

**SYLLABUS FOR FALL 2023**

**Course:** GEOL 420: Earth Science & Policy (3.0 credits)

**Instructor:** Dr. David J. Verardo

**Office Hours:** By appointment (email: dverardo@gmu.edu)

**Class Meeting:** GEOL 420 meets Thursday evenings from 6:30 P.M. - 9:00 P.M. in Exploratory Hall Room 1005

**Course Description from GMU Catalog**

“Discusses Earth science issues that have policy implications. Course uses a broad definition of Earth science, from atmosphere to geosphere. Course taught seminar-style, with emphasis on discussion, reading, writing, critical analysis, and student oral presentations. Fulfills general education requirement in synthesis. Prerequisite(s): Completion of or concurrent enrollment in all other required general education courses; completion of at least 18 credit hours in major or minor (geology, earth science, ocean and estuarine science, or global and environmental change), and one of the following social science-based courses: EVPP 361; ECON 103; ANTH 114; GGS 103; GLOA 101; GOVT 132 or 133; HIST 125 or 130; SOCI 101, 102, or 120.”

**Course Objectives**

As a capstone and synthesis course, we are guided by the notion that this class is a unique opportunity, during your formal undergraduate education, to explore and reflect on the implications of professional activities in science on policymaking.

As such, our course will begin by laying the foundation of skills and approaches that will help us understand and critically analyze historical case studies in science policy and explore new opportunities and challenges in integrating science and policy. These foundational skills will be practiced throughout the course.

We will use a combination of class discussions, assigned readings, individual and group written and oral exercises to accomplish our educational goals.

As a capstone and synthesis experience, our emphasis will be on critical thinking, synthesis, class engagement and involvement because this course exists to share perspectives on how science and policy have interacted in the past and how they could interact in the future. This means we will explore pragmatic aspects of scientific practice and policy implementation.

Reading assignments must be completed before the class for which they are assigned. This will enhance the discussion during each session. Reading assignments and resources will be updated during the course, as necessary.

**Class attendance is mandatory since class participation and discussion, as part of active learning, is essential to meeting our course objectives.**

**Grading Policy**

**Attendance & Active Participation: 50%**

**Individual & Team Projects: 50%**

### GMU POLICY GUIDELINES

These university and class policies are important to understand:

- **Integrity**: GMU has an Honor Code with guidelines regarding academic integrity; please see <http://oai.gmu.edu> for more information.
- **Disability**: If you are a student with a disability and you need academic accommodations, please see me and also contact the Office of Disability Services (ODS) at 703-993-2474 or <http://ods.gmu.edu>. All academic accommodations must be arranged through the ODS.
- **Diversity**: Diversity is a core value at GMU; please see <http://ctfe.gmu.edu/professional-development/mason-diversity-statement> for more information.
- **Privacy**: Students must use their MasonLive email account to receive important University information, including messages related to this class. Please see <http://masonlive.gmu.edu> for more information.
- **Electronics**: Please be respectful of our time together and do not engage in activities that are unrelated to class. Cell phones may be left on but muted and used for emergencies only.

### CLASS SCHEDULE & OVERVIEW OF TOPICS

#### Foundational Skills

- 1) Introduction
- 2) Origin of Federal Policy Power
- 3) Science as Evidence in Public Policy
- 4) Argumentation as a Policy Skill
- 5) Conflict Management as a Policy Skill
- 6) Interest-Based Negotiating as a Policy Skill
- 7) Ethically Communicating Scientific Uncertainty

#### Case Studies & Applications

- 8) The L'Aquila Earthquake
- 9) Natural Hazards – The Stafford Act
- 10) National Environmental Policy Act (NEPA) & Endangered Species Act (ESA)
- 11) Hydraulic Fracturing
- 12) Genetically Modified Organisms (GMO)
- 13) Team Project

**NOTE**: COURSE EVALUATIONS AVAILABLE. PLEASE COMPLETE ONE – YOUR FEEDBACK IS IMPORTANT.

- 14) Team Project
- 15) Final Session

## DETAILED CLASS OUTLINE

### Foundational Skills

#### 1) Introduction

*Précis:* We will begin our exploration of science and policy with some fundamental questions such as: What is policy? Where does authority for federal policy power originate? How is federal policy developed? How is federal policy implemented? What are the roles of the Legislative, Executive, and Judicial branches? What is the role of the public (including individuals, organizations, corporations) in policy making?

#### Reading Resources:

- a) U.S. Declaration of Independence
- b) U.S. Constitution
- c) *Congress is Us*; Verardo, D. J., 1998; *GSA Today*, 8 (1), 12-13.
- d) *Scientific Epistemology: How Scientists Know What They Know*; Wenning, C.J., 2009; *J. Phys. Tchr. Educ. Online*, 5(2).
- e) *Policy*: Wikipedia entry
- f) *Reflections of a Scientist-Citizen*; Verardo, D. J., 1998; *GSA Today*, 8 (12), 14.
- g) *A River Runs Through It*; Verardo, D. J., 1998; *GSA Today*, 8 (8), 12-15.
- h) *Death On The High Seas*; Verardo, D. J., 1998; *GSA Today*, 8 (5), 15.
- i) *Natural Hazards: Mitigation, Not Litigation*; Verardo, D. J., 1998; *GSA Today*, 8 (4), 27-28.

#### 2) Origin of Federal Policy Power

*Précis:* We will continue our discussion and exploration into the fundamentals of federal power in policy raised in our first session.

#### 3) Science as Evidence in Public Policy

*Précis:* We will explore how science is used as evidence in public policy formulation (i.e., evidence-based policy). We will investigate what science is admissible and what science is not admissible in legal setting where science is used to inform policy as well as the role of scientific experts in legal settings.

#### Reading Resources:

- a) *Using Science as Evidence in Public Policy*; Prewitt, K.P., T.A. Schwandt, M.L. Straf, (ed.), 2012; National Acad. Sci.
- b) *Selling Science*; Verardo, D. J., 1998; *GSA Today*, 8 (7), 20-21.
- c) *A Guide to Expert Testimony for Climate Scientists*; Scallen, Eileen A., 2013.

*Exercise: In-class exercise on Interpreting Statutes and Regulations*

#### 4) Argumentation as a Policy Skill

*Précis:* We will discuss the field of argumentation in terms of communication that aims to persuade through reasoned judgment. This skill is essential for scientists in the policy arena, and elsewhere in their professional life, but this critical skill is noticeably in decline in scientific circles where it is often presumed that given enough data, a conclusion is obvious and unassailable.

*Exercise: In-class exercise on Argumentation.*

### 5) Conflict Management as a Policy Skill

*Précis:* Conflict is everywhere and unavoidable given differing assumptions, expectations, and values among people. This is particularly evident in the public policy arena where values and agenda collide. Handled badly, conflict can do real harm and cripple our communities and relationships. Handled well, however, conflict can be a powerful personal and professional ally. We will explore conflict as an essential part of living and examine effective strategies for managing conflicts.

*Exercise: In-class exercise on Conflict Management. [Fisheries Resources]*

### 6) Interest-Based Negotiating as a Policy Skill

*Précis:* We will discuss negotiation based on interests versus position. This conflict management strategy focuses on developing mutually beneficial agreements based on the interests of the disputants such as the needs, desires, concerns, and fears important to each side. Interest-based bargaining is premised on the understanding that all sides to the bargaining process have legitimate interests to be protected and advanced.

*Exercise: In-class exercise on Interest-Based Negotiating. [Public Sector Funding Priorities]*

### 7) Ethically Communicating Scientific Uncertainty

*Précis:* We will discuss how scientific uncertainty is ethically communicated from the perspective of three policy relevant groups - scientists, lawyers, and journalists.

*Exercise: In-class webinar bringing scientists, journalists, and attorneys together to discuss ethically dealing with uncertainty in each professional field.*

### Case Studies & Applications

#### 8) The L'Aquila Earthquake

*Précis:* Seven of Italy's top scientists were charged, tried, and convicted of involuntary manslaughter following a severe earthquake that resulted in the loss of life and destruction of property. The scientists were members of a commission whose responsibilities were to advise on matters of public safety. An Italian judge found the scientists guilty of involuntary manslaughter on the basis of delivering "inexact, incomplete, and contradictory information." We will discuss this case in terms of public policy, the responsibility of scientists in professional practice, the limits of scientific certainty, and ethically communicating scientific uncertainty.

#### Reading Resources:

- a) *The Aftershocks*. David Wolman, 2014
- b) Earthquake Conviction
- c) Earthquakes Acquittals
- d) Exoneration Discussion

**9) Natural Hazards – The Stafford Act**

*Précis:* We will examine the Robert T. Stafford Disaster Relief and Emergency Assistance Act, Public Law 93-288, as amended, 42 U.S.C. 5121 et. seq. Located in United States Code, Title 42. The Public Health and Welfare, Chapter 68. Disaster Relief.

Reading Resources:

stafford\_act\_booklet\_042213\_508e(1)

*Exercise: In-class exercise on Natural Hazards. [Federal Response to Hurricane Katrina]*

**10) National Environmental Policy Act (NEPA) & Endangered Species Act (ESA)**

*Précis:* We will discuss how NEPA and ESA came about and what each law covers.

**11) Hydraulic Fracturing**

*Précis:* What is the science of hydraulic fracking? Why is it used? How long has it been around? Is it safe? These and other questions surrounding this technology will be explored and discussed.

**12) Genetically Modified Organisms (GMO)**

*Précis:* What is the science behind GMOs? How are they used? What are the arguments for and against their use? These and other questions surrounding GMOs will be explored and discussed.

**13) Team Project**

(NOTE: Course evaluations available. Please complete one – your feedback is important)

**14) Team Project**

**15) Final Session**