Claremont Graduate University

Transdisciplinary Studies
TNDY 404O
Collaboration Across the Public-Private Divide
Spring 2026

Contact Information

Class Instructor:

Robert Klitgaard, University Professor

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- In-person drop-by hours: Tuesdays 9 – 11:45 am

Instructor Feedback and Communication

The best way to get in touch with me is via email. I will do my best to respond within two business days.

Class Schedule

- Semester start/end dates: January 16
- Meeting day, time: Thursdays 1:00 – 3:50 pm
- Class Location: Online.

Course Description

Many of the most challenging problems facing our region and our world cannot be tackled by government alone. From health care to education, from poverty to social justice, from urban renewal to international development, effective projects and programs often require collaboration across the public-private-nonprofit divide. Yet around the world, few graduate programs focus on how to design, lead, and manage collaboration across public-private divide. This course tries to be an exception.

How can theory help us assess when various forms of collaboration make sense? What can we learn about the practical challenges of making public-private partnerships work from success stories? We will study outstanding examples, including preventing public-school dropouts, cultural festivals for indigenous peoples, ebola in West Africa, common pool resources such as irrigation systems and local forests, universal identification systems, combating corruption, urban beautification, rural development, fighting drug-resistant tuberculosis, and a variety of public-private partnerships in infrastructure.

Throughout we will learn to use Generative Artificial Intelligence (GenAI) as our tutor, designer, and thought partner. We will consider how GenAI can enable collaboration and also perhaps require it.

All of this will enable us to reconsider what governance and leadership mean in our rapidly changing world.

- Credit/Units: 4

Background Preparation (Prerequisites)

There are no curricular prerequisites.

Student Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Appraise the distinctive capabilities of different kinds of institutions.
2. Design collaborative arrangements.
3. Apply tools of leadership and management to public-private partnerships, including citizen empowerment.
4. Evaluate collaboration in terms of each partner, the partnership as an entity, and the attainment of public purposes.
5. Create a process that catalyzes problem-solving across the public-private divide.

Assessments and Grading

Participation

Your careful preparation for discussions is vital for the success of this seminar.

Many of our sessions will employ the case method. Here are some materials that introduce the method and describe how you can get the most from it:

1. https://www.hbs.edu/mba/academic-experience/Pages/the-hbs-case-method.aspx

2. "Learning by the Case Method," Harvard Business School (3 pages). On canvas.

3. https://www.exed.hbs.edu/hbs-experience/learning-experience/case-study-method

Sometime during the course, each student will give a 20-minute briefing on one of our topics. Details will be provided. We will learn together about briefings and how they differ from academic talks. A useful example is here: RAND Corporation. 1996. "Guidelines for Preparing Briefings." https://apps.dtic.mil/sti/tr/pdf/ADA317235.pdf

This briefing and your participation in class count for 35 percent of your final grade.

Midterm Exam

The midterm examination on March 5 counts for 30 percent of the final grade. This examination will be open book and open notes and you will be asked to utilize ChatGPT. The exam is designed to take two hours, but you will be allowed three hours to complete it.

Course Project

The course project counts for 35 percent of your final grade. You will be part of a team of classmates from different disciplines and professions. The course project focuses on an example of a public-private-citizen partnership on a particular task or issue. The product is your team's design of a day-long convening for leaders in the three sectors with the goal of stimulating collaboration and practical steps forward. Details will be supplied during the first weeks of the seminar. An initial, ungraded one-page description of the topic is due at 5:00 p.m. on February 5 via email to Prof. Klitgaard.

Each team will give an ungraded 20-minute briefing on the course projects on April 30. The purpose of this briefing is to get help from your classmates. Then on May 7 each team will give a graded 20-minute briefing on the course project. Their written report is due before 5:00 p.m. on Friday, May 10. This report will be no longer than 5000 words (about 20 pages double-spaced), not counting references or tables. Details on this report will be provided well in advance.

There is no final examination.

Expectations and Logistics

This seminar is highly participatory. As noted, your careful preparation and enthusiastic participation are keys to your learning experience—and to the class's. If for some reason you are unable to come to a class or to prepare for it fully—things do happen—please let Prof. Klitgaard know in advance via email.

Artificial Intelligence

Throughout the course, we will make extensive use of Generative Artificial Intelligence (GenAI), especially ChatGPT. We will explore GenAI's many uses. For example, you will use ChatGPT4 as your personal tutor. To help you get started on a research project. To anticipate politicized reactions to cost-benefit analyses—and take preventive measures. To be your research assistant, including data analysis.

We will emphasize the limitations and risks of GenAI. As we explore ChatGPT, we will consistently question it—and ourselves, as we use it.

Texts and Journal References

Required Materials

- Robert Klitgaard. 2023. *Bold and Humble: How to Lead Public-Private-Citizen Collaboration, with*

Five Case Studies. Bhutan: Royal Institute for Governance and Strategic Studies. Open access here: https://www.rigss.bt/books

Instructor-Supplied Materials

- See the links in the syllabus, including digital materials provided via Canvas.

Week-by-Week Schedule

January 16

Introducing each other and the course.

Why is public-private-nonprofit collaboration so important today for leaders and managers in business, government, education, and civil society?

Exploring ChatGPT4.

January 23

Bold and Humble, Preface and Chapter 1.

"Partnership for Dealing with Dropouts (A)," 8 pages. On Canvas.

Assignment (nothing to write or submit):

As preparation for class discussion, please consider the following questions:

1. What are the advantages and disadvantages of a cross-age tutoring program?

2. What are the critical activities that should be considered part of such a program?

3. How might the various partners combine forces in implementation?

January 30

Daniel P. Gitterman and Neil Britto. 2021. "The Intersector as a Tool to Address Intractable Problems," in *The Intersector: How the Public, Nonprofit, and Private Sectors Can Address America's Challenges*, ed. Daniel P. Gitterman and Neil Britto (Washington, DC: Brookings, 2021): 1–17. https://www.brookings.edu/wp-content/uploads/2020/08/9780815739029_intro.pdf

Howard W. Buffett and William B. Eimicke. 2018. "How Companies, Governments, and Nonprofits Can Create Social Change Together," *Harvard Business Review*. 31 May. https://hbr.org/2018/05/how-companies-governments-and-nonprofits-can-create-social-change-together

Please spend a half hour looking through the World Bank's resources on public-private partnerships: https://ppp.worldbank.org/public-private-partnership/

Assignment (nothing to write or submit):

1. Please engage with ChatGPT4 using this prompt:

> I have a **[describe your]** background in microeconomics. Please explain comparative advantage to me. Please distinguish comparative advantage from absolute advantage. Please give an example of comparative advantage.
>
> Follow-up prompt:
>
> Please connect comparative advantage to the analysis of public-private-citizen collaboration. Explain how gains from collaboration resemble gains from trade.
>
> Follow-up prompt:
>
> Please give an example from rural development in a poor country

2. Please consider an example that you know of collaboration across the public-private divide. What are its advantages and disadvantages?

February 6

"A Cultural Festival for the Highlanders," *Bold and Humble*, ch. 2. Please prepare your answers for the questions on p. 20 to discuss in class.

Bold and Humble, ch. 3.

Assignment (nothing to write or submit)

Use ChatGPT to investigate these concepts from ch. 3 of *Bold and Humble*: rivalrous goods, excludable goods, private goods, public goods, common-pool resources, toll goods, externalities, and civil society organizations.

You might try this remarkable, general-purpose prompt, inserting your information in the bold brackets:

> You are an upbeat, encouraging tutor who helps me, **[a PhD student in economics]**. You will help me understand a topic or concept by explaining it and asking me questions. Please begin by introducing yourself to me as my tutor. Then ask me what topic I would like to explore. Wait for my response. Then ask me what I know already about the topic I have chosen. Wait for a response. Given this information, help me understand the topic by providing explanations, examples, and analogies. These should be tailored to my prior knowledge. You should guide me in an open-ended way. Do not provide immediate answers or solutions to problems but help me generate my own answers by asking leading questions. Ask me to explain my thinking. If I get the answer wrong, try asking me to do part of the task or remind me of their goal and give me a hint. When I improve, then praise me and show excitement. If I struggle, then please be encouraging and give me some ideas to think about. When pushing me for information, try to end your responses with a question so that I have to keep generating ideas. Once I show an appropriate level of understanding given my learning level, ask me to explain something in my

own words; this is the best way I can show I know something, or ask me for examples. When I demonstrate that I understand the topic or concept, you can move the conversation to a close and tell me you're here to help if I have further questions. Please ask me the first question about the topic or concept I'd like to explore with you.

February 12

Please submit a one-page description of the case study your team proposes to robert.klitgaard@cgu.edu.

February 13

Bold and Humble, chs. 4 – 6.

Please review the frameworks of chs. 3 and 6 of *Bold and Humble*. Discuss with your project teammates how these ideas apply to your course project. Please be prepared to discuss in class.

February 20

1. More on the design and management of collaboration

Anaïs Fabre and Stéphane Straub. 2023. "The Impact of Public-Private Partnerships (PPPs) in Infrastructure, Health and Education." *Journal of Economic Literature*, 61(2): 655–715. On Canvas

Assignment (nothing to write or submit)

How would you summarize the findings of Fabre and Straub's review? What surprised you? Please be prepared to discuss your answers in class.

2. Case study

Jennifer Widner. 2018. *All Hands On Deck: The US Response to West Africa's Ebola Crisis, 2014-2015*. Innovations for Successful Societies, Princeton University. June. 42 pp. https://successfulsocieties.princeton.edu/sites/successfulsocieties/files/JW_Ebola_USResponse_Final_June%2028%202018_JRG_0.pdf

Assignment (nothing to write or submit)

Again, review the frameworks of chs. 3 and 6 of *Bold and Humble*. Apply them to Widner's case study, *All Hands On Deck*. Be prepared to discuss in class.

February 27

1. Partnerships and common-pool resources

Garrett Hardin. 1968. "The Tragedy of the Commons," *Science*, 162(3859): 1243–1248. 13 December. http://science.sciencemag.org/content/162/3859/1243

Robert Boyd et al. 2018. “Tragedy Revisited,” *Science*, 362(6420): 1236–1241. 14 December. http://science.sciencemag.org/content/362/6420/1236.full

Engage in a conversation with ChatGPT about the tragedy of the commons. You might explore such aspects as examples, data, theoretical developments, research priorities, connections with the topic of your course project, and so forth.

Please be prepared to discuss some of your findings in class.

2. Case study

Robert Klitgaard. 2021. *The Culture and Development Manifesto*. New York: Oxford University Press, ch. 10. http://scholar.cgu.edu/robert-klitgaard/wp-content/uploads/sites/22/2020/06/Ch.-10-Culture-and-Development-Reconsidered.pdf

Assignment (nothing to write or submit)

What impressed you about Elinor Ostrom’s work in enabling collaborative governance?

March 5

Midterm examination.

March 12. Spring Break

March 19

1. Case study

“A Partnership for Educational Innovation,” *Bold and Humble*, ch. 8.

2. Case study

Vijay Sathe. 2011. “The World’s Most Ambitious ID Project,” *Innovations* 6(2): 39–66. Available on Canvas.

Assignment (nothing to write or submit)

Please use ChatGPT to explore the concept and examples of “universal ID.”

Then, using paper by Sathe, summarize the key challenges facing the leaders of Aadhaar in 2011. What would you recommend? Please be prepared to discuss in class.

March 26

1. Designing together

Lynn Barendsen *et al.* 2013. *The Good Collaboration Toolkit: An Approach to Building, Sustaining, and Carrying Out Successful Collaboration*. Cambridge, MA: The Good Project, Harvard Graduate School of

Education, pp. 46–79. https://www.thegoodproject.org/collaborationtoolkit An easier-to-read pdf version will be shared on Canvas.

Assignment (nothing to write or submit)

Engage ChatGPT in a chat about *techniques for involving people* in collaboration and partnerships. "People" meaning employees, clients, citizens—see what you can uncover. Be prepared to discuss your findings in class.

2. Case study

Robert Klitgaard. 2019. "Engaging Corruption: New Ideas for the International Monetary Fund" *Policy Design and Practice* 2(3): 229–242.
https://www.tandfonline.com/doi/full/10.1080/25741292.2019.1612542

Assignment (nothing to write or submit)

Please meet with your project team to begin applying this article's convening framework to your course project.

Talk about questions such as:

a. Who should participate in a convening?

b. What data would be most useful to help participants locate their challenges?

c. What example of success might kindle their creativity?

d. What framework or checklist might help them reframe their problems and possibilities?

April 2

Case study: Reforms to promote collaboration across the public-private-citizen divide: the Performance Governance System

"Collaboration through Systems and Processes," *Bold and Humble*, ch. 10.

Assignment (nothing to write or submit)

The table on p. 106 summarizes what the Performance Government System requires and how Mandaue's version was falling short. If you were advising Mayor Jonas Cortes, what would you recommend for each issue? Be prepared to discuss in class.

April 9 Eid Mubarak

Case study continued

"Implementing Systemic Collaboration," *Bold and Humble*, ch. 11.

Robert Klitgaard. 2019. "Reforming Mandaue City: Overcoming Backsliding." Teaching Case, Claremont Graduate University. August.

Assignment (nothing to write or submit)

Study questions appear at the end of the 2019 Mandaue case—please prepare them carefully for class discussion.

April 16

Bold and Humble, ch. 12.

Case study: A partnership in public health

Alan M. Trager and Jessica Droste Yagan. 2007. "The Eli Lilly MDR-TB Partnership: Creating Private and Public Value," Harvard Kennedy School. On Canvas.

Assignment (nothing to write or submit)

Use ChatGPT to find new information about multidrug resistant TB and ways to forestall it.

Study questions appear at the end of the Eli Lilly case—please prepare them carefully for discussion in class.

April 23

Readings and assignment to be distributed.

April 30

"Where We're Stuck" briefings on your course projects.

Have a look again at RAND Corporation. 1996. "Guidelines for Preparing Briefings." https://apps.dtic.mil/sti/tr/pdf/ADA317235.pdf

This week, the purpose of each team's 20-minute briefing to solicit help from your classmates.

You might spend five minutes describing the topic. Then use ten minutes to outline what progress you've made. Then take five minutes to describe "where we're stuck"—and ask for your colleagues' comments and suggestions.

These briefings are ungraded. Do make them "professional" by rehearsing them—but the point is to get help, not to present a finished product.

May 7

Final 20-minute briefings on your course projects. These briefings will be graded.

Review of the course and agenda for the future

Your final course projects are due by 5:00 p.m. on Friday, May 10.

University Resources for Students

Access to university resources and policies can be found in Canvas using the left navigation menu.

- Student Resources
- Requirements & Responsibilities
- Center for Writing & Rhetoric
- The Claremont Colleges Library

CGU policies on grades, including incomplete grades, registration and enrollment can be found on the Registrar's webpage: http://www.cgu.edu/registrar