Instructor Information

Three (3) credit hours
Classroom: Law 161 (Pope Room, law library)
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.); or by appointment

Communication with the Professor
My approach is to value student inquiries and be responsive. I can be reached via email from 8a.m.-6p.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.

Course Description

This course surveys environmental politics, policy, and governance, primarily in the United States with international examples. We examine the nature and scope of environmental, energy, and natural resource problems; contrasting perspectives on their severity and policy implications; the goals and strategies of the environmental community and its opponents; public opinion on the environment; scientific, economic, political, and institutional forces that shape policymaking and implementation. We will place a particular emphasis on environmental regulations or the implementation side of environmental policy conducted by federal environmental agencies.

Expectations for Student Learning for this Course

By the end of this class, you should be able meet the following course learning objectives. To meet these learning objectives, our course schedule (pages 7-10) encourages you to “consider topic areas while reading” or listening per week.

<table>
<thead>
<tr>
<th>Learning Objective 1</th>
<th>To understand the nature, context, and foundations of U.S. environmental policy.</th>
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<tr>
<td>Learning Objective 2</td>
<td>Have a better understanding of how federal environmental agencies make policy in the U.S. through rulemaking.</td>
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<tr>
<td>Learning Objective 3</td>
<td>Apply conceptual frameworks within which to examine your role as environmental policymakers (theory to practice).</td>
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<tr>
<td>Learning Objective 4</td>
<td>Prepare students for their graduate studies and enhance employment skills through emphases on critical thinking, analytical skills, technology, cultural awareness, and writing.</td>
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Required Course Materials

3. Moodle Readings: You are also required to access on-line reading materials posted on the Moodle site (see course schedule). These are free and can be downloaded on our course Moodle shell.
4. Podcasts (see hyperlink in course syllabus/posted on Moodle by week)

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. Let me know if you need help with this.

Course Expectations

Class Preparation and Participation:
This course requires that you engage the material inside and outside of class. During class, you participate by frequently asking questions and offering interpretations of course materials. Students should come to class having read or listened to the assignments so that you are prepared to thoughtfully and productively contribute to classroom discussions.

Attendance and Tardiness:
Students are allotted one absence for the semester for any reason. Upon a second absence, a student must meet with the instructor to determine what extra assignments need to be submitted to make-up for the additional absence. Students are not allowed to miss on the evenings we have guest speakers. Any more than two absences during the semester will merit a BE for the entire semester. Students who are frequently late to class or who leave early should also expect to have their overall performance reduced.

Laptop Computers and Cell Phone Policy:
Courtesy in class discussion extends to making 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.

Using Moodle:
The course Moodle shell is where students can find additional copies of the course syllabus, required readings, assignment instructions, grades, dropboxes for assignments, and class announcements. Here is the link for Moodle access: [http://umonline.umt.edu/](http://umonline.umt.edu/)

Firing Option:
Working in groups can often be difficult, thus each group reserves the right to fire underperforming group members. A group can fire a team member after first providing a written warning and consulting 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.

MPA Portfolio
If you are using any of the class assignments for your final MPA portfolio, it is your responsibility to keep track of professor feedback. Use your computer’s snipping tool to obtain assignment feedback and affix to your final assignment submission.

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.

Course Resources:
Although the syllabus clearly lays out course expectations for the semester and a guide for you, to provide additional benefits for students, I have created a “case study analysis project” and “sign up” tabs under our Moodle course site. The case study analysis project tab provides resources for your semester long project. The sign up tab lists all of our sign-ups for the semester in one location.

Robot:
If you are taking this course via robot, please ensure you are sitting near your modem/have a strong wifi connection. You must have a webcam and microphone that work. Lectures will be sent before class so remote students can better connect with the class. Students participating via robot are expected to coordinate with a partner/group for assignments. Trouble shooting is the responsibility of the student. If the robot fails, reconnect on your own so we limit classroom disruption.

Guidelines for Written Work:
All written assignments should meet the following criteria in addition to the assignment instructions:
1. All work must be typed, double-spaced with 12 point font, and have one inch margins.
2. Citations should follow style guidelines such as MLA, Chicago, or APA (in-text citations and a reference page are required).
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 via Moodle as Microsoft Word files (.doc or docx). If the instructor cannot open the document, the student will not receive a grade. Submission of assignments via e-mail will not be accepted.
5. Written work will be evaluated in terms of content, following instructions, organization, and writing/grammar.
6. Student collusion is not allowed for individual assignments and will be treated as an act of plagiarism.

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

Course Performance (Grading):
This class employs something called contract grading. One of the goals of contract grading is to reduce the anxiety about grades students often experience. Another goal is to encourage students to develop their own motivations for excellence. 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 my feedback, I will identify the strong aspects of the assignment, point out information or concepts that were missing from your assignment, and/or suggest additional work (thinking, writing, reading, etc.) that you need to do in order to improve your understanding of the topic. In each assignment feedback, I will indicate if you have exceeded (E), met/exceeded (ME), met (M), or are below expectations (BE). You can track this feedback, on your own, throughout the semester. This feedback will help you deepen your understanding of the material and is aligned with best practices of public administration. During week 4 students will sign up for a required individual conference with the professor to discuss your progress to date. At this meeting, each student is expected to write a one page memo, reflecting upon your progress to date (what have you done well, what needs improvement, what can the professor assist with). Bring a hard copy to your meeting.

To meet expectations (M) in this course, you must do the following for each assignment, resulting in a final grade of B in this class if you:
1. Meet the stated criteria for all assignments;
2. Follow course attendance policy;
3. Meet due dates for all assignments;
4. Actively participate in all class discussions;
5. Ask thoughtful questions during classroom discussions and conversations with the professor and classmates;
5. Edit all assignments so that they conform to course writing guidelines (listed at the top of page 3);
6. Engage thoughtfully and professionally with guest speakers; and
6. Attend required conference with professor to discuss coursework progress.

Note: if you are below the expectations (BE) above, you will receive a C for assignments/discussions

**To meet/exceed (ME) expectations in this course, you must do the following for each assignment, resulting in a final grade of a B+ in the course. You must do everything that you must do to earn a B as well as:**
1. Demonstrate a sophisticated understanding of the material evidenced in your written work;
2. Watch weekly update and listen to pod lecture (specific designated week for the semester);
3. Use scholarly evidence in semester discussions and participate clearly and concisely, allowing for classmates to have a voice; and
4. Turn in assignments that are concise, carefully edited, and easy to read.

**To exceed expectations (E) in this course, you must do the following for each assignment, resulting in a final grade of an A in the course. You must do everything that you must do to earn a B and B+ as well as:**
1. Attend all class sessions, arriving on time;
2. Receive critiques during discussions and written work in a professional and nondefensive manner;
2. Demonstrate a strong commitment and willingness to learn and grow from individual and team assignments;
3. Utilize the campus public speaking and writing center to complete quality, written work; and
4. Produce creative, unique, and thoughtful assignments

To earn an A, your performance in all aspects of this class must be exceptionally high quality.

You are welcome to discuss this grading contract, your performance in the course or your concerns about your final grade with me during my office hours, scheduled student conferences, or by appointment. These issues are best addressed in person and earlier rather than later.

Each assignment will receive written feedback 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. You click on the assignment dropbox to locate my feedback. I will give written feedback on each assignment and at the end will note:

BE = below expectations
M = met expectations
ME = met/almost exceeded expectations
E = exceeded expectations

Students are also invited to discuss assignments with me before turning them in at any point during the semester. Students are also encouraged to make an appointment with UM’s Writing and Public Speaking Center.

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

**MPA Portfolio**
If you are using any of the class assignments for your final MPA portfolio, it is your responsibility to keep track of professor feedback. Use your computer’s snipping tool to obtain assignment feedback and affix to your final assignment submission.
Assignments:

This semester you will be evaluated on three major assignments: 1. Case Study Outlines; 2. Innovation in EP; and 3. Environmental Regulatory Case Analysis Project.

Learning from Practitioners
Throughout the semester, the class is invited to learn from experts in the field. As noted in our course schedule, we have a series of guest speakers and one field trip. In preparation, students should conduct background research prior to a guest lecture and come prepared to ask this speaker a question.

Case Study Outlines (3 required)
Several case studies appear in the reading schedule. For three of the case studies, you should prepare a one page (typed), single-spaced outline of the case study. If a student decides to outline all of the course case studies, the top three performances will be recorded. Your outline should include:

1) Case details/overview (what is the case about)
   a. Don’t re-hash the case – in two simple bullet points, what are the key elements to describe this case? [in your own words]

2) The relationship of the case to course readings
   a. Use readings from the semester to connect to the case – what is the relationship between the two? [1-2 bullet points]

3) Important lessons for environmental policy from the case (have we learned anything since this case?) – this requires students to do outside research to see what is happening today [2-3 bullet points]

*Outlines are due by 3p.m. on Tuesdays - Moodle. Purdue Owl is great source to write an outline: http://owl.english.purdue.edu/).

Please be prepared to share your ideas with your colleagues each week during our discussions. Over the course of the semester, several Case Study Outlines are possible for students to select from. You only have to complete three outlines; however, a student can complete all of our outlines available. It is your choice. Please make sure to be ready to discuss during class.

Innovation in Environmental Policy (select one topic with a team of 4-5)
Listed below are four broad topic areas. Each student will work with a team of 4-5 students and conduct research to present an innovative and forward thinking approach or person/group to advance the future of environmental policy in the US or beyond to share with the class (e.g. using hemp to replace plastic, loxus’ revolutionary car batteries). Your team will unveil the topic area/theme 1-2 weeks prior to the presentation to our class. If you are not presenting, your entry point into class is to bring a question for the presenters (typed question and why it is a good question) based upon scholarly evidence (form the course or outside).

The presenting team is expected to:
- Email the professor the area of discussion one week prior (sometimes two, see course schedule) for the group’s presentation (sara.rinfret@umontana.edu) by 3p.m.
- Complete a one page handout (to share with the class) to demonstrate research and why this is an innovation/forward thinking approach or person/group (make enough copies for the class, hard copies to class)
- Compile a 15 minute presentation that truly engages your classmates in an interactive discussion ensuring each member of your team is involved in a collective effort to advance our understanding of innovative and forward thinking in US environmental policy and beyond related to your assigned topic. Groups are not permitted to use PPT and are required to be interactive (e.g. poetry, music, images, role playing, video).
  o At the end of the presentations, 5-10 minutes worth of questions from the class will be pulled from our hopper for presenters to address.

The non-presenting students are expected to:
- Turn in typed/printed question (handwritten permissible if legible) at the beginning of class (question hopper basket)
- Engaged with class about topic area to enhance our collective understanding
- Students will rotate who draws questions to pose to the presenters

*Note:* Students are strongly encouraged to meet with the professor in advance to discuss a draft plan and presentation. Students should be prepared to present during the beginning, middle, or end of the class session. Designated dates are in our course schedule below. Sign up [link](#) for topic area and team members.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Date</th>
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</table>
| Topic 1: Official Policy Actors and US Environmental Policy | Topic area due to Professor Rinfret by January 21
Presentation: January 28                                  |
| Topic 2: Prevention and the Precautionary Principle         | Topic area due to Professor Rinfret by February 4
Presentation Date: February 11                            |
| Topic 3: Water                                             | Topic area due to Professor Rinfret by March 3
Presentation Date: March 10                                |
| Topic 4: Climate Change                                     | Topic area due to Professor Rinfret March 24
Presentation Date: March 31                                 |

**Case Study Analysis Project**

Our semester-long project provides students the opportunity to apply theory to practice through an analysis of an actual environmental regulation, its legislative history, and evolution through the rulemaking process. Each student has selected a rule (selection in class) that has been proposed (NPRM) and finalized in the Federal Register. This project has a library guide developed by the University of Montana Maureen and Mike Mansfield Library ([libguide](#)). Ben Chiewphasa is our library contact person for this course and available to assist with your projects: ben.chiewphasa@mso.umt.edu

**Assignment #1: Timeline of your Case**

Trace the historical development of your federal regulation by investigating its statutory (legislative origins) and its evolution through the rulemaking process. In your outline you should address: statutory guidance/legislative intent, background history, overseeing agency, date for the publication of the Notice of Proposed Rulemaking (number of comments received), actors involved in submission of comments, finalization of rule, and any post rulemaking activity.

- **Goal:** write a 2-4 page outline of the history/timeline that led to your final rule. At the end of this outline, your team should have a workflow plan, laying out delegation of duties, plan for effective communication, and what occurs if conflict arises
  - Make sure to use the rulemaking stages as discussed and read about for our course
  - This assignment is instrumental for assignments 2-4

**Assignment #2: Draft Paper (Background of your Case)**

Using the feedback from your case study outline, now begin to write a draft of your paper. Write 3-5 pages of text (double-spaced) that explains the background and context for your rule prior to any rulemaking action (use materials from your timeline). Basically, was there an event that triggered this rulemaking activity? In the case of the bald eagle, Rachel Carson’s 1962 book “Silent Spring” captured the public’s attention and led to the eventual ban on DDT because of concerns about the effect of the chemical on bird ban eggs. Later, lead poisoning in raptors that ate carcasses killed with lead shot served as the catalyst for scientific research and bans in some states. Here are some examples of the types of questions you might address: What was going on politically during the period? Pressure exerted by environmental groups or a specific industry? Media coverage that put the problem on the government’s agenda? Is there an individual or group behind the effort to get the federal government to take action? This assignment should include:
  - Introduction
  - Background (what was before your NPRM and what agency oversees this/why)
Follow course writing guidelines

Assignment #3: Draft Analysis of your Case
For your 3rd assignment, please use feedback from assignment #2 and add an explanation of the rulemaking processes for your case in 3-5 new pages (i.e. when was it proposed, how many comments were received, what did the comments say, how did the agency respond, what does the final rule entail). This assignment includes your background and draft analysis.
This assignment should include:
  o Introduction
  o Background (what was before your NPRM and what agency oversees this/why)
  o Analysis of rulemaking process (NPRM, themes/analysis of comments, what changed from NPRM to Final Rule)
  o Range of this paper (without a reference page) will be 6-10 pages in length (double spaced)

Assignment #4: Final Paper of your Case Analysis
For your 4th and final assignment please make sure to incorporate what you have written for assignments 2 and 3 – this includes correction from the professor (failure to make corrections will result in BE for this assignment). In addition, students are required to write a conclusion (some students may opt to describe post-rulemaking activities, but this is NOT required). More specifically, the final paper includes:
1) Title Page
2) Clear introduction with a thesis statement (i.e. what is your argument) before jumping into the background/history
3) Analysis section of your rule
4) Conclusion
5) In addition, to submitting your final paper, students are also required to present a 5 minute (max) lessons learned to connect information from this class project and broader course materials. Students should be innovative in their presentation and are not allowed to use a PPT. Please be prepared to answer questions from professor and classmates.

Notes on this semester long assignment:
You are advised to secure a three ring binder with tabs that can be used to separate out the various elements of the legislative and rulemaking process, such as a copy of a statute, CFR section, Federal Register Notice, or press release. In order to protect natural resources, do not make copies of lengthy documents. Regulations.gov is a terrific resource for this project in addition to our resource page on Moodle.

Course Schedule
Although this is the general outline of readings, the schedule may change as the semester proceeds. If this is the case, students will be notified of any changes. The readings marked with an asterisk (*) are available on Moodle, required, and organized by week.

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPIC</th>
<th>READ/LISTEN/WATCH</th>
<th>CONSIDER WHILE READING/LISTENING</th>
<th>WHAT’S DUE:</th>
</tr>
</thead>
</table>
| 1 (Jan 14) | Course Introductions & Historical Underpinnings of U.S. Environmental Policy and the Role of Innovation | Read: Rinfret and Pautz, Chapters 1 and 2; *Steeman Chapter 1; *Delta Airlines | - Intellectual roots of US environmental policy/regulation  
- Public perceptions over time and our own choices  
- Define innovation | - Review case study analysis options; innovation in EP  
- In class conversation about approaches to working in a team  
- Sign google doc for innovation in EP  
- Sign up for semester |
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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading/Watch Material</th>
<th>Notes</th>
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<tbody>
<tr>
<td>2 (Jan 21)</td>
<td><strong>Historical Underpinnings of U.S. Environmental Policy, Gridlock, and Process</strong></td>
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<td></td>
<td><strong>Case Focus: The Night of Gas</strong></td>
<td><strong>Read:</strong> Rinfret and Pautz, Chapter 3; Scheberle, Chapters 1 and 2</td>
<td><strong>Policy process model</strong>&lt;br&gt;<strong>Federalism and fragmentation</strong>&lt;br&gt;<strong>Why a war on regulation</strong>&lt;br&gt;- Case Outline Option 1 (Moodle, 3p.m.)</td>
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<td></td>
<td>Email topic to Dr. Rinfret</td>
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<td></td>
<td>Case analysis project communication/work flow plan (in-class)</td>
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<tr>
<td>3 (Jan 28)</td>
<td><strong>Official Policy Actors</strong></td>
<td><strong>Read:</strong> Rinfret and Pautz, Chapter 4; *Times Beach; *O'Leary</td>
<td><strong>How the branches of government impact US environmental policy</strong>&lt;br&gt;<strong>Delegation of authority</strong>&lt;br&gt;<strong>Environmental bureaucracies and their role in implementation</strong>&lt;br&gt;- Case Outline Option 2 (Moodle, 3p.m.)</td>
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<td></td>
<td><strong>Case Focus: Times Beach Missouri</strong></td>
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<td>Individual conference with professor (sign up in class for week 4; don’t forget to bring 1 page statement)</td>
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<td></td>
<td>Discuss LibGuide</td>
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<td></td>
<td>Innovation in EP Group #1 (non-presenters bring questions)</td>
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<td>4 (Feb 4)</td>
<td><strong>Unofficial Policy Actors</strong></td>
<td><strong>Read:</strong> Rinfret and Pautz, Chapter 5; *Hestres and Nisbet; *Background materials for field trip</td>
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<td></td>
<td><strong>Guest Speaker: Karen Knudsen &amp; Staff, Clark Fork Coalition (we will meet at CFC, class field trip, across the street from La Petit)</strong></td>
<td><strong>Watch:</strong> Detox the Box</td>
<td><strong>The intricacies of lobbying and advocacy work</strong>&lt;br&gt;<strong>The role of the 4th branch of government (bureaucracy)</strong>&lt;br&gt;<strong>Street level bureaucrats</strong>&lt;br&gt;- Start to think about Case Analysis Project Assignment 1</td>
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<td>Email topic to Dr. Rinfret</td>
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<td>5 (Feb 11)</td>
<td><strong>Translating Environmental Statutes</strong></td>
<td><strong>Read:</strong> Rinfret and Pautz, Chapter 6; Scheberle, Chapter 3; *Kerwin and Furlong</td>
<td><strong>Understanding rulemaking process</strong>&lt;br&gt;<strong>Difference between congressional and agency policymaking</strong>&lt;br&gt;<strong>Why regulatory rollbacks</strong>&lt;br&gt;- Case Outline Option 3 (Moodle, 3p.m.)</td>
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<td></td>
<td><strong>Case: Deep Trouble</strong></td>
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<td>Innovation in EP Group #2 (non-presenters bring questions)</td>
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<td>Class time to work on case analysis #1</td>
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<td>6 (Feb 18)</td>
<td><strong>Where the Rubber Meets the Road</strong></td>
<td><strong>Read:</strong> Rinfret and Pautz, Chapter 7; Scheberle, Chapter 5; *Love Canal Listen: The Richest Hill, Episode 1</td>
<td><strong>Regulatory interactions</strong>&lt;br&gt;<strong>Maintaining environmental compliance</strong>&lt;br&gt;<strong>Regulatory capture</strong>&lt;br&gt;- Case Outline Option 4 (Moodle, 3p.m.)</td>
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<td><strong>Guest Speaker: Director McGrath (MT DEQ)</strong></td>
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<td>Case Analysis Project Assignment 1 (Moodle, 3p.m., 1 per group)</td>
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<td>Complete Mid</td>
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<td><strong>7 (Feb 25)</strong></td>
<td>Risks and Justice (we do not meet in person this week, prof out of town)</td>
<td>Libby, MT and Asbestos</td>
<td>Rinfret and Pautz, Chapter 8; Scheberle Chapter 4</td>
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<td><strong>8 (Mar 3)</strong></td>
<td>Energy and Natural Resource Policy</td>
<td>Appalachia</td>
<td>Rinfret and Pautz, Chapter 9; *NEPA</td>
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<td><strong>9 (Mar 10)</strong></td>
<td>Water and Environmental Policy</td>
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<td>*Layzer and Rinfret, Chapter 2 (focus on CWA)</td>
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<td><strong>10 (Mar 17)</strong></td>
<td>Spring Break</td>
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<td>N/A</td>
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<td><strong>11 (Mar 24)</strong></td>
<td>Fighting Fires &amp; Climate Policy</td>
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<td>*Crouse, *Layzer and Rinfret; *Fiorino; *Hoffman; *Map and Green New Deal</td>
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<td><strong>12 (Mar 31)</strong></td>
<td>Politics of Food</td>
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<td>Rinfret and Pautz Chapter 10; *Diet</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Read/Information Provided</td>
<td>Activities</td>
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| 13 (Apr 7) | Environmental Heroes and the Rest of US | **Read**: Scheberle Chapters 6 and 7 | - Revisit the unsung heroes of the semester  
- Exploring heroes from your own semester projects  
- Bring questions for Dr. Scheberle to class  
- Time to work with case analysis team |
| 14 (Apr 14) | Guest Lecture: Dr. Denise Scheberle | **Read**: Rinfret and Pautz Chapter 11; *Forbes Article* | - Time to work with case analysis teams  
- Bring lessons learned to class |
| 15 (Apr 21 & 28) | Our Environmental Policy Future | Research Week  
Learning from You | - Case Analysis Project, 3:00 (1 per group, April 28; designated presentation order TBD for April 28 (during regular class time) |

**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](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.”