Syllabus - May 2022

Excluding materials for purchase, syllabus information may be subject to change.

Course and Instructor Information

Course Title: Environmental Economics
Credits: 3
Format: Online
Prerequisites: ECON 2201 or 2211Q
Professor: Michele Baggio

Email: michele.baggio@uconn.edu (preferred method of contact).
Office Hours/Availability: by appointment. We will meet online using Collaborate Ultra via HuskyCT. You are encouraged to contact me by email. Please include ECON 3466E in the subject line. I will try to answer within 12 hours. However, please note that I cannot be "on-call" via email. This means that it may take a few days to respond to an email. Please don't send me an email the night before an assignment is due or exam and expect an answer that night.

Course Materials

Required course materials should be obtained before the first day of class.

Required textbooks are available for purchase through the UConn Bookstore (Renting is a cheap option; or use the Purchase Textbooks tool in HuskyCT). Textbooks can be shipped (fees apply).

Required Materials:

1. *Environmental Economics* (7th edition) by Barry Field and Martha Field

Optional Materials:

1. *Environmental and Natural Resource Economics, 11th edition,* by Tom Tietenberg and Lynne Lewis.

2. *Environmental and Natural Resource Economics*, by J. M. Harris and B. Roach.

3. *Environmental Economics and Management: Theory, Policy, and Applications*, by S. J. Callan and J. M. Thomas

Additional course readings and media are available within HuskyCT, through either an Internet link or Library Resources

Course Description

Application of economic reasoning to environmental issues. Topics include air and water pollution and the management of natural resources; market failure and environmental regulation; market-based mechanisms; cost-benefit analysis, environmental valuation, and program evaluation; environmental justice from an economic perspective.

Course Objectives

By the end of the semester, students should be able to:

1. Identify environmental problems such as market failures, externality, and the role of the government.

2. Recognize the optimal role for public policy relative to the existing market failures.

3. Apply the concept of externalities and the methods needed to design and implement public policy tools to address externalities.

4. Apply tools to assess the costs and benefits of alternative public policy options.

5. Demonstrate the theoretical and methodological tools to integrate environmental issues and economic research to formulate and discuss policy options.

6. Synthesize economic research applied to environmental issues.

7. Examine issues related to natural resources exploitation.

8. Develop the ability to inform policy debates and communicate findings and recommendations to policymakers.

Class Structure

Each module includes several activities that are broken into sections:

1. **Lecture** material on important concepts and results from economics issues related to the environment.
2. **Quizzes** aimed at testing the understanding of the covered material..
3. **Student presentation** of a specific environmental issue as discussed in the academic literature.
4. **Student discussions** on the presentations.

The purpose of the lectures is to teach the basic theory and concepts that are the foundations of the field of economics as related to the environment. The purpose of the presentations and debates is to familiarize students with a number of current environmental issues and to see how an understanding of the concepts discussed in the lectures apply in these contexts. The discussions are meant to be interactive, and for the debate topics all students are expected to be familiar with the topic and participate in the discussion. These discussions are an important part of the class.

Course schedule is available at this link

Course Requirements and Grading

Summary of Course Grading:

Course Components	Weight
Quizzes	40%
Paper Presentation	40%
Presentation Discussion	20%
Total	**100%**

Quizzes and Assignments

In each Module, you will be required to take a quiz that is intended to test your understanding of the material covered up to that point. There will be **5 quizzes** to be completed in this course.

Student Presentation

Each student is expected to prepare **one presentation** of a published academic paper chosen from the reading list. In HuskyCT, you will sign-up to a Presentation choosing a presentation topic. The presentation will be followed by questions and discussion about what was presented. **Please sign-up to the presentation of the empirical paper no later than May 16 (first come, first serve basis).**

All presentations must be uploaded on the relative discussion board the day preceding the presentation/discussion date.

The purpose of the presentations and discussions (described in more detail below) is to familiarize students with a number of current issues related to the environment and to see how an understanding economics apply in these contexts. The discussions are meant to be interactive and all students are expected to be familiar with the topic and participate in the discussion. These discussions are a very important part of the class. Learn more about the presentation format below.

Presentations of Academic Papers:

For presentation of an academic paper, you should provide the class with an overview of the

analysis described in the paper following the outline for the term paper. At a minimum, the presentation should include:

1. an overview of the <u>issue or problem</u> that the empirical analysis seeks to study or better understand

2. a description of the general approach or <u>methodology</u> used to study the problem

3. a general description of the <u>data</u> that were used in the analysis

4. a discussion of the <u>results</u> (i.e., what did the author(s) find?)

5. a discussion of the <u>implications</u> of the study (e.g., what does it mean for environmental policy?)

6. a discussion of <u>how the study relates</u> to things we have talked about in class

Presentation Guidelines:

1. You should prepare a presentation that is designed to provide the class with information about this specific topic;

2. A maximum of **one** student per topic for an Empirical Paper Presentation;

3. Your presentation should be no more than **15 slides** in total; the minimum number of slides is 12.

4. For the presentation, on the final slide, please provide at least 2 questions to further the discussion.

Presentation Discussion

Class discussion is an important part of this course. You will be expected to participate (which includes active listening) in discussions at all times. You will also lead discussions as called upon. This will happen regularly and without prior warning so it is crucial you come to class prepared. Your class participation grade will be made up of three components:

1. Preparation as demonstrated by your familiarity with assigned readings and general course subject matter.

2. Participation as demonstrated by your appropriate engagement in class discussions.

3. Contribution where your preparation and participation make a positive contribution to the course learning outcomes that would not have occurred in the absence of your participation.

Grading Scale:

Grade	Letter Grade	GPA

93-100	A	4.0
90-92	A-	3.7
87-89	B+	3.3
83-86	B	3.0
80-82	B-	2.7
77-79	C+	2.3
73-76	C	2.0
70-72	C-	1.7
67-69	D+	1.3
63-66	D	1.0
60-62	D-	0.7
<60	F	0.0

Due Dates and Late Policy

Presentations must be uploaded on HuskyCT by the end of the day preceding the lecture in which the presentation will be given. All course due dates are identified in HuskyCT and the course schedule. Deadlines are based on Eastern Time. *The instructor reserves the right to change dates accordingly as the semester progresses. All changes will be communicated in an appropriate manner.*

Late Policy - For every day the assignment is late after the due date, 10% will be deducted from the assignment score. No assignments will be accepted once they are three or more days late.

Feedback and Grades
I will make every effort to provide feedback and grades within 36 hours. To keep track of your performance in the course, refer to My Grades in HuskyCT.

Student Authentication and Verification

The University of Connecticut is required to verify the identity of students who participate in online courses and to establish that students who register in an online course are the same students who participate in and complete the course activities and assessments and receive academic credit. Verification and authentication of student identity in this course will include:

1. Method 1: Secure access to the learning management system using your unique UConn NetID and password.
2. Method 2: Student presentations with webcam and introductions discussion.

Student Responsibilities and Resources

As a member of the University of Connecticut student community, you are held to certain standards and academic policies. In addition, there are numerous resources available to help you succeed in your academic work. Review these important standards, policies and resources, which include:

- The Student Code
  - Academic Integrity
  - Resources on Avoiding Cheating and Plagiarism
- Copyrighted Materials
- Netiquette and Communication
- Adding or Dropping a Course
- Academic Calendar
- Policy Against Discrimination, Harassment and Inappropriate Romantic Relationships
- Sexual Assault Reporting Policy

Students with Disabilities

The University of Connecticut is committed to protecting the rights of individuals with disabilities and assuring that the learning environment is accessible. If you anticipate or experience physical or academic barriers based on disability or pregnancy, please let me know immediately so that we can discuss options. Students who require accommodations should contact the Center for Students with Disabilities, Wilbur Cross Building Room 204, (860) 486-2020 or http://csd.uconn.edu/.

Blackboard measures and evaluates accessibility using two sets of standards: the WCAG 2.0 standards issued by the World Wide Web Consortium (W3C) and Section 508 of the Rehabilitation Act issued in the United States federal government." (Retrieved March 24, 2013 from Blackboard's website)

Minimum Technical Skills

To be successful in this course, you will need the following technical skills:

- Use electronic mail with attachments.
- Save files in commonly used word processing program formats.
- Copy and paste text, graphics or hyperlinks.
- Work within two or more browser windows simultaneously.
- Open and access PDF files.

University students are expected to demonstrate competency in Computer Technology. Explore the Computer Technology Competencies page for more information.

Software/Technical Requirements (with Accessibility and Privacy Information)

The software/technical requirements for this course include:

- HuskyCT/Blackboard (HuskyCT/ Blackboard Accessibility Statement, HuskyCT/ Blackboard Privacy Policy)

- [Adobe Acrobat Reader](#) ([Adobe Reader Accessibility Statement](#), [Adobe Reader Privacy Policy](#))
- Google Apps ([Google Apps Accessibility](#), [Google for Education Privacy Policy](#))
- Microsoft Office (free to UConn students through [uconn.onthehub.com](#)) ([Microsoft Accessibility Statement](#), [Microsoft Privacy Statement](#))
- Dedicated access to high-speed internet with a minimum speed of 1.5 Mbps (4 Mbps or higher is recommended).
- WebCam

(add or remove items above as needed)

For information on managing your privacy at the University of Connecticut, visit the [University's Privacy page](#).

NOTE: This course has NOT been designed for use with mobile devices.

Note to faculty: FERPA Reminder – Posting Student Photos and Videos

Given the increase in remote teaching, we want to help clarify when sharing photos or videos of students may be permissible. The US Department of Education has issued [guidance](#) around this matter.

In general, a photo or video is considered an education record when it *directly* relates to the student (rather than just incidentally related to him or her). This means that when a student is the intended focus of the photo or video and the content is maintained by an instructor in connection with their role at UConn, it is likely considered an education record. In this context, a student photo or video should not be released to anyone other than the student, unless prior written consent is obtained.

If however, an instructor records a course lecture that captures student participation, any visual representations of the students in this context are likely not educational records; the student is generally not the intended focus of the recording. You may share the recording with the appropriate class so long as you do so via University protected resources (e.g. HuskyCT).

Please note, if an instructor intends to record a lecture, the instructor should give notice to students that they intend to do so.

NEVER share student information, including videos and photos, on public social media platforms. Please keep in mind that each case is context specific, but that in general you should err on the side of caution; if you are uncertain if your actions are permissible under FERPA, please ask first. You may learn more about the University's FERPA Policy at https://policy.uconn.edu/2011/05/24/ferpa-policy/.

For more information, contact: Laurie Neal at privacy@uconn.edu

Help

[Technical and Academic Help](#) provides a guide to technical and academic assistance.

This course is completely facilitated online using the learning management platform, [HuskyCT](#). If you have difficulty accessing HuskyCT, you have access to the in person/live person support

options available during regular business hours through the [Help Center](). You also have [24x7 Course Support]() including access to live chat, phone, and support documents.

Resources for Students Experiencing Distress

The University of Connecticut is committed to supporting students in their mental health, their psychological and social well-being, and their connection to their academic experience and overall wellness. The university believes that academic, personal, and professional development can flourish only when each member of our community is assured equitable access to mental health services. The university aims to make access to mental health attainable while fostering a community reflecting equity and diversity and understands that good mental health may lead to personal and professional growth, greater self-awareness, increased social engagement, enhanced academic success, and campus and community involvement.

Students who feel they may benefit from speaking with a mental health professional can find support and resources through the **Student Health and Wellness-Mental Health** (SHaW-MH) office. Through SHaW-MH, students can make an appointment with a mental health professional and engage in confidential conversations or seek recommendations or referrals for any mental health or psychological concern.

Mental health services are included as part of the university's student health insurance plan and also partially funded through university fees. If you do not have UConn's student health insurance plan, most major insurance plans are also accepted. Students can visit the **Student Health and Wellness-Mental Health located in Storrs on the main campus in the Arjona Building, 4th Floor,** or contact the office at **(860) 486-4705, or https://studenthealth.uconn.edu/** for services or questions**.**

Accommodations for Illness or Extended Absences

Please stay home if you are feeling ill and please go home if you are in class and start to feel ill. If illness prevents you from attending class, it is your responsibility to notify your instructor as soon as possible. You do not need to disclose the nature of your illness, however, you will need to work with your instructor to determine how you will complete coursework during your absence.

If life circumstances are affecting your ability to focus on courses and your UConn experience, students can email the Dean of Students at dos@uconn.edu to request support. Regional campus students should email the Student Services staff at their home campus to request support and faculty notification.

COVID-19 Specific Information: People with COVID-19 have had a wide range of symptoms reported – ranging from mild symptoms to severe illness. These symptoms may appear 2-14 days after exposure to the virus and can include:

- Fever,
- Cough,
- Shortness of breath or difficulty breathing

- Chills
- Repeated shaking with chills
- Muscle pain
- Headache
- Sore throat
- New loss of taste or smell

Additional information including what to do if you test positive or you are informed through contract tracing that you were in contact with someone who tested positive, and answers to other important questions can be found here:
https://studenthealth.uconn.edu/updates-events/coronavirus/

More on Health and Wellness

Evaluation of the Course

Students will be provided an opportunity to evaluate instruction in this course using the University's standard procedures, which are administered by the Office of Institutional Research and Effectiveness (OIRE). Additional informal formative surveys may also be administered within the course as an optional evaluation tool.