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University of Montana
PUAD 501: Public Administration
Baucus Institute Department of Public Administration & Policy
Alexander Blewett School of Law
Spring 2021: Tuesdays 4:30-6:50p.m. (in-person)

Instructor Information

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Three (3) credit hours
<u>Classroom</u>: Law 215 or otherwise noted
<u>Instructor</u>: Dr. Sara Rinfret
<u>Professor's Office</u>: LAW 146
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<u>Office Hours:</u> 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. *

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How is this course defined?

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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 will 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.

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What will you learn in this course?

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

Learning Objective 1	To understand the nature, context, dilemmas, and foundations of public administration.
Learning Objective 2	Apply conceptual frameworks within which to examine your role as public servants (theory to practice).

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. Williams, Bari. 2020. *Diversity in the Workplace: Eye-Opening Interviews to Jumpstart Conversations about Identity, Privilege, and Bias.* Rockridge Press;
    b. Guy, Mary, Newman, Meredith, and Sharon Mastracci. 2015. *Emotional Labor: Putting Service in Public Service*. Routledge.
a. Moodle Readings – noted with an asterisk (*) in the course schedule (scanned and downloadable; sample titles below)
        i. Stillman, Richard J. 2010. Public administration: Concepts and Cases. 9th ed. New York: Wadsworth.
        ii. Guy, Mary and Sean McCandless. 2020. *Achieving Social Equity*. Melvin and Leigh Publishers.
        iii. Kettl, Donald F. 2020. *The politics of the administrative process.* 8th ed. Washington, D.C.: Sage/CQ Press.
        iv. Gooden, Susan T. 2015. *Race and Social Equity: A Nervous Area of Government.* Routledge.
    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: In accordance with federal, county, CDC guidance, **and UM policy it is *required* for vaccinated and unvaccinated students, staff, and faculty to wear a facemask during the entirety of class and/or office hours.** The Department asks students to stay home if you are sick and doing so will not negatively impact assessment of student performance in this course. 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 the DPAP associate dean and course professor to successfully complete your work. If a federal, state, local, university or CDC policy changes during the semester impacts in-person course delivery, this class will shift to fully online or remote (Zoom). A backup plan will be shared by the professor during the first week of the semester to ensure preparedness. Vaccinations are free and available at Curry Health Center. The quality of student education will not be impacted: our Department is nationally recognized for its ability to teach across modalities (online, in-person, robot). Please take the time to **review our Department's COVID-Safe FAQ guide**.

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 Séliš-Q̓lispé Cultural Council for the above language and the people of Turtle Island, the First People, for the privilege of learning in this space. We learn from our tribal partners by ensuring all people have the right to be addressed and referred to in accordance with their personal identity. In this class, you have the opportunity, if you choose, to identify pronouns with which you would like to be addressed. We use this learning agreement as our baseline to meaningfully pause and reflect upon our course materials through discussion, assignments, and reflection.

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

Weekly Pod Lectures:
In preparation for each Tuesday class session, students are required to listen to the pod lecture from the professor (posted on Moodle). Our approach is to flip the classroom where the lecture is listened to first, prior to class, and during class we spend time discussing materials. ***If not already posted, pod lectures will be published no later than Monday morning of each week.*** These are not longer than 20 minutes and touch upon the key points for learning.

Attendance and Tardiness: Students are <u>allotted one absence for the semester for any reason</u> unless impacted by COVID-19; please connect with the professor if any questions or concerns arise.

Lap Top Computers, Zoom, Robot, and Cell Phone Policy:
In this class, we will spend the majority of our time engaged in activities that depend on you being present and attentive to one another. We are all challenged these days by the ways in which our digital devices—including laptops, tablets, and phones—can divide our attention. In this class, we will have a technology policy that is designed to support your attention to one another and to the course material. In one study, learners who were not using a device during a class lecture but were seated within view of a peer who with a device, performed 17 percent worse on an exam based on that lecture's material than those learners who were not in view of someone else's device. Let's make sure *cell phones are silenced, turned face down on the desk,* and are *not accessed* during class. Additionally, laptops and tablets are a great distraction and not permissible unless used for locating a course reading. When we are on zoom, your camera should be on and mute microphone when not speaking (let professor know if this is an issue). If you are a robot student and tech fails, re-boot, without interrupting class.

Zoom [Link](#): used for remote guest lectures.

Reading Draft Assignments: The writing center experts should be used first for reading student draft assignments. Make a reoccurring semester appointment with [UM's Writing and Public Speaking Center](#) prior to the submission of written work. Reach out to professor for clarity.

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, students will be sent an email by the University of Montana.

UM Email
UMontana student email address for all communication and check regularly. Here is a [link](#) for an overview.

Important Moodle Course Resource Page:
This course contains 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 a free writing resource; link to the UM Public Speaking and Writing Center; UM Library Assistance; ELP Team; semester zoom connection link.

Firing Option:
Working in groups are advantageous for your current and future career. In a recent study, one of the top skills employers are looking for is an ability for employees to work in teams and manage conflict. Like the workplace, in our course, each ELP project team reserves the right to use the firing option. For underperforming team members, a group can fire a team member after first providing a written warning and consultation with the professor. If the performance does not improve after the warning, the group can fire their teammate. Fired students will then have to conduct any remaining ELP 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 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. <u>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.</u>

Evaluative Criteria	Description	Translation into Letter Grade
Below Expectations (BE)	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 discussions, attend class, or present a final theme song presentations; and 4. Student does not revise ELP assignments along the way.	C
Met Expectations (M)	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 for guest speakers; 4. Asks questions during discussions and conversations with the professor and classmates; 5. Edits all assignments, using course writing guidelines; 6. Completes mid and end of semester learning evaluations; and 7. Checks UM email and Moodle class site regularly and is responsive to class inquiries. 8. Attends all of our "zoom/in-person" sessions	B
Meet/Exceed Expectations (ME)	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.	B+
Exceed Expectations	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,	A

	demonstrating a willingness to go above and beyond (e.g. doing outside research, beyond what is already expected; during discussions make connections across content).	

What will you do this semester?

Roundtable Sessions with PA Experts: To learn from top experts in the field of public administration, during three class sessions this semester we will have "live" engagement with top PA scholars. Two sessions will be on zoom (see schedule) and one in person.

- Expert 1: Dr. Sharon Mastracci
- Expert 2: Dr. Sean McCandless
- Expert 3: Dr. Brandi Blessett & Dr. Tia Gaynor

Founder(s) Outlines (3 required, you pick which outlines to complete):
Founder(s) outlines encourage reflective reading and succinct summary of foundational texts before then 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 three 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 Understanding Founder Case option pairing is Woodrow Wilson and the Blast in Centralia. *Outlines are always due by Tuesdays, 4: 00p.m on the designated Moodle Dropbox. Again, there are several opportunities to complete the founders outline, you are required to pick 3 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 three highest performances.*
Each outline should include and organized as:
1. **Main Point**
    a. Summarize, in one sentence, 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 sentences, 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. **Self-Reflection**
    a. Select a thought-provoking quote and/or passage from either the case or founder(s) and document this in your final section of your outline. Now, examine this quote in 2-3 sentences. Use the following *guiding* questions to select/examine your quote: What made you feel uncomfortable and/or excited about reading this excerpt? Where did you see flaws or opportunities in this excerpt? Where do you see opportunities for diversity of thought/cultural awareness? How does this link to your current or future career?
4. **Brief Presentation:** During one class period, you will present your quote/passage and explain the connections you made between readings and your own lived experiences. These are short and informal (1-2 minutes max), embedded within our discussion, and helps to increase our ability to

think on our feet to demonstrate your mastery of course materials. ***Sign up during week 1 and email your quote to the professor no later than 24 hours before your designated class.***

Please don't forget to review course writing guidelines above.

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 partner or in a team of three** 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. These assignments are always due by Tuesday, 4p.m. unless noted.*

<u>Sign Up & Shared Goals Assignment</u>

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.

<u>ELP Assignment 1: Organizational Design (Applying PA Pillar 1, Efficiency and Effectiveness):</u>

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); the demographic makeup of your organization; and when you are defining the structure and demographics make sure to include PA scholars to demonstrate which organizational approach this org adopts (e.g. Weberian, Gausian, Follett)
- Use approximately 5-8 scholarly sources (can 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

<u>ELP Assignment 2: Examining Emotional Labor (Applying PA Pillar 2, Accountability and Responsiveness)</u>

The second assignment in 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.,

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and Hartley) and then walk the reader through your application of findings.

Evaluative Category (pick two from list below)	Artifact for Evaluation (samples only) (pages 73-35 of Guy et al is helpful framework)
Physical Characteristics	what do symbols, logos, organization website, brochures, and/or mission say? Do they recognize emotional labor? Examine one of these aforementioned artifacts to explore.
Policies and Procedures	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.
Socialization	How does your organization present data – does it evaluate emotional labor?
Leadership Behavior	what level of priority do agency leaders give to emotional labor? Examine statements from press releases, actions, hiring, etc.

- 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 organzation 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)
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, or computer in class) and explain why this was selected/how it embodies your theme for the semester and actions you will take to create positive change in your current or future 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. *The readings marked with an asterisk (*) are available on Moodle, required, and organized by week. "CS" stands for case study; "R" stands for reading (all located in Moodle from Richard Stillman). The schedule lists if we are "not meeting," or "on zoom," otherwise all in person unless the pandemic determines otherwise.*

Learning Module 1: Unpacking Public Administration as a Field & Discipline, Efficient and Effective (Pillar 1)				
Week	**Topic**	**Read/Listen/Watch**	**Learning Goals for the Week**	**What's Due:**
Week 1 August 31	Perceptions of Government	-Listen to Pod Lecture -Watch Ask me Why (Coach Travis DeCuire) -Watch library tutorial *Read* Guy Chapter 1 and 4, *Williams; *McIntosh; *Kettl Chapter 2, *How we give feedback	• Why contract grading • Defining pillars of public administration • Exploration of cultural awareness and emotional labor • How to be successful in graduate school	Read and watch materials prior to attending class sign up for one case connection quote explanation time slot by end of class session **(1 per student)**
Week 2 September 7	What is Public Administration?	-Listen to Pod Lecture -Watch Ask me Why (Dewey Harris) *Read*: *Stillman R1.1; R1.2 and CS1 (Centralia); *Heckler and Ronquillo	• Laying the foundation to effectively work with teams • Politics-administration dichotomy • Historical debates underpinning public administration and how we collectively address them	Tuesday, 4 p.m., Founder Outline - Founder (Woodrow Wilson) Case (Centralia); designated presenters (see sign up) email quote to prof 24 hours in advance Sign up for ELP - indicate organization and teammate (this will be completed during class)
Week 3 September 14 (**Zoom**)	History and Development of Public Administration	-Listen to pod lecture *Read* *Stillman R15(Friedrich/Finer) *PAR Code of Ethics; *Edmond *Skim*: *Appleby; *Kettl Chapter 3	• The role of accountability in public administration • Constitutional role • Different between public administration and business administration	**This class session will meet on Zoom for class discussion first and then conversation with Dr. Sharon Mastracci** Work on ELP 1; submit contract by 4p.m., Tuesday (download form to fill out/submit – students working on their own don't need to complete) (1 per group)
Week 4 September 21	Org Structure and Power	-Listen to pod lecture -Watch Ask me Why I Care (Dr. Beverly Edmond) *Read (continues below)* *R2 (Weber), R4 (Long), CS2(Kristin), *Follett; *Stivers (Structure) *Skim* *R5 (Conlan)	• Understanding public administration in an environment of separation of powers • Power of decisionmaking • Assessing hierarchical structures	Tuesday, 4p.m., Founders Outline, Founders (Long & Weber); Case (How Kristen Died) and designated presenters (see sign up) email quote to prof 24 hours in advance *Voluntary meetings with professor (you decide, during weeks 4-7, use sign up in resource tab)*

Week 5 September 28	Knowing Your Environment (Internal & External)	Listen to pod lecture -Re-watch library guide *Read* *Stillman R3 (Gaus); R6 (Mayo) CS6(American Ground); *Kettl Chapter 5, *Blessett Feel free to read Dr. Gaynor's work in Week 9	• Representative bureaucracy • Managing internal and external dynamics • Organizational obstacles	**Guest Speakers: Dr. Brandi Blessett & Dr. Tia Gaynor (in-person)**
Week 6 October 5	Measuring Pillar One Proficiency	*Read* Guy Chapters 2 and 3	• Benefits and drawbacks of organizational design/structure	Tuesday, 4p.m., Founders Outline, Founders (Gaus & Mayor); Case (American Ground) and designated presenters (see sign up) email quote to prof 24 hours in advance ELP 1, 4p.m., Tuesday (1 per group) Watch DPAP Cultural Awareness Video (and complete UM Mid-Semester Evaluation)

Learning Module 2: The Tenets of Public Administration, Being Responsive and Accountable (Pillar 2)

Week	Topic	Read/Listen/Watch	Learning goals for the week	What's Due:
Week 7 October 12	Organization Theory	-Listen to pod lecture -Watch Ask me Why (Mary Guy) *Read* *Organizational Culture *Gooden Chapter 4; *Stillman R11 and CS 11	• Cultural shifts and biases • Approaches to motivate employees • Organizational design and questions of systematic oppression	Tuesday, 4p.m., Founders Outline - Founder (Wise); Case (Bernadette Healy) outline and designated presenters (see sign up) and email quote to professor 24 hours before class Begin to work on ELP #2
Week 8 October 19	Human Capital & Diversity Management	-Listen to pod lecture *Read* Diversity in the Workplace (**entire book**); Guy Chapter 5 and 6	• How to effectively manage people • Human resource management vs. public personnel management	Continue to work on ELP #2; review of mid semester feedback with professor in class

		Skim: *Kettl, Chapter 8; *Stivers (On Tap), *Hartley	• Areas of improvement and future directions for HRM	
Week 9 October 26	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	Tuesday, 4p.m., Founder Outline - Founders (Linblom, Garnett); Case (Columbine) outline and designated presenters (see sign up) email quote to professor 24 hours in advance
Week 10 November 2 (**not meeting**)	Public Budgeting	-Listen to pod lecture - 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	**Use this week to read/watch materials online and get caught up with ELP #2**
Week 11 November 9 (**Zoom**)	Measuring Pillar Two Proficiency	*No pod lecture for the week* *Read*: *McCandless and Guy (1 and 4)	Recap of learning materials to date	ELP #2, Tuesday, 4p.m. (1 per group) **This class session will meet on Zoom for discussion first and then conversation with Dr. Sean McCandless**

Learning Module 3: Rethinking our Future through the Lens of Equity & Social Justice (Pillar 3)				
Week	**Topic**	**Read/Listen/Watch**	**Learning goals for the week**	**What's Due:**
Week 12 November 16	Policymaking and Implementation	-Listen to pod lecture -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	Start to work on **individual** Final Presentations
Week 13 November 23 (**Not meeting**)	Relax & Recover	None	None	Continue to work on ELP and individual presentations; we are not meeting in person

Week 14 November 30	Current Topics: A New Public Service, Pop Culture & You	-Listen to pod lecture Read Guy Chapter 9, R16 (skim); McCandless and Elias; *Social Equity Across Academy; *Denhardt, *Building Trust*	• Investigate and reflect rowing, steering, and serving • Revisit the driving elements of PA • The importance of trust in the public sector (revisit the Why Public Service Matters)	**PA Final Individual Presentations (Your Theme Song)**
Week 15 December 7 (**not meeting**)	Measuring Pillar Three Proficiency	Finish ELP #3	Finish ELP #3	Complete UM Online Course Evaluations Turn in ELP #3, 4p.m., Tuesday (1 per group)

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.
➢ **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 <u>before</u> 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 <u>any</u> 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."