

AREC/ECON 240: ISSUES IN ENVIRONMENTAL ECONOMICS**SECTION 1 SYLLABUS****INSTRUCTOR INFORMATION**

Instructor: Stephan Kroll

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Office: Clark B-313

Office Hours: Tuesday, Wednesday 2-3, or by appointment.

Class Webpage: on Canvas (under AREC 240).

CLASS ROOM AND TIME

Military Sciences Room 200, Tuesday and Thursday, 11:00-12:15

TEACHING ASSISTANT

Lacey Moore (Lacey.Moore@colostate.edu, office hour: W. 1-2, room: Clark B-302)

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

Environmental Economics, 6th or 7th edition, Barry C. Field and Martha K. Field, McGraw Hill. You can use an older edition of the textbook if you want, but it is your responsibility to be aware of the differences between your and the most recent editions and to do the correct reading assignments from the book.

OTHER REQUIRED OR SUPPLEMENTAL MATERIALS

All additional readings in addition to the textbook chapters and the instructions for classroom experiments will be posted on Canvas.

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 on the Canvas class page by Monday, January 22. 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. Of course, often I will write or draw something on the board, so do not just rely on the slides.

GRADING

Your course grade will be determined as follows:

- a) About 4 homework assignments and about 4 quizzes 20 points
- b) 10 best weekly focus question (FQ) 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 Canvas I will keep you posted about your up-to-date grades (starting later in the semester). Note, though, that you can drop the three lowest FQ grades, the lowest HW grade and the lowest quiz grade, which Canvas is not able to account for. I will post an excel sheet on Canvas, which you can use to calculate your “real” grade yourself.

Cutoff Points:

A/A+: 279 (93%)	A-: 270 (90%)	
B+: 258 (86%)	B: 249 (83%)	B-: 240 (80%)
C+: 228 (76%)	C: 210 (70%)	D: 180 (60%)
F: Below 180 points (<60%)		

ASSIGNMENT DETAILS

Focus Questions

There will be focus questions almost every Tuesday. Focus questions are a few simple and brief questions about an assigned reading for the upcoming week. There will be 13 focus question sets, 3 of which will not count towards your final grade.

Quizzes

There will be about four paper quizzes and about four paper homework assignments (plusminus 1 for each). Quizzes will consist of 9 or 10 multiple-choice questions. The lowest quiz grade and the lowest homework assignment grade 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?
- What benefits and costs do different policies have?
- 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 a 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 have to be posted on Canvas by Thursday, March 8, right before Spring Break; the final version has to be posted by Monday, March 7, the Monday of Finals Week. 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 (or Twitter, Facebook, Instagram, Snapchat, 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 **points** will be deducted from your total semester point score for each incident. And I am assuming you are actually trying to say or ask something so I will call on you...

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!

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” (<http://www.lawdogs.org/wp-content/uploads/sites/641/2017/01/Mere-Presence-Of-Cell-Phone-May-Be-Distracting.pdf>).

If you think using a laptop in class helps you learn better, you might want to read this from the New York Times (Nov. 22, 2017): “Laptops Are Great. But Not During a Lecture or a Meeting” (<https://www.nytimes.com/2017/11/22/business/laptops-not-during-lecture-or-meeting.html>).

Tentative Course Outline.

	Textbook Chapters (tentative)	Preliminary list of other readings (announced and posted on Canvas)	<ul style="list-style-type: none"> - Focus Questions (on Tuesdays), - Quizzes (on Thursdays), - approximate HW due dates
Week 1 (1/16 and 1/18)	1, (2), 3 Introduction, Supply and Demand	Oates (1999)	
Week 2 (1/23 and 1/25)	3 Supply and Demand	Sedjo (1994)	FQ 1
Week 3 (1/30 and 2/1)	4 Efficiency of Markets, Market Failure, Public Goods	Parry (2002), Fullerton (2011)	FQ 2, HW 1
Week 4 (2/6 and 2/8)	5 Economics of Environmental Quality		FQ 3, Quiz 1
Week 5 (2/13 and 2/15)	6, 7 Benefit-Cost Analysis, Social Discounting, Value of Statistical Life; Benefits of Regulation	EPA Guidelines Table 7-1	FQ 4
Week 6 (2/20 and 2/22)	7, 8 Benefits and Costs of Regulation	EPA Guidelines Table 8-2	FQ 5
Week 7 (2/27 and 3/1)	9, 10 Evaluation Criteria; Decentralized Policies		FQ 6, HW 2
Week 8 (3/6 and 3/8)	10, 11 Command-and-Control and Standards		FQ 7, Quiz 2
Spring Break (3/12 - 3/18)			
Week 9 (3/20 and 3/22)	12 Environmental Taxation		Midterm Exam (Tues., March 20)
Week 10 (3/27 and 3/29)	13, 15 Tradable Permits		FQ 8
Week 11 (4/3 and 4/5)	13, 15 Tradable Permits		FQ 9, HW 3
Week 12 (4/10 and 4/12)	20 Climate Change		FQ 10, Quiz 3
Week 13 (4/17 and 4/19)	20 Climate Change		FQ 11
Week 14 (4/24 and 4/26)	Biodiversity		FQ 12, HW 4
Week 15 (5/1 and 5/3)	TBD		FQ 13, Quiz 4
Final Exam: Wednesday, May 9, 6:20-8:20pm (not a typo...)			