
ECON 240: ISSUES IN ENVIRONMENTAL ECONOMICS

Fall 2021

INSTRUCTOR INFORMATION

Instructor: Tao Lu

Online Office Hours on **Canvas Chat**: Tuesdays and Thursdays 3:00 PM – 4:30 PM MST. (We may schedule a time to meet if the office hours do not work for you.)

Email: Tao.Lu@colostate.edu

Term Start: August 23, 2021

Term End: December 17, 2021

COURSE WEBSITE

Canvas: <https://colostate.instructure.com/>

- Login using your Colorado State University eID and password
- Under “Course List”, click “2021FA-ECON-240-801: Issues in Environmental Economics (GT-SS1)”
- Note: all email correspondence will be through your CSU Rams email address.

COURSE DESCRIPTION & OBJECTIVES

Economics is the study of how society allocates goods and services in a world with scarce resources. Environmental economics uses the principles of economics to understand how environmental resources are currently managed (or how they should be managed) in an economic system based on markets. This discipline tries to identify ways to improve upon market outcomes and to create effective mechanisms to regulate economic activity to better balance economic goals with environmental goals. In this course, we will explore the tools of environmental economics then apply these tools to a variety of environmental problems, including climate change, waste disposal, oil-spill disasters, acid rain, national parks, water, sustainability, etc.

Topics covered:

- The role of economics in environmental decision-making
- The basics of markets and market failures
- Externalities, public goods, and open access resources

- Valuing the benefits of environmental protection
- Valuing the costs of environmental protection
- Efficiency criteria for evaluating environmental costs
- Policy tools (controls, taxes, permits) and their assessment
- Applications to particular pollution issues of interest
- Economics of renewable resources: fisheries and forests
- Economics of growth and the environment: development and sustainability

COURSE OBJECTIVES

Upon the completion of this course, students will be able to:

- Understand the basic concepts and models of environmental economics.
- Think critically about the real-world environmental issues in the perspective of an environmental economist.
- Develop the skills for effective communication regarding the analysis in environmental economics by writing and presentations.

This course meets the [All-University Core Curriculum \(AUCC\)](#) requirements for Social/Behavioral Sciences (Category 3C) and is approved under [GT Pathways](#) in the content area of Economic or Political Systems (GT-SS1).

The Colorado Commission on Higher Education has approved this course for inclusion in the Guaranteed Transfer (GT) Pathways program in the GT-SS1 Category. For transferring students, successful completion with a minimum C– grade guarantees transfer and application of credit in this GT Pathways category. For more information on the GT Pathways program, go to:

<http://highered.colorado.gov/academics/transfers/gtpathways/curriculum.html>.

Pursuant to this certification, students will learn, in this class, to:

- a. Demonstrate knowledge of economic or political systems.
- b. Use the social sciences to analyze and interpret issues.
- c. Explain diverse perspectives and groups.
- d. Explore diverse perspectives.
- e. Recognize and explore various cultural identities, heritages, and important similarities and differences as depicted in the arts, or reflected in geography, or in economic or political systems.
- f. Explore interactions among groups and identities as relevant to the discipline.

Furthermore, students in this course have the following *Civic Engagement, Critical Thinking, Diversity & Global Learning, and Written/Oral Communication* student learning outcomes:

GT Pathways Core Student Learning Outcomes Economic or Political Systems (GT-SS1)

Civic Engagement

- 1) Civic Knowledge: a) Connect disciplinary knowledge to civic engagement through one's own participation in civic life, politics, and/or government.

Critical Thinking

- 2) Explain an Issue: a) Use information to describe a problem or issue and/or articulate a question related to the topic.
- 3) Utilize Context: a) Evaluate the relevance of context when presenting a position. b) Identify assumptions. c) Analyze one's own and others' assumptions.
- 4) Understand Implications and Make Conclusions: a) Establish a conclusion that is tied to the range of information presented. b) Reflect on implications and consequences of stated conclusion.

PREREQUISITES FOR COURSE

This course has no prerequisites.

Note: You may not receive credit for both ECON 240 and AREC 240.

TEXTBOOK / COURSE READINGS

Economics and the Environment, 9th Edition (required)

Authors: Eban S. Goodstein and Stephen Polasky

ISBN (Paperback): 978-1-119-69350-5

ISBN (E-Book): 978-1-119-69331-4.

You can purchase this book from the CSU Bookstore at www.bookstore.colostate.edu.

Supplemental readings and other materials will be provided in Canvas, via the CSU Library electronic reserve, or by links to websites.

TECHNOLOGICAL REQUIREMENTS

The technology requirements for this online course are listed below:

Hardware

- A Windows or Macintosh computer with at least 2 GB of RAM and a fast, reliable broadband Internet connection (e.g., cable, DSL).
- Recommended computer monitor and laptop screen size be 13-inches or larger for optimum visibility of course material.
- Computer speakers or headphones to listen to recorded content. CAMERA, TOO FOR HONORLOCK!
- Enough space on your computer for 1) install the required and recommended software and, 2) save your course assignments.

Software (see [recommendations from CSU](#))

- Web browser (GOOGLE CHROME NEEDED FOR HONORLOCK - [free download](#))
- Adobe Acrobat Reader ([free download](#))
- Flash Player ([free download](#))
- Microsoft Office ([free download](#))

INSTRUCTIONAL METHODOLOGY AND DELIVERY

This course is delivered via distance education format using the CSU Canvas system. This format will use a combination of readings, online discussion, and other web-based sources. You will interact with the instructor and other students using the communication functions provided by Canvas. You will submit assignments in accordance with the course schedule using Canvas. **It is extremely important that you regularly check your CSU email including your Canvas message as it is our main form of communication through Canvas.**

COURSE PRESENTATION AND PROCEDURES

This course has 16 modules and one module will be released on Mondays each week throughout the semester. Modules will be comprised of readings from the course texts, supplemental class notes, graded discussion questions, problem sets, instructions related to policy analyses to help you prepare for the exams, and various outside sources of information such as additional readings and video content. A detailed description of the course schedule and due dates is provided separately.

ONLINE CLASSES

Online education requires skills and habits that may be less essential in traditional courses. Specifically, consistent reading and communication is essential to being successful in this course! As an instructor, I need to be able to communicate class information to you, but I also need you to communicate any feedback in return. For example, if you are struggling on a particular section or assignment, I encourage you to talk to me. Given the nature of the class, assigned readings are extremely important.

ONLINE COURSE ATTENDANCE

This course is conducted entirely online. You should expect to be online at least 3 times per week. The modules will guide you through the week's readings, lecture notes, supplemental materials, quizzes, and discussion posts. Access each module as soon as possible and expect to work on them throughout the week! This course is flexible in the sense that you can finish the materials on the days that work for you, but it must be completed by the due date.

ASSIGNMENTS AND GRADING

There are eight (8) discussion posts, six (6) quizzes, two (2) exams, one (1) writing assignment, one (1) presentation and two (2) homework assignments. All course assignments will be available through Canvas, including their instructions and rubrics. All assignments will be electronically submitted by 11:59 PM Mountain Standard Time (MST) on the due date listed on the course schedule.

The total grade for this course is 500 points. Course grades will be determined by the completion of the assignments as shown below:

Assignment*	Frequency	Points per Assignment	Total Points	Grade Percentage
Discussion Posts	6	10	60	12%
Quizzes	6	10	60	12%
Homework	2	40	80	16%
Paper	1	50	50	10%
Presentation	1	50	50	10%
Exams	2	100	200	40%
TOTAL			500	100%

* Keep a copy of all work created for the course, including work submitted through Canvas.

Grade	Grade Percentage	Equivalent Points
A	93.3% – 100%	above 466
A-	90.0% – 93.2%	450 – 466
B+	86.7% – 89.9%	434 – 449
B	83.4% – 86.6%	417 – 433
B-	80.0% – 83.3%	400 – 416
C+	76.7% – 79.9%	384 – 399
C	70.0% – 76.6%	350 – 383
D	60.0% – 69.9%	300 – 349
F	below 60%	below 300

CLASS PARTICIPATION

This course is designed to engage you through class discussions on the topics covered in the course materials. It is important that you participate in class discussions to facilitate learning by other students and gain exposure to different viewpoints of other students in the class. It is therefore necessary to participate throughout the week in the discussion questions, not wait until the last minute to post on discussion topics.

DISCUSSION ENTRIES (60 POINTS)

Each odd-numbered module you will need to complete a discussion post using the prompt provided. You will need to post a comment yourself, and you will need to respond to at least one other students' post. These need to be well thought-out comments, which illustrate your ability to write and communicate your comprehension and curiosities to me and to your fellow students. You need to show that you read the material, can synthesize the information, and can apply your knowledge of economics toward analyzing the reading. In responding to other students' posts, you need to evaluate their post, potentially form an opinion with well-formulated, logical reasoning, and communicate that evaluation and opinion to your classmates. You should be able to integrate your ideas with others to progress the conversations on the discussions. Each discussion is worth 10 points. There are 8 discussions throughout the course, but your lowest two scores will be dropped (6 discussions × 10 points = 60 total possible points).

QUIZZES (60 POINTS)

Each even-numbered module will have an associated quiz which cover the material presented in the second module released that week. There are 6 total quizzes throughout the course (6 quizzes × 10 points = 60 total possible points). Exam weeks will not have quizzes.

HOMEWORK (80 POINTS)

Throughout the semester you will have 2 homework assignments. These assignments will focus on definitions, calculations, graphs and concepts. They will focus on helping you prepare for exams.

PAPER (50 POINTS)

You will have one writing assignment during the term that is expected to be about 3-5 pages long (approximately 1,000 – 2,000 words, Times New Roman, 12-point font). The topic and detailed expectations will be provided in a separate document once assigned. In addition to a Canvas file upload of the final draft, you will be required to submit an electronic copy to VeriCite, an online plagiarism detection program. There will be more information about this process provided later through Canvas.

PRESENTATION (50 POINTS)

You will give a 5-minute presentation of your writing assignment during the last week of class by uploading your recorded video presentation via YouSeeU on Canvas. These presentations will help you effectively communicate topics in environmental economics and will attempt to draw on other disciplines of interest to you.

EXAMS (200 POINTS)

You will have 2 exams throughout the course, each counting for 100 points of your final grade. The format of the exams will be multiple choice with a short essay. Since these exams will need to be proctored you will be given a four-day window to schedule exam times. For more information about proctors see below.

- There are no early or make up exams given with exceptions for university approved activities or documented illness or family emergencies. In case of documented illness, family emergency or university-excused absence, you may reschedule an exam within 3 days (+/-) of the exam date.
- Any student who wants to challenge the validity of a test answer, and who is not satisfied with the instructor's preliminary explanation, may submit in writing the reason(s) a disallowed answer might be considered correct within one week of receiving that exam back.

PROCTORED EXAMS

All exams will be proctored.

You are required to take your exams with Honorlock, an online proctoring service that uses a webcam and microphone. To use this service, you must have access to a computer with a webcam and a microphone.

Please see Canvas for detailed information about proctoring, including the contact information for Honorlock.

In order to take exams, the exam space cannot be a public space. You will need to provide photo identification to your proctor prior to taking any exam. Appropriate identification includes driver's license, CSU student ID, passport, or other government issued photo identification.

EXPECTATIONS OF INSTRUCTOR

As a student enrolled in this course, one of your responsibilities is to submit course work by the due dates listed in the schedule. With that said, I take my role as your instructor very seriously, and, in fact, I care about how well you do in this course and that you have a satisfying, rewarding experience.

To that end, it is my commitment to you to respond individually to the work you submit in this class and to return your work in a timely manner. If, however, due to unforeseeable circumstances, the grading of your work takes longer than the times I have listed here, I will keep you informed of my progress and make every effort to return your work with feedback as soon as I can.

Total Course Time Estimates

Activity	Time Estimates
Attend Class	40 hours
Reading	40 hours
Homework	20 hours
Writing Assignments	20 hours
Presentation	10 hours
Exams	20 hours
TOTAL	150 hours

Course Withdrawal Policy: Any student who wishes to withdraw from the course must submit a request directly to Division of Continuing Education CSU Online. For complete information, please visit their website: <https://www.online.colostate.edu/faqs/policies/drop-policy.dot>

LATE WORK POLICY

It is your responsibility to turn in each assignment on the required date. All assignments turned in after the scheduled due date will be penalized 10% of the grade for each day it is late. If there is a personal emergency or a conflict with turning in an assignment, please try to communicate with me before the assignment is due. There will be NO make-up exams. If you must unexpectedly miss an exam, you must present evidence of a medical or family emergencies.

CANVAS INFORMATION & TECHNICAL SUPPORT

Canvas is the where course content, grades, and communication will reside for this course.

- [Login for Canvas](#)
- [Canvas Support](#)
- For passwords or any other computer-related technical support, contact the [Central IT Technical Support Help Desk](#).
 - (970) 491-7276
 - help@colostate.edu

The [Technical Requirements](#) page identifies the browsers, operating systems, and plugins that work best with Canvas. If you are new to Canvas quickly review [the Canvas Student Orientation](#) materials.

ACADEMIC INTEGRITY & CSU HONOR PLEDGE

This course will adhere to the CSU [Academic Integrity/Misconduct](#) policy as found in the General Catalog and the [Student Conduct Code](#).

Academic integrity lies at the core of our common goal: to create an intellectually honest and rigorous community. Because academic integrity, and the personal and social integrity of which academic integrity is an integral part, is so central to our mission as students, teachers, scholars, and citizens, I will ask that you affirm the CSU Honor Pledge as part of completing your work in this course.

Further information about Academic Integrity is available at CSU's [Academic Integrity - Student Resources](#).

UNIVERSAL DESIGN FOR LEARNING/ACCOMMODATION OF NEEDS

I am committed to the principle of universal learning. This means that our classroom, our virtual spaces, our practices, and our interactions be as inclusive as possible. Mutual respect, civility, and the ability to listen and observe others carefully are crucial to universal learning.

If you are a student who will need accommodations in this class, please contact me to discuss your individual needs. Any accommodation must be discussed in a timely manner. A verifying memo from [The Student Disability Center](#) may be required before any accommodation is provided.

The Student Disability Center (SDC) has the authority to verify and confirm the eligibility of students with disabilities for the majority of accommodations. While some accommodations may be provided by other departments, a student is not automatically eligible for those accommodations unless their disability can be verified and the need for the accommodation confirmed, either through SDC or through acceptable means defined by the particular department. Faculty and staff may consult with the SDC staff whenever there is doubt as to the appropriateness of an accommodative request by a student with a disability.

The goal of SDC is to normalize disability as part of the culture of diversity at Colorado State University. The characteristic of having a disability simply provides the basis of the support that is available to students. The goal is to ensure students with disabilities have the opportunity to be as successful as they have the capability to be.

Support and services are offered to student with functional limitations due to visual, hearing, learning, or mobility disabilities as well as to students who have specific physical or mental health conditions due to epilepsy, diabetes, asthma, AIDS, psychiatric diagnoses, etc. Students who are temporarily disabled are also eligible for support and assistance.

Any student who is enrolled at CSU, and who self-identifies with SDC as having a disability, is eligible for support from SDC. Specific accommodations are determined individually for each student and must be supported by appropriate documentation and/or evaluation of needs consistent with a particular type of disability. SDC reserves the right to ask for any appropriate documentation of disability in order to determine a student's eligibility for accommodations as well as in support for specific accommodative requests. The accommodative process begins once a student meets with an accommodation's specialist in the SDC.

THIRD-PARTY TOOLS/PRIVACY

Please note that this course may require you to use third-party tools (tools outside of the Canvas learning management system), such as Skype and others. Some of these tools may collect and share information about their users. Because your privacy is important, you are encouraged to consult the privacy policies for any third-party tools in this course so that you are aware of how your personal information is collected, used and shared.

COPYRIGHTED COURSE MATERIALS

Please do not share material from this course in online, print, or other media. Course material is the property of the instructor who developed the course. Materials authored by third parties and used in the course are also subject to copyright protections. Posting course materials on external sites (commercial or not) violates both copyright law and the CSU Student Conduct Code. Students who share course content without the instructor's express permission, including with online sites that post materials to sell to other students, could face appropriate disciplinary or legal action.

UNDOCUMENTED STUDENT SUPPORT

Any CSU student who faces challenges or hardships due to their legal status in the United States and believes that it may impact their academic performance in this course is encouraged to visit [Student Support Services for Undocumented, DACA & ASSET](#) for resources and support. Additionally, only if you feel comfortable, please notify your professor so they may pass along any additional resources they may possess.

TITLE IX/INTERPERSONAL VIOLENCE

For the full statement regarding role and responsibilities about reporting harassment, sexual harassment, sexual misconduct, domestic violence, dating violence, stalking, and the retaliation policy please go to: [Title IX – Sexual Assault, Sexual Violence, Sexual Harassment](#).

If you feel that your rights have been compromised at CSU, several resources are available to assist:

- Student Resolution Center, 200 Lory Student Center, 491-7165
- Office of Equal Opportunity, 101 Student Services, 491-5836

A note about interpersonal violence: If you or someone you know has experienced sexual assault, relationship violence and/or stalking, know that you are not alone. As instructors, we are required by law to notify university officials about disclosures related to interpersonal violence. Confidential victim advocates are available 24 hours a day, 365 days a year to provide support related to the emotional, physical, physiological and legal aftermath of interpersonal violence. Contact the Victim Assistance Team at: 970-492-4242.

RELIGIOUS OBSERVANCES

CSU does not discriminate on the basis of religion. Reasonable accommodation should be made to allow individuals to observe their established religious holidays. Students seeking an exemption

from attending class or completing assigned course work for a religious holiday will need to fill out the [Religious Accommodation Request Form](#) and turn it in to the Division of Student Affairs, located on the second level of the Administration building.

Once turned in, the Division of Student Affairs will review the request and contact the student accordingly. If approved, the student will receive a memo from the Dean of Students to give to their professor or course instructor.

Students are asked to turn in the request forms as soon as the conflict is noticed. Similarly, unanticipated conflicts requiring a religious observance, such as a death in the family, can also be reviewed.

CSU PRINCIPLES OF COMMUNITY

Inclusion: We create and nurture inclusive environments and welcome, value and affirm all members of our community, including their various identities, skills, ideas, talents and contributions.

Integrity: We are accountable for our actions and will act ethically and honestly in all our interactions.

Respect: We honor the inherent dignity of all people within an environment where we are committed to freedom of expression, critical discourse, and the advancement of knowledge.

Service: We are responsible, individually and collectively, to give of our time, talents, and resources to promote the well-being of each other and the development of our local, regional, and global communities.

Social Justice: We have the right to be treated and the responsibility to treat others with fairness and equity, the duty to challenge prejudice, and to uphold the laws, policies and procedures that promote justice in all respects.

DIVERSITY AND INCLUSION

The [Mission, Vision, and Focus](#) webpage of the Vice President for Diversity includes a comprehensive statement of CSU's commitment to diversity and inclusion.