# Research and Management in Environmental Organizations

## EVSS/PUBA 551

### Spring 2023

**Professor**
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💬 **Office hours:** By appointment

**Class Information**
▤ Maybank, 307
🕐 5:30pm - 8:15pm W

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## 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**. If you are not a concurrent student and are taking this course because it sounds interesting, *you should be a concurrent student*! Additionally, this course builds on core courses in both the MES and MPA programs, so if you are a concurrent student you should have taken most of the core courses in both programs before you take this course. *While this course counts for elective credit, it should be thought of as the only core course for concurrent MES/MPA students.*

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 consistent themes throughout the course. These include technocracy and democracy; evidence-based policymaking; and information processing. Next, we will discuss governance and organizations including a brief overview of

governance; organizations 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 science, policy analysis, benefit-cost analysis, and risk analysis. Finally, we will conclude with a discussion of the co-production of knowledge and deliberation.

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.

### Prerequisites

**There are no officially 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: Foundations of Public Sector Management and Leadership

- 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 student's 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 Information

### Readings

All of the required readings for the course will be available on OAKS

### Attendance Policy

Attendance will be taken at each class session and will count toward your engagement grade. You are allowed to miss one class without penalty.

### Technology Policy

**Laptops are not allowed**. If you feel you need a laptop to do well in this class please send me an email. All other devices should be put away. *You should take notes by hand, with pen and paper.* You learn better that way. I recommend taking notes using the Cornell Method.

### Late Work Policy

*Note this is only applicable to the two short papers.* Late work is accepted; however, it will be penalized 10% each day (24 hr period) it is late, up to 3 days. After 3 days the assignment will not be accepted. For example, if an assignment is due Wednesday at 2:00 PM, it is late as of 2:01 PM and you lose 10%. After Thursday at 2:01 PM you lose another 10%, after Friday at 2:01 PM another 10%, and no work will be accepted after Saturday at 2:00 PM. *No late work will be accepted 72 hrs after the assignment due date and time.*

# Course Requirements and Grading

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

| Assignment | Possible Points |
|---|---|
| Reflection 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

*Reflection Papers*: There will be 12 short (1 to 2-page) reflection papers assigned, *but only 10 will be graded.* For the reflection papers, a Word document with prompts will be placed on OAKS. You will download the Word doc, answer the prompts, and turn in your paper in the assignment folder on OAKS. **The response papers will be due by class time, 5:30 PM, each Wednesday, and late reflection papers will not be accepted**.

*Papers*: You will choose an environmental problem or issue (ideally the one that is the subject of your thesis) 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 March 1**.

- *Knowledge Development and Use Paper*: For the second paper, you will write about the types of expert knowledge developed and how it is (or is not) used in decision-making regarding your issue. Further instructions are on OAKS under Content -> Assignments. **The paper is due on April 26**.

*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.

## Grading 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.

## Readings

**All the readings for the course will be available on OAKS.**

You should should read in the order provided below and use the *reflection paper* prompts as a guide to where you should focus.

## Part I: Foundations

### Jan 11:  Introduction and Course Overview

- **NO CLASS ON WED JAN 11**

- *Readings* (read during scheduled class time):

    - 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 18:  Technocracy and Democracy

- *Readings*:

    - The Death of Expertise
    - Gilley, Bruce. 2017. "Technocracy and Democracy as Spheres of Justice in Public Policy." *Policy Sciences* 50(1): 9–22.
    - Moore, Alfred. 2021. "Three Models of Democratic Expertise." *Perspectives on Politics* 19(2): 553–63.

- **DUE**: Response paper 1

### Jan 25:  Evidence-Based Policymaking

- *Readings*:

    - The Bipartisan Policy Center. *Evidence-Based Policymaking Primer*.
    - **Cairney Blog**: Evidence-Based Policymaking Resources
    - Cairney, Paul. 2016. *The Politics of Evidence-Based Policy Making*. Basingstoke: Palgrave Macmillan.

        * **Chapter 1**: read up to *The structure of the book* section
        * **Chapter 2**
        * **Chapter 4**

- **DUE**: Response paper 2

### Feb 1:  Information Processing

- *Readings*:

    - Workman, Samuel, Bryan D. Jones, and Ashley E. Jochim. 2009. "Information Processing and Policy Dynamics." *Policy Studies Journal* 37(1): 75–92.

- Jones, Bryan D. 2017. "Behavioral Rationality as a Foundation for Public Policy Studies." *Cognitive Systems Research* 43: 63–75.
- Maor, Moshe, Jale Tosun, and Andrew Jordan. 2017. "Proportionate and Disproportionate Policy Responses to Climate Change: Core Concepts and Empirical Applications." *Journal of Environmental Policy & Planning* 19(6): 599–611.

- **DUE**: Response paper 3

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## Part II: Governance and Organizations

### Feb 8:   Governance

- *Readings*:

  - Partelow, Stefan et al. 2020. "Environmental Governance Theories: A Review and Application to Coastal Systems." *Ecology and Society* 25(4).
  - Emerson, Kirk, Tina Nabatchi, and Stephen Balogh. 2012. "An Integrative Framework for Collaborative Governance." *Journal of Public Administration Research and Theory* 22(1): 1–29.
  - Ostrom, Elinor. 2009. "A General Framework for Analyzing Sustainability of Social-Ecological Systems." *Science* 325(5939): 419–22.

- **DUE**: Response paper 4

### Feb 15:   Organizations and Public Management

- *Readings*:

  - Jones, Bryan D., Graeme Boushey, and Samuel Workman. 2006. "Behavioral Rationality and the Policy Processes: Toward A New Model of Organizational Information Processing." In *Handbook of Public Policy*, eds. B. Guy Peters and Jon Pierre. London: SAGE Publications, 49–74.
  - Bourrier, Mathilde. 2011. "The Legacy of the High Reliability Organization Project." *Journal of Contingencies and Crisis Management* 19(1): 9–13.
  - 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.

- **DUE**: Response paper 5

### Feb 22:   Government Agencies

- *Readings*:

  - Potter, Rachel Augustine, and Charles R. Shipan. 2019. "Agency Rulemaking in a Separation of Powers System." *Journal of Public Policy* 39(1): 89–113.

- 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.
- Hayes, Adam L. et al. 2018. "The Role of Scientific Expertise in Local Adaptation to Projected Sea Level Rise." *Environmental Science & Policy* 87: 55–63.

- **DUE**: Response paper 6

## Mar 1:  Nonprofits

- *Readings*:

  - Yandle, Tracy, Douglas S. Noonan, and Beth Gazley. 2016. "Philanthropic Support of National Parks: Analysis Using the Social-Ecological Systems Framework." *Nonprofit and Voluntary Sector Quarterly* 45(4l): 134-155.
  - 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 8:  SPRING BREAK MARCH 6-10

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## Part III: Knowledge and Decision-Making

## Mar 15:   Science and Policymaking

- *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.
  - Brulle, Robert J. 2017. "Critical Reflections on the March for Science." *Sociological Forum* 33(1): 255–58.

- **DUE**: Response paper 7

## Mar 22:   Policy Analysis

- *Readings*:

  - Thissen, Wil A. H., and Warren E. Walker, eds. 2013. *Public Policy Analysis: New Developments*. Boston, MA: Springer US.

- **DUE**: Response paper 8

**Mar 29:  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 9

**Apr 5:  Risk Analysis and Risk Perception**

- *Readings*:

  - **Morgan**. Chap 10: *Risk Analysis*
  - Renn, Ortwin. 2011. "The Social Amplification/Attenuation of Risk Framework: Application to Climate Change." *WIREs Climate Change* 2(2): 154–69.
  - 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 10

**Apr 12:  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.
  - Dannevig, Halvor et al. 2019. "A Framework for Agenda-Setting Ocean Acidification Through Boundary Work." *Environmental Science & Policy* 95: 28–37.
  - 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 11

**Apr 19:  Deliberative Democracy**

- *Readings*:

  - Dryzek, John S. et al. 2019. "The Crisis of Democracy and the Science of Deliberation." *Science* 363(6432): 1144–46.
  - 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

- Ansell, Christopher, Eva Sørensen, and Jacob Torfing. 2021. "When Governance Theory Meets Democratic Theory: The Potential Contribution of Cocreation to Democratic Governance." *Perspectives on Public Management and Governance* 4(4): 346–62.

- **DUE**: Response paper 12

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- **DUE April 26**: Knowledge Development and Use paper

## Important Information

### Academic Integrity Statement

As members of the College of Charleston community, we affirm, embrace and hold ourselves accountable to the core values of integrity, academic excellence, liberal arts education, respect for the individual student, diversity, equity and inclusion, student centeredness, innovation and public mission. Congruent with these core values, the College of Charleston expects that every student and community member has a responsibility to uphold the standards of the honor code, as outlined in the Student Handbook, In pursuit of academic learning, you are expected to reference the work of other scholars, and complete your own academic work, while utilizing appropriate resources for assistance. Any acts of suspected academic dishonesty will be reported to the Office of the Dean of Students and addressed through the conduct process. Your adherence to these practices and expectations plays a vital role in fostering a campus culture that balances trust and the pursuit of knowledge while producing a strong foundation of academic excellence at the College of Charleston. Any questions regarding these expectations can be clarified by your instructor.

### Accommodations for Students with Disabilities

The Center for Disability Services/SNAP is committed to assisting qualified students with disabilities achieve their academic goals by providing reasonable academic accommodations under appropriate circumstances. If you have a disability and anticipate the need for an accommodation in order to participate in this class, please connect with the Center for Disability Services/SNAP. They will assist you in getting the resources you may need to participate fully in this class. You can contact the Center for Disability Services/SNAP office at 843.953.1431 or at snap@cofc.edu. You can find additional information and request academic accommodations at the Center for Disability Services/SNAP website.

### 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.

### Diversity and Inclusion in the classroom

I am committed to creating an inclusive and accessible classroom environment for all students. I view the diversity that students bring to this class as a resource, strength, and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, generational status, socioeconomic status, ethnicity, race, religious background, and immigration status. Any suggestions for promoting a positive and open environment will be appreciated and given serious consideration.

I will gladly honor your request to address you by the name and gender pronouns of your choice. Please advise me of this early in the semester via your college-issued email account or during office hours so that I may make the appropriate notation on my class list.

## Mental & Physical Wellbeing

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 CofC Counseling Center or 843.953.5640 3rd Floor of Robert Scott Small Building) or the Students 4 Support (certified volunteers through texting "4support" to 839863, or meet with them in person 411 (4th Floor) Stern Center). Learn more about Students 4 Support on CofC's Hub. 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 & 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 (SALT - Student Affairs Leadership Team). Also, you can go to Student Food and Housing Insecurity 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.

## Religious Accommodation for Students

The College of Charleston community is enriched by students of many faiths that have various religious observances, practices, and beliefs. We value student rights and freedoms, including the right of each student to adhere to individual systems of religion. The College prohibits discrimination against any student because of such student's religious belief or any absence thereof.

The College acknowledges that religious practices differ from tradition to tradition and that the demands of religious observances in some traditions may cause conflicts with student schedules. In affirming this diversity, like many other colleges and universities, the College supports the concept of "reasonable accommodation for religious observance" in regard to class attendance, and the scheduling of examinations and other academic work requirements, unless the accommodation would create an undue hardship on the College. Faculty are required, as part of their responsibility to students and the College, to ascribe to this policy and to ensure its fair and full implementation.

The accommodation request imposes responsibilities and obligations on both the individual requesting the accommodation and the College. Faculty members are expected to reasonably accommodate individual religious practices. Examples of reasonable accommodations for student absences might include: rescheduling of an exam or giving a make-up exam for the student in question; altering the time of a student's presentation; allowing extra-credit assignments to substitute for missed class work or arranging for an increased flexibility in assignment dates. Regardless of any accommodation that may be granted, students are responsible for satisfying all academic objectives, requirements and prerequisites as defined by the instructor and by the College.