

University of Montana
Baucus Institute Department of Public Administration and Policy
Alexander Blewett School of Law
PUAD 528: Women, Policy, and Public Administration
Spring 2021: Online

Instructor Information

Three (3) credit hours

Classroom: Online

Instructor: Dr. Sara Rinfret

Professor's Office: LAW 146

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Office Phone: 406-243-4702

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Office Hours: Mondays 3-4:30 p.m. and Wednesdays (2-3p.m.) phone, in-person or zoom - schedule using this [link](#) to indicate your preference; or by appointment for a time that works for you.

*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. *

Learning during a Pandemic

Learning during a pandemic is difficult, but we will get through this 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 me to develop a plan for successful completion in this course. Our Department will follow federal, state, local, university and CDC guidelines for COVID-19. If a student, a member of your family or immediate social group becomes symptomatic, please follow federal, state, local, university, and CDC guidance and work with me to complete required coursework. Please take the time to review our Department's COVIDSafe FAQ [guide](#).

Course Description

This course explores the relationships between women, public administration, and public policy in the United States. Topics covered include how public policy is made and women's roles in the making of public policy, as well as women's administrative roles in the implementation of public policy. Specific policy topics of interest to women will be explored, including women's legal rights, work and pay, women's educational status, women in the military, and women and family issues. Although neutrality and professional expertise are fundamental aspects of public administration as a discipline, this course will challenge you to examine the field through the lens of gender. The course is comprised of three components – foundations, delving deeper, and substantive policy areas. The first part of the semester serves as a foundation to understand the role of women in public policy and public administration. With this foundation, the remainder of the semester delves more deeply into specific areas of interest. Our semester concludes with your work on designing a professional development training to advance the role of women in public sector organizations.

Course Learning Objectives

By the end of the semester you should feel more confident responding to these questions: What role does gender play in public administration? Does US public policy benefit all of its citizens? What role should state and federal bureaucracies play in the implementation of public policy? In exploring these questions, along with others, our course learning objectives include:

- Provide a theoretical foundation for the role of gender in public administration;
- Examine public administration through a feminist perspective;
- Explore the range of public policy issues with which women are concerned or which impact women;
- Develop the ability to analyze public policies through the lens of cultural awareness lens;
- Prepare students to advance skills for the current or future profession by understanding how to challenge foundational systemic public sector organization normalizations through critical thinking, analytical skills, training, technology, and writing.

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.

Required Course Readings & Materials

1. Stivers, Camilla. 2002. *Gender Images in Public Administration*. 2nd ed. Washington, DC: Sage Publications. (please use the 2nd edition of this book)
2. Alkadry, Mohamad and Leslie Tower. 2014. *Women in Public Service: Barriers, Challenges, and Opportunities*. New York, NY: ME Sharpe Publishers.
3. Moodle Required Readings – noted with an asterisk (*) in the course schedule. Many of our Moodle readings originate from the following texts (not required to purchase, but in case you are interested).
 - a. Camilla Stivers's *Bureau Men and Settlement Women: Constructing Public Administration in a Progressive Era*. 2000.
 - b. Rinfret, Sara, Pautz, Michelle and Denise Scheberle's *Public Policy: A Concise Introduction*. 2018.
 - c. D'Agostino and Helisse Levine's *Women in Public Administration: Theory and Practice*. 2010.
 - d. Ferguson, Kathy. *The Feminist Case Against Bureaucracy*. 1985.
 - e. Elder, Laurel, Frederick, Brian and Barbara Burell's *American Presidential Spouses. The Public's Perspective*. 2018.
 - f. Gooden, Susan. *Race and Social Equity: A Nervous Area of Government*. 2014.
 - g. Perez, Caroline. *Invisible Women: Data Bias in a World Designed for Men*. 2019.
4. Watch weekly updates and listen to pod lectures; need a camera and mic on your laptop or smart device

Course Expectations

Collective Learning Agreement: In our time together this semester, we acknowledge that we are in the aboriginal territories of the Salish and Kalispel people. We honor the path they have always shown us in caring for this place for generations to come. We thank the Séliš-Qlispé Cultural Council for the above language and the people of Turtle Island, the First People, for the privilege of learning in this space. All people have the right to be addressed and referred to in accordance with their personal identity. In this class, you will have the opportunity to indicate the name you prefer to be called, and if you choose, to identify pronouns with which you would like to be addressed. As your professor, I will do my best to address and refer to all students accordingly and support students in doing so as well.

Using Moodle: This is a fully online class; students are required to use Moodle and should check **daily**. Here is the link for [Moodle access. Use your Net ID to log on.](#)

Weekly Updates & Pod Lectures: Each week, students are provided a weekly update and a voice automated pod lecture from the professor so you spend less time on your screen. Updates are intended to be short, provide feedback, and overview of any assignments due for the week. Lectures are 10-20 minutes and provide a cursory overview of the materials for each week. **If not already posted, weekly updates and lectures will be published no later than Monday evening of each week – this is to provide timely information for the class.**

Semester Learning Pod:

This course contains approximately 28 students. To maintain quality of instruction, you have been randomly placed into a semester learning pod (Learning Pod 1 and Learning Pod 2). You will work with this learning group throughout the semester for B.C.O. discussions and our semester-long training project. Your name and semester learning group can be found under the “course resource” tab on our course Moodle site and the hyperlink above.

Reading Draft Assignments: Students are encouraged to make an appointment with [UM’s Writing and Public Speaking Center](#) prior to the submission of written work. The writing center experts should be used for reading student drafts this semester.

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 regularly. Here is a [link](#) for an overview.

Important Moodle Course Resource Page:

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 a free writing resource; link to the UM Public Speaking and Writing Center; UM Library Assistance; COVID-19 Help; semester Learning Pod Groups; Training Project team and related resources; semester zoom connection link.

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 Training Project assignments.

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):

Due to our department’s [commitment to cultural awareness](#) and feedback from public sector employers for career

readiness or advancement, this class employs contract grading, modeling a workplace setting (e.g. performance evaluation). 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 or discussions. Please focus on the written feedback and ignore any "numerical score" in the Moodle 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. 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.

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; and 3. Student doesn't engage in course discussions, zoom learning pod sessions or final training presentations.	C
Met Expectations (M)	1. Meets the stated criteria for all assignments; 2. Meets due dates for all assignments; 3. Actively participates in <i>all</i> class discussions and happy hours; 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. 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 and oral 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 participates 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 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)	A

Assessment of Student Learning

Happy Hour Conversations:

To provide an online learning community, we will have three live zoom sessions, after the normal business hours.

Session 1: during week 1 of the course, each student is required to participate in an already designated 30-45-minute discussion with their semester pod for a virtual conversation (see course schedule for your time designation)

Session 2: conversation about women and politics with [Dr. Laurel Elder](#), **February 22, 5-6p.m.**

Session 3: your training presentation and the viewing of other trainings (TBD, times selected by teams during Week 3)

Expectations: show up, be on time, dress professionally, complete readings, ask good questions (at least one posed or in the chat box), have your camera on and mic muted. It's a pandemic, if something happens unexpectedly, let me know, we will figure it out together.

[Zoom Link for all of these Sessions](#)

[B.C.O. Discussions \(4 total\):](#)

One of our core textbooks for the semester (Alkadry and Tower) frame the role of women and public service through three lenses: **barriers**, **challenges**, and **opportunities** (B.C.O.), defined on page *xix*. Our course has four required B.C.O. discussions, organized by your learning Pod. The purpose of these assignments is for you to move beyond the *Women and Public Service* textbook and holistically analyze all of the readings assigned for a given week to serve as either a discussion leader or respondent.

Discussion Leader: During week 1, you will sign up for 1 discussion leader role within your learning pod. Within your learning Pod, you have 2-4 discussion leaders for each of the designated discussion 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. In this video state your name, and simply read a quote(s) to demonstrate a **barrier** and **challenge** from the readings. Make sure to email other assigned discussion leaders prior to posting to avoid overlap.

Respondent: As a respondent, you select at least two of the discussion leader quotes/passages to engage with. In your **initial** response, you respond by viewing the discussion leader video response and "adding a comment button" and **record a video explaining what opportunities you suggest to address the discussion leaders' barriers/challenges**. In subsequent responses, respondents should use outside research or experience and course materials to pose opportunities for consideration. 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.

Evaluation: **Discussion leader** clearly demonstrates mastery of barriers/challenges from a given week; 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 in their respective thread only. **Respondents** are evaluated based upon their ability to engage *across* the week (W-F), ability to link theory to practice; willingness to learn and grow throughout the discussions; offer insight into opportunities to respond to barriers/challenges.

Week 1 has a practice discussion and all students are strongly encouraged to participate (low stakes, not evaluated, but you get to test the tech). Discussions always close on Fridays, 11p.m. 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 in FlipGrid).

Training Project (3 iterative assignments)

Without professional training, organizations will not be able to address barriers or opportunities. This semester project encompasses a series of assignments outlined below that are turned in at various points during the semester on **Moodle** to convene an end of the semester live zoom training session for some of your classmates. You are required to work in a team of 3-4. Under extenuating circumstances, students can work on their own. Contact the professor directly to arrange. Students who want to use this project for their MPA portfolio, should combine assignments 2 and 3 at the end of the semester. Contact professor directly to discuss.

Assignment 1: Team, Topic & Organization: For this assignment, you will propose your own training topic directly linked to the advancement of women in a public sector organization of your choice (your own or one you want to work for). Please use the [google doc sign](#) up to indicate your team, training topic area, and organization. Only one member of your team needs to complete this information. Please research this organization before selection and a topic area – identifying the gaps in an organization will help to select your topic. Overlap in student topic areas and organizations should be avoided. Each team must download the group contract, and complete (1 per team) by the end of Week 3.

Note: Struggling with a training topic area – consider these resources: [resource 1](#); [resource 2](#); [resource 3](#); [resource 4](#); [resource 5](#) and other a few ideas to get you started – pay equity, emotional labor, equity versus equality, organizational bias, difficult conversations, calling in or calling out.

Assignment 2: Research and Best Practices (Design & Develop)

The basis of your training is to thoroughly research your organization and understand the topic area. In this assignment you should write a 6-7-page, double spaced paper which includes:

1. Overview of organization and definition of topic area – why this is needed.
2. Current policies or procedures the organization has (or does not have) regarding topic area.
3. Benefits and potential limitations of this training for the organization.
4. Based upon your research, conclude this assignment with best practices for professional training (do's and don'ts), 2-3 strategies you will adopt for your own training, and why this will help to advance the role of women in your organization.
5. Don't forget to cite at least 10-12 scholarly sources and use our course writing guidelines listed above; paper should include subheadings and title page

Assignment 3: Live Training and Resource Guide (Implement)

Your final assignment will include a live zoom training to be provided to your professor and some of your classmates. Elements of this assignment include:

1. One-page training resource guide (single spaced), which includes: organization logo (header), short trainer bios (your team, 2-3 sentences of your expertise/background); training goals/learning objectives (2-3) for participants, suggested resources (2-3 citations or reputable links), and 1-2 potential questions for consideration for participants
 - a. The purpose is to provide a resource for those watching your training; use subheadings to make this professional and clear.
 - b. These will be posted in advance so all classmates can view.
2. During your designated time period, you will offer a 10-12-minute training (max), interactively engaging us in your topic area, why it matters, and how it will promote positive change. This training involves all members of your team. Have a backup if the technology fails. The goal is to engage us in a meaningful way to learn something new. Each student/group demonstrates preparedness, dresses professionally, and answer questions from participants. PPTs should be limited as a value added and consider using other tools for visual engagement.
3. Your training day will also include watching other student trainings and engaging in questions.

Course Schedule

The readings marked with an asterisk (*) are available on Moodle, required, and organized by week. Reading labeled A& T are abbreviated for our Women and Public Service textbook. The day/week is which something is listed is when it is due. If any changes are made, students will be notified in advance.

Date	Learning Module 1: Foundation	Reading/Assignments
Week 1: January 11-17	Course Overview: Who do we See and Hear?	Read: *Bishu et al.; * Genius of Follett ; *Explain It or Change It; *Bearfield Watch & Listen: <ol style="list-style-type: none"> 1. Professor Rinfret Update 2. Professor Rinfret Lecture 3. Crenshaw Ted Talk Advice: <ol style="list-style-type: none"> 1. Review UM Library Research Tutorial Due: <ol style="list-style-type: none"> 1. Buy books 2. Practice Discussion (prof serves as discussion leader); respondents (W-F engage) 3. Review course resource tab and mark your calendar for deadlines 4. Happy Hour Conversation *Learning Pod 1: January 14, 5-5:45p.m., MDT *Learning Pod 2: January 14, 6-6:45p.m., MDT *Backup (if you can't make above): January 14, 12-1p.m., MDT 5. Sign up for discussion leader per learning pod (google doc)
Week 2: January 18-24	The Foundation: Gender & Policy/Public Administration	Read: *Rinfret et al. Chapter 1; *Bureau Chapter 1; A&T Chapter 1; *Haumtman Watch & Listen: <ol style="list-style-type: none"> 1. Professor Rinfret Update 2. Professor Rinfret Lecture 3. Conversation with Practitioner, Dr. Beverly Edmond Due: <ol style="list-style-type: none"> 1. Reach out to classmates for semester training project if you have yet to find a team
Week 3: January 25-31	The Foundation: "The "F" Word" in Public Administration	Read: Stivers Chapters 1, 2 & 3; *Ferguson Chapter 1; *Traister Chapter 1 Watch & Listen: <ol style="list-style-type: none"> 1. Professor Rinfret Update 2. Professor Rinfret Lecture

		Due: <ol style="list-style-type: none"> 1. B.C.O. Discussions (discussion leaders post by Tuesday, 11p.m.); respondents (W-F engage) 2. Sign up – Training Project Assignment 1, 11p.m. Sunday, Training Project – submit contracts
Week 4: February 1-7	The Foundation: Re-examining Federalism	Read: Stivers Chapter 4; *Rinfret et al. Chapter 3: *50 Shades of Federalism Watch & Listen: <ol style="list-style-type: none"> 1. Professor Rinfret Update 2. Professor Rinfret Lecture 3. Conversation with Practitioner Dayna Swanson (this is a podcast) Optional: <i>Voluntary meetings with professor (you decide, during weeks 4-7, use sign up in resource tab)</i> Due: <ol style="list-style-type: none"> 1. Training Assignment 1, Sunday, 11p.m. (1 per group)
Week 5: February 8-14	The Foundation: Law & Policy	Read: A&T Chapters 2 & 3; D’Agostino and Levine Chapters 9 Watch & Listen: <ol style="list-style-type: none"> 1. Professor Rinfret Update 2. Professor Rinfret Lecture 3. Ted Ed on Voting Rights
Week 6: February 15-21	The Foundation: Women as Managers and Leaders	Read: *Women in the Federal Workforce; *D’Agostino and Levine Chapter 18; *Hilton and O’Leary Watch & Listen: <ol style="list-style-type: none"> 1. Professor Rinfret Update 2. Professor Rinfret Lecture 3. Conversation with Practitioner, Dayna Swanson Due: <ol style="list-style-type: none"> 1. B.C.O. Discussions (discussion leaders post by Tuesday, 11p.m.); respondents (W-F engage)
	Learning Module 2: Delving Deeper	
Week 7: February 22-28	Delving Deeper: Shared Experiences? Elected and Non-Elected	Read: *Rinfret et al. Chapter 4 (skim); *English; *Elder & First Spouses; *Elder Partisan Gaps (for our live conversation); *Hawkesworthe; *Dittmar et al. Chapter 3 Happy Hour Conversation with Dr. Laurel Elder (zoom link on course resource tab, all learning pods), 5-6p.m., February 22, 2021, MDT

		Watch & Listen: <ol style="list-style-type: none"> 1. Professor Rinfret Update 2. Professor Rinfret Lecture 3. Watch DPAP Cultural Awareness Video Due: <ol style="list-style-type: none"> 1. Mid Semester Evaluation, Moodle
Week 8: March 1- 7	Delving Deeper: Equity or Inequity?	Read: A & T Chapters 5 & 6; D'Agostino and Levine Chapter 7 (Mastracci); *MT Report; *Perez Watch & Listen: <ol style="list-style-type: none"> 1. Professor Rinfret Update 2. Professor Rinfret Lecture 3. Pinksourcing 4. Conversation with Practitioner Jen Euell Due: <ol style="list-style-type: none"> 1. B.C.O. Discussions (discussion leaders post by Tuesday, 11p.m.); respondents (W-F engage)
Week 9: March 8-14	Delving Deeper: Health & Welfare Policy	Read: *Rinfret et al. Chapter 9; *ChemFatale; *Piven Chapter 13 Watch & Listen: <ol style="list-style-type: none"> 1. Professor Rinfret Update 2. Professor Rinfret Lecture 3. Detox the Box Due: <ol style="list-style-type: none"> 1. Assignment 2, 11p.m. Sunday, 11p.m. (1 per group), training project
Week 10: March 15-21	Delving Deeper: Education Policy	Read: *FederalRole; *HiddenHalf; *BrookingsandEducation; Watch & Listen: <ol style="list-style-type: none"> 1. Professor Rinfret Update 2. Professor Rinfret Lecture 3. Conversation with Practitioner Deserae KillEagle
Week 11: March 22-28	Relax and Recharge	Relax and Recharge
	Learning Module 3: Substantive Policy Areas	
Week 12: March 29-April 4	Substantive Policy Area: Volunteerism and Nonprofit Sector	Read: *Why Women Volunteer; *D'Agostino and Levine Chapters 18 Watch & Listen: <ol style="list-style-type: none"> 1. Professor Rinfret Update 2. Professor Rinfret Lecture
Week 13: April 5-11	Substantive Policy Area: Addressing Workplace Issues	Read: A&T Chapter 7; *Gooden Chapter 11; *Bauer; *CovidandWomen Watch & Listen: <ol style="list-style-type: none"> 1. Professor Rinfret Update 2. Professor Rinfret Lecture Due:

		1 . B.C.O. Discussions (discussion leaders post by Tuesday, 11p.m.); respondents (W-F engage) 2. Part of training project assignment #3 - One-page resource guide for training assignment 3, 1 per group, 11p.m. Sunday (these will all be posted for other students to view)
Week 14: April 12-18	Changemakers	Read: A&T Chapter Chapter 8; Stivers Chapter 6; * D'Agostino and Levine Chapter 20 (Mary Guy) Watch & Listen: 1. Professor Rinfret Update 2. Professor Rinfret Lecture Due: 1. Assignment 3, live trainings (check designated time on course resource tab)
Weeks 15: April 19-25	Changemakers	Due: 1. Assignment 3, live trainings (check designated time on course resource tab) 2. End of semester course evaluation, UM Online

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 department is professionalism and your ability to work well with others. Thus, the expectation is that you will maintain a high level of professionalism in your classroom conduct with me, and with your fellow students. This means being respectful during class discussions, and in all communications with the professor and others. Failure to do so will result in removal from class discussions.
- **E-mail Etiquette:** E-mail is a wonderful tool for you to contact me with questions, but it does not replace office hours. If you have involved questions about course material, you should set up a time to come see me or set up a zoom conversation.
- **Incompletes or Withdrawals "W" for the Course:** If for some reason the course is not working out for you please adhere to the University's policies for the last day to drop a class.
- **Late Assignments:** Students are expected to submit all work on the date specified in the course calendar. Any exceptions to this must be approved by the instructor 72 hours before the date in question. Students must complete all assignments to receive a grade for the course. But, let's be clear, we are learning during a pandemic and I will do everything I can to help you. Just ask.
- **University Attendance Policy:** (please make sure to follow the participation course policies listed above too) Students who are registered for a course but do not attend the first two class meetings may be required by the instructor to drop the course. This rule allows for early identification of class vacancies and to permit other students to add classes. **Students not allowed to remain must complete a drop form or drop the course on the Internet (<http://cyberbear.umat.edu>) to avoid receiving a failing grade.** Students who know they will be absent should contact the instructor in advance.
- **Wikipedia:** This online source is not reliable and should not be cited in any course assignment. The goal is to become accustomed to using scholarly sources for all work in any of your courses at the University of Montana.
- **Academic Dishonesty (Plagiarism):** Students must follow the University's policies for academic dishonesty. For detailed information, [please view](#). As such, all work submitted must be your own; no duplicate work (work completed for another class) will not be accepted. Acts of cheating or plagiarism will result in a grade of zero (0) for the assignment. Moreover, acts of plagiarism will also be reported to the Academic Court. To avoid acts of plagiarism, cite each reference or source you use and give proper credit for the ideas, opinions, and findings of others. When you are using the exact words of others, you must use quotation marks and include the page number where you found the quote in your citation.

- **Sensitive Course Materials:** College education aims to expand student understanding and awareness. Thus, it involves engagement with a wide range of information, ideas, and creative representations. In college courses, students can expect to encounter—and critically appraise—materials that may differ from and perhaps challenge familiar understandings, ideas, and beliefs. Students are encouraged to discuss these matters with the professor.
- **Disability Assistance:** The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors. The link for this is information: [Disability Services for Students](#). If you think you may have a disability adversely affecting your academic performance, and you have not already registered with Disability Services, please contact Disability Services in Lommasson Center 154 or call 406.243.2243. I will work with you and Disability Services to provide an appropriate modification.
- **Cultural Leave Policy:** UM has a Cultural and Ceremonial Leave Policy: “Cultural or ceremonial leave allows excused absences for cultural, religious, and ceremonial purposes to meet the student’s customs and traditions or to participate in related activities. To receive an authorized absence for a cultural, religious or ceremonial event the student or their advisor (proxy) must submit a formal written request to the instructor. This must include a brief description (with inclusive dates) of the cultural event or ceremony and the importance of the student’s attendance or participation. Authorization for the absence is subject to approval by the instructor. Appeals may be made to the Chair, Dean or Provost. The excused absence or leave may not exceed five academic calendar days (not including weekends or holidays). Students remain responsible for completion or make-up of assignments as defined in the syllabus, at the discretion of the instructor.”
- **Food & Housing Assistance:** Any student who faces challenges securing food or housing, and believes that this could affect their performance in this course, is urged to contact any or all of the following campuses resources: [UM Food Pantry website](#) or contact the pantry on social media (@pantryUm on twitter, @UMPantry on Facebook, um_pantry on Instagram). The Renter Center has compiled a [list of resources](https://medium.com/griz-renter-blog) (https://medium.com/griz-renter-blog) for UM students at risk of homelessness or food insecurity. Students can schedule an appointment with Renter Center staff to discuss their situation and receive information, support, and referral