



University of Colorado Boulder
ENVIRONMENTAL ECONOMICS
ECON 3545 SYLLABUS, SPRING 2020

Instructor: Dr. Sara Avila

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COURSE OBJECTIVES

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

1. Identify environmental problems, emphasizing the optimal role for public policy relative to a market inefficiency.
2. Determine the economic information and tool required to address an environmental problem and how to apply them.
3. Explain the building blocks and tools of environmental economics so that you can comprehend the research in environmental economic texts and articles.
4. Concisely and effectively communicate environmental economics findings and recommendations to policymakers.

COURSE PREREQUISITES

Requires prerequisite courses of ECON 2010 (Principles of Microeconomics) (minimum grade C-).

REQUIRED COURSE MATERIALS

Field, B.C. and Field, M. Environmental Economics, 7th edition. ISBN: 0078021898 (hbk) and ISBN: 978-0078021893 (pbk).

: <https://canvas.colorado.edu/> (Canvas) Grades and any further additional readings will be posted on Canvas. Please check Canvas frequently for any relevant notifications/changes that may occur throughout the course.

SUPPLEMENTAL MATERIAL

Journal articles that will be provided by the instructor in the Canvas System, by links to websites or via the CU Library.

INSTRUCTIONAL METHODOLOGY AND DELIVERY

This course is delivered via distance education format using the CU Canvas system. This format will use a combination of readings, online discussion, and other web-based resources. You will interact with the instructor and other students using the communication functions provided by Canvas. You will submit assignments in accordance with the course outline using Canvas.

COURSE PRESENTATION AND PROCEDURES

There will be 14 modules corresponding to the 14 weeks of the course (1 module per week). You should proceed through one module per week, which will be comprised of readings from the course texts,

and gain exposure to different viewpoints of other students in the class. It is therefore necessary to participate throughout the week in the discussion questions, not wait until the last minute to post on discussion topics.

EVALUATION AND GRADING

Course grades will be determined by the completion of assignments, exams, and discussions, as shown below:

Assignment	<i>Points per Assignment</i>	<i>Frequency</i>	<i>GRADE POINTS</i>	<i>GRADE PERCENTAGE</i>
Paper	200	1	200	20.0%
Discussions (post + response)	20	8	160	14.0%
Exercises*	20	7	140	14.0%
Quizzes*	20	5	100	7.5%
Proctored Midterm Exam	150	1	150	15.0%
Proctored Cumulative Final Exam	250	1	250	25.0%
TOTAL			1000	= 100%

Keep a copy of all work created for the course, including work submitted through Canvas.

*The lowest grade of these assignments will be dropped. See below.

COURSE GRADING CRITERIA

<i>Grade</i>	<i>Percentage Grade</i>	<i>Equivalent Points</i>	<i>Indicates</i>
A	93-100	930 1000	Excellent
A-	90-9		

ASSIGNMENTS

Paper (200 POINTS) – There will be one individual written writing assignment. This assignment will be 3 pages in length (2 pages of content and 1 page of resources), single spaced, Times New Roman 12 point font, 1" margins. This writing assignment as well as preliminary one-page proposal will be submitted through Canvas.

The paper should relate to an environmental policy issue and must answer: How can economics inform public policy related to this issue?

This is a document that could be handed to policymakers and that educates them about an issue and argues for a policy position. There will be one on one meeting with the professor. Students must submit a one-page proposal the day before the meeting. This project will be discussed in more detail subsequently.

The evaluation of the assignment will be based in part on the following criteria:

- a) The ability to convey an argument clearly and coherently.
- b) The ability to use and synthesize the course material.
- c) The ability to acquire and apply information from appropriate sources.
- d) Competence in standard written English (including proper use of syntax, grammar, punctuation and spelling as well as use of appropriate vocabulary, formatting, and references).

Keep in mind that plagiarism is a form of academic dishonesty. Plagiarism is defined as the use of another's ideas or words without appropriate acknowledgment. Examples of plagiarism include: failing to use quotation marks when directly quoting from a source; failing to document distinctive ideas from a source; fabricating or inventing sources; and copying information from computer-based sources, i.e., the Internet. *For more information, please use the link provided on Canvas.*

Discussion postings (160 POINTS) - There will be a 20

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courtesy and sensitivity are especially important with respect to individuals and topics dealing with race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. For more information, see the policies on [classroom behavior](#)

of assignments in this class, you must contact the instructor in at least two weeks in advance if you anticipate a religious holiday may impact your completion of coursework.

For more information on the religious holidays most commonly observed by CU Boulder students consult the [online interfaith calendar](#).

PREFERRED STUDENT NAMES AND PRONOUNS

CU Boulder recognizes that students' legal information doesn't always align with how they identify. Students may update their preferred names and pronouns via the student portal; those preferred names and pronouns are listed on instructors' class rosters. In the absence of such updates, the name that appears on the class roster is the student's legal name.

