University of Montana  
PUAD 501: Public Administration  
Baucus Institute Department of Public Administration & Policy  
Alexander Blewett School of Law  
Fall 2020: Blended Course (Tuesdays, 4:30-6:50p.m.)

Instructor Information

Three (3) credit hours  
Classroom: Law 215; Zoom; or Moodle  
Instructor: Dr. Sara Rinfret  
Professor's Office: LAW 146  
Email: sara.rinfret@mso.umt.edu (email is the most reliable way to contact me)  
Office Phone: 406-243-4702  
Office Hours: Tuesdays and Wednesdays (2-3p.m.) in-person or zoom; schedule using this link to indicate your preference; or by appointment for a time that works for you

Covid-19 Safe Course Statement

With COVID-19 in mind, students enrolled in the Department of PA & Policy (NPAD, PUAD) courses are required to wash (sanitize) their hands before and after class. Limit leaving the classroom during class time unless an emergency. Also, each student is required to wear a facemask during the entirety of class and maintain social distancing requirements (e.g. sit in the same seat for the semester). If wearing a face covering is unachievable due to health concerns, please discuss alternatives with the course professor. Although this course does have an attendance policy that should be followed, the Department asks students to please stay home if they are sick. Doing so will not negatively impact assessment of student performance in this course. The professor will wear a mask or face shield in accordance with federal, state, local, university and CDC guidance during class time and if in-person office hours are held. If a student, a member of their family or immediate social group becomes symptomatic, please follow federal, state, local, university, and CDC guidance and work with DPAP department chair and course professor to successfully complete your work. COVID-19 has changed how we live and work. If a federal, state, local, university or CDC policy changes during the semester impacts in-person course delivery, this class will shift to fully online. A backup plan will be shared by the professor during the first week of the semester to ensure preparedness. The quality of student education will not be impacted: the Department is nationally recognized for its ability to teach across modalities (online, in-person, robot). Please take the time to review our Department’s COVID-Safe FAQ guide.
Communication with the Professor

My approach is to value student inquiries and be responsive. I can be reached via email from 8a.m.-5p.m. (M-F) for course inquiries. Please allow for up to 24 hours for a response. Unless an emergency, student email inquiries sent over the weekend will be addressed on Mondays.

Defining a Blended Course

Due to COVID-19, this in-person course is using a blended approach. Blended course delivery means we will discuss materials in PA pods via zoom, in-person or online. Just like a milkshake, keep in mind each professor will use their own blended flavor for Fall 2020. This is not intended to be confusing, but offers flexibility to achieve a safe learning environment. The schedule below indicates your PA learning pod designated time slot and discussion location with the professor/classmates on a given week. We will always use a portion of our designated time period (Tuesdays: 4:30-6:50p.m.).

Course Description

This is the introductory foundation course for the Master of Public Administration degree and familiarizes you with public service as a career path and as a field of study. It is one of the core courses for the degree program. In this course, you will explore values, theories, practices, and strategies common in the field to understand contemporary issues encountered by public managers in government or nonprofit organizations. We will adopt a social justice lens to more deeply consider the constitutional, democratic, and cultural tenets that frame notions of acceptable government action; managerial, political, and economic aspects of public and nonprofit service; links between law, policy, and administration; intergovernmental and public-private-nonprofit relations in public service delivery; and the intellectual heritage of the field. Public service can be challenging. In this course, you engage in discussion with colleagues to consider what public service means and how to do it well through applied learning opportunities, case studies, and competency based learning.

Course Learning Objectives and MPA National Competencies

By the end of this class, you should be well-versed in our following course learning objectives. Each of these learning objectives are carried out in the course schedule as you consider weekly topic areas.

<table>
<thead>
<tr>
<th>Learning Objective 1</th>
<th>To understand the nature, context, and foundations of public administration.</th>
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<tbody>
<tr>
<td>Learning Objective 2</td>
<td>Understand and appreciate the complexity and dilemmas of current administrative practices.</td>
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<td>Learning Objective 3</td>
<td>Apply conceptual frameworks within which to examine your role as public servants (theory to practice).</td>
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<td>Learning Objective 4</td>
<td>Enhance employment skills through emphases on critical thinking, analytical skills, technology, public speaking, and writing.</td>
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<tr>
<td>Learning Objective 5</td>
<td>Advance our understanding of cultural awareness – what it means to be conscious of our own biases, and how we can de-center our own privileges through the examination of diversity of thought and unpack systematic norms.</td>
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<td>Learning Objective 6 (NASPAA National Competency)</td>
<td>Within the MPA program, this course is designed for students to make significant progress in the following NASPAA learning outcome: articulating and applying a public service perspective. Subsequent courses in the MPA program of study reinforce and further develop these and other competencies.</td>
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</table>

**Required Course Materials**

2. Moodle Readings – noted with an asterisk (*) in the course schedule (these have been scanned readings for you to download)
   a. *If interested, many of our Moodle readings come from (not required texts):*
      vi. Dismantle Collective: [https://www.dismantlecollective.org/](https://www.dismantlecollective.org/)
3. Podcasts, Pod Lectures (noted in course schedule; organized by week; posted on Moodle)
4. *Ask Me Why I Care* (very short video stories about public servants)
5. Microphone and camera on a laptop, smart device, or tablet.

For students interested in free books for this course, I suggest using the university’s [inter-library loan](#) – great way to decrease costs. You can request the book via inter-library loan for the semester. Keep in mind you may have to renew the book several times throughout the semester.

**MPA Portfolio**

If you are taking this course as an MPA elective and using any assignments from this course for your final MPA portfolio, it is your responsibility to keep track of individual grades and professor feedback. Use your computer’s “snipping tool” or screenshot to capture graded feedback to save with your files. We ask that you very carefully read the MPA Portfolio requirements listed on our [website](#) (e.g. no you cannot use outlines or case write ups). We ask that you be mindful of individual and group projects you participate in each semester so you stay on track – we appreciate you doing so. Each DPAP professor will always offer an option to complete projects on your own. If questions, contact the MPA Director.
Course Expectations

Collective Learning Agreement:
In our time together this semester we acknowledge that we are in the aboriginal territories of the Salish and Kalispel people. We honor the path they have always shown us in caring for this place for generations to come. We thank the Sélíš-Qlispé Cultural Council for the above language and the people of Turtle Island, the First People, for the privilege of learning in this space. All people have the right to be addressed and referred to in accordance with their personal identity. In this class, you will have the opportunity to indicate the name you prefer to be called, and if you choose, to identify pronouns with which you would like to be addressed. As your professor, I will do my best to address and refer to all students accordingly and support students in doing so as well.

Using Moodle:
Although an in-person class, students are required to use Moodle and should check regularly. Here is the link for Moodle access. Use your Net ID to log on.

Weekly Pod Lectures:
In preparation for class meetings, students are provided a voice automated pod lecture from the professor. You should listen prior to attending class on Tuesday evenings. If not already posted, pod lectures will be published no later than Monday evening of each week – this is to provide timely information for the class.

Attendance and Tardiness:
Students are allotted one absence for the semester for any reason. However, COVID is impacting our lives. If it affects you, or someone close to you, let’s discuss how you can finish the semester successfully. We are in this together.

Laptop Computers, Zoom, Robot, and Cell Phone Policy:
Make sure cell phones are silenced and are not accessed during class. Additionally, laptops and tablets are a great distraction and not permissible unless used for locating a course reading. When we are on zoom, your camera should be on and mute microphone when not speaking (let professor know if this is an issue). If you are a robot student and tech fails, re-boot, without interrupting class. Our classroom space (Law 215) will always be available during our class period. If you prefer to use the classroom when we meet during zoom, you can do so, just wipe down the space when you are finished.

PA Learning Pod:
This course contains approximately 28 students. To maintain social distancing requirements and lower health risks, each student has been placed into a PA learning pod (PA Pod 1 and PA Pod 2). You will work with this learning group throughout the semester. Your name and pod learning group can be found under the “course resource” tab on our course Moodle site. Pay close attention to our course schedule because you pod time rotates out of fairness to everyone in the class.

Reading Draft Assignments:
Students are encouraged to make an appointment with UM’s Writing and Public Speaking Center. After this, student drafts can be emailed to the
professor at least 72 hours prior to an assignment due date. Only one draft per assignment will be reviewed by the professor.

Help with Technology:
Please make sure 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.

UM Email
Students are expected to use their umontana student email address for all communication and check regularly. Here is a link for an overview.

Important Moodle Course Resource Page:
To provide additional benefits for our PA journey together this semester, I have created a separate “course resource page” tab on our Moodle course site. This tab includes a one-stop-shop for you to locate: course sign ups; sign up link to meet with the professor for office hours; Purdue Owl for tips to write an outline; UM Public Speaking and Writing Center; UM Library Assistance; COVID-19 Help; PA Learning Pod Groups; SECA Semester Project Team; semester zoom connection link.

Firing Option:
Working in groups can be difficult. 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 and use following criteria:
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 email 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.

Course Performance (Grading):
This class employs contract grading. The goals of contract grading are to reduce the anxiety about grades students often experience and encourage students to develop their own motivations for excellence, just like a workplace setting. A key aspect of contract grading is to emphasize qualitative evaluative feedback over quantitative (numerical) assessments of students’ written work. During the semester I will not assign grades or scores to individual assignments; instead I will provide written feedback within 7 business days. In each assignment feedback, I will indicate if you have exceeded (E), met/exceeded (ME), met (M), or are below expectations (BE) (criteria listed below). Each assignment’s written feedback is found via the Moodle assignment dropbox. Students should keep track of this feedback along the way and your aggregate translates into your final grade. For example, if the
plurality of assignments receive an M, you will be awarded a B for the course. During week 4 students will sign up for a required individual conference with the professor to discuss your progress to date sometime during Week 4-7. At this meeting, each student is expected to write a paragraph, reflecting upon your progress to date (what have you done well, what needs improvement, what can the professor assist with). Email attachment to your professor 30 minutes prior to your designated session.

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<tr>
<th>Evaluative Criteria</th>
<th>Description</th>
<th>Translation into Letter Grade</th>
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<tbody>
<tr>
<td>Below Expectations (BE)</td>
<td>1. Does not meet assignment expectations or commensurate with graduate level work</td>
<td>C</td>
</tr>
</tbody>
</table>
| Met Expectations (M)        | 1. Meets the stated criteria for all assignments;  
2. Meets due dates for all assignments;  
3. Actively participates in *all live* in-person/zoom class discussions (and online if covid forces us to re-calibrate);  
4. Asks thoughtful questions during discussions and conversations with the professor and classmates and actively listen when others are speaking;  
5. Edits all assignments so that they conform to course writing guidelines (listed above);  
6. Attends required conference with professor to discuss coursework progress/complete mid and end of semester learning evaluations; and  
7. Checks UM email and Moodle class site regularly and be responsive to class inquiries | B                             |
| Meet/Exceed Expectations (ME)| Do everything to do to earn an M in addition to:  
1. Demonstrates a sophisticated understanding of the material evidenced in your written work (e.g. make connections between theory and practice);  
2. Listens to weekly pod lectures on Moodle (yes, Moodle tracks student progress);  
3. Uses evidence in semester assignments and participate clearly and concisely in class discussion, leaving room to listen and hear others; and  
4. Turns in assignments that are concise, carefully edited, and easy to read. | B+                            |
| Exceed Expectations         | Do everything that you must do to earn a M and ME in addition to:  
1. Receives critiques during discussions and written work in a professional and non-defensive manner;  
2. Demonstrates a strong commitment and willingness to learn | A                             |
and grow from individual and team assignments;
3. Utilizes the campus public speaking and writing center to complete quality, written work; and
4. Produces creative, unique, and thoughtful assignments, demonstrating a willingness to go above and beyond (e.g. doing outside research, applying your own experiences).

Semester Assignments

Understanding the Founders Case Study Outlines (3 need to be completed):
Understanding the Founders Case Study Outlines encourage reflective reading and succinct summary of foundational texts and then applying the concepts therein to public sector case study. These one page (double-spaced) outlines demonstrate your command of weekly readings, encourage active reflection, and help you apply theory to practice. Our course schedule indicates which founder(s) and case study pairing to focus your attention for each of these assignment options. For example, the first Understanding Founder Case option pairing is Woodrow Wilson and the Blast in Centralia. Outlines are always due by Tuesdays, 4:00p.m on the Designated Moodle Dropbox. There are multiple opportunities to complete, I will record your top four highest performances.

Each outline should include:

1. Main Point
   a. Summarize, in two bullet points, what you believe to be the major argument presented per PA founder(s) for the week. This should be demonstrated in your own interpretation of the material written.

2. Knowledge
   a. In 2-3 bullet points, how did you apply this founder(s) to examine the details of this case study at hand? What connections do you see?

3. Self-Reflection
   a. Use the following questions to guide your thinking to create 2-4 bullet points for this section of this outline (these questions shouldn’t be answered verbatim).
      i. What made you feel uncomfortable about the reading(s)?
      ii. Where did you see flaws in the reading(s)?
      iii. What are your suggested actions to promote a commitment to change?
   b. Note: The founder outlines push you to consider who is shaping our knowledge and why. We have all be normalized or taught to see things through the eyes of a particular vantage point. This final section invites active self-reflection to consider cultural awareness/diversity of thought. Cultural awareness is defined as an ability to promote diverse opinions, thought, and voices in our field – with the goal of increasing diversification of our public sector organizations. Please don’t forget to review course writing guidelines above.

Social Equity Cultural Audit Project (SECA) (3 assignments)
The SECA Project involves working with a partner from your PA Pod on three interconnected assignments to examine a public sector organization, of
your choice, for a semester-long project. Keep in mind this organization is used for SECA Assignments 1-3. This cultural audit assists in achieving
capability of understanding as we work through the pillars of public administration: efficiency/effectiveness; accountability/responsiveness; and
equity/fairness. Most importantly, this semester project focuses on diversity management and assignments 1-3 build upon one another for your final
SECA (assignment 4). Under extenuating circumstances, students can work on their own for our semester long project. Please contact the professor. Teams
should submit one assignment per group for each assignment on the designated Moodle dropbox.

**Pillar 1: Efficiency & Effectiveness**

**SECA Assignment 1: Organizational Design:**
This assignment is your starting point for our SECA semester project. Select a public or nonprofit sector organization and define this organization’s
structure (e.g. hierarchy, hybrid, matrix, holocracy). Please select an organization you can easily obtain information from and start researching in
advance. Specifically, use readings from the semester to date to assist with this assignment. In this assignment you should include:
- Introduction (overview of organization with an argument; keep in mind this argument could change as you move forward this semester)
- Background: how would you define your organization’s structure (e.g. hierarchy, hybrid); what does your organization's structure say about its
  commitment to diversity? What is the demographic makeup of your organization? How is diversity valued in this organizations mission,
  structure, and website? What PA scholar(s) does this organizational structure embody? Does this structure promote advancement for all persons
  in the organization? [these questions are just guidance to help you think about how you define this organization’s structure through the lens of
diversity]
- Organizational chart of your organization (include in appendix, call out this chart (write about it) in the text of this assignment)
- Use approximately 5-8 scholarly sources (can use class resources and government webpages/documents)
- 3-4 pages (double spaced); reference page and org chart do not count toward the page requirement

**Pillar 2: Accountability & Responsiveness**

**SECA Assignment 2: Audit, Evaluation and Strategy**
SECA assignment 2 takes feedback from assignment 1 and adds a new section – analysis and evaluation. Specifically, in this assignment you should
include:
- Introduction: review and revise from SECA Assignment 1 feedback
- Background: review and revise from SECA Assignment 1 feedback
- Assessment: Prior to writing this section of your project, use the following sub-categories to conduct your equity audit of your organization
  a. Physical characteristics – what do wall hangings, symbols, logos, organization website, brochures, and report writing indicate?
  b. Policies and Procedures – what does the organization’s policy statements/manuals say about the importance of equity (e.g. race; gender)?
  c. Socialization – how does the organization present data? Is it transparent?
  d. Leadership Behavior – what level of priority do agency leaders give to equity (e.g. racial; gender)? Examine statements, actions, hiring, etc.
  e. Awards and Recognition – who and how is recognized and awarded in the organization? Is equity related work recognized?
  f. Discourse – how does the organization display its commitment to equity displayed (press releases, policies, etc.)
Upon your research and assessment of a-f, use readings from this semester and your own outside research to write an equity audit analysis of your
organization. For example, your team could create a graphic that lists a-f with specific artifacts and then examine in these artifacts in the text, with
supporting evidence. Or your group could use Canva (free software) to create an infographic to display this information. Make sure you visualize your
findings and discuss these findings in the text.

- Inclusive Strategy and Implementation: Based upon your findings, clearly define 3 strategies for this organization to adopt and when each should be implemented. For example, one of our findings could suggest the creation of a new mission statement or policy to advance equity or a succession planning program for minorities to advance into leadership positions.
- Use up to 6-8 scholarly sources (new additions from SECA Assignment 1); 5-7 newly written pages (double spaced)  

**Pillar 3: Equity & Fairness:**

**SECA Assignment 3: Putting the Pieces Together:**
SECA assignment 3 revises feedback from 1-2 into one single document. In this assignment add a Title Page and a 1-2 paragraph conclusion about how this audit will help this organization re-center and commit to action for a better workplace.

**Final Individual Presentation (Your PA Theme Song)**
Each student is expected to present during the final week of class during your designated time/pod. This presentation will be 2-3 minutes (max) per student. You should pick a song that represents a theme for the semester. You will share a short segment of this this song in class (for others to hear – e.g. play on your phone, tablet, or computer in class) and explain why this was selected/how it embodies your theme for the semester and actions you will take to create positive change in your current or future organization. PPT presentations are prohibited.

**Course Schedule**

Our course schedule is divided into three competency based learning modules which parallel the pillars of public administration. The day in which something is listed is when it is due. For example, prior to August 25th complete information listed on schedule before coming to class. If there is a schedule change, students will be notified, in advance, of any changes.

**Guide for navigating our course schedule:**
*The readings marked with an asterisk (*) are available on Moodle, required, and organized by week.*

**Required Stillman textbook:** “CS” stands for case study; “R” stands for reading (all located in the *Stillman* textbook)

**Meeting locations:** Law 219 (on campus, don’t forget your Griz Card and mask); Online (Moodle); Zoom ([link](#))

Please mark your calendar for meeting location – due to our blended nature, we rotate from in-person, zoom, and online. If something impacts our in-person component, students will receive a revised course schedule. Thank you for your patience and we navigate COVID together.

| Learning Module 1: Unpacking Public Administration as a Field & Discipline (Pillar 1) |
|------------------|------------------|------------------|------------------|------------------|
| **Week** | **Topic** | **Read/Listen/Watch** | **Consider while reading/listening/discussing:** | **What’s Due:** | **Meeting Location** |
| Week 1 | Perceptions of Government | -Listen to Pod Lecture (Moodle)  
-Watch Ask me Why (Coach Travis) | • Defining pillars of public administration  
• Laying the foundation to effectively work with teams | In-class (how does your family make rice?); our collective covid-safe policies; Dr. | Law 215 (facemask required)  
PA Pod #1 4:30-5:30p.m. |
<table>
<thead>
<tr>
<th>Week 2</th>
<th>September 1</th>
<th>What is Public Administration?</th>
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<tbody>
<tr>
<td></td>
<td>- Listen to Pod Lecture (Moodle)</td>
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<td></td>
<td>- Watch Ask me Why (Dewey Harris)</td>
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<td></td>
<td>Read: Stillman R1.1; R1.2 and CS1 (Centralia); *Heckler and Ronquillo</td>
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<td></td>
<td>Skim: *Appleby</td>
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<td>Politics-administration dichotomy</td>
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<td>Historical debates underpinning public administration and how we collectively address them</td>
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<tr>
<th>Week 3</th>
<th>September 8</th>
<th>History and Development of Public Administration</th>
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<tr>
<td></td>
<td>- Listen to pod lecture (Moodle)</td>
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<tr>
<td></td>
<td>Read R15 (Friedrich/Finer)</td>
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<td>*PAR Code of Ethics; *Kettl, Ch. 3</td>
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<tr>
<td></td>
<td>Skim: *Appleby</td>
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<td></td>
<td>The role of accountability in public administration</td>
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<td></td>
<td>Constitutional role</td>
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<td>Different between public administration and business administration</td>
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<tr>
<th>Week 4</th>
<th>September 15</th>
<th>Org Structure and Power</th>
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<tr>
<td></td>
<td>- Listen to pod lecture (Moodle)</td>
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<tr>
<td></td>
<td>- Watch Ask me Why I Care (Dr. Beverly Edmond)</td>
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<td></td>
<td>Read R2 (Weber), R4</td>
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<td></td>
<td>Understanding public administration in an environment of separation of powers</td>
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<td></td>
<td>Power of decisionmaking</td>
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<tr>
<td></td>
<td>Assessing hierarchical structures</td>
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Rinfret reads student poem about PA

*Find your pod placement under our course resource tab (opens August 19, 2020)
<table>
<thead>
<tr>
<th>Week 5</th>
<th>Knowing Your Environment (Internal &amp; External)</th>
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</table>
| September 22 | -Listen to pod lecture (Moodle)  
Read  
R3 (Gaus); R6 (Mayo)  
CS6(American Ground); *Kettl Chapter 5  
• Representative bureaucracy  
• Managing internal and external dynamics  
• Organizational obstacles  
Understanding Founder Outline (Gaus, Mayo, and American Ground); 4p.m., Tuesday  
Watch DPAP Cultural Awareness Video  
| Online |

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<tr>
<th>Week 6</th>
<th>Measuring Pillar One Proficiency</th>
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| September 29 | Reflect and consider what you have learned to date (no readings/recorded lecture this week)  
• Benefits and drawbacks of organizational design/structure  
SECA Assignment 1, 4p.m., Tuesday, Moodle (bring talking points in your notes about this assignment to zoom session to share)  
Mid-Semester Evaluation (sent by UM Online)  
Begin to work on SECA #2  
| Zoom  
PA Pod #1 4:30-5:30p.m.  
PA Pod #2: 5:50-6:50p.m. |

**Learning Module 2: The Tenets of Public Administration (Pillar 2)**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Read/Listen/Watch</th>
<th>Consider while reading/listening/discussing:</th>
<th>What’s Due:</th>
<th>Meeting Location</th>
</tr>
</thead>
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(Overleaf)
| Week 7 | October 6 | Organization Theory | -Listen to pod lecture (Moodle)  
-**Watch Ask me Why (Mary Guy)**  
*Read*  
*Organizational Culture* *Gooden Chapter 4; R11 and CS 11* | • Cultural shifts and biases  
• Approaches to motivate employees  
• Organizational design and questions of systematic oppression | Understanding Founder Outline (Wise and Bernadette Healy); 4p.m., Tuesday  
Begin to work on SECA #2 | **Law 215**  
PA Pod #1: 4:30-5:30 p.m.  
PA Pod #2: 5:50-6:50p.m. |
|---|---|---|---|---|---|
| Week 8 | October 13 | Human Capital & Diversity Management | -Listen to pod lecture (Moodle)  
-**Listen to HR Happy Hour Podcast** (Moodle)  
-**Listen to gender nonbinary podcast** (Moodle)  
*Read*  
*Kettl, Chapter 8;  
*Stivers(On Tap) ,  
*Hartley* | • How to effectively manage people  
• Human resource management vs. public personnel management  
• Consideration of emotional labor and implications for organizations  
• Areas of improvement and future directions for HRM | In-class application via zoom | **Zoom**  
PA Pod #2: 4:30-5:30p.m.  
PA Pod#1: 5:50-6:50p.m. |
| Week 9 | October 20 | Decisionmaking, Group Dynamics & Communication | -Listen to pod lecture (Moodle)  
-**Listen to Incrementalism Podcast** (Moodle)  
*Read*  
*R8, R9, CS9*  
*Skim* *A Mother's Reckoning* | • Muddling through, defined  
• Types of decisionmaking  
• Moving beyond us versus them | Understanding Founders Outline (Linblom, Garnett and Columbine); 4 p.m., Tuesday | **Online**|
| Week 10 | October 27 | Public Budgeting | -Listen to pod lecture (Moodle)  
-**Watch bonus video on budgeting**  
| • Understand why public budgeting is political  
• How we spend and determine priorities | Understanding Founders Outline (Rubin and School Lunches); 4p.m., | **Law 215**  
PA Pod #1: 4:30-5:30p.m. |
<table>
<thead>
<tr>
<th>Week 11</th>
<th>Measuring Pillar Two Proficiency</th>
<th>Read</th>
<th>Allocation of scarce resources</th>
<th>Tuesday</th>
<th>PA Pod #2: 5:50-6:50p.m.</th>
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<tbody>
<tr>
<td>Vote</td>
<td>*Kettl Chapter 11, R12; CS14, *Rubin/Bartle</td>
<td>Vote</td>
<td>SECA #2, 4p.m., Tuesday, Moodle (1 per group); Begin to work on SECA #3</td>
<td>Online</td>
<td></td>
</tr>
</tbody>
</table>

### Learning Module 3: Pillar Three – Rethinking our Future through the Lens of Equity (Pillar 3)

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Read/Listen/Watch</th>
<th>Consider while reading/listening/discussing:</th>
<th>What’s Due:</th>
<th>Meeting Location</th>
</tr>
</thead>
</table>
| Week 12     | Policymaking and Implementation             | -Listen to pod lecture (Moodle)  
-Ask me Why I care (Dr. Heather Cahoon) | • Policy process versus policy analysis  
• Differentiate between congressional and agency policymaking  
• Implementation strategies | Continue making progress on SECA #3 (group) and  
Start to work on individual Final Presentations | Zoom  
PA Pod #2: 4:30-5:30p.m  
PA Pod #1: 5:50p.m.-6:50p.m. |
| November 10 | Policy process versus policy analysis  
Differentiate between congressional and agency policymaking  
Implementation strategies | -Listen to pod lecture (Moodle)  
| |     | Read | | | | |
| Week 13     | Current Topics: A New Public Service       | -Listen to pod lecture (Moodle)  
| | | Read | | | |
| November 17 | Current Topics: A New Public Service       | -Listen to pod lecture (Moodle)  
| | | Read | | | |
| | | *Social Equity Across Academy;*Denhardt, *Building Trust* | | | Law 215  
PA Pod #2: 4:30-5:30p.m.  
PA Pod #1: 5:50-6:50p.m. |
| | | | | | |
| Week 14     | Measuring Pillar Three                      | Finish SECA #3 (written portion) | Finish SECA #3 (written portion) | Complete UM Online Course Evaluations | |
| November    | Measuring Pillar Three                      | Finish SECA #3 (written portion) | | | |

### What’s Due:
- Continue making progress on SECA #3 (group) and
- Start to work on individual Final Presentations

### Meeting Location:
- Zoom
- PA Pod #2: 4:30-5:30p.m
- PA Pod #1: 5:50p.m.-6:50p.m.
Classroom Policies

- **Extra Credit:** Not available for this course.
- **Make-up Exams:** Our exam is take-home and listed in the course schedule, so make up exams are not available.
- **Classroom Etiquette:** A driving component of our MPA program is professionalism and your ability to work well with others. Thus, the expectation is that you will maintain a high level of professionalism in your classroom conduct with me, and with your 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 collaborate 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. Since this is a 10 week course, incompletes will not be an option.
- **Late Assignments:** Students are expected to submit all work on the date specified in the course calendar. Any exceptions to this must be approved by the instructor 72 hours before the date in question. Students must complete all assignments to receive a grade for the course.
- **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 two class meetings may be required by the instructor to drop the course. This rule allows for early identification of class vacancies and to permit other students to add classes. **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.
- **Moodle:** This class is supported by Moodle. Please refer to this site regularly for additional readings, announcements, grades, submitting assignments, or updates to the schedule. When submitting assignments on Moodle, students should attach Microsoft Word doc or docx files.
- **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.

- **Cultural Leave Policy:** UM has a Cultural and Ceremonial Leave Policy: “Cultural or ceremonial leave allows excused absences for cultural, religious, and ceremonial purposes to meet the student’s customs and traditions or to participate in related activities. To receive an authorized absence for a cultural, religious or ceremonial event the student or their advisor (proxy) must submit a formal written request to the instructor. This must include a brief description (with inclusive dates) of the cultural event or ceremony and the importance of the student’s attendance or participation. Authorization for the absence is subject to approval by the instructor. Appeals may be made to the Chair, Dean or Provost. The excused absence or leave may not exceed five academic calendar days (not including weekends or holidays). Students remain responsible for completion or make-up of assignments as defined in the syllabus, at the discretion of the instructor.”