AREC 240: ISSUES IN ENVIRONMENTAL ECONOMICS
SECTION 3 SYLLABUS

INSTRUCTOR INFORMATION
Instructor: Stephan Kroll
Phone: 970-491-0887
Email: Stephan.Kroll@colostate.edu
Office: Clark B-313
Office Hours: Wednesday 2-3, Friday 11-12, or by appointment.
Class Webpage: https://sites.google.com/site/240spring2016/
I will use Canvas only to post grades.

CLASS ROOM AND TIME
Clark C-213, MWF 1:00-1:50

COURSE DESCRIPTION
Discussion of current environmental issues. Analysis of environmental issues as economic issues. Economics as both a cause and cure for environmental destruction.

Note that this course satisfies objectives for area C (Social/Behavioral Sciences) of Academic Core category III (Foundations and Perspectives).

Note also that you cannot get credit for both AREC 240 and ECON 240.

COURSE GOALS
By the end of the semester you should be able to
- understand the core principles of economics and apply them to environmental issues
- comprehend the virtues and limitations of markets and allocations through prices
- appreciate the role of benefits and costs in (environmental) decision-making processes of individuals and societies

REQUIRED TEXTS

OTHER REQUIRED OR SUPPLEMENTAL MATERIALS
All additional readings in addition to the textbook chapters and the instructions for classroom experiments will be posted on the class website.

Students are also required to purchase an iClicker remote for in-class participation (if you do not have one already). iClicker is a response system that allows you to respond to questions I pose during class; you will be graded on that feedback. In order to receive this credit, you will need to register your iClicker remote online by Wednesday, February 3. To do this, go to https://wsnet.colostate.edu/ewis262/clicker/registration.aspx. Login with your eIdentity eName and password. In the iClicker ID field, enter your remote ID and select the "Register" button. The
remote ID is the number found on the back of your iClicker remote. iClicker will be used every day in class, and you are responsible for bringing your remote daily.

**COURSE PRESENTATION AND PROCEDURES**
For each chapter (starting in week 2), pre-chapter and post-chapter PowerPoint slides will be posted on the class website. Pre-chapter slides have only basic information and will be posted before a chapter; post-chapter slides have everything and will be posted after a chapter is concluded.

**GRADING**
Your course grade will be determined as follows:

a) Occasional homework assignments and quizzes  
   20 points
b) 10 best weekly focus question sets  
   50 points
c) 70% best weekly iClicker grades  
   30 points
d) Writing Assignment Part I  
   20 points
e) Final Writing Assignment  
   60 points
f) Midterm Exam  
   60 points
g) Final Exam  
   60 points

Total Amount: 300 points

On the class website I will keep you posted about your up-to-date grades (starting later in the semester)

**Cutoff Points:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Cutoff Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A/A+</td>
<td>279 (93%)</td>
</tr>
<tr>
<td>A-</td>
<td>270 (90%)</td>
</tr>
<tr>
<td>B+</td>
<td>258 (86%)</td>
</tr>
<tr>
<td>B</td>
<td>249 (83%)</td>
</tr>
<tr>
<td>B-</td>
<td>240 (80%)</td>
</tr>
<tr>
<td>C+</td>
<td>228 (76%)</td>
</tr>
<tr>
<td>C</td>
<td>210 (70%)</td>
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<tr>
<td>D</td>
<td>180 (60%)</td>
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<tr>
<td>F</td>
<td>Below 180 points (&lt;60%)</td>
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</tbody>
</table>

**ASSIGNMENT DETAILS**

**Focus Questions**
There will be focus questions almost every Monday. Focus questions are a few simple and brief questions about an assigned reading for the upcoming week. There will be 14 focus question sets, 4 of which will not count towards your final grade.

**Quizzes**
There will be occasional paper quizzes and Homework assignments. Quizzes will consist of 9 or 10 multiple-choice questions. The lowest quiz or homework assignment will not count toward your final grade.

**Daily iClicker**
Every day I will sprinkle several multiple-choice questions into my class presentation, some planned, some spontaneous, to be answered by you with the iClicker system. Only your 70% best count towards your final grade.
**Experiments/Classroom games**
Throughout the semester we will play classroom games, sometimes for (very) small amounts of extra-credit points. Some will take up entire class periods, others only 10-20 minutes. While they are a lot of fun for students and instructor alike, they are also supposed to offer important insights into that students will be tested on in quizzes/homework assignments and exams.

**Writing Assignment**
In groups of two, please find a (recent and non-economic) newspaper article about a current environmental topic, summarize it briefly and analyze it from an economist’s point of view (on 2-4 pages). In particular, address the following questions (not in bullet form):
- What is the environmental problem IN ECONOMIC TERMS?
- What behavior is causing this problem? What incentives do people follow?
- Which policies of the ones we cover in class could be appropriate for this problem, which ones would not be, and why?
- Why and how would people change their behavior after policy is implemented?
- How politically feasible and acceptable is the policy you propose? Who would gain, who would lose from it?

This is not an exclusive list, there might be other questions/issues related to material from class you might want to address.

The newspaper article and a brief bulleted outline of your analysis has to be handed in on April 1; the final version has to be handed in on May 6. Both of them have to be handed in at the beginning of class. A more detailed description of the Writing Assignment will be posted on the class webpage within the first four weeks of the semester.

**Make Up Policy**
Missed homework assignments, quizzes, focus questions and exams cannot be made up. The two parts of the Writing Assignment have to be turned in on time; a delay of 0-24 hours will result in a 10% point deduction, a delay of 24-48 hours will result in a 20% point deduction, and so on.

**Academic Integrity Policy**
This course will adhere to the CSU Academic Integrity Policies and Guiding Principles as found in the General Catalog and the Student Conduct Code.

Academic integrity is conceptualized as doing and taking credit for one’s own work. Violations of the university’s academic integrity standards include, but are not limited to:
- Cheating—includes using unauthorized sources of information and providing or receiving unauthorized assistance on any form of academic work or engaging in any behavior specifically prohibited by the faculty member.
- Plagiarism—includes the copying of language, structure, ideas, or thoughts of another, and representing them as one’s own without proper acknowledgment.
- Unauthorized Possession or Disposition of Academic Materials—includes the unauthorized selling or purchasing of examinations or other academic work; stealing another student’s work; unauthorized entry to or use of material in a computer file; and using information from or possessing exams that an instructor did not authorize for release to students.
• Falsification—includes any untruth, either verbal or written, in one’s academic work.
• Facilitation—includes knowingly assisting another to commit an act of academic misconduct.

At a minimum, violations will result in a grading penalty in this course and a report to the Office of Conflict Resolution and Student Conduct Services.

Further information about Academic Integrity is available at CSU’s Practicing Academic Integrity.

**Universal Design for Learning**

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 prior to implementation. A verifying memo from Resources for Disabled Students may be required before any accommodation is provided.

**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.

**Cell Phones, Internet and Similar Electronic Devices:**

Please turn your smartphones and similar devices off before class! ABSOLUTELY NO TEXTING (Twitter, Facebook, Instagram, you name it) DURING CLASS! If you text, check your e-mail, surf the web, or if there is any other disruption due to electronic devices, then **five points** will be deducted from your total semester point score for each incident. And I mean it.

If you use a laptop for taking notes, you need to sit in one of the first rows, and again, you cannot do on your computer things unrelated to class. Also, please do not read newspapers during class! Be respectful to your peers, to your instructor and to whoever is financing your studies! (and if you think you can multitask by listening to me and simultaneously use your smartphone, you might want to read this recent study in the journal *Social Psychology*: 45/6: “The Mere Presence of a Cell Phone May be Distracting: Implications for Attention and Task Performance”)


**Tentative Course Outline.**
The Readings List will always be updated on the Class Webpage.

<table>
<thead>
<tr>
<th>Week</th>
<th>Textbook Chapters (tentative)</th>
<th>Preliminary list of other readings (announced and posted on the class webpage)</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/20 and 1/22</td>
<td>1, (2), 3 Introduction, Supply and Demand</td>
<td>Oates (1999)</td>
<td>Wednesday, 1/27: FQ 1</td>
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<tr>
<td>1/25 – 1/29</td>
<td>3, 4 Supply and Demand, Efficiency of Markets</td>
<td>Sedjo (1994)</td>
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<tr>
<td>2/8 - 2/12</td>
<td>6, 7 Benefit-Cost Analysis, Social Discounting</td>
<td>EPA Guidelines Table 7-1</td>
<td>Monday, 2/8: FQ 3</td>
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<tr>
<td>2/15 - 2/19</td>
<td>7, 8 Value of Statistical Life; Costs of Regulation</td>
<td>EPA Guidelines Table 8-2</td>
<td>Monday, 2/15: FQ 4</td>
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<tr>
<td>2/22 - 2/26</td>
<td>9, 10 Evaluation Criteria; Decentralized Policies</td>
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<td>Monday, 2/22: FQ 5</td>
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<td>3/14 - 3/18</td>
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<tr>
<td>3/28 - 4/1</td>
<td>13, 15 Tradable Permits</td>
<td>Mon., 3/28: FQ 9</td>
<td>Friday, April 1: WA, Part 1 due</td>
</tr>
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<td>4/4 - 4/8</td>
<td>20 Climate Change</td>
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<td>Monday, 4/4: FQ 10</td>
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<tr>
<td>4/11 - 4/15</td>
<td>20 Climate Change</td>
<td></td>
<td>Monday, 4/11: FQ 11</td>
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<td>4/18 - 4/22</td>
<td>Biodiversity</td>
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<td>Monday, 4/18: FQ 12</td>
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<tr>
<td>5/2 and 5/6</td>
<td>TBD</td>
<td></td>
<td>Mon., 5/2: FQ 14 Friday, May 6: WA due</td>
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**Final Exam:**
Wednesday, May 11, 7:30-9:30am (not a typo….)