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University of Montana
Baucus Institute Department of Public Administration and Policy
Alexander Blewett School of Law
PUAD 503: Policy Analysis
Fall 2020: Online

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Three (3) credit hours
Classroom: Online (Moodle)
Instructor: Dr. Sara Rinfret
Professor's Office: LAW 146 or remote
Email: sara.rinfret@umontana.edu (email is the most reliable way to contact me)
Office Phone: 406-243-4702
Cell Phone: 330-763-0034 (in case of an emergency)
Office Hours: Tuesdays and Wednesdays (2-3p.m.) in-person or zoom; schedule using this link to indicate your preference; or email for an appointment with times that work for you

Covid-Safe Policies
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, to please work with the department chair (me) to develop a plan for successful completion in this course. The 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 DPAP department chair and course professor to complete required coursework. Please take the time to review our Department's COVID-Safe FAQ guide.

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

Course Description
This course provides an introduction to public policy analysis in democratic societies, with an emphasis on the United States. The course stresses policy analysis in government organizations, however, policy analysis in nongovernmental settings—such as nonprofit organizations and think tanks—is also considered. Course topics include the ideal and actual roles of policy analysis in policy processes, assessment of data and evidence during execution of policy analysis, and traditional policy analysis methods, as well as alternative approaches (e.g.: gender analysis, race analysis, etc.).

Expectations for Student Learning for this Course and the University of Montana's MPA Program
By the end of this class, you should be well-versed in our following course learning objectives. Each of these learning objectives are carried out in the course schedule as you consider weekly topic areas.

Learning Objective 1	Recognize and articulate the promise and pitfalls of policy analysis.
Learning Objective 2	Critically assess the use of evidence and data in policy analysis practices.
Learning Objective 3	Select and apply policy analysis techniques, with consideration of given policy problems, contexts, and goals with an emphasis of understanding on cultural awareness.
Learning Objective 4	Effectively communicate, in written and spoken forms through different means of technology to more fully

	understand policy analysis procedures.
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: to participate in and contribute to the public policy process. Subsequent courses in the MPA program of study reinforce and further develop these and other competencies.

Required Course Materials
1. Bardach, Eugene and Eric M. Patashnik. 2020. *A Practical Guide for Policy Analysis: The Eightfold Path to Move Effective Problem Solving*. CQ Press. (**use most recent edition**)
2. Clark, Anna. 2018. *The Poisoned City: Flint's Water and the American Urban Tragedy*. Picador.
3. Moodle Readings – noted with an asterisk (*) in the course schedule
   a. Many of our Moodle readings come from (these are not required for purchase):
      i. Chrisinger, David. 2017. *Public Policy Writing that Matters*. Johns Hopkins University Press.
      ii. Stone, Deborah. 2011. *Policy Paradox*. W.W. Norton.
      iii. Dismantle Collective: https://www.dismantlecollective.org/
4. Podcasts, Pod Lectures, and Weekly Updates (see weekly schedule and listed on our course Moodle site)
5. Course library guide for WPP semester project: https://libguides.lib.umt.edu/puad503
6. Canva: sign up for free access (could be used for WPP later in semester)
7. Camera on your computer or phone needed for semester discussions

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, but keep in mind you may need to renew the book several times over the course of the semester.

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

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Course Expectations

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Using Moodle:
This is an online course, each student is required to check our course site once per day. Here is the link for Moodle access.

Weekly Updates & Lectures:
Each week, students are provided a weekly update and a voice automated pod lecture from the professor. Updates are intended to be short, provide feedback, and overview of any assignments due for the week. Lectures are longer and dive into the materials for each week. ***If not already posted, weekly updates and lectures will be published no later than Monday evening of each week – this is to provide timely information for the class.***

Help with Technology:
Please make sure your Internet browser settings meet the requirements to be Moodle compatible. Call UM Online by phone, (406) 243-4999 or email umonline-help@umontana.edu if technological problems arise. There is no on-call assistance during nights and weekends. For a total Moodle system failure, students will be sent an email by the University of Montana.

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

Collective Learning Agreement:
In our collective 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. I thank the Séliš-Q̓ispé 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.

Important Moodle Course Resource Page:
To provide additional benefits for our policy analysis journey together this semester, I have created a separate "course resource page" tab on our Moodle course site. This tab includes a one-stop-shop for you to locate: course sign ups; sign up link to meet with the professor for office hours; Purdue Owl for writing tips; UM Public Speaking and Writing Center website; UM Library Assistance (own library guide); COVID-19 Help; Policy Learning Pod Groups; and semester zoom connection link.

Policy Learning Pod (PLP):
This course contains approximately 35 students. To maintain quality of instruction, you have been placed into a policy learning pod (PLP Pod A, PLP Pod B, PLP C). You will work with this learning group throughout the semester for discussions and our semester-long WPP. Your name and pod learning group can be found under the "course resource" tab on our course Moodle site.

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

Firing Option:
Working in groups can be difficult. Each group reserves the right to use the firing option. For underperforming team members, a group can fire a team member after first providing a written warning and consultation with the professor. If the performance does not improve after the warning, the group can fire their teammate. Fired students will then have to conduct an additional research project on their own in addition to any remaining deliverables.

Guidelines for Written Work:
All written assignments should meet and use following criteria:
1. All work must be typed, double-spaced, utilize 12 point font, and have one inch margins.
2. Citations should follow a proper style guidelines such as, MLA, Chicago, or APA – pick what works for you (in-text citations and a reference page are necessary)
3. Assignments are due on the date/time listed in the course schedule; late assignments will not be accepted.
4. All assignments must be turned in electronically via Microsoft Word. If the instructor cannot open the document, the student will not receive a grade. Submission of assignments via 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 contract grading. The goals of contract grading are to reduce the anxiety about grades students often experience and encourage students to develop their own motivations for excellence, just like a workplace

setting. A key aspect of contract grading is to emphasize qualitative evaluative feedback over quantitative (numerical) assessments of students' written work. During the semester I will not assign grades or scores to individual assignments; instead I will provide written feedback within 7 *business* days. In each assignment feedback, I will indicate if you have exceeded (E), met/exceeded (ME), met (M), or are below expectations (BE) (criteria listed below). Each assignment's written feedback is found via the Moodle assignment dropbox. Students should keep track of this feedback along the way and your aggregate translates into your final grade. For example, if the plurality of assignments receive an M, you will be awarded a B for the course. During week 4 students will sign up for a *required* individual conference to occur sometime during weeks 4-7 with the professor to discuss your progress to date. At this meeting, **each student is expected to write a paragraph, reflecting upon your progress to date (what have you done well, what needs improvement, what can the professor assist with). Email attachment sent to your professor (sara.rinfret@umontana.edu) 30 minutes prior to your designated session.**

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)	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; 4. Asks thoughtful questions during online discussions and conversations with the professor and classmates; 5. Edits all assignments, using course writing guidelines (listed at the top of this page in the syllabus); 6. Attends required conference with professor to discuss coursework progress; sends paragraph in advance of this conversation without a reminder; completes mid and end of semester learning evaluations; and 7. Checks UM email and Moodle class site regularly and is responsive to class inquiries.	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. can make clear applications between theory and practice); 2. Watches weekly updates and listen to pod lectures (yes, Moodle tracks); 3. Uses evidence (refer back to readings, link to real world experiences) in semester discussions and participate clearly and concisely, staying within assignment expectations (set parameters within FlipGrid); and 4. Turn 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. Utilizes the campus public speaking and writing center to complete quality, written work; and	A

	4. Produces creative, unique, and thoughtful assignments, demonstrating a willingness to go above and beyond (e.g. doing outside research, beyond what is already expected; during discussions make connections across content about why something is essential or challenging, encouraging classmates to work through materials together)	

Assignments:

Conversation Café (5 required weeks):
This course has **five** total required conversation cafés (a.k.a discussion forums), organized by your PLP Pod (three randomly sorted, pre-determined groupings of our class, see course resource tab for your group). Week 1 café is an introduction to your learning pod where we discuss expectations for the semester via **Zoom** at a **designated** live time period. Cafés 2-5 are application driven, guided by specific reading(s) in our weekly course schedule and organized by discussion **leader** and **respondent**. This is when our class uses FlipGrid, a discussion engagement tool that focuses on oral communication, engagement, and technology which is embedded within our course Moodle discussion forums. Research is conveyed by written words and this information guides our knowledge, but how and why? Our goal is to grapple with how knowledge is disseminated through our conversation cafés this semester and challenge each other to understand the complexities of policy analysis. **Please read and print the discussion guide under our course moodle resource page prior to participating (it will help you make sense of discussion leader and respondent roles).** This is a different approach than you might be used to.

Discussion Leader: Within your PLP Pod, for conversation cafés 2-5, you have 2-3 discussion leaders for each of these specific weeks. If you are the assigned discussion leader(s) for a given week, on Tuesday by 11p.m. you go into the designated discussion forum and click on the large **"response button"** to record your own video. This video states your name, you read a **quote or short passage** from any content under "read" for the week you found confusing/unclear or essential for understanding the material. Make sure to email other assigned discussion leaders prior to posting to ensure we do not have the same quotes or passages all from the same readings. **Do not** indicate if you think it is confusing or essential, this is part of the respondents' role for the week.

Evaluation: Discussion leader reads a sophisticated/thought-provoking quote and/or passage; coordinates with other discussion leaders to ensure there is not overlap in selections; engages with classmates in video dialogues about working through the materials W-F; and continues to pose additional questions or considerations along the week. Video segments 30 seconds or less.

Respondent: During cafés 2-5, as a respondent, you select at least two of the discussion leader quotes/passages to engage with. In your initial responses, you respond by viewing the video response and "adding a comment button" and **record a video if you found this quote confusing or clarifying, explaining why**. The purpose is to engage with your classmates from W-F as a respondent, keeping the conversation going. Responses are 30 seconds or less, using the FlipGrid application within our discussion forums. Respondents do not wait until the last minute on Friday to participate. Discussions close at 11p.m. on Fridays.

Evaluation: Respondents are evaluated based upon their ability to engage across the week (W-F), ability to link theory to practice; willingness to learn and grown throughout the discussions; offers sophisticated insight into why a quote might be confusing or essential. For example, in your initial response you could state, "I found this passage confusing because X. Or, a student could begin their response with a statement such as "This segment of the reading is essential to understanding policy analysis because it helps me X in my current profession. [these are just samples to get you started to meet expectations] Students who simply reply and make statements like, "that is a hard segment or essential elements from the reading," without explanation will receive a BE.

To guide your success in our conversation cafés this semester, review below. **Week 3 has a practice café and all students are strongly encouraged to participate (low stakes, not graded, but you get to test the tech***). Discussions always close on Fridays, 11p.m.*

Topic Area	Your Role & Expectations for Evaluation	What Week	Format
Café 1: Class Introductions	*-Review Zoom's* [getting started page](#)	Week 2 ***PLP A**: 5:30-6:30p.m., August 24 ***PLP B**: 6:45-7:45p.m., August 24 *PLP C: 7-8p.m., August 25 ***Backup Slot:** 12-1p.m., August 24 (if you can't make above)	[Zoom](#) (live time session, contact professor if you cannot make the assigned session)
Café 2: Defining the Problem	-Discussion Leaders post separate videos by Tuesday at 11p.m.; -Respondents have an ongoing conversation with classmates W-F	Week 4 (Sept 7-13)	Online Discussion Forum; organized by PLP Pod
Café 3: Telling Your Story	-Discussion Leaders post separate videos by Tuesday at 11p.m.; -Respondents have an ongoing conversation with classmates W-F	Week 6 (Sep 21-27)	Online Discussion Forum; organized by PLP Pod
Café 4: Constructing Alternatives	-Discussion Leaders post separate videos by Tuesday at 11p.m.; -Respondents have an ongoing conversation with classmates W-F	Week 9 (Oct 12-18)	Online Discussion Forum; organized by PLP Pod
Café 5: Re-Considerations	-Discussion Leaders post separate videos by Tuesday at 11p.m.; -Respondents have an ongoing conversation with classmates W-F	Week 12 (Nov 9-15)	Online Discussion Forum; organized by PLP Pod

White Paper Project (WPP)

Policy analysts write white papers to inform decision-makers about solutions. We are going to focus on one current and controversial environmental issue that has particular relevance for us: access to safe and clean drinking water and the plight of Flint, Michigan. We will explore this topic by reading Anna Clark's *The Poisoned City: Flint's Water and the American Urban Tragedy* in parallel with our study of Bardach's *Eightfold Path of Policy Analysis.* Within your already designated semester PLPs, you select a small teams (3) or a partner to apply the eightfold path of policy

analysis to examine Flint's water crisis.[1] Each small team will select and write from the perspective of policy analysts within **one** of the following organizations: municipal water (**Detroit Water and Sewage**); state environmental agency (**MIDEQ**); city (City of Flint **Mayor's** Office); **Governor's** Office (Michigan), **NAACP**; **US EPA**; **National Institutes** of **Health**. Each group will take on the persona of their assigned organization and come up with policy options that the groups might advocate in the form of a white paper. The efforts of each group will culminate in a final shark tank of policy solutions forum (presentations) at the end of the semester where our PLPs cross pollinate to discuss findings. You will decide who to work with on this project within your PLPs in the first few weeks of the semester and each group will complete a group contract to stay on track. **Sign up** for **final** project **presentations** will occur mid-way through the semester so we can compare across PLPs. The project requires the following deliverables, the building blocks for your final white paper:

*Don't forget we have a course **library guide** and librarian for this project under "Resource Tab" on our course Moodle site. All of these assignments are always due on Saturdays, 11p.m. (1 per group)*

Group Contracts
To ensure success in this team project, a group project form will be completed early on in the semester to guide your success. If problems arise, the contract assists in keeping your team on track.

Deliverable 1: Defining the Problem
In this assignment, you define the problem, from the perspective of this agency and address:

- *Introduction, Argument & Background*: Overview of organization you represent and background of your involvement in Flint Water crisis. In the first paragraph you should have an argument - keep in mind this argument will change as you move forward this semester.
- *Review of Research*: this section of the paper emulates a literature review – what research has your agency conducted on Flint water crisis in addition to others. The goal is to clearly and concisely (1-2 pages) demonstrate how research has evolved to date and what your organization's work has been to date.
- Use approximately 10-12 scholarly sources (can use class resources; government webpages/documents/reports, and academic research); 3-4 pages (double spaced); reference page does not count in page limit

Deliverable 2: Evaluating Criteria and Options
In this assignment, you revise your Deliverable 1 assignment and add two new sections to your WPP for this Deliverable:

- *Policy Options*: Students should propose 2-3 (no more or less) policy options to address the flint water crisis beyond what occurred in our assigned book for the semester (this encourages active reflection and to **move beyond** what your agency has already done to date). These policy options should use evidence for support your agency's work.
- *Evaluation*: You will select <u>one</u> of the following evaluation approaches (cost-benefit analysis, race analysis, or gender analysis) and justify why your preferred policy approach is the most beneficial. You will use graphic(s) (e.g. diagram, table, infographic) to not only visualize your evaluation of options, but also convey this information in the text.
- *Preferred Action:* After your evaluation, explain your preferred action and why.
- Use up to 6-8 scholarly sources (new additions from Deliverable 1); 5-7new written pages from Deliverable 1 (double spaced); reference page and appendices does not count towards this total amount

Deliverable 3: Final WPP & Forum
WPP assignment 3 revises feedback from 1-2 into one single document. In this assignment add a Title Page and a 1-2 paragraph conclusion about how this approach provides a solid solution for Flight, Michigan and beyond. Final project will be 7-11 total double spaced pages.

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[1] If you need an individual assignment for your MPA portfolio, check with the professor about completing this assignment on your own

Shark Tank of Solutions: Each student team is expected to present during the final week of class in our policy shark tank (not meant to be scary, just a solution forum). This presentation will be 3-4 minutes (max). You should explain your group's final approach from the WPP and why. PPTs are prohibited and students should think creatively and innovatively on how to present final information (e.g. infographic, visual, music, poem, etc.). In order to cross pollinate across PLPs and compare results, a sign up for this will be part way through the semester during the final week of classes to best meet your busy schedules. You only attend your designated time slot but open to watch others. The presentations will occur over Zoom so we can see and hear each other "live."

Voluntary Assignments
To provide an extra opportunity to practice your policy analyst skills, there are three voluntary assignments in the course calendar. It is up to you if you want to tackle these short assignments to assist in your learning this semester. Students will not be penalized if you decide not to complete these assignments. Consider this an opportunity to enhance your policy analysis toolbox in the areas of cost benefit analysis, race analysis, and gender analysis, pathways to determine which tool to use for your WPP projects. Assignment instructions will be posted in the week which these are due (if not already available, will be at least two weeks prior to the due date).

Course Schedule
The course schedule is organized by week (Monday-Sunday). This is organized to alert students to the topic we are going to cover, what students should read, watch, or listen, what you should consider each week (help to reach our broader course learning objects on page 1), and signify what is due.

If there is a schedule change, students will be notified, in advance, of any changes. The readings marked with an asterisk (*) are readings available on Moodle, required, and organized by week. All other readings come from your two core textbooks.

WEEK	TOPIC	READ/LISTEN/WATCH	CONSIDER WHILE READING/LISTENING:	WHAT'S DUE?
1 (Aug 19-23)	Course Overview & Introduction Understanding the Big Picture	-Watch Professor Weekly Update -Listen to pod lecture -Listen to podcast *Read* Bardach, Introduction; Clark, Prologue; *Indigenous Data; *Conversation	• The fundamental tenets of policy analysis • Connection between policy analysis and semester project • Questions for success for the semester • Checking our own biases as policy analysts • Can we be neutral in policy writing?	Become familiar with course content; read course syllabus and readings for the week Watch Moodle, Zoom Tutorials by Sunday, 11p.m. **Review course resource tab to view your PLP Pod and meeting time for Week 2 in addition to printing and reading the discussion guide**
2 (Aug 24-30)	What is Policy Analysis?	-Watch Professor Update -Listen to pod lecture *Read*: *Rinfret et al. (Chapter 1); *Bobrow; *Chrisinger Chapter 5; *Rivlin	• Differentiate policy process and policy analysis • Understand the difficulties and benefits of policy analysis as a profession and academic discipline	**Conversation Café 1** Zoom PLP meetings (see course resource page for pre-assigned times) In preparation for our zoom meeting, write, in your notes an answer to this question: how does

				your family make rice?
3 (Aug 31-Sep 6)	History and Development of Policy Analysis as a Sub-Discipline of Public Administration	-Watch Professor Update -Listen to pod lecture *Read* *Conlan Chapter 1; *Radin 9-30 & 44-57; *Stone, Chapter 2	• Understanding of why policy analysis is a core discipline within public administration • Evolution of policy analysis as a practice and field of study • The role of power and actors in policy analysis	**Sign Up** for WPP team within your PLP, Saturday 11p.m. (course resource tab) (find a time to meet to fill out contract due next week) **Practice Café**: Review course library guide (under course resource tab); practice discussion forum (I am the leader for the week, you are the respondents)
4 (Sep 7-13)	The Eightfold Path: Defining the Problem	-Watch Professor Update -Listen to pod lecture watch the story of flint *Read* Bardach Part I; Clark Chapters 1-5; *Smith *Skim*: Meltzer & Schwartz	• Policy analysis as a process • Power of who defines the problem • Application of flint with problem definition	**Conversation Café** 2 (Leaders post by Tuesday at 11p.m., Respondents engage W-F) Group contracts due, Saturday, 11p.m. (see form to fill out in week 4 to complete this assignment with your WPP team, if on your own, still complete) Sign up for a 1:1 meeting with Dr. Rinfret (can occur during weeks 4-7); don't forget your paragraph prior to meeting time
5 (Sep 14-20)	Assembling Evidence	-Watch Professor Update -Listen to pod lecture -Watch John Oliver (apologies for the language) -Listen to Diet Fads *Read* *Cairney; *Shipan; Bardach Part II; *Chrisinger Chapter 2	• Fact and fiction • Differentiation between a literature review for academic and practical research	Watch DPAP Cultural Awareness Video Complete Mid Semester Evaluation
6 (Sep 21-27)	Visualization & Telling Your Story	-Watch Professor Update -Listen to pod lecture	• Communication of Evidence • Using tools like Canva to convey your	**Conversation Café** 3 (Leaders post by Tuesday at 11p.m., Respondents engage W-

		Read Clark Chapters 6-8; *Chrisinger Chapter 7; *Stone Chapter 8; *Joyce Winter	research (free software)	F) **WPP #1, Saturday, 11p.m. (Moodle, 1 per group)** Sign up for WPP end of semester presentation time slot (see resource tab)
7 (Sep 28-Oct 4)	Constructing Alternatives: Cost-Benefit Analysis	-Watch Professor Update -Listen to pod lecture -Listen to Soda Tax -Watch CBA Explained *Read* Bardach III and IV; Clark Chapter 9-epilogue; *Weimer and Vining Chapter 17 *Skim*: *CDC (use as resource for exploration); *CovidCBA;*Carrigan	• Exploring CBA as a policy analysts skill and evaluation tool • Role of equity in CBA • Evaluating how CBA is impacted by situations	**Voluntary CBA Assignment (Cincinnati case), Saturday, 11p.m. Moodle**
8 (Oct 5-11)	Constructing Alternatives: Race Analysis	-Watch Professor Update -Listen to pod lecture -Listen to a Forgotten History Podcast *Read* *Heckler & Ronquillo; *Patton et al.; *Stone Chapter 3; *Mary Anne Williams	• Exploring race analysis as a policy analyst skill and evaluation tool • Role of race in creating policy alternatives • Public administration and consideration of race	**Voluntary Race Analysis Assignment, Saturday, 11p.m. Moodle**
9 (Oct 12-18)	Constructing Alternatives (Gender/Feminist Analysis)	-Watch Professor Update -Listen to pod lecture -Check Out Pew Research Gender Studies *Read* *Kennenburg; *Himmelweit; *Ellen Winston; *McPhail	• Exploring gender analysis as a policy analyst skill and evaluation tool • Role of gender in creating policy alternatives • Hidden biases in policy research	**Voluntary Gender Analysis Assignment, Saturday, 11p.m.** **Conversation Café** 4 (Leaders post by Tuesday at 11p.m., Respondents engage W-F)
10 (Oct 19-25)	Research Meetings	-Watch Professor Update	• Research progress on WPP • Review your progress	Voluntary research meetings with groups (sign up using calendly

		Skim Read: Kraft and Furlong, Chapter 6	to date to determine clearly organized WPP project and conveying this information in an organized manner	link in our course resource tab on Moodle)
11 (Oct 26-Nov 1)	Research Meetings	-Watch Professor Update	• Research progress on WPP	WPP #2, 11p.m. Saturday (Moodle, 1 per group)
12 (Nov 2-8)	New Developments and Re-Considerations	-Watch Professor Update -Listen to pod lecture -Listen to Pod Cast on Demography *Read* *Cariney and Kwi; *read or listen to Smith	• Research progress on WPP • Consider new and emerging areas in policy analysis • Pause and reflect how our work impacts those that do not have a seat at the table	**Conversation Café 5** (Leaders post by Tuesday at 11p.m., Respondents engage W-F)
13 (Nov 9-15)	Putting it Altogether	-Watch Professor Update -Listen to pod lecture *Read* *Crow and Jones	• Future of policy analysis research for your current or future career (the role of psychology)	Continue to work on WPP
14 (Nov 16-22)	Shark Tank Policy Solutions Forum	-Watch Professor Update	• Finish up research for final assignments and complete optional check ins with Professor Rinfret	WPP Presentations (see your assigned group time under our course resource tab - you only need to attend your time slot)
15 (Nov 23, this is a Monday)	Wrapping up the Semester	-Watch Professor Update	• Reflect on your learning for the semester and how this links back to broader course learning goals	**Complete UM Online Course Evaluation (email sent from UM Online)** **November 23 @ 11p.m. WPP #3 due (written), Moodle, 1 per group**

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 <u>before</u> the date in question. Students must complete all assignments to receive a grade for the course.

➢ **University Attendance Policy**: (please make sure to follow the participation course policies listed above too) Students who are registered for a course but do not attend the first two class meetings may be required by the instructor to drop the course. This rule allows for early identification of class vacancies and to permit other students to add classes. **Students not allowed to remain must complete a drop form or drop the course on the Internet (http://cyberbear.umt.edu) to avoid receiving a failing grade.** Students who know they will be absent should contact the instructor in advance.

➢ **Wikipedia**: This online source is not reliable and should not be cited in <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.

➢ **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."