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# AREC 341: ENVIRONMENTAL ECONOMICS

## INSTRUCTOR INFORMATION

Instructor: Stephan Kroll

Email: Stephan.Kroll@colostate.edu

Phone: 970-491-0887

Office Hours: TBA

Communication Policy: Responses to emails will be provided within 36 hours on weekdays.

## PREREQUISITES FOR COURSE

AREC 202 or ECON 202

## COURSE DESCRIPTION & OBJECTIVES

Economic theories and analytic frameworks are developed and applied to contemporary problems of the use and protection of the natural environment

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

- apply the core principles of economics to environmental issues
- explain the virtues and limitations of markets and allocations through prices
- categorize benefits and costs in (environmental) decision-making processes of individuals and societies
- apply insights from environmental economics to think about potential solutions to an environmental problem of interest to you

## TEXTBOOK / COURSE READINGS

Goodstein, Eban S. and Stephen Polasky, *Economics and the Environment* (8<sup>th</sup> edition), Wiley, ISBN 978-1-119-36986-8. A paperback or electronic copy can be purchased through the CSU bookstore.

## COURSE POLICIES (LATE ASSIGNMENTS, MAKE-UP EXAMS, ETC.)

Quizzes, exams, homework assignments, etc. cannot be made up

## GRADING POLICY

Your course grade will be determined as follows:

a) 3 or 4 homework assignments and 3 or 4 quizzes	50 points
b) 10 best weekly "Reading Quizzes" (on Canvas)	50 points
c) Group Project (Presentation and Paper)	50 points
d) Midterm Exam	50 points
e) Final Exam	<u>50 points</u>
Total Amount:	250 points

**Cutoff Points:**

A/A+: 232 (93%)	A-: 225 (90%)	
B+: 215 (86%)	B: 207 (83%)	B-: 200 (80%)
C+: 190 (76%)	C: 175 (70%)	D: 150 (60%)
F: Below 150 points (<60%)		

As a student enrolled in this course, one of your responsibilities is to submit course work by the due dates listed in Canvas. 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. Some assignments and quizzes will be graded automatically in Canvas; other assignments, exams, and parts of the Writing Assignments will be graded and, when it applies, critiqued within 10 days. (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.)

**Reading Quizzes**

Starting in Week 2, I will post a few brief questions about an assigned reading for that week on Canvas. There will be a total of 12 of those Reading Quizzes, two of which will not count towards your final grade.

**Homework Assignments and Quizzes**

We will have 6-8 homework assignments and quizzes on Canvas. Only five of these assignments and quizzes will count towards your final grade.

**Group Project**

Groups of 3 or 4 students will work on a group project where they apply the insights, tools and concepts learned in this class to a current environmental problem. Each group has to examine a) reason for the environmental problem (from an economist's perspective), b) benefits and costs of a policy, c) social optimum, d) current policies (if any), e) possible alternative policies, and f) acceptability and political feasibility of different policies. The group will present their findings to the class in 15-minute PowerPoint presentations between Thanksgiving and Finals Week and submit a paper to the instructor.

**Deadlines:**

Thursday, September 17: Form eight groups of 3-4 students and choose topic (1 point)

Thursday, November 5: submit one-page bulleted outline on Canvas (10 points)

Monday, November 30: submit PowerPoint presentation on Canvas (5 points)

Tuesday, December 1 – Thursday, December 10: Presentations (two per class) (15 points)

Thursday, December 17: submit final paper on Canvas (15 points)

Thursday, December 17: submit grades of others (4 points): group members grade each other (and reason their grades), and classmates grade and critique presentations of the other groups.

## CANVAS INFORMATION & TECHNICAL SUPPORT

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

- Login: [canvas.colostate.edu](https://canvas.colostate.edu)
- Support: [info.canvas.colostate.edu](mailto:info.canvas.colostate.edu)
- For passwords or any other computer-related technical support, contact the [Central IT Technical Support Help Desk](#).
  - (970) 491-7276
  - [help@colostate.edu](mailto: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 accommodations 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.

## COVID 19

**Important information for Students: All students should fill out a student-specific symptom checker each day before coming to class (<https://covidrecovery.colostate.edu/daily-symptom-checker/>).** In addition, please utilize the symptom checker to report symptoms, if you have a positive test, or exposed to a known COVID contact. If you know or believe you have been exposed or are symptomatic, it is important for the health of yourself and others that you report it through this checker. You will not be in trouble or penalized in any way for reporting. If you report symptoms or a positive test, you will receive immediate instructions on what to do and CSU's Public Health Office will be notified. Once notified, that office will contact you and most likely conduct contact tracing, initiate any necessary public health requirements and/or recommendations and notify you if you need to take any steps. For the latest information about the University's response, please visit the **CSU COVID-19 site** (<https://covidrecovery.colostate.edu/>).

<b>Week</b>	<b>Topic</b>	<b>Textbook Chapters</b> (other readings will be announced/posted on Canvas)
Week 1 (8/25 and 8/27)	Introduction	Chapter 1
Week 2 (9/1 and 9/3)	Externalities, Public Goods	Chapter 2, Chapter 3
Week 3 (9/8 and 9/10)		
Week 4 (9/15 and 9/17)	Efficiency, Coase	Chapter 4
Week 5 (9/22 and 9/24)	Benefits of Env Protection	Chapter 5
Week 6 (9/29 and 10/1)		
Week 7 (10/6 and 10/8)	Costs of Env. Protection, Double Dividend	Chapter 6
Week 8 (10/13 and 10/15)	Standards <b>Midterm Exam</b>	Chapter 7
Week 9 (10/20 and 10/22)	Sustainability, Social Discounting	Chapter 8
Week 10 (10/27 and 10/29)	Incentive-based regulation: Taxes and permits	Chapter 15
Week 11 (11/3 and 11/5)	Incentive-based regulation: Practice	Chapter 16
Week 12 (11/10 and 11/12)	Climate Change and other global/international problems	Chapter 21
Week 13 (11/17 and 11/19)	TBD	TBD
Thanksgiving Break (11/24 and 11/26)		
Week 14 (12/1 and 12/3)	Presentations	
Week 15 (12/8 and 12/10)	Presentations	
Finals Week	<b>Final Exam</b> Papers due	