

Research and Management in Environmental Organizations

EVSS/PUBA 551

SPRING 2021

RSS 106 AND ZOOM

5:30PM - 8:15PM THURSDAYS

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🗨 **Office hours:** [By appointment](#) (on Zoom)

Course Meetings and Attendance Policy

The class will meet in-person and on Zoom on Thursdays from 5:30 to 8:15(ish) PM. Zoom information is on [OAKS](#). You are expected to attend class and attendance will be taken each week. If you need to quarantine please attend on Zoom. If you are ill or otherwise unable to attend class, please reach out to me through [email](#) and/or [schedule a Zoom meeting with me](#) to obtain the material or announcements you may have missed.

Course Description

This course is required for students in the concurrent MES/MPA program and it is intended to be taken near the end of the program of study.

From the CofC catalog:

This course examines the conduct and use of applied research in environmental organizations. Topics include the role of scientific information in policy definition and administration, the use and misuse of research data, the prospects for meaningful program evaluation and policy learning, and the influence of alternative organizational structures on the use of information.

The central question of this course is, *how is information and expert knowledge used for decision-making within and across organizations that address environmental issues?* To explore this question we will start by examining several foundational topics that will remain as consistent themes throughout the course. These include technocracy, democracy, and environmental justice; evidence-based policymaking; and governance. Next, we will discuss organizations including a brief overview of organizational theory and public management; government agencies; and non-profits. Then, we will explore types of knowledge and how they are applied and communicated in the context of environmental decision-making. Knowledge types include risk analysis; policy analysis; benefit-cost analysis; and science. Finally, we will conclude with a discussion of the co-production of knowledge.

The course will be conducted as a seminar and will be discussion based with very little lecture. Being able to adequately participate requires you to come to class prepared by having done the assigned readings prior to class. In addition, you should be prepared to participate in class by asking questions and making informed comments that add to the class discussion. **To facilitate discussion, please limit use of devices including phones, tablets, and laptops during class.**

Prerequisites

There are no required prerequisites for this course; however, we will be building on concepts from several core MES/MPA courses, and your life will be easier if have had the following courses or their equivalent:

- PUBA 600: Public Service Roles and Responsibilities
- EVSS 601: Economic Theory for Policy Analysis
- PUBA 601: Research and Quantitative Methods for Public Administration
- EVSS/PUBA 602: Public Policy
- EVSS 611: Graduate Core Seminar
- EVSS 632: Social Science Methods in Environmental Studies

Course Goals and Learning Objectives

The goals for this course are to:

- Lead and manage environmentally-focused agencies, organizations, and programs.
- Develop an understanding of how policy analysis is conducted and used in environmental policy decision-making.
- Participate in and contribute to the process by which sound environmental policies and programs are created, implemented, and evaluated.
- Understand, explain, and apply environmental science concepts and principles, in concert with administrative concepts and principles to solve public problems.

The Masters of Public Administration accrediting body, the Network of Schools of Public Policy, Administration, and Affairs (NASPAA) requires that we assess our students' mastery of the following required competencies:

- Lead and manage in public governance
- Participate in and contribute to the public policy process
- Analyze, synthesize, think critically, solve problems, and make decisions

- Articulate and apply a public service perspective
- Communicate and interact productively with a diverse and changing workforce and citizenry

Each of these competencies will be addressed throughout this course, however the most emphasis will be placed on developing students abilities to **lead and manage in public governance; participate in and contribute to the public policy process; and analyze, synthesize, think critically, solve problems, and make decisions.**

Course Materials

The following book is **required**.

- Morgan, M. Granger. 2017. *Theory and Practice in Policy Analysis: Including Applications in Science and Technology*. Cambridge: Cambridge University Press.
 - Available at the College bookstore and from [Amazon](#)

Course Requirements and Grading

Performance in this course will be evaluated on the basis of 10 short response papers, two papers, and your participation in the course. Points will be distributed as follows:

Assignment	Possible Points
Response papers (10)	200 points total
Organizations and governance paper	100 points
Knowledge development and use paper	100 points
Participation	50 points
Total	450 points

Assignments

Response Papers: There will be 11 short (1 to 2 page) response papers assigned, *but only 10 will be graded*. For the response papers, a Word document with 3 questions will be placed on [OAKS](#). You will download the Word doc, answer the prompts, and turn in your paper in the dropbox on [OAKS](#). **The response papers will be due by class time, 5:30 PM, each Thursday.**

Papers: You will choose an environmental problem or issue (ideally the one that is the subject of your thesis or internship) and write two, 6-7 page, papers that apply the topics of this course to your issue.

- *Organizations and Governance Paper:* For the first paper, you will write about the various organizations involved in your issues and their role. Further instructions are on [OAKS](#) under Content -> Assignments. **The paper is due on Feb 25.**
- *Knowledge Development and Use Paper:* For the second paper, you will write about the types of expert knowledge that developed and use with regard to your issue. Further instructions are on [OAKS](#) under Content -> Assignments. **The paper is due on April 21.**

Participation: The participation portion of your grade is based on in-class participation and class attendance. Attendance will be taken for each class; however, merely attending is not sufficient for the participation grade. You must actively add to the discussion. If you need to quarantine or are ill, please let me know as soon as possible. You will not be counted as absent.

Each assignment will be turned in through a dropbox on [OAKS][9].

Late Work Policy Late work will be accepted, but please try and contact me before the assignment is due. I am happy to work with you, but you need to be in touch as soon as possible. Work that is turned-in a week past the due date may be subject to a penalty of 10% for each day passed a week.

Grade Scale


There are 450 possible points for this course. Grades will be allocated based on your earned points and calculated as a percentage of 450: A = 90 to 100%; B+ = 87 to 89%; B = 80 to 86%; C+ = 77 to 79%; C = 70 to 76%; F = 69% and below


Course Schedule

Subject To Change. All changes will be announced through email and on the [OAKS](#) course page. **Refer to the weekly *Reading Guides* for the most up to date readings as well as what you need to learn from each reading.**


Not all of the readings listed under *Readings* need to be read word-for-word. For each week I will post a reading guide on [OAKS](#) that indicates which parts of which readings you will need to focus. Apart from the Morgan book, additional readings will also be made available on [OAKS](#) or as external links. Additional readings can be found under *Readings* for each week. I recommend doing the readings in the order listed below and on the reading guide.

Book


 **Morgan:** Morgan, M. Granger. 2017. *Theory and Practice in Policy Analysis: Including Applications in Science and Technology*. Cambridge: Cambridge University Press.

 *Other book chapters will be available as pdfs on [OAKS](#)*

Articles

 You will be reading several peer-reviewed academic journal articles. *These will be made available as pdfs on [OAKS](#).*

Links

 At times, I will provide links to reading materials such as webpages and blog posts. These are required reading and should be discussed in your reaction papers. *Links are below and will also be available on [OAKS](#).*

Part I: Foundations

Jan 14: Introduction and Course Overview

Readings:

- [🔗 How Does Science Really Work?](#)
- [📖](#) Dewulf, Art, Nicole Klenk, Carina Wyborn, and Maria Carmen Lemos. 2020. “Usable Environmental Knowledge from the Perspective of Decision-Making: The Logics of Consequentiality, Appropriateness, and Meaningfulness.” *Current Opinion in Environmental Sustainability* 42: 1–6.

Jan 21: Technocracy, Democracy, and Environmental Justice

Readings:

- [🔗 The Death of Expertise](#)
- [📖](#) Gilley, Bruce. 2017. “Technocracy and Democracy as Spheres of Justice in Public Policy.” *Policy Sciences* 50(1): 9–22.
- [📖](#) Schlosberg, David, and Lisette B. Collins. 2014. “From Environmental to Climate Justice: Climate Change and the Discourse of Environmental Justice.” *WIREs Climate Change* 5(3): 359–74.
- **Supplemental:** see reading guide
 - [📖](#) Dahl, Robert A., Chap 4, *What is Democracy?*
 - [📖](#) Dahl, Robert A., Chap 5, *Why Democracy?*
 - [📖](#) Nowlin, Matthew C. 2021. “Political Beliefs, Views About Technocracy, and Energy and Climate Policy Preferences.” *Public Understanding of Science*.
- **DUE:** Response paper 1

Jan 28: Evidence-Based Policymaking

Readings:

- [📖](#) The Bipartisan Policy Center. *Evidence-Based Policymaking Primer*.
- [📖](#) Cairney, Paul. 2016. *The Politics of Evidence-Based Policy Making*. Basingstoke: Palgrave Macmillan.
- **Supplemental:** see reading guide
 - [📖](#) Bowers, Jake, and Paul F. Testa. 2019. “Better Government, Better Science: The Promise of and Challenges Facing the Evidence-Informed Policy Movement.” *Annual Review of Political Science* 22(1): 521–42.
 - [🔗 Cairney Blog: Evidence-Based Policymaking Resources](#)
- **DUE:** Response paper 2

Feb 4: Governance

Readings:

- 📖 Partelow, Stefan et al. 2020. “Environmental Governance Theories: A Review and Application to Coastal Systems.” *Ecology and Society* 25(4).
 - 📖 Koebele, Elizabeth A. 2019. “Integrating Collaborative Governance Theory with the Advocacy Coalition Framework.” *Journal of Public Policy* 39(1): 35–64.
 - 📖 Ostrom, Elinor. 2009. “A General Framework for Analyzing Sustainability of Social-Ecological Systems.” *Science* 325(5939): 419–22.
 - **DUE:** Response paper 3
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Part II: Organizations

Feb 11: Organizational Theory and Public Management

Readings:

- 📖 Kettl, Donald. 2017. *Organizational Theory*.
- 📖 **Morgan**. Chap 15: *Organizational Behavior and Decision Making*
- 📖 O’Toole, Laurence J., and Kenneth J. Meier. 2015. “Public Management, Context, and Performance: In Quest of a More General Theory.” *Journal of Public Administration Research and Theory* 25(1): 237–56.
- **Supplemental:** see reading guide
 - 📖 Rainey, Hal. Chap 1: *The Challenge of Effective Public Organization and Management*.
 - 📖 Rainey, Hal. Chap 2: *Understanding the Study of Organizations*.
 - 📖 Rainey, Hal. Chap 3: *What Makes Public Organizations Distinctive*.
- **DUE:** Response paper 4

Feb 18: Government Agencies

Readings:

- 📖 **Morgan**. Chap 1: *Policy Analysis: An Overview*
- 📖 **Morgan**. Chap 19: *Science and Technology Advice to Government*
- 📖 O’Leary, Rosemary. 2017. “The Ethics of Dissent: Can President Trump Survive Guerrilla Government?” *Administrative Theory & Praxis* 39(2): 63–79.
- **Supplemental**

- 📖 Costa, Mia, Bruce A. Desmarais, and John A. Hird. 2016. “Science Use in Regulatory Impact Analysis: The Effects of Political Attention and Controversy.” *Review of Policy Research* 33(3): 251–69.

- **DUE:** Response paper 5

Feb 25: Non-Profits

Readings:

- 📖 Dodge, Jennifer, and Sonia M. Ospina. 2016. “Nonprofits as ‘Schools of Democracy’: A Comparative Case Study of Two Environmental Organizations.” *Nonprofit and Voluntary Sector Quarterly* 45(3): 478–99.
- 📖 Grant, Laura E., and Katherine K. Grooms. 2017. “Do Nonprofits Encourage Environmental Compliance?” *Journal of the Association of Environmental and Resource Economists* 4(S1): S261–88.
- **DUE:** Organizations and Governance paper

Mar 4: No Class: Review and Study Day

Part III: Knowledge and Communication

Mar 11: Risk Analysis, Perception, and Communication

Readings:

- 📖 Morgan. Chap 10: *Risk Analysis*
- 📖 Morgan. Chap 13: *Risk Perception and Risk Ranking*
- 📖 Morgan. Chap 14: *Risk Communication*
- 📖 Kahan, Dan M. 2012. “Cultural Cognition as a Conception of the Cultural Theory of Risk.” In *Handbook of Risk Theory: Epistemology, Decision Theory, Ethics, and Social Implications of Risk*, eds. Sabine Roeser, Rafaela Hillerbrand, Per Sandin, and Martin Peterson. Springer, 725–59.
- **DUE:** Response paper 6





Mar 18: Policy Analysis and Learning

Readings:

- 📖 Morgan. Chap 11: *The Use of Models in Policy Analysis*
- 📖 Morgan. Chap 16: *Analysis and the Policy Process*
- 📖 Nowlin, Matthew C. 2021. “Policy Learning and Information Processing.” *Policy Studies Journal*.
- **DUE:** Response paper 7



Mar 25: Benefit-Cost Analysis

Readings:

-  Morgan. Chap 3: *Benefit-Cost Analysis*
-  Morgan. Chap 5: *Valuing Intangibles and Other Non-Market Outcomes*
-  [Can Technocracy be Saved? An Interview with Cass Sunstein](#)
-  Talk by Ethan Bueno de Mesquita (from 2013) [The Aims of Public Policy Address: The Perils of Quantification](#)
 - Text of speech on [OAKS](#)
- **DUE:** Response paper 8



Apr 1: Science and Public Management

Readings:

-  Keller, Ann Campbell. 2009. Chap 1: *Theories of Science in Policy Making*.
-  Pielke, Roger A. 2007. *The Honest Broker: Making Sense of Science in Policy and Politics*. Cambridge: Cambridge University Press.
- **DUE:** Response paper 9




Apr 8: Science Communication

Readings:

-  Kahan, Dan M. 2015. “What Is the ‘Science of Science Communication’?” *Journal of Science Communication* 14(3): 1–12.
-  Bednarek, A. T. et al. 2018. “Boundary Spanning at the Science–Policy Interface: The Practitioners’ Perspectives.” *Sustainability Science* 13(4): 1175–83.
- **DUE:** Response paper 10

Apr 15: Co-Production of Knowledge

Readings:

-  Norström, Albert V. et al. 2020. “Principles for Knowledge Co-Production in Sustainability Research.” *Nature Sustainability* 3(3): 182–90.
-  Craig, Tobin. 2014. “Citizen Forums against Technocracy? The Challenge of Science to Democratic Decision Making.” *Perspectives on Political Science* 43(1): 31–40.
-  [Technocracy will Not Save Us, but More Democracy Might](#)
- **DUE:** Response paper 11

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- **DUE April 21:** Knowledge Development and Use paper

Important Information

Academic Integrity Statement

Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each incident will be examined to determine the degree of deception involved.

Incidents where the instructor determines the student's actions are related more to a misunderstanding will be handled by the instructor. A written intervention designed to help prevent the student from repeating the error will be given to the student. The intervention, submitted by form and signed both by the instructor and the student, will be forwarded to the Dean of Students and placed in the student's file.

Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a XXF in the course, indicating failure of the course due to academic dishonesty. This status indicator will appear on the student's transcript for two years after which the student may petition for the XX to be expunged. The F is permanent.

Students should be aware that unauthorized collaboration – working together without permission – is a form of cheating. Unless the instructor specifies that students can work together on an assignment, quiz and/or test, no collaboration during the completion of the assignment is permitted. Other forms of cheating include possessing or using an unauthorized study aid (which could include accessing information via a cell phone or computer), copying from others' exams, fabricating data, and giving unauthorized assistance.

Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the instructor.

Students can find the complete Honor Code and all related processes in the [Student Handbook](#)

Students with Disabilities

The College will make reasonable accommodations for persons with documented disabilities. Students should apply at the [Center for Disability Services](#) located on the first floor of the Lightsey Center, Suite 104. Students approved for accommodations are responsible for notifying me as soon as possible and for contacting me at least one week before any accommodation is needed.

Inclement Weather, Pandemic or Substantial Interruption of Instruction

If in-person classes are suspended, faculty will announce to their students a detailed plan for a change in modality to ensure the continuity of learning. All students must have access to a computer equipped with a web camera, microphone, and Internet access. Resources are available to provide students with these essential tools.

Mental and Physical Wellbeing

At the college, we take every students' mental and physical wellbeing seriously. If you find yourself experiencing physical illnesses, please reach out to student health services (843.953.5520). And if you find yourself experiencing any mental health challenges (for example, anxiety, depression, stressful life events, sleep deprivation, and/or loneliness/homesickness) please consider contacting either the Counseling Center (professional counselors at [or 843.953.5640](tel:843.953.5640) 3rd Robert Scott Small Building) or the Students 4 Support (certified volunteers through texting "4support" to 839863, visit , or meet with them in person 3rd Floor Stern Center). These services are there for you to help you cope with difficulties you may be experiencing and to maintain optimal physical and mental health.

Food and Housing Resources

Many CofC students report experiencing food and housing insecurity. If you are facing challenges in securing food (such as not being able to afford groceries or get sufficient food to eat every day) and housing (such as lacking a safe and stable place to live), please contact the Dean of Students for support (). Also, you can go to [to](#) learn about food and housing assistance that is available to you. In addition, there are several resources on and off campus to help. You can visit the Cougar Pantry in the Stern Center (2nd floor), a student-run food pantry that provides dry-goods and hygiene products at no charge to any student in need. Please also consider reaching out to Professor ABC if you are comfortable in doing so.

Center for Student Learning

I encourage you to utilize the Center for Student Learning's (CSL) academic support services for assistance in study strategies and course content. They offer tutoring, Supplemental Instruction, study skills appointments, and workshops. Students of all abilities have become more successful using these programs throughout their academic career and the services are available to you at no additional cost. For more information regarding these services please visit the CSL [or](#) call (843) 953-5635.

I encourage you to take advantage of the Writing Lab in the Center for Student Learning (Addlestone Library, first floor). Trained writing consultants can help with writing for all courses; they offer one-to-one consultations that address everything from brainstorming and developing ideas to crafting strong sentences and documenting sources. For more information, please call 843.953.5635 or visit .

Religious Accommodation for Students

It is the policy of the College to excuse absences of students that result from religious observances and to provide without penalty for the rescheduling of examinations and additional required class work that may fall on religious holidays. Please see me immediately if you will need to miss class any time during this semester.