University of Montana  
PUAD 595.50: Women, Policy, and Public Administration  
Spring 2019: Online

Instructor Information

Three (3) credit hours  
Classroom: Online  
Instructor: Dr. Sara Rinfret, MPA Director  
Professor's Office: LAW 146  
Email: sara.rinfret@umontana.edu (email is the most reliable way to contact me); allow for 24 hours for a response  
Office Phone: 406-243-4702  
Office Hours: In-person Wednesdays/Thursdays (2:00-3:00p.m.); or by appointment

Course Description

This is an elective course for the University of Montana's Master of Public Administration Program. This course explores the relationships between women, public administration, and public policy in the United States. Topics covered include how public policy is made and women’s roles in the making of public policy, as well as women’s administrative roles in the implementation of public policy. We will look at current research on whether women have identifiable policy interests, the diversity of women’s policy interests, how those interests are expressed, and whether these interests differ from men’s. Specific policy topics of interest to women will be explored, including women's legal rights, work and pay, women's educational status, women in the military, and women and family issues.

Although neutrality and professional expertise are fundamental aspects of public administration as a discipline, this course will challenge you to examine the field through the lens of gender. My plan is that you leave this course with a better understanding of the complexity, power, and responsibility that comes with being an effective public servant, as well as a deeper sense of fulfillment in serving others.

The course is comprised of two components – foundation and delving deeper. The first part of the semester serves as a foundation to understand the role of women in public policy and public administration. With this foundation, the remainder of the semester delves more deeply into specific areas of interest.

Note: I also want to thank the students in this course for completing the pre-course survey. The results from this survey were instrumental in shaping student assignments in order to enhance your learning for the semester.

Expectations for Student Learning for this Course and the University of Montana's MPA Program

The MPA Program has competency expectations for anyone seeking the MPA degree. This course introduces you to some of those expectations. At a minimum, by the end of the semester you should feel more confident responding to these questions: What role does gender play in public administration? Does US public policy benefit all of its citizens? What role should state and federal bureaucracies play in the implementation of public policy? In exploring these questions, along with others, our course learning objectives include:

- Provide a theoretical foundation for the role of gender in public administration
- Examine public administration through a feminist perspective
- Explore the range of public policy issues with which women are concerned or which impact women
- Read and critique public policy research and publications
- Develop the ability to analyze public policies from the perspective of their impact on women
• Prepare students for their graduate studies through emphases on critical thinking, analytical skills, technology, and writing.

MPA Portfolio
If you are using any of the class assignments for your final MPA portfolio, it is your responsibility to keep track of individual grades and professor feedback. Use your computer’s "snipping tool" to capture graded feedback and save with your files. MPA Portfolio requirements can be found using this link.

Required Course Readings & Materials

3. Moodle Required Readings – noted with an asterisk (*) in the course schedule. Many of our Moodle readings originate from the following texts (not required to purchase, but in case you are interested).
   a. Camilla Stivers’s *Bureau Men and Settlement Women: Constructing Public Administration in a Progressive Era*
   b. Rinfret, Sara, Pautz, Michelle and Denise Scheberle’s *Public Policy: A Concise Introduction*
   c. D’Agostino and Helisse Levine’s *Women in Public Administration: Theory and Practice*
   d. Kathy Ferguson’s *The Feminist Case Against Bureaucracy*
4. Watch and listen to weekly PPT presentations/message from your professor and Conversations with Practitioners

5. If a citation is missing in a Moodle reading, please just cite the title of the reading and the week in Moodle.
   a. Note: apologies if quality of scans are poor, let me know, and I will do my best to address.

For students interested in free books for this course, I suggest using the university's inter-library loan – great way to decrease costs. You request the book via inter-library loan for the semester. Let me know if you need help with this.

Course Expectations
The following items provide explanations for course expectations.

Using Moodle:
This is an online course, each student is required to check our course site once per day. Here is the link for Moodle access.

Weekly Updates & Lectures:
Each week, students are provided a video or voice automated presentation from the professor in the form of update and lecture. Updates are intended to be short, provide feedback, and overview of any assignments due for the week. Lectures are longer and dives into the materials for each week. However, I want to stress that the lectures cannot replace your time spent on weekly readings. *If not already posted, announcements and lectures will be published no later than Monday of each week – this is to provide timely information for the class.*

Course Grading & Drafts:
As your professor, I will do my very best to turn assignments back quickly, but please allow for up to 7 full business days after the due date to receive a grade. All grades will be recorded via Moodle’s gradebook. Each assignment will use a rubric. *If the rubric feedback is not enough, please let the professor know.* Students are invited to submit drafts of assignments via email to the professor before turning in any assignment this semester. The professor will only read one draft per assignment. These must be emailed to the professor at least 72 hours in advance. Students can locate the gradebook by clicking on the tools icon at the top of the screen to find your list of grades.
Writing Center:
The University of Montana Writing Center is a great resource to review written assignments and readily available to best meet the needs for online and in-person students. Please set up an appointment in advance for staff to review your work before assignments using this link. This is strongly encouraged for all students in the course.

Help with Technology:
Please make sure that your Internet browser settings meet the requirements to be Moodle compatible. Call UM Online by phone, (406) 243-4999 or email umonline-help@umontana.edu if technological problems arise. There is no on-call assistance during nights and weekends. For a total Moodle system failure, students will be sent an email by the University of Montana. Your instructor cannot provide IT support so please contact the appropriate University staff if an issue arises.

Firing Option:
Often working in groups can be difficult, thus each group reserves the right to use the firing option. For underperforming team members, a group can fire a team member after first providing a written warning and consultation with the professor. If the performance does not improve after the warning, the group can fire their teammate. Fired students will then have to conduct an additional research project on their own in addition to any remaining deliverables.

Guidelines for Written Work:
All written assignments should meet the following criteria unless otherwise noted in the assignment instructions listed below:
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, MLA, Chicago, or APA – pick what works for you (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. Student collusion is not allowed for individual assignments and will be treated as an act of plagiarism.
6. Note: If a citation is missing in Moodle, please just cite the title of the reading and the week in Moodle.
Time Spent:
Students are expected to follow the weekly reading schedule (listed below). These readings should be used for bi-weekly discussions and other course 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 choose when and where they will participate in class activities. However, at the same time, students have the same kinds of deadlines and structured responsibilities of a face-to-face class. In other words, flexibility is balanced by responsibility. Ideally, as working professionals, you will check our Moodle site one time per day and spend 6-8 hours per week reading and working on assignments. Some weeks may involve more hours but please reach out to the professor for assistance if confused by materials or feeling overwhelmed.

Conversation with the Professor and Classmates:
To provide an online learning community, during the first few weeks of the course, each student is required to sign up, with their classmates for a virtual conversation using Zoom. Each session will have up to six students and the professor. Students simply click on the “zoom” link during their assigned session and make sure you microphone and camera are on. The goal is for students to ask the professor and classmates’ questions. Please watch this getting started page prior to session if you are unfamiliar with this software before your session. The instructor serves as the moderator and will enroll students once they log onto the system. You logon by clicking on your designated time/date.

Assessment of Student Learning Outcomes
Students are evaluated according to their performance in the following areas:

B.C.O. Analyses (15 points apiece x 3 = 45 points possible):
One of our core textbooks for the semester (Alkadry and Tower) frame women in public service through three lenses: barriers, challenges, and opportunities (B.C.O.). Students can find on page xix of this book how each of these elements are defined. Carefully read and review these definitions. Using these definitions as your baseline, students are required to conduct at least three total B.C.O. Analyses this semester. The purpose of these assignments are for you to move beyond the Women and Public Service textbook and holistically analyze all of the readings assigned for a given week to address a specific question provided by the professor. These questions are listed in the course schedule below.

In answering this weekly question, your job is to examine what the barriers, challenges, and opportunities are across the readings. There are several B.C.O.’s listed in the course schedule, if you opt to do more than three, the professor will record the highest grades received. Most importantly, you have the option to select the three assignments you want to complete.

These assignments are always due at 11p.m. on Sundays and should be one-page (single-spaced) outlines. Each outline should be organized using the following criteria:

1. Barriers (4 points possible)
   a. In addressing the question for the week, what is the overarching societal barrier (outside organization)? Explain in 1-2 sentences, citing authors by their last name.

2. Challenges (4 points possible)
   a. In addressing the question for the week, what is the overarching situation? Explain in 1-2 sentences.

3. Opportunities (4 points possible)
   a. How can we move forward? In this section, use your own professional experiences or outside research to address ways we can look forward in addressing our question for the week. Explain in 1-2 sentences.

4. Questions, Confusion, or Critique (3 points possible)
   a. This is a final space for you to pose a question, explain what you are confused about, or offer a critique – you pick. Keep in mind that the readings often challenge each other each week. It is up to you to interpret a pathway forward. Explain in 1-2 sentences.
5. **Note:** You do not need to re-state the question for the week. Students that do not use an outline format will receive zero points for this assignment. This assignment pushes students to write in a clear and concise fashion – an expectation for public policy professionals.

**Bi-Weekly Conversation Café Discussions (10 points apiece x 6 graded weeks = 60 points possible):**

To maintain consistencies with national models of online learning, this course has six total discussion weeks that link to course readings – these are bi-weekly (every other week). Week 1 is just an introduction week for students to familiarize themselves with the course and classmates. Although Week 1 discussions are not graded, they are required. After week 1, and due to the amount of students in the class, the class has been divided into two groups. This is so students do not feel overwhelmed during our discussions and can have meaningful conversations with their classmates.

**Voluntary Off Week Discussions:** For students that would like to pose questions during the weeks we do not have mandatory discussions, there is a space to do so. These are open for the *entire* class and not graded. It should be used as a space to exchange ideas about course content with classmates. *One of these off-week voluntary discussions will be held at the University of Montana campus – students can either participate in person or live through zoom.* Again, these are voluntary. The date is in the course schedule below and a sign up will be sent to students later in the semester to participate remotely. *Off week discussions should not be used for course questions – send an email to the professor directly.*

**Please read conversation café instructions carefully:**

For six weeks out of the semester, students are required to engage in classroom discussions about a given topic for the week from Wednesday-Saturday (the discussion forums close at 11 p.m. on Saturdays). The discussions are organized via discussion leader and respondent.

**Details for Discussion Leader:** For six weeks out of the semester, we will have assigned student discussion leaders. 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 11 p.m. on Tuesday. This question should be labeled with a number and title (e.g., Question 1: PA History). It is the student’s responsibility to post on time and failure to post your question by 11 p.m. on Tuesdays will result in zero points and forfeit your obligation to serve as a discussion leader for the semester. Please plan accordingly.

Keep in mind each week we have 2-3 discussion leaders. You need to correspond via email (firstname.lastname@umconnect.umt.edu) before posting your question with the other leaders so there is no overlap across questions. As the discussion leader, you only manage and engage in your own topic/thread for the week. You keep the conversation going by asking additional questions.

**Details for Discussion Respondent:** If you are not the assigned discussion leader, you are the respondent and must respond to at least two of the question threads posted by your discussion leaders between Wednesday-Saturday. The discussions should be ongoing and not occur all on one day. The goal is for you, as the respondent, is to post at least 4-5 total times across week. **Our goal is quality, not quantity.**

*Week 1 Discussions Only:* An introduction, not graded, but required. The purpose is for students to determine who their partner will be for our semester long project. You should introduce yourself by **Thursday, January 10** (the day our course begins) and take the time to review/read/interact to determine if you want to work with a partner. Again, you do not need to respond to every single classmate, but you should respond to at least four posts this week. This is the only week you will have a discussion with the entire class. The discussion tabs are organized by region of the state/US to assist with partner/team matches.
Due to the amount of students in our class, our class is divided in two groups (13 students per group). **From your assigned group, you will determine when you will serve as a discussion leader (see google doc sign up in course schedule below).**

**Week 15 Discussions Only:** Week 15 we will not have a discussion leader. Instead, we will convene our Women, Policy, and PA (WPP) Symposium. Students will participate onsite (Missoula) or through zoom. See instructions listed below under WPP Symposium.

**Evaluative Criteria for Conversation Café:**

**A Range:** Discussion leader(s) posts one of their own discussion question that directly relates to the reading for the week by Tuesday, 11p.m. and actively engages with classmates in discussions about their question (make sure your questions are not the same as the other leaders for the week). The question presented is clearly one question, not multiple questions. The discussion leader(s) have also demonstrated preparedness by reaching out to other leaders before posting questions to avoid overlap. The discussion leader(s) does not have to respond or engage in the other questions for the week, but should oversee their own question and respond promptly in a professional manner to respondent posts. The discussion leader does not have to respond to every discussion post. Instead, the discussion leader thoughtfully engages across the week.

Non-discussion leaders (respondents) respond to at least two of the questions posted by the discussion leaders and actively engages with classmates in the discussion forum. These responses are clearly articulated with correct grammar and spelling. Such responses do not state, “I completely agree.” The idea is that you pose additional questions and provide thoughtful feedback for your classmates. This means that the student clearly evaluates the author’s main arguments and conveys this in 100-200 words or less [instructor will monitor]. These responses are made early (by Thursday of each week). Moreover, evidence (i.e. quotes) are used from course readings for support. The student avoids long diatribes and sticks to course materials for support.

**B-C Range:** Discussion leader(s) posts one of their own discussion questions that directly relate to the reading for the week by Tuesday, 11p.m. and periodically engages with classmates in discussions about their question. The discussion leader does not have to respond or engage in the other questions for the week, but should oversee their own question and respond promptly in a professional manner.

Non-discussion leaders (respondents) respond to at least two of the questions posed by the discussion leaders and are somewhat engaged with the class about questions for the week. These responses have a few grammatical and spelling errors. Additionally, the student touches upon and understands the author’s arguments in the readings. The student attempts to articulate the main points of the author in 100 words or less, but the explanation is not clear enough. Rather, the student response does not simply state, “great work, I agree with your analysis.” The student submits later in the week – by Friday and is not that active in discussions overall.

**D - Below:** Discussion leader(s) posts one of their own discussion questions that directly relate to the reading for the week by Tuesday, 11p.m. and does not engage with classmates in discussions about their question. The discussion leader does not have to respond or engage in the other questions for the week, but should oversee their own question and respond promptly in a professional manner.

Non-discussion leaders (respondents) **periodically** respond to discussion questions. These responses are not clear and do not contain correct grammar. The student does not understand or comprehend
the readings and the response is made around 10p.m. on Saturday, which does not provide enough time to discuss with classmates.

While the class discussion board hours are open 24 hours, I require that students send comments early in the week – by Thursday to provide ample time for the exchange of ideas. If you wait until 10p.m. to post/discuss on Friday or Saturday, your grade will reflect this. In addition, if you engage earlier in the week, then you can enjoy your weekend with family and friends!

WPP Symposium (3 assignments = 125 points possible)
Our centerpiece semester project is a series of interconnected assignments to enhance your research and policy skills, vital for the future of women, policy, and public administration. Students will work with a partner or small group. The project encompasses a series of assignments outlined below that are turned in at various points during the semester on Moodle (see course schedule) to convene an end of the semester symposium. During this symposium, your final assignment will be presented to a panel of experts – one of which will be your professor, a practitioner, and another academic. Please use the google doc sign up to indicate your partner/group preference. Remember, week 1 discussions will assist in your team selection. Under extenuating circumstances only, students can work on their own. Contact the professor directly to arrange.

Symposium Date: Monday, April 22 from 5-7p.m., Zoom invites later in semester, campus location (Law 174)

A description of the WPP project elements are listed below. For these assignments, your team selects/represents a public or nonprofit sector organization – you pick, but no group in the class can select the same organization. You can select your own organization. Only one member of your team turns in each assignment.

WPP Assignment 1 (75 points possible):
Over the course of the semester, we are going to talk a lot about many aspects of women, policy, and public administration. Undoubtedly, something is going to strike you as odd, perhaps out of date, or, at the very least, in need of change. For this assignment, you will propose your own policy on a topic directly linked to women, policy, and public administration to benefit your organization (e.g. comparable worth, lactation, paid leave, childcare, agency segregation, paid leave, bullying, sexual harassment, mentorship, tomb to womb). This assignment is broken into 1a and 1b to ensure a successful final product.

WPP Assignment 1a (10 points possible):
In two pages (single-spaced), explain why your team selected this organization, topic, and proposed policy. In addition, outline elements of assignment 1b and your research plan to successfully complete assignment 1b (e.g. potential sources of research, speaking with individuals within the organization). Use course-writing guidelines and use 4-5 scholarly sources for support. Add a reference page at the end, not included in page limit for this assignment. Please attach a word doc or docx file to the Moodle dropbox by the designated due date listed in our course schedule.

WPP Assignment 1b (65 points possible)
The goal of this assignment is to address:
1. Title Page: Title of proposed policy, authors, and course date/year (5 points possible)
2. Introduction: what is your organization and why does this proposed policy serve the mission of your agency and women moving forward. Make sure to have a clear argument in your first paragraph. (10 points possible)
3. Body of Paper: In the body of your paper you should address: (20 points possible)
   a. Background (what current legislation/laws serve as your guidepost);
   b. What are the details of your proposed policy?
   c. Who will support your proposed policy? Who will opposed your proposed policy?
4. Conclusion, Implications & Forward Thinking (20 points possible)
   a. What is the likelihood of your agency adopting your policy? How is this proposed policy an example of an opportunity and forward thinking for women in the public sector? What does it achieve?
5. This assignment follows course-writing guidelines, 10-12 pages in length, double spaced, and proofread. (10 points possible)
   Please attach a word doc or docx file to the Moodle dropbox by the designated due date listed in our course schedule.

WPP Assignment 2 (50 points possible):

Each team is required to put together a five-minute final presentation about their proposed policy. This presentation should be in the form of a Microsoft PPT. Within this PPT, each student team is required to create and embed at 1-minute strategic video. Please use YouTube to create this video so it will be viewable in class.

In short, your five-minute presentation should convey to the symposium panel: why this is a problem, what you propose should be adopted/why, and how your strategic video will assist your agency to garner internal and external support to move forward. Students are required to send the Professor a draft of your presentation one week before the due date. All students should email the professor your final presentation by 10a.m. on April 22nd. Students will present via Zoom or in-person. Zoom allows students to share their presentation screen. The University of Montana has a one-button studio for video assistance and library resources to aid students. Sample presentations are posted on our course Moodle shell. Please do not wait until the last minute to get started on this assignment. Sample presentations are provided for students.

Each student/group is expected to introduce the film, demonstrate preparedness, dress professionally, and answer questions from the panel of experts.

Reminder: Late papers are not accepted and students should adhere to writing expectations listed above.

All these assignment should be turned in electronically via Moodle by the due date listed in the course schedule. The papers should be in a Word format and if the professor cannot open and read, then no grade.

Totals Points for the Course:

<table>
<thead>
<tr>
<th>B.C.O.'s Bi-Weekly Discussions</th>
<th>45 points</th>
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<tbody>
<tr>
<td>WPP Symposium</td>
<td>125 points</td>
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<tr>
<td>Total</td>
<td>230 points possible (If no alterations to the syllabus)</td>
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Grading Scale: The University of Montana uses the Plus/minus grading system and a Credit/No Credit system (the CR/NCR replaces the Pass/Fail system used in the past). General education courses must be taken using the traditional letter grade to count toward one’s general education requirements. To accommodate the Plus/Minus system the grading scale shown below will be used.
<table>
<thead>
<tr>
<th>Grade</th>
<th>Point Scale</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100</td>
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<tr>
<td>A-</td>
<td>90-92</td>
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<tr>
<td>B+</td>
<td>87-89</td>
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<tr>
<td>B</td>
<td>83-86</td>
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<tr>
<td>B-</td>
<td>80-82</td>
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<tr>
<td>C+</td>
<td>77-79</td>
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<tr>
<td>C</td>
<td>73-76</td>
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<tr>
<td>C-</td>
<td>70-72</td>
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<td>D+</td>
<td>67-69</td>
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<td>D</td>
<td>63-66</td>
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<td>D-</td>
<td>60-62</td>
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<td>F</td>
<td>59 or lower</td>
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**Course Schedule**

Although this is the general outline of readings and assignments, the schedule may change as the semester proceeds. If this is the case, students will be notified of any changes. The readings marked with an asterisk (*) are available on Moodle, required, and organized by week. Readings labeled A& T are abbreviated for our Women and Public Service textbook. The day/week is which something is listed is when it is due. Watch & Listen items are posted on our course Moodle page by week and required.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading/Assignments</th>
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<tbody>
<tr>
<td>Week 1: January 10-13</td>
<td>Course Overview &amp; Introductions</td>
<td><strong>Read:</strong> None <strong>Watch &amp; Listen:</strong> 1. Professor Rinfret Lecture 2. Implicit Bias Video 3. Conversation with Practitioner, Dr. Beverly Edmond <strong>Advice:</strong> 1. Interested in applying for federal jobs? See Prof Rinfret’s lecture announcement <strong>Due:</strong> 1. Buy books 2. Post a brief introduction (discussion forum) and answer: 1. Who you are/background; 2. What you look for in a teammate/where you live, Saturday, 11p.m. 3. Set up a for a group time slot to speak with Prof. Rinfret (google doc)</td>
</tr>
<tr>
<td>Week 2: January 14-20</td>
<td>The Foundation: Why Study Public Policy &amp; Gender in Public Administration</td>
<td><strong>Read:</strong> *Rinfret et al. Chapter 1; *Bureau Chapter 1; *Wilson; A&amp;T Chapter 1 <strong>Watch &amp; Listen:</strong> 1. Professor Rinfret Update 2. Professor Rinfret Lecture</td>
</tr>
</tbody>
</table>
| Week 3: January 21-27 | The Foundation: "The "F" Word" in Public Administration | Read: Stivers Chapters 1, 2 & 3; *Ferguson Chapter 1; D'Agostino and Levine Chapter 14
Watch & Listen:
1. Professor Rinfret Update
2. Professor Rinfret Lecture
Due:
1. Discussions Close Saturday, 11p.m. (use readings from weeks 2 and 3)
2. Sign up to select partner/team for WPP Project |

| Week 4: January 28-February 3 | The Foundation: Re-examining Federalism | Read: Stivers Chapter 4; *Rinfret et al. Chapter 3; *50shadesoffederalism
Watch & Listen:
1. Professor Rinfret Update
2. Professor Rinfret Lecture
3. Conversation with Practitioner, Deserae KillEagle
Due:
1. BCO Option #2, Sunday, 11p.m., Moodle
   a. Question: Does our federal system of governance promote gender equality?
2. Voluntary Discussion Space |

| Week 5: February 4-10 | The Foundation: Law & Policy | Read: A&T Chapters 2 & 3; *D'Agostino and Levine Chapters 9; *BeyondtheLavendar
Watch & Listen:
1. Professor Rinfret Update
2. Professor Rinfret Lecture
3. Ted Ed on Voting Rights
4. Conversation with Practitioner, MT AG Tim Fox
Due:
1. Discussions Close Saturday, 11p.m. (use readings from weeks 4 and 5)
2. WPP Project 1a, Sunday, 11p.m. Moodle
3. Sign up for voluntary in person discussion session next week (only if student wants to participate) |
| Week 6: February 11-17 | The Foundation: Women as Managers and Leaders | **Read:** *Women in the Federal Workforce (skim)*; *Morgan's Creating Social Reality*; *D'Agostino and Levine Chapters 18, *Marvel*  
**Watch & Listen:**  
1. Professor Rinfret Update  
2. Professor Rinfret Lecture  
3. Conversation with Practitioner, Dayna Swanson (audio only)  
**Due:**  
1. BCO Option #3, Sunday, 11p.m., Moodle  
a. Question: Is organization culture enough to explain the role of women as managers and/or leaders in public sector organizations?  
2. Voluntary Discussion Space (Monday, February 11 from 5:30-6:30p.m. Zoom or in person) |
|---|---|---|
| Week 7: February 18-24 | Delving Deeper: Policymakers & Implementers | **Read:** *Women in Congress; *Rinfret et al. Chapter 4; *English; *ElderFirst Spouses  
**Optional:** Mid Semester Meetings with Dr. Rinfret  
**Watch & Listen:**  
1. Professor Rinfret Update  
2. Professor Rinfret Lecture  
3. Conversation with Practitioner, Whitney Williams  
**Due:**  
1. Discussions Close Saturday, 11p.m. (use readings from weeks 6 and 7)  
2. Mid Semester Evaluation, Moodle |
| Week 8: February 25-March 3 | Delving Deeper: Pay Equity & Family Friendly Policies | **Read:** A & T Chapters 5 & 6; D'Agostino and Levine Chapter 7  
**Watch & Listen:**  
1. Professor Rinfret Update  
2. Professor Rinfret Lecture  
3. Pinksourcing  
4. Conversation with Practitioner Jen Euell  
**Due:**  
1. BCO Option #4, 11p.m. Sunday, Moodle  
A. Question: Are the issues surrounding pay equity and family friendly policies mutually exclusive or interconnected?  
2. Voluntary Discussion Space, Moodle |
| Week 9: March 4-10 | Delving Deeper: Health & Welfare Policy | **Read:** *Rinfret et al. Chapter 9;  *ChemFatale; *WelfareReformandWomen*  
**Watch & Listen:** |
<table>
<thead>
<tr>
<th>Week 10: March 11-17</th>
<th>Delving Deeper: Education Policy</th>
<th>Read: *FederalRole; *HiddenHalf; *BrookingsandEducation; <strong>Watch &amp; Listen:</strong> 1. Professor Rinfret Update 2. Professor Rinfret Lecture 3. Conversation with Practitioner Dr. Brock Tessman</th>
<th><strong>Due:</strong> 1. Voluntary Discussion Space, Moodle 2. WPP 1b, Sunday, 11p.m. Moodle</th>
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<tbody>
<tr>
<td>Week 11: March 18-24</td>
<td>Substantive Policy Area: Volunteerism and Nonprofit Sector</td>
<td>Read: *Why Women Volunteer; * D'Agostino and Levine Chapters 19 <strong>Watch &amp; Listen:</strong> 1. Professor Rinfret Update 2. Professor Rinfret Lecture</td>
<td><strong>Due:</strong> 1. Discussions Close Saturday, 11p.m. (use readings from weeks 10 and 11)</td>
</tr>
<tr>
<td>Week 12: March 25-31 (Spring Break)</td>
<td>No Class This Week</td>
<td><strong>Enjoy your break!</strong></td>
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<tr>
<td>Week 13: April 1-7</td>
<td>Substantive Policy Area: Workplace Challenges &amp; Finding a Balance</td>
<td>Read: A&amp;T Chapter 7; *NPSandHistory; *Cyberbullying <strong>Watch &amp; Listen:</strong> 1. Professor Rinfret Update 2. Professor Rinfret Lecture 3. Women Rule Podcast Congresswoman Tammy Duckworth</td>
<td><strong>Due:</strong> 1. Discussions Close Saturday, 11p.m. (use readings from week 13) 2. Sign up for WPP Final Presentation Slots and determine if participating in person or via Zoom</td>
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<td>Week 14: April 8-14</td>
<td>Transformative Change</td>
<td>Read: A&amp;T Chapter Chapter 8; StiversChapter 6; * D'Agostino and Levine Chapter 20 <strong>Watch &amp; Listen:</strong></td>
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### Classroom Policies

- **Extra Credit:** Not available for this course.
- **Online Classroom Etiquette:** A driving component of our MPA program is professionalism and your ability to work well with others. Thus, the expectation is that students will maintain a high level of professionalism in their online conduct with me, and with their fellow students. This means being respectful during class discussions, and in all communications with the professor and others. Failure to do so will result in removal from class discussions.
- **E-mail Etiquette:** E-mail is a wonderful tool for you to contact me with questions, but it does not replace office hours. If you have involved questions about course material, you should set up a time to come see me or set up a Moodle Zoom conversation.
- **Incompletes or Withdrawals “W” for the Course:** If for some reason the course is not working out for you please adhere to the University’s policies for the last day to drop a class.
- **University Attendance Policy:** (please make sure to follow the participation course policies listed above too) Students who are registered for a course but do not attend the first week of class may be dropped from the class. **Students not allowed to remain must complete a drop form or drop the course on the Internet (http://cyberbear.umt.edu) to avoid receiving a failing grade.** Students who know they will be absent should contact the instructor in advance.
- **Wikipedia:** This online source is not reliable and should not be cited in any course assignment. The goal is to become accustomed to using scholarly sources for all work in any of your courses at the University of Montana.
- **Academic Dishonesty (Plagiarism):** 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.
- **Sensitive Course Materials:** College education aims to expand student understanding and awareness. Thus, it involves engagement with a wide range of information, ideas, and creative representations. In college courses, students can expect to encounter—and critically appraise—materials that may differ from and perhaps
challenge familiar understandings, ideas, and beliefs. Students are encouraged to discuss these matters with the professor.

- **Disability Assistance:** 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.