



DEPARTMENT OF POLITICAL SCIENCE

PP 554: Cross Sector Collaboration

Mondays: 5:30-8:15 pm (Virtually)

Professor: Blair Thomas, PhD, MPA, MPH	Semester: Fall 2024 (Bi-Term 1) 8/19-10/11 Room or Web Address: Zoom
Office: Cherry Hall 314 Hours: Hybrid; Zoom on Mondays at 5:30 pm, CST	Phone: Cell, as needed E-mail: michael.thomas@wku.edu
The following is/are the required text(s)/readings for the course: <ul style="list-style-type: none">• Rudder, C. E., Fritschler, A. L., & Choi, Y. J. (2016). <i>Public policymaking by private organizations: Challenges to democratic governance</i>. Brookings Institution Press.• Course website as needed	

General Notes

I am here to support your learning objectives and get you all excited about this topic, but I also want to emphasize that nothing is more important than your mental and physical health. School IS NOT more important than that

- **I WILL ALWAYS CARE MORE ABOUT YOU AS A PERSON THAN AS A STUDENT!**
 - I'm an advocate and ally for students on a variety of fronts; As a first-generation college student with a wide range of teaching and professional experiences, I'm here for you
 - Door is always open if you need me.
- Please let me know if you are struggling with any of the class material, or if you need extra time for any assignments.
- If you need to miss content for any reason (medical, childcare, work, etc.), that is completely fine – just send me an email. I do NOT need doctor's notes, or any other justification.
- Remember, this is about you, it's never going to be about me. ***Please read the whole syllabus***

E-mail

As a general rule, I try to give responses within 24-48 hours:

- *Please do not say "I hope this finds you well" (Personally, I hope it finds me at a Boston Celtics game / beach.*
- *Please Include "Subject" headings (e.g., Activity 1, Paper Grade) and class number (PAD 4034).*
- *Be patient. I check e-mail several times a day during the week, and you can usually expect a response within 24 hours.*
- *Remember that e-mail communication does not have the face-to-face communication benefits of voice inflection, body language, etc. As a result, it is very easy for misunderstandings to occur with email.*
- *If you would like to schedule a FaceTime or Skype session given the online forum of the course, don't hesitate to let me know and we can set up a meeting.*

Course Description

This course explores the importance of cross-sectoral relationships (between the public, nonprofit, and for-profit sectors) to good public governance.

Course Objectives

1. Analyze and discuss the importance of cross-sectoral relationships for good public governance
2. Discuss the ways in which public, nonprofit, and for-profit organizations interact to address public problems
3. Compare and contrast how the three sectors engage in formulation and implementation of public policy
4. Describe and discuss how cross-sector relationships promote and/or inhibit the effective, efficient, and equitable provision of public goods and services
5. Demonstrate improvement in your written communication skills through fewer grammatical errors and enhanced clarity of statements.

Evaluation and Grading

Grading: To summarize, the grading for the course breaks down as follows and is based on a 100-point scale:

- Introduction Video: 5% (5 points)
- Attendance / Discussion Board: 20% (4 x 5 = 20 points)
- Organizational Collaboration Group Project: 40% (40 points)
- Personal Reflection: 35% (35 points)

Letter Breakdown

A 94-99%	B+ 87-89.99%	C+ 77-79.99%	D+ 67-69.99%	F 59.99% and below
A- 90-93.99%	B 83-86.99%	C 73-76.99%	D 63-66.99%	
	B- 80-82.99%	C- 70-72.99%	D- 60-62.99%	

Course Requirements

Zoom Class Dates: 8/19, 8/26, 9/9, 9/16, 9/23, 9/30, 10/7

Introduction Video (5%): Students will prepare and upload a brief 2–3-minute video introducing themselves to the class, including a discussion of their background and interest in pursuing the MPA degree. You will also need to type this information in the discussion board in Week 1 to fulfill Financial Aid requirements. **The video is due by the end of the first week of class**

Attendance via Discussion Board Posts and In-Class Participation (20%): Participation in the online discussion is expected for all class sessions and have a significant impact on your final grade. Attendance will be taken via our course discussion participation as well as in class. These posts serve as opportunities to expand on readings that are assigned, or relevant topics associated to think about your writing. I expect a cited response ranging from 300-350 words (unless noted).

- Class attendance will occur via 4 discussion board posts, with dates already established in the syllabus. They will be worth 5 percent each for a total of 20%. **Posts are due on Sundays at 11:59 p.m. CST at the end of each week.**
- Mondays will serve as time to review and discuss lectures as well as an opportunity to have virtual group time for you to work on assignments and to ask questions about your writing and to look over it together.

Organizational Collaboration Project (40%): The purpose of this assignment is to discuss and put together work on cross-sector collaboration. If completed successfully, students will be able to demonstrate and document experience executing these tasks. Details (including rubrics) will be provided on the course site as the course progresses.

- Each student will work in a team (defined nominally as three people, but the number may vary) to prepare a collaborative plan as a comprehensive class project. Students will select the groups on their groups and report to me by the end of Week 1
- There is no set length to a plan or for projects, generally. Lengthy plans indicate an inability to condense information or to present it effectively. The plans should be complete and thoroughly cover each aspect of the assessment, however for grades there are certain areas that are of special interest:
- Graphics and/or diagrams must be used where appropriate. Each section should directly relate to the overall plan and build upon the information in the preceding section.
- The projects are supposed to be professional in nature. As such, forgoing some APA rules – such as the use of a running head – is accepted. In-text quotes or references continue to need a citation and a reference page with key references should be included. The plan will be due by **Wednesday, October 9**

Personal Reflection (35%): Each student is responsible for writing a 5–7-page paper that describes his or her experience trying to create a strategic plan. The reflection is worth 35 points and is due on **Sunday of Week 7.** Students might discuss the group process, the rationality (or lack thereof) associated with collaborative thinking, the observed challenges associated with cross sector collaboration, and the perceived benefits and drawbacks of collaboration. More assignment details will be provided on the class website.

Academic Integrity

Plagiarism is completely unacceptable and will result in a grade of F on the assignment in question and may result in a grade of F for the course. The following statement is taken directly from the WKU Graduate Catalog:

To represent written work taken from another source as one's own is plagiarism. Plagiarism is a serious offense. The academic work of a student must be his/her own. One must give any author credit for source material borrowed from him/her. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage without reference to the source after having changed a few words is also plagiarism.

I encourage you to read the entire statement regarding academic offenses in the Graduate Catalog (available online at: http://www.wku.edu/graduate/prospective_students/catalog.php).

WKU Center for Literacy Assistance

The WKU Center for Literacy is located in Gary A. Ransdell Hall 2066. At the Center for Literacy, students can receive assistance in developing strategies to help reading/studying to learn and writing for evidence and argument. The Center for Literacy offers both individual and small group sessions throughout the semester. More information about the WKU Center for Literacy can be found on the website: <http://www.wku.edu/literacycenter/>

WKU Writing Center

Students may request feedback on their writing via email or arrange a real-time Zoom conference to discuss a paper. See instructions and how-to videos on the website (www.wku.edu/writingcenter) for making appointments. Students may also get short writing questions answered via email; just put "Quick question" in the subject line to (writingcenter@wku.edu).

WKU Libraries

Library Instruction/research help:

- Research Librarians are available for one-on-one appointments
- Librarians are available by phone, email, and 24/7 chat.
- Check out the Research Guides (suitable for linking!): libguides.wku.edu
- Tutorials and other instructional guides: <https://libguides.wku.edu/tutorials>

Accommodations for Students with Disabilities

In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, Room 1074. The SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at sarc.connect@wku.edu. Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

Pregnant and Parenting Students

Western Kentucky University does not discriminate against any student or exclude any student from its educational programs or activities, including classes or extracurricular activities, on the basis of pregnancy and/or pregnancy-related conditions such as, but not limited to, childbirth, false pregnancy, termination of pregnancy, or recovery therefrom. Students who seek pregnancy or pregnancy-related accommodations should make their requests as soon as possible via WKU's Title IX Website at www.wku.edu/titleix/ under the heading, "Pregnancy or Pregnancy-Related Conditions." Students can also contact the Title IX Coordinator, Ena Demir, via email at ena.demir@wku.edu or by phone at (270) 745-6867 to request accommodations or seek assistance. We encourage students and faculty to work together to establish a plan that allows the student to complete the class and coursework without jeopardizing academic integrity and course standards. The Title IX Coordinator can help facilitate conversations between students and faculty regarding appropriate and reasonable accommodations.

If you are a WKU student and believe that you have experienced an incident(s) of discrimination or harassment based on pregnancy (or pregnancy related conditions or issues), please report it to the Title IX Coordinator via email at ena.demir@wku.edu or by phone at (270) 745-6867.

Additional resources for pregnant and parenting students can be found on WKU's Title IX Website at www.wku.edu/titleix/.

Title IX, Discrimination, Harassment and Sexual Misconduct Policy

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's Sex and Gender-Based Discrimination, Harassment, and Retaliation (#0.070) and Discrimination and Harassment Policy (#0.2040). Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Executive Director, Office of Institutional Equity/Title IX Coordinator, Ena Demir, 270-745-6867 or Title IX Investigators or Michael Crowe, 270-745-5429. Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are "Responsible Employees" of the University and MUST report what you share to WKU's Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's Counseling and Testing Center at 270-745-3159.

In-class and Online Decorum and Respect

I like to engage in discussions that are thought-provoking and are aimed to challenge students and to help everyone grow. I anticipate learning as much from you as you will from me. I expect everyone to respect their peers regardless of whether they agree or disagree with them. Personal attacks will not be tolerated on any medium throughout the semester online or in class.

Religious Observances or Military-Related Responsibilities

If you experience a scheduling conflict or need accommodation for religious observance or military-related responsibilities, give me a heads up and we'll make sure you get what you need. Please do so BEFORE the conflict arises.

Tentative Course Outline & Reading Schedule* (SUBJECT TO CHANGE)

Week 1 (8/19)

Prelude: Welcome to class! Just going over course expectations, doing a little Q&A and easing into the term

- Readings on course site

Week 2 (8/26)

Topic 1: Why Study Collaborative Governance?

Topic 1 Learning Objective: After reading the assigned materials, students should be able to describe the differences between the three economic sectors, discuss ways in which the three sectors interact with regard to public policy, and explain why it is important to understand collaborative governance. (Course LO 2, 3)

- Rudder et al, Intro, Chapter 1
- Readings on course site

Topic 2: Collaborative Governance Regimes

Topic 2 Learning Objective: After reading the assigned materials, students should be able to describe devolution, globalization, and hyperpluralism and discuss how these concepts affect the need for collaboration and also contribute to cross-sector conflict. Students should also be able to define and explain the relevance of collaborative governance regimes. (Course LO 1, 4)

- Rudder et al, Chapter 2
- Readings on course site

Week 3 (9/2): LABOR DAY- NO CLASS

Topic 3: Collaborative Governance Frameworks

Topic 3 Learning Objective: After reading the assigned materials, students should be able to describe the elements of the CGR framework and discuss their relevance to understanding cross-sector collaboration and conflict. (Course LO 1, 2)

- Readings on course site

Week 4 (9/9)**Topic 4: Case Studies on Collaborative Governance**

Topic 4 Learning Objective: After reading the assigned materials, students should be able to analyze the case studies presented in the readings and discuss their assessment of the relevant attributes of the collaborative governance regimes identified. (Course LO 2, 3, 4)

- Readings on course site

Week 5 (9/16)**Topic 5: Types & Assessment of Collaborative Governance**

Topic 5 Learning Objective: After reading the assigned materials, students should be able to describe the challenges associated with assessment of CGR and offer strategies for overcoming conflict in collaborative governance. (Course LO 1, 4)

- Readings on course site

Topic 6: Private Governance

Topic 6 Learning Objective: After reading the assigned materials, students should be able to define what the authors mean by private governance and discuss challenges and opportunities associated with public policymaking by private organizations.

(Course LO 2, 3, 4)

- Rudder et al, Chapters 4 and 5
- Readings on course site

Topic 7: Examples of Private Governance

Topic 7 Learning Objective: After reading the assigned materials, students should be able to analyze the examples of private governance and discuss their assessment of the collaboration and conflict displayed in the examples and how it affects public policy. (Course LO 2, 3, 4)

- Rudder et al, Chapter 6
- Readings on course site

Week 6 (9/23)**Topic 8: Traditional Funding and Philanthropy**

Topic 8 Learning Objective: After reading the assigned materials, students should be able to describe the shifts that have occurred in funding relationships across the sectors. Students should also be able to discuss how the shifts in funding cause and/or are the result of cross-sector collaboration and conflict in the development and implementation of public policy. (Course LO 2, 3, 4)

- Readings on course site

Topic 9: New Philanthropy Actors & Tools

Topic 9 Learning Objective: After reading the assigned materials, students should be able to describe how the actors involved, and the tools of philanthropy have changed. Students should also be able to discuss the implications for public policy of the changes to philanthropic activity. (Course LO 2, 3)

- Readings on course site

Week 7 (9/30)**Topic 10: Frontiers of Social Investment**

Topic 10 Learning Objective: After reading the assigned materials, students should be able to describe social impact investing and discuss the ways in which it promotes collaboration and conflict in the development and implementation of public policy. (Course LO 1, 2, 3, 4)

- Rudder et al, Chapter 7
- Readings on course site

Week 8 (10/7): FINALS WEEK- NO CLASS!

Notice of Copyright

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KEY COURSE DATES*

Week: Date	Assignment
1: 8/19	Discussion Board (DB) 1; Video; Pick Groups
2: 8/26	
3: 9/2 (NO CLASS; LABOR DAY)	Discussion Board (DB) 2
4: 9/9	Discussion Board (DB) 3
5: 9/16	Discussion Board (DB) 4
6: 9/23	Personal Paper Due By 9/29
7: 9/30	Personal Reflection By 10/6
8: 10/7 (NO CLASS; FINALS WEEK)	Group Project Due by 10/9

***TENTATIVE DATES; SUBJECT TO CHANGE**