

ECON/AREC 240:002

ISSUES IN ENVIRONMENTAL ECONOMICS SYLLABUS, SPRING 2021

TUESDAYS & THURSDAYS FROM 9:30AM TO 10:45AM

INSTRUCTOR: DR. JO BURGESS BARBIER

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ZOOM CLASS: T&Th 9:30am/10:45am

- Time: Jan 19, 2021 09:30 AM Mountain Time (US and Canada). Every week on Tue, Thu, until May 6, 2021, 32 occurrence(s)
- Join Zoom Meeting: <https://zoom.us/j/96742546819>

ZOOM OFFICE HOURS: T&Th 11:00am/12:30pm

- Time: Jan 19, 2021 11:00 AM Mountain Time (US and Canada). Every week on Tue, Thu, until May 13, 2021, 34 occurrence(s)
- Join Zoom Meeting: <https://zoom.us/j/93590790484>

COURSE DESCRIPTION

Economics can help us understand why environmental degradation occurs and how we can manage and protect our environment. This introductory course is designed for students with little or no background in economics. The course examines in detail the relationship between the economy and environmental degradation and management. Basic economic concepts and relationships are covered, such as the demand, supply and efficient allocation of natural resources. Economic values, incentives, institutions and policies governing environmental degradation are also examined. These important building blocks enable us to study and evaluate key environmental problems from an economic perspective and examine in detail a range of management issues and policy responses. The course is structured as follows:

- **Section I:** we explore the key issues surrounding economics and environment and the concept of sustainable economic development.
- **Section II:** we examine the underlying causes of environmental degradation (e.g. externality, open access and public goods) and the role of cost-benefit analysis in analyzing environmental problems. We explore a range of policy options to protect the environment, such as voluntary

action, establishing property rights and tradeable permits, implementing taxes and subsidies, and setting environmental standards.

- **Section III:** we apply the economic concepts and tools explained in Sections I and II to real world environmental issues, such as those involving land and agriculture, water scarcity, minerals and energy, fish and oceans, forests and wildlife, air pollution and climate change. In light of this, the implications for sustainable economic development at the global level are then discussed.

COURSE OBJECTIVES

By the end of this course, you should be able to:

- understand basic economic concepts and tools of environmental economics
- understand underlying causes of environmental degradation and policy options to manage the problem
- apply critical economic thinking to real world environmental problems and policy solutions

COURSE PREREQUISITES

None. You may not receive credit for both ECON 240 and AREC 240.

COURSE MATERIAL

Field, Barry. 2017. *Natural Resource Economics: An Introduction*. 3rd edition (or most recent). Waveland Press, Inc. ISBN: 978-1-4786-2780-7 (pbk)

Barbier, Edward B. and Markandya, Anil. 2012. *A New Blueprint for a Green Economy*. Routledge (Taylor and Francis Books), London and New York. ISBN: 978-1-84971-353-5 (pbk)

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

COURSE WEBSITE

Canvas is our class website: <http://info.canvas.colostate.edu>.

- Login using your Colorado State University eID and password
- Under Course List, click on the relevant course
- Note: all email correspondence will be through your **CSU rams email address**.
- Grades, presentations and additional reading will be posted on Canvas.

INSTRUCTIONAL METHODOLOGY AND DELIVERY

Class will be composed of Power Point lecture via Zoom (might include power-points, worksheets, videos, news articles, etc.), group discussion, quizzes, discussion posts, research paper and exams. The Power Point lectures will be provided on the Canvas course web site, and a link to the Zoom presentation will also be provided on the Canvas course web site. You are expected to read the relevant assigned readings and participate in the Online and Zoom group discussions.

GT PATHWAYS REQUIREMENTS

This course meets the [All-University Core Curriculum \(AUCC\)](#) requirements for Social/Behavioral Sciences (Category 3C) and is approved under [GTPathways](#) 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:

- i. Demonstrate knowledge of economic or political systems.
- ii. Use the social sciences to analyze and interpret issues.
- iii. Explain diverse perspectives and groups.
- iv. Explore diverse perspectives.
- v. 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.
- vi. 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

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

Critical Thinking

- i. Explain an Issue: a) Use information to describe a problem or issue and/or articulate a question related to the topic.
- ii. Utilize Context: a) Evaluate the relevance of context when presenting a position. b) Identify assumptions. c) Analyze one's own and others' assumptions.
- iii. 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.

Diversity & Global Learning

- i. Build Self-Awareness: a) Demonstrate how their own attitudes, behaviors, or beliefs compare or relate to those of other individuals, groups, communities, or cultures.
- ii. Examine Perspectives: a) Examine diverse perspectives when investigating social and behavioral topics within natural or human systems.

- iii. Address Diversity: a) make connections between the world-views, power structures, and experiences of individuals, groups, communities, or cultures, in historical or contemporary contexts.

Written/Oral Communication

- i. Develop Content and Message: a) Create and develop ideas within the context of the situation and the assigned task(s).
- ii. Use Sources and Evidence: a) Critically read, evaluate, apply, and synthesize evidence and/or sources in support of a claim.
- iii. Use language appropriate to the audience

COURSE REQUIREMENTS AND GRADE DETERMINATION

The academic requirements of this course consist of 7 short answer quizzes, 1 mid-semester exam, 1 presentation, 7 discussions contributions, 1 research paper, and 1 final exam. Course grades will be determined by the completion of assignments, exams and discussions, as shown below:

Assignment	Points per Assignment	Frequency	GRADE POINTS	GRADE PERCENTAGE
Short answer quiz	(1)	* (7)	= 7	7%
Presentation	(6)	* (1)	= 6	6%
Research Paper	(30)	* (1)	= 30	30%
Mid-Semester Exam	(25)	* (1)	= 25	25%
Final Exam	(25)	* (1)	= 25	25%
Discussion Posts	(1)	* (7)	= 7	7%
TOTAL			= 100	= 100%

COURSE GRADING CRITERIA

Grade	Percentage Grade	Equivalent Points	Indicates
A+	96.67 to 100	96.67 to 100	
A	93.33 to < 96.67	93.33 to < 96.67	Excellent
A-	90.00 to < 93.33	90.00 to < 93.33	
B+	86.67 to < 90.00	86.67 to < 90.00	
B	83.33 to < 86.67	83.33 to < 86.67	Above Average
B-	80.00 to < 83.33	80.00 to < 83.33	
C+	76.67 to < 80.00	76.67 to < 80.00	
C	70.00 to < 76.67	70.00 to < 76.67	Average
D	60.00 to < 70.00	60.00 to < 70.00	Below Average
F	0.00 to < 60.00	0.00 to < 60.00	Failure

COURSE ASSIGNMENTS

Please keep a copy of all work created for the course, including work submitted through Canvas. Any questions about grades need to be made within 10 days of the grade being posted.

Quizzes (7 quizzes, each 1%, 7% total): Seven short answer quizzes consisting of 5 questions per quiz will be administered prior to class on Tuesday in the first half of the course. The answers will be graded and the responses will be discussed in class the following Thursday. Feedback on short answer questions will help each student develop his or her understanding of the content of the class and develop student's oral communication skills. If a student is absent for a quiz, the quiz will be graded as zero.

Presentation (1 group presentation, 6%): Students will select an environmental problem related to one of the following: i. land and agriculture; ii. water scarcity; iii. minerals and energy; iv. fish and oceans; v. forests and wildlife; vi. air pollution and climate change; and, vii. global sustainable development. Topic groups will then be established (5-7 students per group). In the second half of the course, the seven topic groups will each provide the class with a group presentation (1 power point slide per student, 10-minute group presentation maximum) of their environmental issue to class.

Research paper (1 research paper, 30%): The research paper applies the economic concepts and tools learnt in this course to an environmental issue of interest to the student. The research paper (1,250 - 1,500 words) will build on the general research undertake for the group presentation but will be written entirely by the individual student on their specific topic of interest, such as: i. land and agriculture; ii. water scarcity; iii. minerals and energy; iv. fish and oceans; v. forests and wildlife; vi. air pollution and climate change; and, vii. global sustainable development.

This assignment will test your ability to write using grammar, mechanics, formatting, vocabulary, and documentation appropriate for economics. You will need to analyze the material, evaluate it from the mindset of an economist and recognize conflicting issues. Through this process you will be able to effectively discuss and assess environmental issues from an economic standpoint and be able to apply your knowledge and reasoning to make suggestions and recommendations. As part of the writing process, you will be required to submit a rough draft beforehand through Canvas. This rough draft will be used in an in-class peer review process. In addition to a hard copy of the final draft, you will be required to submit an electronic copy to a plagiarism detection program to receive a grade.

Mid-semester exam (1 mid-semester exam, 25%): One mid-semester exam consisting of 20-25 short answer questions based on course material taught and tested in the short answer quizzes will be held mid-semester.

Final exam (1 final exam, 25%): The final exam will be held at the end of the semester and will consist of answering 4-5 longer answer questions. This will draw on material from the entire course, i.e., will be cumulative.

Discussion posts (7 discussion posts, each 1%, 7% total): An Introductory Discussion post will be provided in Week 1. Discussion posts 2-7 will be provided in Section III: Application to Natural Resource and Environmental Problems, and will be related to the group Presentations. Each Discussion post is worth 1 point. Discussion posts are to be submitted to the Discussion chain linked to the Group

Presentation, under Discussions in Canvas. The Discussion posts are to be submitted to that weeks' Presentation Topic prior to the start of the next weeks Discussion post.

The grading of Discussion Posts will be based on:

1. **a comment** on that weeks topic (i.e. Week 1: Introduction) or an issue raised by that Group's Power Point presentation/question (i.e. Weeks 9-15 Topics). The comment needs to show evidence of an effort to engage with other students, supported by references from the general literature (e.g. quality newspapers and magazine articles) and/or economic literature and links (search through Google scholar, etc.) to relevant short videos/blogs/articles etc.
2. **a reply** to another student discussion post.

POLICY ON DUE DATES

A research paper handed in after the due date will automatically lose 10% for each day late. If the final research term paper is more than three days late, it will not be graded and will receive zero points. This policy is not negotiable.

Make up of quizzes, short exams, final exam, presentation and research paper is not possible in this course, unless a university-recognized excuse is communicated to the instructor in advance. This policy is not negotiable.

POLICY ON EXTRA CREDIT

Extra credit may be awarded at the discretion of the Instructor during the semester.

WEEKLY COURSE TIME ESTIMATES

Attend class	3 hours
Review class material	2 hours
Study for quizzes/exams	2 hours
<u>Writing assignments & group presentation</u>	<u>2 hours</u>
Total hours/week	9 hours

CLASS PARTICIPATION

Students are expected to attend all classes as far as feasible. Any student who fails to attend regularly will inevitably fall behind and find that his or her performance is badly affected. This course is designed to engage students through class discussions on the topics covered in the course materials. It is important that all students participate in class discussions to facilitate learning and gain exposure to different viewpoints. Please read the required readings for the week prior to class in order to enable full participation in the classroom.

INSTRUCTOR COMMUNICATION AND OFFICE HOURS

I care about how well you learn the material covered in class and that you have the best opportunity to succeed in this course. To that end, it is my commitment to respond individually to the work you submit and to return your work in a timely manner. I will also make it a top priority to respond to emails and questions as quickly as possible.

Please make full use of my office hours. If you wish to see me outside of office hours, please make an appointment by email. I do encourage students to ask me short questions by email, as this method can be quicker than an appointment if the query is straightforward. Cancellation of any office hours or appointments will be notified via a notice on my door, announcement in class or by email.

INCLUSIVE CLASSROOM

I aim to provide an *inclusive and safe environment* that is conducive to learning. Students are required to act respectfully in the classroom at all times. Any disruptive behavior that inhibits fellow-student learning will not be permitted. Such behavior includes holding private conversations during lecture, any unauthorized cell phone, laptop, or tablet use, or other behavior which detracts from the class.

COURSE WITHDRAWAL POLICY

Any student who wishes to withdraw from the course must submit a request directly to Division of Continuing Education. For complete information, please visit their website at
<http://www.learn.colostate.edu/help/creditstudents/registration/drop-policy.dot>

ACADEMIC INTEGRITY

We take academic integrity seriously. At minimum, academic integrity means that no one will use another's work as their own. The CSU writing center defines plagiarism this way:

"Plagiarism is the unauthorized or unacknowledged use of another person's academic or scholarly work. Done on purpose, it is cheating. Done accidentally, it is no less serious. Regardless of how it occurs, plagiarism is a theft of intellectual property and a violation of an ironclad rule demanding credit be given where credit is due."

—Writing Guides: Understanding Plagiarism.

<http://writing.colostate.edu/guides/researchsources/understandingplagiarism>

Academic Dishonesty could result in expulsion from the university. This course will adhere to the CSU Academic Integrity Policies and Guiding Principles as found in the General Catalog and the Student Conduct Code. As per university policy: "Any student found responsible for having engaged in academic dishonesty will be subject to academic penalty and/or University disciplinary action." (General Catalog 2011-2012, 1.6, p.8).

Any academic dishonesty in this course may result in a grade of "F" for the course and may be reported to the Office of Conflict Resolution and Student Conduct Services. Please be aware that the General Catalog specifically identifies the following examples of academic dishonesty: cheating in the classroom, plagiarism, unauthorized possession or disposition of academic materials, falsification, and facilitation of cases of academic dishonesty. Plagiarism is defined as follows: "Plagiarism includes the copying of language, structure, ideas, or thoughts of another, and representing them as one's own without proper acknowledgement. Examples include a submission of purchased research papers as one's own work; paraphrasing and/or quoting material without properly documenting the source." (General Catalog 2011-2012, 1.6, p.8). Of course, academic integrity means more than just avoiding plagiarism and cheating. It also involves doing your own reading and studying. It includes class attendance, careful consideration of all class materials, and engagement with the class and your fellow students.

CSU HONOR PLEDGE

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. While you will not be required to affirm the honor pledge, you will be required to affirm the following statement:

"I have not given, received, or used any unauthorized assistance."

Further information about Academic Integrity is available at CSU's [**Practicing Academic Integrity**](#).

DEPARTMENT STATEMENT OF COPYRIGHT

Please do not share material in this course in online, print or other media. Materials authorized by third parties and used in the course are subject to copyright protection. 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 disciplinary or legal action.

ACCOMMODATIONS AND TUTORING OPTIONS

- **Tell Someone:** If you are concerned about safety or mental health – your own or someone else's, please call (970) 491-1350 or complete the online referral form at: <https://supportandsafety.colostate.edu/tell-someone/>. Rams take care of Rams. Helping others, speaking up when something doesn't feel right or when you're worried about someone else, and reaching out are foundational values at Colorado State University. **Tell Someone** is a Colorado State University service where anyone can report concerns about a student or employee who may be struggling with issues such as mental health, stress management, and safety, as well as share concerns about threats of violence (against themselves or others). Through **Tell Someone**, you can report anything that threatens your safety or the safety of others in the university community. **Tell Someone** is available to seek help for or report a concern about any CSU community member, including employees who work off campus. **Tell Someone** is not designed to get people in trouble; it is designed to help students and employees who may be struggling, as well as help enhance university safety. **Tell Someone** is your resource if you're worried about a friend's well-being. If a student or employee is disruptive, **Tell Someone** is the right place to turn for intervention as well as university support to help put consequences and boundaries in place. **Tell Someone** is run by the Office of Support and Safety Assessment. The office is comprised of trained specialists who can identify concerns, pathways to resolution, and university resources. **Tell Someone** online and phone reports are only reviewed during regular business hours. If you believe someone is at risk of immediate harm, call 911.
- **Student Disability Center:** Students with disabilities may be eligible for accommodations in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. It is the student's responsibility to disclose any learning disabilities. Please contact the instructor if a special accommodation is required. To request accommodations, students should contact Student Disability Center at (970) 491-6385 or go to

<https://disabilitycenter.colostate.edu/>. Documentation of disability is required and the RDS office will assist in this process.

- **TILT Tutoring:** Academic support is available through The Institute for Learning and Teaching (TILT). For more information - <https://tilt.colostate.edu/Undergrad>
- **Writing Center:** Help with written assignments can be found at the Writing Center (<http://writingcenter.colostate.edu>).
- **Canvas technical support:** <http://info.canvas.colostate.edu/student-resources.aspx>

TITLE IX

CSU's Discrimination, Harassment, Sexual Harassment, Sexual Misconduct, Domestic Violence, Dating Violence, Stalking, and Retaliation policy designates faculty and employees of the University as "Responsible Employees." This designation is consistent with federal law and guidance, and requires faculty to report information regarding students who may have experienced any form of sexual harassment, sexual misconduct, relationship violence, stalking or retaliation. This includes information shared with faculty in person, electronic communications or in class assignments. As "Responsible Employees," faculty may refer students to campus resources (see below), together with informing the Office of Support and Safety Assessment to help ensure student safety and welfare. Information regarding sexual harassment, sexual misconduct, relationship violence, stalking and retaliation is treated with the greatest degree of confidentiality possible while also ensuring student and campus safety. Any student who may be the victim of sexual harassment, sexual misconduct, relationship violence, stalking or retaliation is encouraged to report to CSU through one or more of the following resources: Emergency Response 911, Deputy Title IX Coordinator/Office of Support and Safety Assessment (970) 491-1350, Colorado State University Police Department (non-emergency) (970) 491-6425. For counseling support and assistance, please see the CSU Health Network, which includes a variety of counseling services that can be accessed at: <http://www.health.colostate.edu/>. The Sexual Assault Victim Assistance Team through the Women and Gender Advocacy Center is a confidential student resource that does not have a reporting requirement <https://wgac.colostate.edu/>

TECHNOLOGICAL REQUIREMENTS

All courses will require that students have online access and a computer. Students can check out an iPad from the library ([Library site](#)) or use a computer in a computer lab. Exams can also be scheduled at the CSU Testing Center (costs about \$5/30 minutes/exam cost to CSU students).

The technology requirements for this course are listed below:

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

- 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 monitors and laptop screen size be 13-inches or larger for optimum visibility of course material.
- Computer speakers or headphones to listen to recorded content.
 - A webcam or other camera may also be necessary if proctoring services are used in this course.

- Enough space on your computer for
 - install the required and recommended software and,
 - save your course assignments.

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

- Web browsers
 - Firefox generally works well with CSU websites - [free download](#)
 - Chrome: [free download](#)
- Adobe Acrobat Reader ([free download](#))
- Flash Player ([free download](#))
- Microsoft Office ([free download](#) through CSU)

IMPORTANT INFORMATION FOR STUDENTS ON COVID-19

All students are required to follow public health guidelines in any university space, and are encouraged to continue these practices when off-campus(es). Students also are required to report any COVID-19 symptoms to the university immediately, as well as if they have potentially been exposed or have tested positive at a non-CSU testing location. If you suspect you have symptoms, please fill out the COVID Reporter (<https://covid.colostate.edu/reporter/>). If you have COVID symptoms or know or believe you have been exposed, it is important for the health of yourself and others that you complete the online COVID Reporter. Do not ask your instructor to report for you; if you report to your instructor that you will not attend class due to symptoms or a potential exposure, you are required to also submit those concerns through the COVID Reporter. If you do not have access to the internet to fill out the online COVID-19 Reporter, please call (970)491-4600.

If you report symptoms or a positive test, your report is submitted to CSU's Public Health Office. You will receive immediate, initial instructions on what to do and then you will also be contacted by phone by a public health official. Based on your specific circumstances, the public health official may:

- choose to recommend that you be tested and help arrange for a test
- conduct contact tracing
- initiate any necessary public health requirements or recommendations and notify you if you need to take any steps

If you report a potential exposure, the public health official will help you determine if you are at risk of contracting COVID.

For the latest information about the University's COVID resources and information, please visit the **CSU COVID-19 site** (<https://covidrecovery.colostate.edu/>).

DISCLAIMER

All of the information in this course syllabus is subject to change when deemed necessary by the instructor. Students will be notified verbally in class, via postings on the class homepage, or by email if such changes occur.

COURSE SCHEDULE, READINGS AND ASSIGNMENTS

Section I: Introduction and Key Concepts			
Week 1	Economics and the Environment	F, Chp.1,2; B&M, Chp. 1-3	Discussion Post 1, Tuesday, 19 th January
Week 2	Sustainable Economic Development	F, Chp.1,2, 21; B&M, Chp. 1-3	Quiz 1, Tuesday 26 th January
Section II: Economic Methods			
Week 3	Demand, Supply & Efficient Allocation	F, Chp.3,4; B&M, Chp. 4-6	Quiz 2, Tuesday 2 nd February
Week 4	Market & Policy Failures	F, Chp.4,6; B&M, Chp. 4-6	Quiz 3, Tuesday 9 th February
Week 5	Market & Policy Failures	F, Chp.4,6; B&M, Chp. 4-6	Quiz 4, Tuesday 16 th February
Week 6	CBA & Economic Valuation	F, Chp.5,8,9; B&M, Chp. 4-6	Quiz 5, Tuesday 23 rd February
Week 7	Policy Options	F, Chp.7; B&M, Chp. 4-6	Quiz 6, Tuesday 2 nd March
Week 8	Policy Options	F, Chp.7; B&M, Chp. 4-6	Quiz 7, Tuesday 9 th March
Section III: Application to Natural Resource & Environmental Problems			
Week 9	Land & Agriculture	F, Chp.14,16; B&M, Chp 4-7	Mid-semester Exam, Tuesday 16 th March Presentation 1, Thursday 18 th March
Week 10	Water Scarcity	F, Chp.14,15,16; B&M, Chp 4-7	Presentation 2, Tuesday 23 rd March Discussion Post 2, Tuesday 23 rd March
Week 11	Minerals & Energy	F, Chp.10,11; B&M, Chp 4-7	Presentation 3, Tuesday 30 th March Discussion Post 3, Tuesday 30 th March
Week 12	Fish & Oceans	F, Chp.13; B&M, Chp.4-7	Presentation 4, Tuesday 6 th April Discussion Post 4, Tuesday 6 th April
CSU Spring Break: 12-16 th April			
Week 13	Forests & Wildlife	F, Chp.12,18,19; B&M, Chp 4-7	Draft Research paper, Tuesday 20 th April Presentation 5, Tuesday 20 th April Discussion Post 5, Tuesday 20 th April
Week 14	Air Pollution & Climate Change	F, Chp.20,21; B&M, Chp 4-7	Final Research paper, Tuesday 27 th April Presentation 6, Tuesday 27 th April Discussion Post 6, Tuesday 27 th April
Week 15	Global Sustainable Development	F, Chp.20,21; B&M, Chp 7,8	Presentation 7, Tuesday 4 th May Discussion Post 7, Tuesday 4 th May
Week 16	CSU Exams week: Final Exam Thursday 13 th May, 2-4pm		

