

Research and Management in Environmental Organizations

EVSS 651/PUBA 551

SPRING 2019

MAYBANK HALL 222

3:25PM - 4:40PM MW

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Office Hours: Wednesdays 1:00pm - 3:00pm
and by appointment

Course Description

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 scientific/technical knowledge used for decision-making within organizations that address environmental issues?* To explore this question we will start by examining the nature of public organizations and environmental policymaking. Then, we will discuss evidence-based policymaking including the development and use of policy analysis, benefit-cost analysis, and risk assessment in environmental decision-making. Finally, we will conclude with a discussion of science and environmental policymaking.

The course will be conducted as a seminar and will be discussion based with very little lecture. In addition, we will have several guest speakers that are currently, or have previously, worked in an organization(s) involved with environmental issues. 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, **all phones, tablets, and laptops must remain put away** unless you are asked to use them for class purposes. *You should take notes using pen and paper.*

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. It is designed to function, in part, as a capstone course for the concurrent program.

Prerequisites

There are no required prerequisites for this course, however, we will be building on concepts from several core MES/MPA courses, and to succeed in this course you should 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

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 books are **required**.

- Morgan, M. Granger. 2017. *Theory and Practice in Policy Analysis: Including Applications in Science and Technology*. Cambridge: Cambridge University Press.
- Stern, Marc J. 2018. *Social Science Theory for Environmental Sustainability: A Practical Guide*. Oxford: Oxford University Press.
- Ascher, William et al. 2010. *Knowledge and Environmental Policy: Re-Imagining the Boundaries of Science and Politics*. Cambridge, MA: The MIT Press.

Recommended

- Bardach, Eugene S., and Eric M. Patashnik. 2015. *A Practical Guide for Policy Analysis: The Eightfold Path to More Effective Problem Solving*. 5th ed. Los Angeles, CA: CQ Press.

Course Requirements and Grading

Performance in this course will be evaluated on the basis of 10 short memos, a professional portfolio, a review of the Ascher et al., book, and your participation in the course. Points will be distributed as follows:

Assignment	Possible Points
Short Memos (10)	200 points total
Professional Portfolio	100 points
Book Review	50 points
Participation	50 points
Total	400 points

Assignments

Due dates for assignments will be announced in class.

You are required to find a “dream job”, that actually exists, within an environmental organization from any sector (public, private, non-profit). Over the semester your short memos and professional portfolio will be based around that job and organization.

Each assignment will be turned in through a dropbox OAKS and no late work will be accepted.

Short Memos: There will be 10 short (1 to 2, single-spaced pages) memos assigned that will incorporate insights from the readings into your particular organization or environmental policy issue. Instructions for each memo will be discussed in class and posted on OAKS. Due dates will be announced in class.

Professional Portfolio: You will be required to put together a professional portfolio that can be used to convince an employer that they should hire you for your dream job. The portfolio should include a resume (or CV), a description of how you are qualified for the job, and examples of relevant work (e.g., class work, internship), among other things. Instructions for the portfolio will be discussed in class and posted on OAKS. Due dates will be announced in class.

Book Review: You will be required to write a 4 to 5 page (double-spaced) book review on the Ascher et al., book. This assignment will be due near the end of the semester and will function as a final exam.

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.

Grade Scale

There are 400 possible points for this course. Grades will be allocated based on your earned points and calculated as a percentage of 400: 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. Changes will be announced in class.

Topics and Readings

Dates for the readings and due dates for assignments will be announced in class.

- **Morgan:** Morgan, M. Granger 2017. *Theory and Practice in Policy Analysis*.
- **Stern:** Stern, Marc J. 2018. *Social Science Theory for Environmental Sustainability*.
- All other readings are available on OAKS, under Content -> Readings.

Public Organizations

- *Readings:*
 - Rainey, Chapter 1: *The Challenge of Effective Public Organization and Management*
 - Rainey, Chapter 3: *What Makes Public Organizations Distinctive*
 - Morgan, Chapter 15: *Organizational Behavior and Decision Making*
 - Stern, Chapter 7: *Organizational Theories*
 - Moynihan, Donald P, and Noel Landuyt. 2009. “How Do Public Organizations Learn? Bridging Cultural and Structural Perspectives.” *Public Administration Review* 69(6): 1097–1105.

Environmental Policymaking

- *Readings:*
 - Morgan, Chapter 16: *Analysis and the Policy Process*
 - Stern, Chapter 8: *Systems Theories*
 - Nowlin, Chapter 2: *A Framework for Environmental Policymaking*
 - Baumgartner and Jones, Chapter 3: *Information, Search, and Government*

Evidence-Based Policymaking

- *Readings:*
 - Bipartisan Policy Center, *Evidence-Based Policymaking Primer*
 - Cairney, Chapters: 1-2, 4
 - Cairney, Paul, Kathryn Oliver, and Adam Wellstead. 2016. “To Bridge the Divide between Evidence and Policy: Reduce Ambiguity as Much as Uncertainty.” *Public Administration Review* 76(3): 399–402.
 - Arinder, Max K. 2016. “Bridging the Divide between Evidence and Policy in Public Sector Decision Making: A Practitioner’s Perspective.” *Public Administration Review* 76(3): 394–98.
 - Also see: <https://paulcairney.wordpress.com/ebpm/>

Policy Analysis

- *Readings:*
 - Morgan, Chapter 1: *Policy Analysis: An Overview*
 - Weimer, David L. 1998. “Policy Analysis and Evidence: A Craft Perspective.” *Policy Studies Journal* 26(1): 114.
 - Keohane and Olmstead, Chapter 2: *Economic Efficiency and Environmental Protection*
 - Bueno de Mesquita, *The Aims of Public Policy Address: The Perils of Quantification*
- *Recommended:*
 - Bardach, Eugene S., and Eric M. Patashnik. 2015. *A Practical Guide for Policy Analysis: The Eightfold Path to More Effective Problem Solving*. 5th ed. Los Angeles, CA: CQ Press.

Benefit-Cost and Decision Analysis

- *Readings:*
 - Keohane and Olmstead, Chapter 3: *The Benefits and Costs of Environmental Protection*
 - Morgan, Chapters: 3-5, 7

Risk Analysis and Risk Perceptions

- *Readings:*
 - Kaplan, Stanley, and B. John Garrick. 1981. “On The Quantitative Definition of Risk.” *Risk Analysis* 1(1): 11–27.
 - Morgan, Chapters: 10, 13-14

- Kasperson, Roger E. et al. 1988. “The Social Amplification of Risk: A Conceptual Framework.” *Risk Analysis* 8(2): 177–87.
- 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.

Knowledge Use and Learning

- *Readings:*

- Shulock, Nancy. 1999. “The Paradox of Policy Analysis: If It Is Not Used, Why Do We Produce So Much of It?” *Journal of Policy Analysis and Management* 18(2): 226–44.
- Zelizer, Adam. 2018. “How Responsive Are Legislators to Policy Information? Evidence from a Field Experiment in a State Legislature.” *Legislative Studies Quarterly* 43(4): 595–618.
- Stern, Chapters 2-5

Science and Environmental Policymaking

- *Readings:*

- Morgan, Chapters 17-19
- Keller, Chapter 1: *Theories of Science in Policymaking*
- Pielke Jr., Chapters 2 and 3
- Spruijt, Pita et al. 2014. “Roles of Scientists as Policy Advisers on Complex Issues: A Literature Review.” *Environmental Science & Policy* 40: 16–25.
- Horton, Cristi C., Tarla Rai Peterson, Paulami Banerjee, and Markus J. Peterson. 2016. “Credibility and Advocacy in Conservation Science.” *Conservation Biology* 30(1): 23–32.
- Bhushan, Bharat. 2015. “Perspective: Science and Technology Policy – What Is at Stake and Why Should Scientists Participate?” *Science and Public Policy* 42(6): 887–900.

The Science of Science Communication

- *Readings:*

- Kahan, Dan M. 2015. “What Is the ‘Science of Science Communication’?” *Journal of Science Communication* 14(3).
- Kahan, Dan M., Hank C. Jenkins-Smith, and Donald Braman. 2011. “Cultural Cognition of Scientific Consensus.” *Journal of Risk Research* 14(2): 147–74.

Important Information

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 website or call (843) 953-5635.

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.

Cheating or Plagiarism

A grade of zero will be given to anyone cheating on any exam, homework assignment or committing plagiarism in a paper. As commonly defined, plagiarism consists of passing off as one's own ideas, the words, writings, music, graphs/charts, etc that were created by another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you have the permission of that person. It does not matter from where the material is borrowed—a book, article, material off the web, another student's paper—all constitute plagiarism unless the source of the work is fully identified and credited. Plagiarism is cheating and a violation of academic and personal integrity and will not be tolerated. It carries extremely serious consequences. To avoid plagiarism it is necessary when using a phrase, a distinctive idea, concept or sentence from another source to reference that source in your text, a footnote, or end-note. Please contact me if you need assistance in citing a source.

Religious Holiday Policy

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.