COURSE SYLLABUS

PROFESSOR

Professor: Dr. Adam Brewer
Office: LAW #145
Office Phone: (406) 243-4155
Email: adam.brewer@umontana.edu
Office Hours: Tuesday 2-3pm, Wednesday 10-11am, Thursday 2-3pm (for spring semester 2019)

(The Course Calendar is at the top for your convenience. Please refer to it and Moodle frequently throughout the semester for all listed course material and due dates)

COURSE CALENDAR

Module I: Foundations of Human Resource Management (HRM)

Pre Week: Course Introduction (Jan 10-12)
Preliminary Preparation- Ch. 1-2 Battaglio
   Sign-Up for Zoom Orientation Meeting
   Sign-Up to be a discussion leader
   Take technology survey

Week 1: Foundations of HRM and Civil Service Reform (Class Discussion Week)
Preliminary Preparation - Frederick Taylor excerpts from scientific management
   Van Riper 1958, Gooden and Portillo Minnowbrook Tradition
   Williams and Bowman Civil Service Reform
Lecture Video- Foundations of HRM in the U.S

Tuesday- Thursday, Jan 15-Jan 17  Zoom Orientation Meetings (Only 25 minutes)
Tuesday, Jan 15th  Initial Post due on Week 1 Class Discussion by 11pm
Saturday, Jan 19th  Finish Posting on Week 1 Class Discussion by 11pm

Week 2: Approaches to HRM
Preliminary Preparation - Rosenbloom reading, Cooper reading, Callaghan reading
   Case 1: Replacing the City Planner (Just read the case. Case not due until next week)
   Start Fisher and Ury if you have time.
   Lecture Video: Four perspectives for analyzing HRM issues

Week 3: Negotiation in HRM
Preliminary Preparation - Fisher and Ury (the whole book)
   Lecture Video: A fifth perspective “Guest Lecturer“- Dean Paul Kirgis, Dean of the School of Law

Saturday, Feb 2nd  Large Case Write-Up #1 “Replacing the City Planner” due 11pm
Module II: Functions of Human Resource Management

Week 4: Civil Liberties in HRM (Speech and Religion) [Class Discussion Week]
Preliminary Preparation: Ch. 3 Battaglio, King reading
Lecture Video: Become familiar with 1st Amendment and 4th Amendment public workplace issues

Tuesday, Feb 5th  Initial Post due on Week 1 Class Discussion by 11pm
Saturday, Feb 9th  Finish Posting on Week 1 Class Discussion by 11pm
VR Outline 1: Racial Identity Due 11pm

Week 5: Civil Rights in HRM (Affirmative Action)
Preliminary Preparation: Ch. 4 Battaglio, Robinson reading
Case: Social Media and the Public Sector Workplace
Lecture Video: Become familiar with Affirmative Action workplace issues in the 21st Century

Tuesday-Thursday, Feb 12th- Feb 14th  Zoom Case Discussions (Only 45 minutes, Sign-up for one)
Saturday, Feb 16th  Large Case Write-Up #2 “Social Media and the Public Sector Workplace: The Case of Facebook and the City Planner” is due today 3:30pm

Week 6: Civil Rights in HRM (Disabilities)
Preliminary Preparation: Greenlaw and Kohl reading, Crampton and Hodge reading
Lecture Video: Become familiar with how ADA is implemented in the public workplace

Saturday, Feb 23rd  VR Outline 2: Accommodating the Elderly Due 11pm

Week 7: Civil Rights in HRM (Diversity)
Preliminary Preparation: Bell et al. reading
Case: The Disabled Parks Employee
(I would suggest starting the Whittenbury book)

Saturday, Mar 2nd  Large Case Write-Up #3 “The Disabled Parks Employee” is due today 3:30pm

Week 8: Civil Rights in HRM (Sexual Harassment) [Class Discussion Week]
Preliminary Preparation: Whittenbury (read whole book)
Lecture Video: "Guest Lecturer"- Matt Dente J.D. Employment Law Attorney

Tuesday, Mar 5th  Initial Post due on Week 1 Class Discussion by 11pm
Saturday, Mar 9th  Finish Posting on Week 1 Class Discussion by 11pm

Week 9: Recruitment, Pay, and Benefits in HRM
Preliminary Preparation: Ch. 5-6 Battaglio, Christensen et al. reading
Case: The Cardiac Hospital Team
Lecture Video: “Guest Lecturer”- Monte Mills, Professor of Law at UM Law School.

Tuesday-Thursday, Mar 12- Mar 14  
**Zoom Case Discussions (Only 45 minutes, Sign-up for one)**

Saturday, Mar 16th  
**Large Case Write-Up #4 “The Cardiac Hospital Team” is due 11pm**

**Week 10: Performance Appraisal in HRM**
Preiliminary Preparation - Ch. 7 Battaglio, Roberts reading  
(I would suggest starting Small Case #1 this week if you have time)  
Lecture Video: Become familiar with performance appraisal systems

**Week 11: Spring Break Week**
Preiliminary Preparation- Case: Hiring a Sustainable Development Specialist

Saturday, Mar 30th  
**Small Case Write-Up #1 “Hiring a Sustainable Development Specialist” is due 11pm**

**Module III. The Future of Human Resource Management**

**Week 12: Public Service Motivation in HRM**
Preiliminary Preparation - Ch. 8 Battaglio, Brewer et al. reading  
Lecture Video: “Guest Lecturer”- Becky Garner, Personnel Director, UM School of Law

Saturday, Apr 6th  
**VR Outline 3: An Interactive Experience in Recruitment Due 11pm**

**Week 13: Labor Relations/Unions/ Privatization of HRM**
Preiliminary Preparation - Ch.9-10 Battaglio  
Lecture Video: Labor Unions in the 21st Century  
Case: The Division of Water Resources

Tuesday-Thursday, Apr 9-Apr11  
**Zoom Case Discussions (Only 45 minutes- Sign-up for one)**

Saturday, Apr 13th  
**Small Case Write-Up #2 “The Division of Water Resources” is due 11pm**

**Week 14: HRM Information Systems/ Strategic Public HRM (Class Discussion Week)**
Preiliminary Preparation - Ch. 11-12 Battaglio  
Lecture Video: “Guest Lecturer”- Karen Harrison, Human Resource Director Missoula County  
Take Technology Survey  
Take Cultural Assessment Survey

Tuesday, Apr 16th  
Initial Post due on Week 1 Class Discussion by 11pm

Saturday, Apr 20th  
Finish Posting on Week 1 Class Discussion by 11pm

**Week 15: Student Perspectives**
Preiliminary Preparation - None

Tuesday-Thursday, Apr 23-Apr26  
**HRM Portfolio Presentations (1 hour- Sign-up for one)**

Saturday, Apr 27th  
**HRM Portfolio Due 11pm (You are all finished!)**
DESCRIPTION & OBJECTIVES

IMPORTANT COURSE INFORMATION

This course is online, meaning we do not meet in person. You will need to access the course Moodle site frequently, and familiarize yourself with course materials that are organized by week. Understanding the Moodle course site is essential to completing this class successfully, so if you have questions, please ask the instructor. The nature of the class is highly interactive. I value your participation as we talk about policy analysis. It’s also designed to be reflective, as you consider how best to further develop your own skills and talents. Also, I usually respond to student emails promptly, but please allow for a 24 hour response time.

COURSE DESCRIPTION

This class is designed for both students in the Master of Public Administration (MPA) program and for other advanced graduate students with an interest in Human Resource Management. The class content examines public personnel administration by focusing on the managerial, legal, political, and ethical dimensions of personnel decision making. There is a focus on the skills surrounding public personnel (motivation, negotiation, writing job descriptions, evaluating employee, etc). But the course is a policy and administration course that deals with the ever-present intersection of politics, power, democracy, the public interest, and public policy. Additionally, the class focuses on how to conduct analyses of the issues facing the public workplace.

The course deals with many controversial issues facing contemporary public personnel managers including sexual harassment, religion in the workplace, drug testing, public employee speech rights, social media, and disability. We also spend time with public service motivation, negotiation strategies, and the possibilities and pitfalls of performance evaluation.

Our goal is to have a generalist orientation toward our topic. That is, the focus of the course is on familiarizing students who are already or who are likely in the future to be public administrators who will have to deal with public personnel and public work force issues. The goal of the course is not to train you how to be a personnel administrator but rather the goal is to provide you with the critical thinking, analytical abilities, knowledge and skills necessary to address public personnel functions. We will base the structure of our course on five perspectives of public administration: managerial, legal, political, negotiations, and ethics.

The teaching philosophy of the course is grounded in a case based and problem-solving approach. As a current or future public administrator, much of your daily work life revolves around solving problems and dealing with various dilemmas. Thus, in this class, you will have to grapple with real-life problems taken from real-life public agencies. As such, many of the cases are complex and difficult with no easy answers. The cases in the course come from a variety of sources including the Electronic Hallway at the University of Washington, the Rutgers School of Public Affairs and Administration, the International City Management Association, and the Markulla Center for Applied Ethics at Santa Clara University. Other cases are written by your professor. In order to promote active learning, the class is a mixture of lecture, class discussion, case discussions, case writing, videos, and discussion pairs.

The success of the class ultimately depends upon active student interest and involvement. Students should read the daily readings and should come to class actively ready to participate in our informal and formal discussions. The more that each student puts into the class, the more that each student will get out of the class and all of us (professor and students) will enjoy the class much more with such preparation.

We are guided by the following five categories of questions:

1. What is the managerial perspective of public administration? Specifically, how do concepts such as efficiency, effectiveness, and neutrality work play into decisions involving the public workplace?
2. What is the legal perspective of public administration? Specifically, how does the US Constitution, laws, and court decisions play into decisions involving the public workplace?

3. What is the political perspective of public administration? Specifically, how do concepts such as responsiveness, equity, representation, neutrality, and accountability play into decisions involving the public workplace?

4. What is the ethical perspective of public administration? Specifically, how do concepts such as avoiding conflict of interest, impartiality, and serving the public interest play into decisions involving the public workplace?

5. What is negotiation? Specifically, what is the method of “Getting to Yes” and how such principles as separating people from the problem, focusing on interests not positions, generating options for mutual gain, and insisting on objective standards play into decisions involving the public workplace?

EXPECTATIONS FOR STUDENT LEARNING IN THIS COURSE AND UM’S MPA PROGRAM:

1. Understand the major concepts driving human resource management
2. Apply theory to practice (knowledge to inform your current or future career)
3. Be able to work well within a teamwork environment
4. Demonstrate the skill of conducting a written analysis complete with recommendations.
5. Demonstrate the skill of writing to an audience of fellow public administrators, elected officials, non-profit boards, and others.
6. Demonstrate the skill of doing basic legal research necessary for public administration personnel management.

In exploring these, the course will introduce and begin to develop core national (NASPAA) MPA competencies to communicate and interact productively with a diverse and changing workforce and citizenry.

EXPECTATIONS FOR AVERAGE TIME WORKING ON COURSE EACH WEEK:

In higher education, the standard for work outside of class is this: for every credit hour taken, you should spend 2-3 hours outside of class on per week. That means for a 3 credit course, you should end up spending about 6-9 hours outside of class each week on average. For an online class such as this, the time you spend watching lecture videos and participating on discussion boards and/or in live Zoom meetings is considered time “in class”. Thus, course readings and course assignments are your time “outside of class”. In the MPA program, because we realize that many of you are working professionals, the ‘outside of class’ workload we provide you generally does not exceed even 6 hours per week on average. However, make sure that you plan your schedule accordingly based upon the course calendar above. Some weeks will be heavier in workload than others.

COURSE MATERIALS

2. Fisher and Ury. Getting to Yes: Negotiating Agreement Without Giving In

Additional required materials:
4. Virtual Reality Goggles
Used for case study assignments – use link here to order your own goggles/use your own headphones. If you do not have a smartphone or an older smartphone then do not order, use a laptop or tablet
COURSE OUTLINE AND GRADES

USING MOODLE:

Since this is an online course, each student is required to check our course site once per day and participate in discussions often. Keep in mind that our online course site is organized by week – for example, each week contains links to brief lectures, discussions, assignment dropboxes, and other course materials.

PRELIMINARY PREPARATION

Course Readings:
I have provided you with course reading material that I believe will enhance your understanding of public policy analysis and provide you with real experience dealing with the challenges of policy analysis in public administration. The amount of reading I will assign you is not so extensive that you will have no time for anything else. As such, I expect you to complete ALL of the reading each week. It will be impossible to adequately complete the assignments without completing the reading and it will be easy to tell who has completed the reading and who has not given the nature of the assignments. You will complete the readings before Tuesday evening to ensure you are prepared for the discussion. I suggest starting early to give yourself enough time.

Weekly Lectures:
I will make available weekly lectures that will provide additional insight into some of the issues and content introduced in your readings. I will do my best to make these presentations informational and engaging. You should watch these lectures after you complete the reading but before you begin your initial Class Discussion post. I will also provide you with other videos of “guest lecturers” to enhance your learning experience. I expect you to incorporate insights from the lectures into your assignments. Normally, these lectures will be posted by Saturday before the beginning of the next week.

TEACH EACH OTHER

3 Class Discussions: (10 points each)
Students are expected to follow the weekly reading schedule (listed above). These readings should be used for discussions and assignments. In order that we maximize mutual learning experience, you must complete the assigned readings according to the weekly schedule. Online learning generally provides considerable freedom, allowing students to often choose when and where they will participate in class activities. But at the same time, students have the same kinds of deadlines and structured responsibilities of a face-to-face class. In other words, flexibility must be balanced by responsibility. The three graded class discussions will cover multiple weeks of reading and course material. For example, the Week 4 class discussion will cover the preliminary preparation material from Week 1 to Week 4. Additionally, this semester you will divided into discussion groups. To ensure that the discussion boards do not become too disorderly and to improve your experience on the boards, you will be randomly divided into discussion groups (about 12 per group). About four students in each group will serve as the discussion leader per class discussion.

Details for Discussion Leader: For the Week 1 discussion board, I will serve as the discussion leader. For the other 3 weeks of the semester, multiple students will be assigned to be the discussion leader – please sign up for your week using the google doc provided on Moodle. Each student will serve as the discussion leader once. As the discussion leader, you “add a new topic” and pose your question to the class based upon the readings by 11p.m. on Monday night. This means that for the week you are discussion leader, you will need to begin the reading material for that week earlier than normal. It is the student’s responsibility to post on time and failure to post your question(s) by 11p.m. on Monday will result in zero points and forfeit your obligation to serve as a discussion leader for the semester. Please plan accordingly. Additionally, as the discussion leader, you will be expected to take a much more active role in facilitating the discussion among your classmates.


*Details for Discussion Respondent:* If you are not the assigned discussion leader (which is most of the time), you are the respondent and must respond to THREE questions posed by the discussion leaders by *Tuesday night 11 p.m.* (keep initial post under 200 words please). This requirement does not apply to the Week 1 Class Discussion. This means that you must be completed with the reading materials and the weekly lecture before this deadline. After Tuesday and until Saturday night, students are expected to make multiple substantive posts to their classmates and carry on a discussion with them. While the class discussion board hours are open 24 hours, I require that students send comments early to provide ample time for the exchange of ideas. Thus, if you wait until 10 p.m. Saturday to finally post your replies, your grade will reflect this. It should be noted that I do not have a set number of discussion posts that you must write in order to successfully complete this assignment. Such strident measures often stifle discussion. At the end of each week, I will look at your participation on the discussion board holistically. Your initial posts on Tuesday and *multiple* reply posts that you make subsequently during the week should be thoughtful and substantive. This is not to say that you can’t make posts that are less substantive but only that I should be able to see that you were an active participant throughout the week. Importantly, if someone comments on a post you previously made, you should respond as quickly as possible. One of the biggest issues I have seen on discussion boards in the past are students not replying back to comments made to them. This is not how a discussion would work in the “real” world and it should not be how a discussion works in the “digital” world. A lack of participation will result in a loss of points for that week. For more detail on what I am looking for, see the discussion board rubric document posted in Week 1 on Moodle. Lastly, the discussion boards show me how much you engaged with the reading for the week. You should consistently reference the readings in your comments and connect them with your own ideas and thoughts. However, avoid writing such long posts that your classmates choose to overlook them.

*Zoom Case Discussions:*

This portion of your grade includes three synchronous discussions (5 point each) throughout the semester on Zoom. In these instructor-led discussions, you and a team of classmates will discuss three of the most complex cases that you will be working through this semester. Overall, the purpose of this assignment is to provide you with the opportunity as an online student to engage your classmates and instructor in real-time. Part of human resource management is learning to solve complex problems with a team of public administrators. These meetings will take place prior to when the corresponding case write-up is due for that week allowing you to collaborate with your classmates and brainstorm ideas for working on your case. I will grade you based upon your preparation for the meeting and participation in the meeting.

*POSTLIMINARY REFLECTION*

*Case Write-Ups:* (20 points each for large, 10 points each for small)

These assignments will provide you with the opportunity to apply your understanding of theory to practice. It is one thing to learn theory and relevant employment case law, it is another to take that theory/case law and apply it to real life cases. You will be presented with six complex human resources cases (based on real life situations) in which you will be required to analyze and write about. As noted in the course calendar above, there are four Large Case Write-Ups and two Small Case Write-Ups. You will be required to complete three out of four Large Case Write-Ups and one out of two Small Case Write-Ups. This totals to four case write-ups this semester. You should still read the cases even if you opt to not complete the corresponding case write-up assignments. Ideally, the skills you learn in completing this assignment will enable you to similarly deal with human resource management dilemmas that you will certainly face as a public manager or employee in a public organization.

At the end of the semester, you will compile all of these write-ups (with revisions based on the feedback I will give you) in to a final HRM Portfolio (10 points). Once all of your assignments are completed, graded, and then revised, you will compile them into one professional document with a title page and table of contents that will be submitted to me at the end of the semester. You will then choose one assignment to present about to your classmates for the last week of class. Ideally, this portfolio will be something that you can show to a future employer as proof of your expertise in Human Resource Management. It will demonstrate your ability to work through complex human resource issues, your understanding of diversity, recruitment, and
performance appraisal, and your ability to work as a team. As such, it is important that you work hard this semester to produce quality work every time.

**Virtual Reality Case Applications** (5 points each):
This assignment is not about making video games. It is about using an immersive experience to understand how we effectively tackle a public sector problem. One common criticism of public administration is its inability to solve problems and/or lead transformational change. We are going to push ourselves this semester to engage in live/applied learning through virtual reality cases. This is your opportunity to apply theory (course readings) to practice (VR case). The course schedule below provides three VR case studies. For this assignment, you will write a one page (single spaced) outline to demonstrate your command of weekly readings to tackle a VR case dilemma.

Outlines are always due by Saturday, 11 p.m., Moodle. Each outline should be organized and include:

- **Case Dilemma (1 points)**
  Argue, in one sentence, what you would do as a public administrator to address the dilemma presented in the VR video for the week. Do not describe the case, but make an argument.

- **Application (2 points)**
  List two-three approaches you would use from the readings (citing by name) for the week (or previous weeks) to provide solutions for the VR dilemma.

- **Questions or Concerns (1 point)**
  List one-two criticisms or questions you have about the readings for the week (or previous weeks) or VR video, citing evidence

Grammatically correct, 1 page maximum (in-text citations and a reference page are not necessary), and outline format used (1 point)

**GRADING OF ASSIGNMENTS**

Regarding the grading of the assignments above, it is my promise to you that I will have these assignments graded with feedback within 10 business days of the day they were due. If you ever have a question or concern about a grade or feedback you received, please do not hesitate to contact me.

**GRADING SCALE AND WEIGHTS**

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<td>3 Class Discussions</td>
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**CLASS POLICIES**

**THE LEARNING MODEL FOR THIS COURSE**

Following these process steps, the class will appear as such:
**Preliminary Preparation** - I will provide you with readings/other prep materials and assignments that give you a base knowledge for our lectures, discussions and class activities each day. Ideally, these materials will enable you to carry on an informed conversation.

**Teach Each Other** - In this course, you will have the opportunity to discuss your learning with classmates on a regular basis. I will give you opportunities to critically think about the course material and discuss it with a group of students who will act as your team for the semester. Additionally, we will have full class discussions where we will explore a variety of topics.

**Postliminary Reflection** - Upon learning about a topic, you will be given the opportunity to reflect upon your learning by completing several reflection case activities. These activities will assess your learning and allow you to demonstrate to me your newfound understanding.

**GUIDELINES FOR WRITTEN WORK**

All written assignments should meet the following criteria unless otherwise noted in the assignment instructions or the professor:

1. All work must be typed, double-spaced, utilize 12 point font, and have one inch margins.
2. Citations should follow a proper style guidelines such as, but not limited to, MLA, Chicago, or APA (in-text citations and a reference page are necessary).
3. Assignments are due on the date/time listed in the course schedule; late assignments will not be accepted.
4. All assignments must be turned in electronically via Microsoft Word. If the instructor cannot open the document, the student will not receive a grade. Submission of assignments via e-mail will not be accepted unless specific arrangements have been made.
5. Written work will be evaluated both in terms of content, following instructions, organization, and writing/grammar.
6. Student collusion is not allowed for individual assignments (unless working in an approved team) and will be treated as an act of plagiarism.

**NOTE ON TECHNOLOGY**

No “technology problem” excuses will be accepted in this class. That is, you cannot blame your failure to complete an assignment on time on “computer/internet/Moodle issues” (unless it was one that affected the whole class, in which case we will address the issue on a class-wide basis). This means that you must not wait until the last minute to complete your work such that if you do have computer issues, you have time to find a solution. Three hints: try a different web browser, try a different computer, try a different Internet connection. The exception is you get one “retry” if your computer kicks you off while you submitting a document. I highly suggest that you save your work in multiple places. It is so imperative that you make this a habit now that you are in graduate school. Many of you already have Microsoft OneDrive on your computers or use UMBox or Dropbox. If you happen to lose all your work because you made the choice to not back it up, you will have to start over and begin again. Furthermore, you cannot use the excuse that an assignment didn”t show up on your Moodle calendar. It is your responsibility to utilize the course calendar in this syllabus for all due dates.

**NOTE ON LATE WORK**

Do not ask to submit an assignment late because the answer is already “No”. Never just plan on completing an assignment late. By doing so, you are taking a foolish, calculated risk of getting a zero. I only provide extensions in two circumstances. (1) If an emergency situation arises and you inform me BEFORE the due date, then I will consider your unique circumstances and make a decision. (2) If you have a disability AND have sent me an accommodation letter from Disability Services. Other than that, your work must be submitted on time. Your supervisor at work would not accept late and incomplete work. You should not expect your professor to do the same. I highly encourage that you take some time now to input all the due dates for this class as notifications in your calendar or on your phone. That way, you do not risk having one of those moments where you totally forget about an upcoming assignment due date.
NOTE ON DEBATE ETHICS

Some of the issues we discuss in this class are controversial with multiple, and sometimes divisive points of view. Although you may already have an established opinion on a particular topic, you are encouraged to consider other points of view and the strengths/weaknesses of your own. You may be surprised how much you learn by adopting this tactic in your analyses. Additionally, as we discuss controversial topics, you are expected to respect the points of view of your fellow students. Respect is shown in the manner you address other students and the words you use to carry your point across. In an increasingly uncivil political environment in the U.S., civility will be maintained in this class so as to elevate the educational experience of all present. I reserve the right to remove any posts from the discussion board that I deem to be uncivil.

NOTE ON ACADEMIC HONESTY

Students must follow the University’s policies for academic dishonesty. For detailed information, please view. As such, all work submitted must be your own; no duplicate work (work completed for another class) will not be accepted. Acts of cheating or plagiarism will result in a grade of zero (0) for the assignment. Moreover, acts of plagiarism will also be reported to the Academic Court. To avoid acts of plagiarism, cite each reference or source you use and give proper credit for the ideas, opinions, and findings of others. When you are using the exact words of others, you must use quotation marks and include the page number where you found the quote in your citation.

NOTE ON SEXUAL MISCONDUCT

UM prohibits sex discrimination against any participant in its education programs or activities. Prohibited sex discrimination includes incidents of sexual harassment (including sexual violence), dating violence, domestic violence, sexual assault, and stalking (collectively “sexual misconduct”). As an instructor, one of my responsibilities is to help create a safe learning environment for my students and for the campus as a whole. University policy requires that I report all incidents of sexual misconduct that come to my attention. If you encounter sexual misconduct, please contact the Title IX Coordinator at (406)243-5710. Additional information about sexual misconduct and available resources can be found at http://www.umt.edu/eo/titleix/.

NOTE FOR STUDENTS WITH DISABILITY RELATED NEEDS

The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors. The link for this is information: Disability Services for Students. If you think you may have a disability adversely affecting your academic performance, and you have not already registered with Disability Services, please contact Disability Services in Lommasson Center 154 or call 406.243.2243. I will work with you and Disability Services to provide an appropriate modification.