University of Montana  
PUAD 531: Introduction to Public Policy  
Baucus Institute  
Department of Public Administration & Policy  
Alexander Blewett School of Law  
Fall 2021  
Online

Instructor Information

Three (3) credit hours  
Classroom: Online via Moodle  
Instructor: Michelle Pautz, Ph.D., Professor of Political Science & Assistant Provost, University of Dayton  
Email: michelle.pautz@umontana.edu (email is the quickest and most reliable way to reach me; EST time zone)  
Office Phone: (937) 229-3651  
Office Hours: Tuesdays 4 p.m. – 6 p.m. MDT via Zoom. Please use this link to set up a Zoom appointment. If these times do not work for you, please email me and we will find another time.

Learning during a Pandemic

Learning during a pandemic is difficult, but we will get through this together. Central to our public service mission is collectively working together. 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.

Course Description

This is an elective course for the University of Montana’s Master of Public Administration Program and a required course for the Department’s graduate certificate in public policy. This course will provide insight into the study of policymaking in the United States. We are typically taught that policy is made in a rational, linear fashion, and if it is not, then it should be. This course is intended for students who are interested in public policy, how it is created, implemented, and evaluated. Additionally, we will consider a variety of substantive policy areas and, along the way, enhance your public policy skills.

Course Learning Objectives

This course is focused on thinking critically about and understanding public policymaking in the United States. By the end of this semester, students should be able to:

<table>
<thead>
<tr>
<th>Learning Objective</th>
<th>Objective</th>
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<tbody>
<tr>
<td>Learning Objective 1</td>
<td>Understand the basic nature of the policy process (often called the stages heuristic approach).</td>
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<tr>
<td>Learning Objective 2</td>
<td>Explore and recognize how policy interacts with the broader social, political, and ethical environment.</td>
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<td>Learning Objective 3</td>
<td>Develop policy research skills and improve writing, speaking, and analytical capabilities.</td>
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<tr>
<td>Learning Objective</td>
<td>Description</td>
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<td>4</td>
<td>Understand and develop plausible policy solutions to myriad policy issues in the United States.</td>
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<td>5</td>
<td>Investigate the role that public administration plays in the policy process.</td>
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<tr>
<td>6</td>
<td>Evaluate critically and advance our understanding of cultural awareness through the exploration of power, representation, empathy, prejudices, and DEI in the public (and nonprofit) sectors.</td>
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**Required Course Materials**

This course requires the following materials:

- Two books:
  - Rinfret, Scheberle, & Pautz’s *Public Policy: A Concise Introduction* (Sage/CQ Press, 2018)
  - Stone’s *Counting: How We Use Numbers to Decide What Matters* (Liveright, 2020).
- Additional required readings available via Moodle (noted in the schedule with an asterisk)
- Various recordings and videos indicated in the schedule below

**Course Requirements**

To achieve the learning goals for this course described above, the requirements for the course fall into the following categories: (1) engaging course materials, (2) public policy memos and roundtables, and a (3) group policy options project.

**Engaging Course Materials** – This is a graduate course introducing you to the public policy “process” and substantive areas of policy in the U.S. It is important to note that given the breadth and scope of this subject area, this course is a survey course where we will touch on many aspects of policy and, accordingly, there is a lot of ground to cover. This means that learners must be diligent in engaging the course materials (readings, recordings, etc.) and keeping up with that material on a regular basis. It will be readily apparent if learners are not engaging the material. Also, some of this material can be dense and questions are inevitable. Please reach out to one another and to your professor. Learning is best done in community.

**Public Policy Memos & Roundtables** – To facilitate the engagement of the course material, to connect content to the practice of public administration, and to build community among the class, we will engage in two policy roundtables that will meet for one hour in the evening via Zoom (Zoom links appear later in the schedule and on our Moodle site). To prepare for these roundtables, a one-page memo responding to a specific prompt will be due prior to the start of the roundtable. The topics, dates, and prompts are listed below.

- **Policy Roundtable #1 – The Policy Process & Stakeholders**
  - This roundtable will discuss and apply the policymaking process to the practice of public administration. More specifically, we will consider how the stages model does or does not help in the real-life scenarios. Be prepared to discuss the readings from week 2.
  - Write a one-page (single-spaced) memo to your work colleagues detailing what they should know about the policymaking process as it relates to the work of your organization. (If you would prefer not to write and apply this content to your real-life work situation or if you are not working in the public sector, then create your own fictitious work environment and convey that via the “to” and “subject” portions of the memo). It is up to you to determine what are the two or three essential takeaways your colleagues should know about the policymaking process.
  - This memo is due Tuesday, September 15th at 4:59 p.m. MST
- **Policy Roundtable #2 – The (Over?)Use of Numbers**
This roundtable will focus on Deborah Stone’s *Counting: How We Use Numbers to Decide What Matters*. Prior to the roundtable, please read Stone’s book to help you prepare.

Write a one-page (single-spaced) memo to your work colleagues (again, you may use your real-life work environment or a fictitious one, the point is to apply what you are learning to the practice of public administration) in which you discuss two key points that you select from Stone’s *Counting* and conclude with an argument as to whether or not your organization should rethink how it uses numbers in its work. Be specific.

This memo is due Tuesday, November 30th at 4:59 p.m. MST

**Policy Options Project** - This course is devoted to understanding the intricacies of American public policy. Each policy issue is far more complex than casual knowledge of the issue might indicate. To more fully understand these challenges, this project will give learners the opportunity to delve into the messy world of policymaking by research and writing a policy options/white paper. Learners will work in groups of two or three (only in extenuating circumstances discussed with the professor may a learner work individually). The project requires groups to select a specific area of public policy at the state or federal level. In that area of policy, groups will define the public policy problem, explore the stakeholders involved in that issue, and advocate for a policy solution. Groups will represent a particular stakeholder (either a public sector agency or nonprofit) and that stakeholder’s viewpoint on the policy issue.

For example, a group might select the increasing consumption of single-use plastics, that have proliferated under the pandemic. The group may decide to take on the perspective of the food packaging industry and the real-life Food Packaging Coalition. This perspective will then guide how the group describes the problem and advocates a solution. Odds are the Association of Plastics Recyclers or the Surfrider Foundation would have very different perspectives on this issue than the Food Packaging Coalition.

Once groups and topics are determined, the project requires the following deliverables: (1) a memo explaining your public policy topic broadly with at least three different conceptions of the policy problem, (2) a memo explaining your stakeholder and its perspective on the policy issue, (3) a policy options white paper [including a optional rough draft], and (4) a policy presentation. Additional details are provided below. These deliverables are designed to help distribute the work over the course of the semester and, if done properly, each component should build on the previous components.

**Public Policy Topic Memo**
- To ensure groups are well-positioned early in the semester to be successful, a memo of one to three pages (in memo format, single-spaced) is required that: (1) describes the policy area of interest, (2) the specific federal and/or state laws involved in the issue, (3) at least three different ways that the problem could be defined [see Rinfret, Scheberle, and Pautz, pp. 27-28 for a reminder of problem definition], and (4) a list of stakeholders in the policy area.
- This memo is due Friday, October 3rd at 11:59 p.m. MST.

**Stakeholder Memo**
- After the topic memo, this two to three page memo will explore the group’s chosen stakeholder involved in the policy issue. The memo will explain the stakeholder, its goals/mission/objectives, how it works to achieve its goals/mission/objectives, and its position on the policy issue. These memos are expected to be well researched and utilize a variety of sources to corroborate the information presented.
- This memo is due Friday, October 15th at 11:59 p.m. MST

**Policy Options White Paper**
- Each group will research their policy issue extensively and provide sufficient background on the origins of the problem (as conceptualized and defined by your stakeholder), efforts (if any) to deal
with the problem, and then propose a variety of different policy options for dealing with the problem that the group’s assigned stakeholder might advocate. For instance, a group representing the beverage industry would not advocate for a ban on bottled water. The paper’s audience is members of the appropriate legislative body and should conclude with a clear advocacy for one particular option.

- A policy options white paper should be thought of as a comprehensive policy paper that is suitable for submission to a legislator. The paper should be approximately ten pages in length (double-spaced) and it should have appropriate documentation and cite a range of information sources, including scholarly sources. A minimum of eight peer-reviewed/scholarly sources are required. Additional sources are expected beyond these scholarly sources (scholarly sources are peer-reviewed academic journals and books from academic/university presses; government documents are not scholarly sources).

  - The optional rough draft is due Friday, November 5th at 11:59 p.m. MST
  - The final paper is due Friday, November 19th at 11:59 p.m. MST

**Presentation**

- The culmination of the project is a presentation to your colleagues at the end of the semester during a synchronous Zoom class session. Groups will have five to seven minutes to articulate their policy problem and advocate for their proposed policy solution. It is up to the group to decide how they want to present and if they want to use PowerPoint. At the end of the presentation forum, we will discuss which groups were the most persuasive and why.

- The presentations will be Tuesday, December 7th from 5:00-6:45 p.m. MST

**Additional Course Information**

**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 Sélisi-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:** This is a fully online class; learners are required to use Moodle and should check it regularly. Here is the link for Moodle access. Use your Net ID to log on.

**Weekly Announcements & Updates:** Each week, learners will receive an email on Mondays of each week providing announcements and updates for the course along with weekly reminders.

**Topics Overview Videos:** Every week a brief video will be distributed that overviews the course content for the week, highlights major points, and provides explanation for complex topics. These overviews are intended to be short, providing a cursory overview of the materials for each week. If not already posted, weekly updates and lectures will be published no later than Monday evening of each.

**Reading Draft Assignments:** The writing center experts should be used for reading student draft assignments. Make an appointment with UM’s Writing and Public Speaking Center prior to the submission of written work.

**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, M-F. There is no on-call assistance during nights and weekends. For a total Moodle system failure, learners will be sent an email by the University of Montana.

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

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 or as a PDF. If the instructor cannot open the document, the learner 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 is considered an act of plagiarism.

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. If you have questions, contact the MPA Director.

Course Performance (Grading)
Based on feedback from public sector employers for career readiness and advancement, this class employs contract grading, modeling the workplace (e.g. performance evaluation). During the semester I will not assign quantitative scores to individual assignments; instead I will provide written feedback within 7 business days. With 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. Please focus on the written feedback and ignore any “numerical score” in the Moodle gradebook. Learners 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. Learners are encouraged to meet with me at least once this semester to discuss their progress in the course.

<table>
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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</td>
<td>1. Does not meet assignment expectations or work is not commensurate with</td>
<td>C</td>
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<tr>
<td>(BE)</td>
<td>graduate level work (e.g. writing is rushed, not carefully organized and/or proofread); 2. Needs to be reminded to sign up for projects; and 3. Student doesn’t engage in any meaningful way during the policy roundtables and/or final project presentation.</td>
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<tr>
<td>Met Expectations</td>
<td>1. Meets the stated criteria for all assignments; 2. Meets due dates for</td>
<td>B</td>
</tr>
<tr>
<td>(M)</td>
<td>all assignments; 3. Actively participates in all class policy policy roundtables and final project presentations; 4. Asks thoughtful questions during policy roundtables and final project presentations; 5. Edits all assignments, using course writing guidelines (listed above in the syllabus); 7. Checks UM email and Moodle class site regularly and is responsive to class inquiries. 8. Attends all of our synchronous sessions.</td>
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Meet/Exceed Expectations (ME)
In addition to doing everything stated above to earn an M, learner also:
1. Demonstrates a sophisticated understanding of the material evidenced in your written work (e.g. can make clear applications between theory and practice);
2. Watches topics overview videos and reads weekly announcements & updates yes, Moodle tracks);
3. Uses evidence (refers back to readings, links to real world experiences) in semester discussions and participates clearly and concisely, staying within assignment expectations; and
4. Turn in assignments that are concise, carefully edited, and well written.

Exceed Expectations (EE)
In addition to doing everything stated above to earn an M and ME, learner also:
1. Receives 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. Utilizes the campus public speaking and writing center to produce quality, written work; and
4. Produces creative, unique, and thoughtful assignments, demonstrating a willingness to go above and beyond (e.g. conducting extensive outside research, beyond what is already expected; during discussions make connections across content about why something is essential or challenging, encouraging classmates to work through materials together).

Course Schedule

Below you will find our course schedule. If there is a schedule change, you will be notified as soon as possible. The Rinfret, Scheberle, and Pautz text is abbreviated below as “RSP.” The readings marked with an asterisk (*) are available on Moodle, required, and organized by week.

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Read/Listen/Watch</th>
<th>Learning Goals</th>
<th>To Do/To Submit</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Introductions &amp; Why Study</td>
<td>-Read the syllabus</td>
<td>• Why public policy is an important aspect to the study and practice of public administration</td>
<td>Mark your calendar for 2 total synchronous Policy Roundtable sessions (weeks 3 &amp; 14) and the Policy Presentation session</td>
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<tr>
<td>Aug. 30-Sept. 5</td>
<td>Public Policy</td>
<td>-Weekly Announcements &amp; Updates</td>
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<td><strong>Attend</strong>, via Zoom, Course Overview &amp; Introductions Session <strong>Tuesday, August 31</strong>, 5-6 p.m. MDT</td>
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<td>-Read Birkland, “Introducing the Policy Process”*</td>
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<td>Indicate the public policy areas you might be interested in research for the Policy Options Project <a href="#">here</a>.</td>
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<td>-Watch library tutorial</td>
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<td>Review your colleagues’ interests and find a team of two to three students for the project. Sign up for your team and topic.</td>
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</tbody>
</table>
| Week 2  | The Foundation: Public Policy Process | -Weekly Announcements & Updates  
-Read RSP, Chapters 1 & 2  
-Read Schneider, | • Understand the stages heuristic model/approach to policymaking  
• Consider the wide variety of actors involved in policymaking | Connect with your policy options project group, finalize your topic and select your stakeholder |
| Sept. 6-12 |                        |                                                                                 |                                                                                 | **Continued on next page** |

*Continued on next page*
| Week 3 | Sept. 13-19 | Federalism & Official Actors | -Weekly Announcements & Updates  
-Watch Topics Overview  
-Read RSP, Chapter 3 | -Explore factors such as language, power, and target populations in policy debates  
-Investigate the advantages and challenges of the federal system for US public policymaking  
-Role of institutional actors and their influence on policy process | Work on your policy topic memo, conduct research  
Complete and submit Policy Roundtable #1 Memo, due Tuesday, September 14th at 4:59 p.m. MDT  
**Attend**, via Zoom, Policy Roundtable #1 Session **Tuesday, September 14th** 5-6 p.m. MDT |
| --- | --- | --- | --- | --- | --- |
| Week 4 | Sept. 20-26 | Rulemaking, Regulations, & Unofficial Actors | -Weekly Announcements & Updates  
-Watch Topics Overview  
-Read RSP, Chapter 4  
-Read Smith, “Public Comment”* | -Understand the difference between rulemaking and compliance processes  
-Explore how agencies are involved in policymaking | Work on your policy topic memo, conduct research |
| Week 5 | Sept. 27-Oct. 3 | Economic Policy & Budgeting | -Weekly Announcements & Updates  
-Watch Topics Overview  
-Read RSP, Chapter 5  
-Listen to NPR's Planet Money Podcast on Government Shutdowns | -Understand basic concepts of economic policy and budget processes  
-Explore how and why budgeting is a political process | Policy Topic Memo due Friday, October 3rd by 11:59 p.m. MDT |
| Week 6 | Oct. 4-10 | The Public Policy Professionals: Analysts & Evaluators | -Weekly Announcements & Updates  
-Watch Topics Overview  
-Read Rinfret & Pautz, “Is it Working?”*  
Read Bardach, “Introduction”* | -Differentiate between public policy process and policy analysis  
-Explore policy analysis tools | Work on Stakeholder Memo  
**Watch DPAP Cultural Awareness Video**  
Complete Mid-Semester Evaluations |
| Week 7  | Project Work  | -Weekly Announcements & Updates  
-Review this resource about white papers  
-Work in groups to complete stakeholder memo  
-Conduct research for policy options project  
-Stakeholder Memo due Friday, October 15th by 11:59 p.m. MDT  
*Optional* meet with the instructor to discuss progress in the course |
| Oct. 11-17 |  |  |
| Week 8  | Substantive Policy Area: Crime & Public Policy  
-Weekly Announcements & Updates  
-Watch Topics Overview  
-Read RSP, Chapter 6  
-Read Alexander, “Introduction” from *The New Jim Crow*  
-Read DiAngelo, “The Challenges of Talking to White People about Racism”  
-Listen to NPR’s Throughline on Policing in America  
-Explore the role of the judicial system  
-Understand the crime rate  
-Consider mass incarceration  
-Conduct research for policy options paper  |
| Oct. 18-24 |  |  |
| Week 9  | Substantive Policy Area: Education Policy  
-Weekly Announcements & Updates  
-Watch Topics Overview  
-Read RSP, Chapter 7  
-Read NPR, “Why it’s So Hard to Know Whether School Choice is Working”  
-Explain the US education systems and structure  
-Explore the multi-faceted stakeholder involvement  
-Ongoing work on policy options paper  |
| Oct. 25-31 |  |  |
| Week 10 | Substantive Policy Area: Social Welfare and Health Care Policy  
-Weekly Announcements & Updates  
-Watch Topics Overview  
-Read RSP, Chapter 9  
-Watch Frontline’s The Healthcare Divide  
-Understand social welfare and poverty  
-Engage the intersection between social welfare and health care policies  
*Optional* Policy Options Paper rough draft due Friday, November 5th by 11:59 p.m. MDT |
<p>| Nov. 1-7 |  |  |</p>
<table>
<thead>
<tr>
<th>Week 11</th>
<th>Nov. 8-14</th>
<th>Substantive Policy Area: Environmental and Energy Policy</th>
<th>• Understand the historical foundations of US environmental policy</th>
<th>Work on policy options paper</th>
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<td>-Weekly Announcements &amp; Updates</td>
<td>• Consider the role of energy issues</td>
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<td>-Watch Topics Overview</td>
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<td>-Read RSP, Chapter 10</td>
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<td>-Listen to NPR’s Throughline Forces of Nature OR NPR’s Throughline on the Spotted Owl</td>
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<td>Week 12</td>
<td>Nov. 15-21</td>
<td>Project Work</td>
<td>• Work on policy options paper</td>
<td>Policy Options Paper due Friday, November 19th by 11:59 p.m. MDT</td>
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<td>-Weekly Announcements &amp; Updates</td>
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<td>Week 13</td>
<td>Nov. 22-28</td>
<td>Happy Thanksgiving! (No class activities)</td>
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<td>Week 14</td>
<td>Nov. 29-Dec. 5</td>
<td>Use of Numbers in Public Policy</td>
<td>Work on policy presentation</td>
<td>Complete and submit Policy Roundtable #2 Memo, due Tuesday, November 30th at 4:59 p.m. MDT</td>
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<td>-Weekly Announcements &amp; Updates</td>
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<td>-Read, Stone (the whole book)</td>
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<tr>
<td>Week 15</td>
<td>Dec. 6-12</td>
<td>Final Presentations</td>
<td>• Consider how public policy debates and implementation use numbers</td>
<td>Attend, via Zoom, Policy Roundtable #3 Session Tuesday, November 30th 5-6 p.m. MDT</td>
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<td>-Weekly Announcements &amp; Updates</td>
<td>• Explore how numbers and counting can misconstrue issues</td>
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**Course Policies**

- **Extra Credit:** Not available for this course.
- **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.

- **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.

- **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.”