 2011. *Beyond consensus: improving collaborative planning and management*. Boston: MIT Press.

Linden, R. M. 2010. *Leading across boundaries: creating collaborative agencies in a networked world*. SF: Jossey-Bass.

Assessment (subject to change)

The assessment is designed to be challenging and interesting. Please read the assignment descriptions carefully—they contain important criteria that will affect your grade. Additional information about assignments will be provided.

<u>Undergraduate Students</u>		<u>Graduate Students</u>	
Case Study Paper & Presentation	30%	Case Study Paper & Presentation	15%
Group Presentation	10%	Group Presentation	10%
Final Exam	24%	Final Exam	20%
Online Discussion Forums	21%	Research Paper	19%
Class Participation	15%	Online Discussion Forums	21%
Total	100%	Class Participation	15%
		Total	100%

Case Study Assignment

The purpose of the case study assignment is for each of you to explore an example of collaboration in practice so you can see the range of settings, applications, and approaches. The structure for the case study paper is somewhat strict. The goal is to have a common structure that will allow us to compare and contrast the cases. **The paper** should be around 2,000 words (4-5 single-spaced pages using a 12-pt. font). You can add extra pages for photos, tables, and diagrams. The class presentation is a brief 3-minute overview of the significant elements of the case study. The paper should address the following issues:

- **Case Description** (2-3 pages) - Provide an overview of the case study, with such information as:
 - Name: Name of the group
 - Location: description of location, including maps if available
 - Participants: who is involved, what are the rules for becoming involved (if available)
 - Structure: how the effort and its participants are organized
 - Decision-making process: voting procedures (e.g. full consensus, majority vote, etc.)
 - Government: what is their relation to government, legislation, regulations
 - Purpose: what is their focus
 - Process and history—what were the steps and activities they undertook over time
 - Funding: how are they funded
 - Plan: do they have a plan, strategy, or other document
 - Accomplishments: what have they achieved, implemented
 - Notes and observations: other notes about the group and how it operates

- **Case Discussion** (2-3 pages) - Based on the limited information that you have, how is the collaborative similar to or different from literature definitions? Use the literature to conduct this analysis. In particular, use the framework for collaboration in Linden (Chapter 3), the Margerum readings, and the Innes & Booher (2010) materials. Beyond describing the case in relation to one (or more) of these sources, what implications or insights do you draw from this analysis?
 - Research some of the collaboration literature related to this case
 - Analyze similarities or differences between this case and others described in the literature

Group Presentation Assignment

This assignment provides students with the opportunity to apply what they are learning in the class. Students will work in groups to create a hypothetical collaborative group. Class materials and additional resources will be used to select potential group members, structure group formation, develop collaborative processes, and design evaluation techniques for the collaborative. Additional details about this assignment and how it will be graded will be provided.

Graduate Student Research Paper

The topic analysis paper allows you to delve into a topic of interest related to collaboration. The topic should be focused—so you have an opportunity to explore the issues in depth. In particular, I would like to you explore literature from other areas and fields that will extend your understanding beyond what we are covering in class.

I am not concerned about the exact number of pages that you hand in, but for reference sake, it should be around 8-10 pages (double-spaced, 12-pt. font). I will provide you with an additional handout that explains the goals of the paper and the criteria used to evaluate the paper. The paper should address the following issues:

- Explain what the concept means (or is interpreted to mean) and how it is defined
- Synthesize the findings from the literature
- Compare and contrast the views of different authors

Final Exam

The final exam will cover all content in the course and will be a take-home exam. It will involve both short and long essay questions. I will hand it out one week before it is due and provide guidance on the exam earlier in the term.

Class Participation and On-Line Assignments

This class is designed for you to engage with the material through discussions, in-class exercises, and other interactive activities. Students are expected to have obtained and read the readings for each week and to come to class prepared to discuss their content and implications. Therefore, a significant part of your grade is based on class participation, which includes: attendance, participation in class discussions, in-class presentations, Canvas discussion forums, and participation in exercises, role plays, and debates. Students are expected to attend all classes, but no points will be taken off for one absence. The criteria for this grade will include:

- Graded discussions completed through Canvas: these will be reviewed and graded. You will be assessed on:
 - The depth of thinking and thoroughness of your answers
 - The extent to which you demonstrate your use and understanding of the readings
- Role playing exercises: participation, appropriate involvement and adequate preparation
- Discussions: contributions to class or small group discussions

Absences

In-class work is central to meeting our learning objectives. Students can miss one class session with no penalty (without needing to complete an alternative assignment for the day missed). Overall, students may miss three classes this term, regardless of the reason. It is expected that students will complete alternative assignments when multiple class sessions are missed. If alternative assignments are not completed, 1 point will be taken off a student's participation grade for any absences after the 1st absence. Due to recent UO policy, we do not have "excused" or "unexcused" absences except—as is the case for all UO classes—in the cases of religious observances, AEC accommodations, and University-sponsored events with signed documentation presented as early in the term as possible but at least a week ahead of the planned absence or need for accommodation. Please contact the Instructor about alternative assignments.

Difficult or complex situations that may impact attendance occur for many of us during a term. This policy means that absences are available both for students who do want to reach out about their experiences and students who do not. We know our UO community will still be navigating COVID-19 and other health issues, and some students will need to use some of their three absences to isolate and rest if they get COVID. I made my absence policy with this in mind, so please use your absences with care so they are there for you if you need them. Because we only meet once a week and in-class work is central to meeting our learning objectives, students who miss more than three classes may fail the course.

Your success is genuinely important to me. If challenges come up for you this term around attendance, please contact me as soon as you can. Together we can identify what resources or strategies might be available to support you and your learning. For additional information, please review the Participation Guidelines in Canvas.

Class Schedule (subject to change)

# Date	Topic	Reading
Week 1 9/27	Class Overview	None
Week 2 10/4	Defining Collaboration & the Consensus-Building Process Guest Speaker Tim Hicks Week 2 Class Discussion Forum	Linden: Chapters 1 & 2 Margerum: Chapter 1 Canvas: Forester/Folk-Williams (2013)
Week 3 10/11	Collaborative Case Studies Week 3 Class Discussion Forum Case Study Topic Due (10/15)	Linden: Chapters 3 & 4 Canvas: Innes & Booher (2010) Canvas: Salazar Center for N.A. Conservation (2021) Class Exercise Materials
Week 4 10/18	Stakeholder Analysis & Convening Collaborative Groups Week 4 Class Discussion Forum	Margerum: Chapter 3 Linden: Chapters 6 & 7 Canvas: Rongerude & Sandoval (2016) Canvas: Vogler et al. (2017) Canvas: UNICEF (n.d.) Canvas: Oliver (2011) Class Exercise Materials
Week 5 10/25	Collaborative Leadership & Facilitation Case Study Paper & Presentation Due Week 5 Class Discussion Forum Grad Student Research Paper Topic Due (10/29)	Canvas: Susskind & Cruikshank (2006) Canvas: Aloha-Reedville Study & Livable Community Plan Canvas: EPA Public Participation Guide Linden: Chapter 5 Margerum: Chapter 4 Class Exercise Materials
Week 6 11/1	No Class – Group Project Work Day Week 6 Class Discussion Forum	
Week 7 11/8	Group Communication Week 7 Class Discussion Forum	Linden: Chapters 9, 10, & 14 Canvas: Reo et al. (2017) Class Exercise Materials
Week 8 11/15	Dealing with Conflict & Collaboration Challenges Week 8 Class Discussion Forum	Canvas: Conway (1999) Canvas: Fraidenburg & Strever (2004) Canvas: Forester/Beutler (2013) Canvas: Kelly (1994) Class Exercise Materials
Week 9 11/22	No Class – Sustaining Collaboratives Week 9 Class Discussion Forum	Margerum: Chapter 6
Week 10 11/29	Evaluating Collaboration Take Home Exam Posted Week 10 Class Discussion Forum Group Presentations Grad Student Paper Due (12/3)	Margerum: Chapters 10 & 11 Canvas: Wiley et al. (2013) Class Exercise Materials
FINALS	TAKE HOME EXAM DUE - Wednesday, December 6 th at 2:45 PM (Submit on Canvas)	

Grading Scale

100	A+
95-99	A
90-94	A-

86-89	B+
83-85	B
80-82	B-

76-79	C+
73-75	C
70-72	C-

66-69	D+
63-65	D
60-62	D-

<60	F

Grade Guidelines

- As a combined graduate/undergraduate class, graduate standards will be held to higher standards for all assignments.
- Please note that I provide assignment criteria and grading rubrics for each assignment to be as transparent as possible. Please review these before you start work on your assignment.
- My goal with grading is to push you to learn more—not simply assign you a score. So, my grading reflects learning expectations, such as incorporating readings and using research to drawing conclusions.

Undergraduate Students

- A signifies an exceptional level of achievement. The student shows a superb command of the material and the ability to apply it at many different levels.
- B signifies a good but not exceptional level of achievement. The student shows a grasp of the material and the ability to apply it at several but not all levels.
- C signifies a modest level of achievement. The student shows some mastery of the material and a narrow range of application.
- D signifies inadequate understanding of the material. Non-passing grade. Student will earn university credit, but will not satisfy major or minor core requirements.
- F signifies that major parts of the coursework were not completed or, if completed, show very little mastery of course material and learning objectives. Student does not earn credit.
- I signifies that a small, but important part of the course was unfinished. An incomplete is awarded at the discretion of the Instructor. The student has one year to complete the incomplete. After the year, the grade automatically converts to an F.
- P indicates a passing grade, when a student has earned a letter grade of C- or better.
- N indicates a non-passing grade, when a student has earned a letter grade of D or lower.

Graduate Students

- A+ signifies that the student clearly exceeds an exceptional level of achievement and complete mastery of all material. This is an exceedingly rare grade.
- A signifies an exceptional level of achievement and superb command of the material. Demonstrates higher level thinking and mastery of subject
- A- signifies a very good level of achievement and understanding of the material with some areas of potential improvement and mastery.
- B+ signifies an average level of achievement with adequate professional proficiency.
- B signifies a slightly below average achievement in relation to professional proficiency; the student has understood the information, but there are gaps in their knowledge and understanding.
- B- signifies that the student has not obtained professional proficiency of the subject material and there is significant room for improvement. While a B- allows the student to pass the class, a student with an overall GPA of a B- is not in good standing.
- C+ or lower signifies unacceptable work for graduate level or professionals. Significant deficiencies in assignment or knowledge.
- D or lower is not a passing grade and student does not earn credit
- P/NP: for a passing grade the student must achieve the equivalent of B- or better

Course Workload

A general guideline for the expected workload for an undergraduate level class is 3 hours/week per credit hour. Thus, a four-credit course will require 12 or more hours of effort per week. Our class meets for close to three hours each week, so undergraduate students should expect to spend an additional 9 hours per week studying for this course.

A general rule of thumb for the expected workload for a graduate level class is approximately 3-4 hours/week per credit hour. Thus, a four-credit course will require approximately 12-16 hours of effort per week. Our class meets for three hours each week, so students should expect to spend an additional 9 to 13 hours per week studying for this course.

Access & Accommodations

The University of Oregon and I are dedicated to fostering inclusive, equitable, and accessible learning environments for all students. The Accessible Education Center (AEC) assists students with disabilities in reducing barriers in the educational experience. You may be eligible for accommodations for a variety of disabilities – apparent disabilities, such as a mobility or physical disability, or non apparent disabilities, such as chronic illnesses or psychological disabilities. If you have or think you have a disability and experience academic barriers, please contact the Accessible Education Center (Location: 360 Oregon Hall; 541-346-1155; uoaec@uoregon.edu) to discuss appropriate accommodations or support. The details of your disability will be kept confidential with the AEC and you are not expected to share this information with others. However, I invite you to discuss any approved accommodations or access needs at any time with me.

Late Assignment Policy

Late assignments will be assessed a 10% per day late penalty (including weekends) unless there is a qualified excuse. Most assignments must be uploaded to Canvas before class the day they are due. Please check the syllabus for due dates.

Incomplete Policy

Students are expected to behave in a professional manner and to turn in all materials at the designated time. In accordance with university regulations, an incomplete will only be given when the quality of work is satisfactory, but a minor yet essential requirement of the course has not been completed for reasons acceptable to the Instructor.

Academic Integrity

The University Student Conduct Code (available on the [Student Conduct Code and Procedures webpage](#)) defines academic misconduct. Students are prohibited from committing or attempting to commit any act that constitutes academic misconduct. By way of example, students should not give or receive (or attempt to give or receive) unauthorized help on assignments or examinations without express permission from the Instructor. Students should properly acknowledge and document all sources of information (e.g. quotations, paraphrases, ideas) and use only the sources and resources authorized by the Instructor. If there is any question about whether an act constitutes academic misconduct, it is the students' obligation to clarify the question with the Instructor before committing or attempting to commit the act. Additional information about a common form of academic misconduct, plagiarism, is available at the [Libraries' Citation and Plagiarism page](#).

Inclusion Statement

The College of Design is a community that values inclusion. We are committed to equal opportunities for all faculty, staff, and students to develop individually, professionally, and academically regardless of ethnicity, heritage, gender, sexual orientation, ability, socioeconomic standing, cultural beliefs and traditions. We are dedicated to an environment that is inclusive and fosters awareness, understanding, and respect for diversity. If you feel excluded or threatened, please contact your Instructor.

Sexual Violence, Harassment and Survivor Support

The UO is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic and dating violence and gender-based stalking. If you (or someone you know) has experienced or experiences gender-based violence (intimate partner violence, attempted to completed sexual assault, harassment, coercion, stalking, etc.), know that you are not alone. UO has staff members trained to support survivors in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more. If you wish to speak to someone confidentially, you can call 541-346-SAFE, UO's 24-hour hotline, to be connected to a confidential counselor to discuss your options. You can also visit the SAFE website at safe.uoregon.edu. Students experiencing all forms of prohibited discrimination or harassment may contact the Dean of Students Office at 541-346-3216 or the non-confidential Title IX Coordinator/OICRC at 541-346-3123. Additional resources are available at UO's [How to Get Support webpage](#).

Accommodation for Religious Observances

The University of Oregon respects the right of all students to observe their religious holidays, and will make reasonable accommodations, upon request, for these observances. If you need to be absent from a class period this term because of a religious obligation or observance, please fill out the [Student Religious Accommodation Request fillable PDF form](#) and send it to me within the first weeks of the course so we can make arrangements in advance.

Your Well-Being

Life at college can be very complicated. Students often feel overwhelmed or stressed, experience anxiety or depression, struggle with relationships, or just need help navigating challenges in their life. If you're facing such challenges, you don't need to handle them on your own--there's help and support on campus.

[University Health Services](#) help students cope with difficult emotions and life stressors. If you need general resources on coping with stress or want to talk with another student who has been in the same place as you, visit the Duck Nest (located in the EMU on the ground floor) and get help from one of the specially trained Peer Wellness Advocates.

University Counseling Services (UCS) has a team of dedicated staff members to support you with your concerns, many of whom can provide identity-based support. All clinical services are free and confidential. Find out more at counseling.uoregon.edu or by calling 541-346-3227 (anytime UCS is closed, the After-Hours Support and Crisis Line is available by calling this same number).

Basic Needs

Being able to meet your basic needs is foundational to your success as a student at the University of Oregon. If you are having difficulty affording food, don't have a stable, safe place to live, or are struggling to meet another need, visit the [UO Basic Needs Resource page](#) for information on how to get support. They have information food, housing, healthcare, childcare, transportation, technology, finances (including emergency funds), and legal support.

If your need is urgent, please contact the Care and Advocacy Program by calling 541-346-3216, filling out the [Community Care and Support form](#), or by scheduling an appointment with an advocate.

Academic Disruption due to Campus Emergency

In the event of a campus emergency that disrupts academic activities, course requirements, deadlines, and grading percentages are subject to change. Information about changes in this course will be communicated as soon as possible by email, and on Canvas. If we are not able to meet face-to-face, students should immediately log onto Canvas and read any announcements and/or access alternative assignments. Students are also expected to continue coursework as outlined in

this syllabus or other instructions on Canvas. This UO webpage includes resources for food, housing, healthcare, childcare, transportation, technology, finances, and legal support: <https://blogs.uoregon.edu/basicneeds/food/>

Inclement Weather

It is generally expected that class will meet unless the University is officially closed for inclement weather. If it becomes necessary to cancel class while the University remains open, this will be announced on Canvas and by email. Updates on inclement weather and closure are also communicated as described on the Inclement Weather webpage.

Student Experience Surveys

The midway and end-of-term Student Experience Surveys are important opportunities to provide feedback about your learning experiences. I value this feedback and I am continually improving the course with students' responses in mind. The key parts of the survey are the open-ended questions where you share concrete, actionable feedback and about the teaching practices that stand out to you. Thank you for your thoughtful reflections!