Instructor Information

Three (3) credit hours
Classroom: Online
Instructor: Dr. Sara Rinfret
Professor’s Office: LAW 146
Email: sara.rinfret@umontana.edu
Office Phone: 406-243-4702
Cell Phone: 330-763-0034 (for emergency use only)
Office Hours: Tuesdays (1-2:30p.m.) and Wednesdays (1-2:30p.m.) phone or in-person (mask required) - schedule using this link; or by appointment
*I can be reached via email from 8a.m.-5p.m. (M-F) for course or program inquiries. Please allow for up to 24 hours for a response. Student email inquiries sent over the weekend will be addressed on Mondays.
Zoom Link for any live sessions for our class this semester.

How is this course defined?

This is the introductory, foundations course for the Master of Public Administration degree designed to carryout our mission and familiarize you with public service as a career path and as a field of study. 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 adopt a social justice lens to consider more deeply 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. In this course, you will 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.

What will you learn in this course?

By the end of this class, you should be well-versed in our following course learning objectives.

<table>
<thead>
<tr>
<th>Learning Objective 1</th>
<th>To understand the nature, context, dilemmas, and foundations of public administration.</th>
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<tbody>
<tr>
<td>Learning Objective 2</td>
<td>Apply conceptual frameworks within which to examine your role as public servants (theory to practice).</td>
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</table>
Learning Objective 3 | Enhance current and future employment skills through critical thinking, analytical skills, technology, public speaking, and writing.
---|---
Learning Objective 4 | Critically evaluate and advance our understanding of cultural awareness through the exploration of power, representation, empathy, prejudgments, and DEI in the public sector through self-reflection, readings, discussions, and assignments.
Learning Objective 5 (NASPAA National Competency) | 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.

What will you read?

1. Required Books (purchase from UM Bookstore or your choice):

   a. Moodle Readings – noted with an asterisk (*) in the course schedule (scanned and downloadable; sample titles below)

   b. Podcasts, Pod Lectures (noted in course schedule and on Moodle); microphone and camera on a laptop, smart device, or tablet
   c. Ask Me Why I Care (very short video stories about public servants, already loaded in Moodle)

How will we approach learning together?

**Learning During a Pandemic:** Although this course does have assignment deadlines that should be followed, the Department asks that if you are sick or become sick, please work with your professor to develop a plan for successful completion in this course. Our Department will follow federal, state, local, university and CDC guidelines for COVID-19. 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 me to complete required coursework. Please take the time to review our Department’s COVIDSafe FAQ guide.

**Collective Learning Agreement:** 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 Sélis-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 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. With this statement in mind, we will not check boxes in this course, but, meaningfully think about materials through discussion, assignments, and reflection – building skills for our current and future professions.

**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 final 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.

Using Moodle:
Students are required to use Moodle and should check daily. Here is the link for Moodle access. Use your Net ID to log on.

Important Moodle Course Resource Page: To provide additional benefits for our public administration 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 writing tips; UM Public Speaking and Writing Center website; COVID-19 Help; PA Learning Pod Groups; and semester zoom connection link.

PA Learning Pod: This course contains approximately 36 students. To maintain quality of instruction, you have been placed into a public administration learning pod (PA Pod A, PA Pod B, PA Pod C, PA Pod D) for the entirety of the semester. These groups were randomly selected so you can meet and learn with new classmates in a smaller group setting (8-9 total students). These PA pods are used for all conversation cafes and our ELP Project. Your name and PA learning pod can be found under the “course resource” tab on our course Moodle site or here.

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

Firing Option: Research suggests one of the top skills employers look for is a person’s ability to work with a team. Like the workplace, 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 complete any remaining deliverables on their own.

Guidelines for Written Work:
To offer consistency for students, 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 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.

Course Performance (Grading):
This class employs competency-based grading, modeling the workplace (e.g. performance evaluation) and encourages active reflection on traditional grading systems, which research has shown effects marginalized learning communities. During the semester, I will not assign quantitative 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 and/or gradebook. Students should keep track of this feedback along the way - 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. Students are invited to meet with the professor at least once this semester to discuss your progress in the course (do this earlier in the semester – weeks 4-7). This is not required, but encouraged. At this meeting we will discuss what is going well, what you could improve, and how I can help.
<table>
<thead>
<tr>
<th>Evaluative Criteria</th>
<th>Description</th>
<th>Translation into Letter Grade</th>
</tr>
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<tbody>
<tr>
<td>Below Expectations (BE)</td>
<td>1. Does not meet assignment expectations or work is not commensurate with graduate level work (e.g. writing is rushed); 2. Needs to be reminded to sign up for projects; 3. Student doesn’t engage in course conversation cafes, turns in assignments late; forgets mid-and-end of semester evaluations, or forgets a final theme song presentations; and 4. Student does not revise ELP assignments along the way, forgetting to use course writing guidelines/requirements.</td>
<td>C</td>
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<tr>
<td>Met Expectations (M)</td>
<td>1. Meets the stated criteria for all assignments; 2. Meets due dates for all assignments; 3. Actively participates in all class discussions and comes prepared; 4. Asks questions during discussions and conversations with the professor and classmates; 5. Edits all assignments; 6. Checks UM email and Moodle class site regularly and is responsive to class inquiries. 7. Attends all of our “zoom” sessions</td>
<td>B</td>
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<tr>
<td>Meet/Exceed Expectations (ME)</td>
<td>Do everything to do to earn an M in addition to: 1. Demonstrate a sophisticated understanding of the material evidenced in your written work (e.g. make clear applications); 2. Watches weekly pod lectures (yes, Moodle tracks); 3. Uses evidence (refer back to readings, link to real world experiences) in semester discussions/assignments, staying within assignment expectations; 4. Utilizes the campus public speaking and writing center to complete quality, written work; and 4. Turns in assignments that are concise, carefully edited, and easy to read.</td>
<td>B+</td>
</tr>
<tr>
<td>Exceed Expectations</td>
<td>Do everything that you must do to earn a M and ME in addition to: 1. Receive critiques during discussions and written work in a professional and non-defensive manner; 2. Demonstrates a strong commitment and willingness to learn and grow from individual and team assignments; 3. Produces creative, unique, and thoughtful assignments, demonstrating a willingness to go above and beyond (e.g. doing outside research, beyond what is already expected; during discussions make connections across content).</td>
<td>A</td>
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What will you do this semester?

Conversation Cafés (4 required weeks, organized by your PA Pod):
The conversation cafés are designed for each student to individually tackle different roles leading and discussing course materials in addition to how we present information clearly and concisely. This course has four total required conversation cafés (all live, synchronous on zoom), organized by your PA Pod (see group).

Café 1 is an introduction to your learning pod where we discuss expectations for the semester. Cafés 2-3 are application driven, guided by specific reading(s) in our weekly course schedule and organized by discussion leader and respondent. Café 4 is your final, individual theme song presentations.

Clarifying Café #2 and #3 Café Student Roles & Responsibilities:
*Discussion Leader*: Within your PA Pod, for conversation cafés #2-3, you have signed up as a café leader or respondent. If you are the assigned discussion leader(s) for a given week, you should: 1. Select a quote from one of the assigned readings and write this down in your notebook; 2. Reach out to other assigned discussion leaders via email to ensure you don’t have the same quote; 3. Read this quote during our live zoom session and explain why you selected this quote; and 4. Engage in professional conversation with classmates, clearly and concisely.

*Respondent*: During cafés, #2-3, if you are not a discussion leader, you are a respondent. As a respondent you should: 1. Complete readings for the week, demonstrating preparedness for our live café on zoom; 2. Listen to all of the quotes read by classmates and write down in your notes if you found each respective quote confusing or clarifying; 3. When the professor opens to the discussion respondent round, simply state if you found each leader’s quote clarifying or confusing in 30 seconds or less; and 4. Serve as an active listener and participant in ongoing dialogue.

**Evaluation:** Discussion leader reads a sophisticated/thought-provoking quote and/or passage; coordinates with other discussion leaders to ensure there is not overlap in selections; responds to respondents, when necessary. Respondents are evaluated based upon their ability to think on their feet, linking theory to practice; willingness to learn and grow throughout the discussions; offer sophisticated insight into why a quote might be confusing or essential. For example, in your initial response you could state, “I found this person’s passage confusing because X. Or, a student could begin their response with a statement such as “This segment of the reading is essential to understanding policy analysis because it helps me X in my current profession [these are just samples to get you started to meet expectations]. Students who simply reply and make statements like, “that is a hard segment or essential elements from the reading,” without explanation will receive a BE.

To guide your success in our conversation cafés this semester, review below.

<table>
<thead>
<tr>
<th>Café Number</th>
<th>What Week and/or Pod Time</th>
<th>What Readings?</th>
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<tbody>
<tr>
<td>Café 1: Pod Introductions</td>
<td><em>Week 1</em></td>
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<tr>
<td><em>PA Pod A</em>: 5:00-5:30p.m., Jan 20, MDT</td>
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<tr>
<td><em>PA Pod B</em>: 5:45-6:15 p.m., Jan 20, MDT</td>
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<tr>
<td><em>PA Pod C</em>: 6:30-7p.m., Jan 20, MDT</td>
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<tr>
<td><em>PA Pod D</em>: 7:10-7:40p.m., Jan 20 MDT</td>
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<tr>
<td>Syllabus and Week 1</td>
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| Café 2: Nuts & Bolts of PA | *Week 5*  |
| *PA Pod D*: 5:00-5:30p.m., Feb 16, MDT |
| *PA Pod C*: 5:45-6:15 p.m., Feb 16, MDT |
| *PA Pod B*: 6:30-7p.m., Feb 16, MDT |
| Weeks 2-5 |
### Café 3: Recognizing our Power and Privileges in PA

*PA Pod A*: 7:10-7:40 p.m., Feb 16 MDT  
Review discussion leader/respondent requirements above

*Café 3: Recognizing our Power and Privileges in PA*

*PA Pod D*: 5:00-5:30 p.m., March 31, MDT  
*PA Pod C*: 5:45-6:15 p.m., March 31, MDT  
*PA Pod B*: 6:30-7 p.m., March 31, MDT  
*PA Pod A*: 7:10-7:40 p.m., March 31, MDT  
Review discussion leader/respondent requirements above

Weeks 6-11; with particular focus on Bari book

### Café 4: Theme Song Presentations

*Week 11*

*PA Pod D*: 5:00-5:30 p.m., April 21, MDT  
*PA Pod A*: 5:00-5:30 p.m., April 21, MDT  
*PA Pod B*: 5:45-6:15 p.m., April 21, MDT  
*PA Pod C*: 6:30-7 p.m., April 21, MDT  
*PA Pod D*: 7:10-7:40 p.m., April 21 MDT

All to date

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**Note:** What if you cannot make a conversation café? Email the professor to discuss options.

**Study Group:** During the off weeks, there are weekly "study group" written discussion forum spaces for students to voluntarily share information. These are not required, but a space to engage with your classmates.

**Founder(s) Outlines (2 required, you pick which outlines to complete):**

Founder(s) outlines encourage reflective reading and succinct summary of foundational texts before applying the concepts therein to a public sector case study. These 1-page (single-spaced) outlines help you apply theory to practice. Our course schedule indicates a variety of options for you to pick two to complete – your choice. Specifically, on the course schedule it is listed which founder(s) and case study pairing to focus your attention on for each of these assignment options. For example, the first Founder Case option pairing is Woodrow Wilson and the Blast in Centralia. **Outlines are always due by Saturdays, 11:00 p.m on the designated Moodle Dropbox. Again, there are several opportunities to complete the founders outline, you are required to pick 2 out of these options listed in the course schedule. Some students may decide to complete all options and if you do, I will record your top two highest performances. These are not a paper and if you have not completed an outline, review this resource guide prior to completion.**

Each outline should include and organized as:

1. **Main Point**
   a. Summarize what you believe (in your own words) to be the major argument presented per PA founder(s) for the week. If you have more than one founder, articulate one collective argument that all of the founders would hold/offer (e.g. want PA to run like a business).

2. **Knowledge**
   a. In 2-3 points, how does this founder(s) connect to the case study? Use specific examples. If more than one founder, have at least one connection for each as it pertains to the case for the week.

3. **Cultural Awareness & Practice**
   a. In the final section of your outline, how did the reading(s)/case study for the given week decrease or increase cultural awareness for PA?
   b. What have we learned as it pertains to our contemporary practice in public administration from this collection of readings?

Please don’t forget to review course writing guidelines above prior to submission. Your reference page does not count against the 1 page requirement.

**Emotional Labor Project (ELP) (3 assignments)**

The goal of the ELP is to better understand and apply the pillars of public administration to a contemporary public sector organization, of your choice, through the lens of a less understand concept of our field – emotional labor (see Guy et al. textbook for the semester). For this ELP you will **work with a team of students within your**
PA pod on three interconnected assignments that build upon each other. Keep in mind your selected organization is used for ELP Assignments 1-3. 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 and encourage the use of readings from the semester as scholarly resources.

**Sign Up & Shared Goals Assignment**

To ensure success in this team project, you will select your partner or team of three and public sector organization, completing a shared goals contract during Week 3 of the semester.

**ELP Assignment 1: Organizational Design (Applying PA Pillar 1, Efficiency and Effectiveness):**

This is your starting point of our ELP. To first understand an organization, it is important to investigate its structure and how this sets the tone for the individuals that work for this organization. In this assignment you should include:

- **Introduction Section:** state the organization under investigation, the purpose of paper, include an argument (first paragraph – e.g. in this paper, we will argue X – this will change as the projects moves through assignments)
- **Background Section:** define your organization’s structure (e.g. hierarchy, hybrid, holocracy) and who works for the organization (e.g. demographics). When you are explaining this section, make sure to include PA scholars to demonstrate which organizational approach this org adopts (e.g. Weberian, Gaussian, Follett)
- Use approximately 5-8 scholarly sources (should use class resources and government webpages/documents)
- 2-3 pages (double spaced); reference page and org chart do not count toward the page requirement; don’t forget to follow course writing guidelines prior to submission

**ELP Assignment 2: Examining Emotional Labor (Applying PA Pillar 2, Accountability and Responsiveness)**

The second assignment of your ELP is to delve deeper in your investigation of your organization through the lens of emotional labor. Your group is to determine how your organizational structure, in turn, is responsive to emotional labor directly or indirectly. For this paper, you should revise feedback from assignment 1 and add a new section – analysis and evaluation. Specifically, in this assignment you should include:

- **Introduction:** review and revise from Assignment 1 feedback
- **Background:** review and revise from Assignment 1 feedback
- **Assessment Section:** Prior to writing this section, pick two from the following evaluative categories, one artifact to evaluate this category using that assists in your ability to conduct your emotional labor assessment of your organization. Use readings from this semester (e.g. our core text) and your own outside research to write this analysis of your organization. Your team does not need to conduct interviews for this assignment, but if you do, contact professor to assist. In this analysis first define emotional labor in your own words (see Chapter 4 in Guy et al., and Hartley) and then walk the reader through your application of findings.

<table>
<thead>
<tr>
<th>Evaluative Category (pick two from list below)</th>
<th>Artifact for Evaluation (samples only) (pages 73-35 of Guy et al is helpful framework)</th>
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<tbody>
<tr>
<td>Physical Characteristics</td>
<td>what do symbols, logos, organization website, brochures, and/or mission say? Do they recognize emotional labor? Examine one of these aforementioned artifacts to explore.</td>
</tr>
<tr>
<td>Policies and Procedures</td>
<td>what does the organization's policy statements/manuals/job descriptions and/or pay scale indicate? Do these link to your definition of emotional labor? Examine one of these artifacts to explore.</td>
</tr>
<tr>
<td>Socialization</td>
<td>How does your organization present data – does it evaluate emotional labor?</td>
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<tr>
<td>Leadership Behavior</td>
<td>what level of priority do agency leaders give to emotional labor? Examine statements from press releases, actions, hiring, etc.</td>
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- **Recommendation Section:** Based upon your analysis, clearly suggest 2-3 recommendations for your organization’s future surrounding emotional labor and how
this effects internal (employees) and external stakeholders (other connected agencies/citizens you serve).

- Use up to 6-8 scholarly sources (new additions from Assignment 1); 5-6 newly written pages (double spaced); don't forget our course writing guidelines

**ELP Assignment 3: Putting the Pieces Together (Exploring PA Pillar 3, Equity and Fairness):**
Assignment 3 is the culmination of your semester work. Specifically, assignment 3 revises feedback from assignments 1-2 into one single document. In this assignment add a Title Page and a 1-2 paragraph conclusion about how this research will help this organization learn and grown from your analysis and any potential limitations for implementation. Students must demonstrate edits have been made from assignment 2 to 3. Simply turning in Assignment 3 without changes will result in a BE. Don't forget course writing guidelines.

**Final Individual Presentation (Your PA Theme Song) (also known as café 4)**
Songs have significant meaning, cultural implications, and transform how we interpret information. Consider songs used in public service announcements and how they resonate with an audience (e.g. Cleveland Guardians narrated by Tom Hanks or Kid President). Our final, concluding assignment will push students to consider what song symbolizes your PA journey for the semester. Each student is expected to present during the final week of class. To complete this assignment, consider: This presentation will be 1-2 minutes (max) per student. You should pick a song that represents a theme for the entire semester (this can be driven from your contributions to your ELP or the entirety of the course). You will share a short segment (5-10 seconds) of this this song (for others to hear – e.g. play on your phone, tablet) 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 career. PPT is prohibited.

**What will you do when?**

Our course schedule is divided into three learning modules which parallel the pillars of public administration, assisting you in your ELP. If there is a schedule change, students will be notified.

<table>
<thead>
<tr>
<th>Learning Module 1: Unpacking Public Administration as a Field &amp; Discipline, Efficient and Effective (Pillar 1)</th>
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<tr>
<td><strong>Week</strong></td>
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<tr>
<td><strong>Week 1</strong>&lt;br&gt;Jan. 18-23</td>
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<tr>
<td><strong>Week 2</strong>&lt;br&gt;Jan. 24-30</td>
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### Week 3
**Jan. 31-Feb. 6**

- **History and Development of Public Administration**
  - Listen to pod lecture & weekly update
  - Read
    - *Stillman R15 (Friedrich/Finer)
    - *PAR Code of Ethics
    - *Edmond
    - *Appleby
    - *Kettl Chapter 3
  - Skim: *Stillman R1.1; R1.2 (Wilson) and CS1 (Centralia); *Heckler and Ronquillo
  - Historical debates underpinning public administration and how we collectively address them
  - The role of accountability in public administration
  - Constitutional role
  - Different between public administration and business administration

- **Work on ELP 1; submit contract by 11p.m., Saturday**
  - (download form to fill out/submit – students working on their own don’t need to complete) (1 per group)

### Week 4
**Feb. 7-13**

- **Org Structure and Power**
  - Listen to pod lecture & weekly update
  - Watch Ask me Why I Care (Dr. Beverly Edmond)
  - Read (continues below)
    - *R2 (Weber), R4 (Long), CS2 (Kristin)
    - *Follett; *Stivers (Structure)
    - *R5 (Conlan)
  - Skim
  - Understanding public administration in an environment of separation of powers
  - Power of decisionmaking
  - Assessing hierarchical structures
  - Saturday, 11p.m., Founders Outline, Founders (Long & Weber); Case (How Kristen Died)
  - Voluntary meetings with professor (you decide, during weeks 4-7, use sign up in resource tab)

### Week 5
**Feb. 14-20**

- **Knowing Your Environment (Internal & External)**
  - Listen to pod lecture & weekly update
  - Re-watch library guide
  - Read
    - *Stillman R3 (Gaus); R6 (Mayo) CS6 (American Ground)
    - *Kettl Chapter 5, *Blessett
  - Skim
  - Representative bureaucracy
  - Managing internal and external dynamics
  - Organizational obstacles
  - Saturday, 11p.m., Founders Outline, Founders (Gaus & Mayo); Case (American Ground)
  - Café 2, see designated pod time above or on course resource tab on Moodle for February 17, 2022

### Week 6
**Feb. 21-27**

- **Measuring Pillar One Proficiency**
  - Read
    - Guy Chapters 2 and 3
  - Benefits and drawbacks of organizational design/structure
  - ELP 1, 11p.m., Saturday (1 per group); Complete mid semester evaluation
  - Watch DPAP Cultural Awareness Video (and complete UM Mid-Semester Evaluation)
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Read/Listen/Watch</th>
<th>Learning goals for the week</th>
<th>What's Due</th>
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</table>
| Week 7     | Organization Theory                             | -Listen to pod lecture & weekly update [Watch Ask me Why (Mary Guy)] Read *Organizational Culture *Gooden Chapter 4; *Stillman R11 (Wise) and CS 11 (Healy) | • Cultural shifts and biases  
• Approaches to motivate employees  
• Organizational design and questions of systematic oppression | Saturday, 11p.m., Founders Outline - Founder (Wise); Case (Bernadette Healy)  
Begin to work on ELP #2 |
| Week 8     | Human Capital & Diversity Management           | -Listen to pod lecture & weekly update Read Diversity in the Workplace (entire book); Guy Chapter 5 and 6  
Skim: *Kettl, Chapter 8; *Stivers (On Tap), *Hartley | • How to effectively manage people  
• Human resource management vs. public personnel management  
• Areas of improvement and future directions for HRM | Continue to work on ELP #2; review professor feedback from mid-semester |
| Week 9     | Decisionmaking, Group Dynamics & Communication | -Listen to pod lecture [Listen to Incrementalism Podcast (Moodle)] Read *R8, R9, CS9; *Gaynor Skim *A Mother's Reckoning | • Muddling through, defined  
• Types of decisionmaking  
• Moving beyond us versus them  
• Othering | Saturday, 11p.m., Founder Outline - Founders (Linblom, Garnett); Case (Columbine) |
| Week 10    | Spring Break                                    | Spring Break                                                                     | Spring Break                                                                               | None                                                                      |
| Week 11    | Measuring Pillar Two Proficiency               | -listen to weekly update; no pod lecture this week                                | Recap of learning materials to date                                                         | ELP #2, Saturday, 11p.m. (1 per group)  
**Café 3, March 31, 2022 – see designated pod time above and/or course resource guide on Moodle** |
**Learning Module 3: Rethinking our Future through the Lens of Equity & Social Justice (Pillar 3)**

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<tr>
<th>Week</th>
<th>Topic</th>
<th>Read/Listen/Watch</th>
<th>Learning goals for the week</th>
<th>What's Due:</th>
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</thead>
</table>
| Week 12  | Public Budgeting               | -Listen to pod lecture & weekly update  
- Watch bonus video on budgeting  
Read *Kettl Chapter 11, R12; CS14, *Rubin/Bartle | • Understand why public budgeting is political  
• How we spend and determine priorities  
Allocation of scarce resources | Continue to work on ELP and individual presentations |
| Apr 4-10 |                                |                                                                                 |                                                                                             |                                                               |
| Week 13  | Policymaking and Implementation| -Listen to pod lecture & weekly update  
-Ask me Why I care (Dr. Heather Cahoon)  
Read *Stone, *Rinfret et al., *0'Leary, *Edmond (policy and equity) | • Policy process versus policy analysis  
• Differentiate between congressional and agency policymaking  
• Implementation strategies | Continue to work on ELP and individual presentations |
| Apr 11-17|                                |                                                                                 |                                                                                             |                                                               |
| Week 14  | Current Topics: A New Public Service | -Listen to pod lecture & weekly update  
Read Guy Chapter 9, R16 (skim); McCandless and Elias; *Social Equity Across Academy; *Denhardt, *Building Trust* | • Investigate and reflect rowing, steering, and serving  
• The importance of trust in the public sector (revisit the Why Public Service Matters) | PA Final Individual Presentations (Your Theme Song) – see you designated pod time above or under course resource tab, Thursday, April 21 |
| Apr 18-24|                                |                                                                                 |                                                                                             |                                                               |
| Week 15 & 16 | Measuring Pillar Three Proficiency | -listen to weekly update; no pod lecture  
- Revisit the driving elements of PA | | Work on ELP #3 (Due Friday, May 6, 11p.m. 1 per group  
Complete UM Online Course Evaluations |
What policies guide our classroom interactions?

- **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 department 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 zoom conversation.
- **Incomplete 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.
- **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. But, let’s be clear, we are learning during a pandemic and I will do everything I can to help you. Just ask.
- **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.
- **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.”