



**Oregon State University**  
**Ecampus**

**Course Name: Environmental Economics and Policy**

**Course Number: AEC 352**

**Credits: 3**

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### **Course Description**

This course provides an overview of the interrelationships between economic activity, the environment, and public policy. Through case studies, discussion groups, readings, and group activities, students learn how economists define and analyze environmental problems and the types of policies they advocate for managing environmental quality. (Bacc. Core Course)

*Prerequisites:* AEC 250 or ECON 201 or ECON 201H

### **Communication**

Please post all questions about assignments, readings, or lectures in the the Q&A Discussion Forum. Posts there may address questions that more than one of you may have so please make use of this resource so all may benefit from the questions and answers provided. I encourage you to answer questions posted by classmates if you can. I will monitor this board each weekday afternoon and respond to any unanswered questions or provide any needed clarifications. Any question posted after 5 pm PST or on weekends or holidays will be answered on the next business day.

If you have questions about grading or other matters of a personal nature or you would like to meet with me outside of my posted office hours, please contact me directly via email (preferred) or the Canvas Inbox starting the subject with "AEC352:" This will help me prioritize the many emails I receive each day and ensure timely feedback to your inquiry. I am available via email during normal business hours M-F 8 am to 5 pm. You can expect same day responses to emails during those times and the next business day for emails outside of those times.

I will hold live online office hours on Thursdays 4 - 5 pm PST through OSU's online meeting application (Zoom) using my [personal meeting room](#).

I firmly believe timely feedback on assignments is important for your learning the material in this course. You can expect to receive feedback from me within 4 days of the due date.

## Course Credits

This course combines approximately 90 hours of instruction, discussion board activities, quizzes, and assignments for 3 credits.

## Technical Assistance

If you experience any errors or problems while in your online course, contact 24-7 Canvas Support through the Help link within Canvas. If you experience computer difficulties, need help downloading a browser or plug-in, or need assistance logging into a course, contact the IS Service Desk for assistance. You can call (541) 737-8787 or visit the [IS Service Desk](#) online.

## Learning Resources

### Required Text:

***Markets and the Environment, Second Edition*** (2016)

Authors: Nathaniel Keohane and Sheila Olmstead (Island Press, Washington, DC).

New/used copies are available at the OSU Beaver Store and Amazon.

### Other Resources:

***Environmental Economics*** (5<sup>th</sup>, 6<sup>th</sup>, or 7<sup>th</sup> Editions)

Authors: Barry C. Field and Martha K. Field (McGraw Hill, New York)

This book is a good supplementary resource for learning the material covered in this course.

**Note:** Please check with the OSU Beaver Store for up-to-date information for the term you enroll ([OSU Beaver Store website](#) or 800-595-0357). If you purchase course materials from other sources, be very careful to obtain the correct ISBN.

## Measurable Student Learning Outcomes

The focus of this course is the application of basic economic tools to understand and evaluate environmental issues and policies. The course will introduce concepts such as externalities, property rights, open access resources, non-market goods and public goods. We will use the economic foundation developed in this course to discuss current policy issues including global climate change, reducing the costs of regulations, and dealing with point and non-point source pollution.

My objectives for this course are to:

- 1) Provide students with a clear understanding of how to apply economic theory to issues of the environment.
- 2) Introduce students to the theory, empirical findings, and important policy implications of environmental economics and policy at a level appropriate for advanced undergraduate students.
- 3) Increase students' ability to define environmental problems and analyze information.

## Student Learning Outcomes

Upon successful completion of this course, a student will be able to:

- 1) Recognize how economics can inform and improve environmental policy.
- 2) Apply principles of economics to the environment.
- 3) Understand the concepts of market equilibrium, market failure, and externalities.
- 4) Analyze environmental issues within a graphical economic modeling framework.
- 5) Compare and critique the effectiveness of alternative policy solutions to environmental problems.
- 6) Increase their ability to define environmental problems and analyze information.

## Baccalaureate Core

This course fulfills the Baccalaureate Core requirement for the Contemporary Global Issues category. It does this by teaching students about the interdependencies between social, economic, political, and environmental issues and how economics can be a common language to discuss and critically evaluate environmental problems and propose solutions. The scale of environmental issues (i.e., global) and the myriad of disciplines involved necessitate that students acquire an understanding of the dimensionality of these problems from both global and multidisciplinary perspectives, as well as a fundamental disciplinary knowledge of how economists approach quantifying and solving these complex problems. Upon successful completion of this Baccalaureate Core *Synthesis* course, a student will be able to:

- 1) Analyze the origins, historical contexts, and implications of contemporary global issues.
- 2) Explain the complex nature and interdependence of contemporary global issues using a multi-disciplinary approach.
- 3) Articulate in writing a critical perspective on contemporary global issues using evidence as support.

Each module of this course contains lecture videos, discussion board activities, writing assignments, and practice problems designed to align with these baccalaureate core learning outcomes (BCLO) and to assess student success in achieving these goals. Specifically, BCLO 1 is assessed through discussion board activities and lecture videos that requires students to observe the world around them and analyze issues relating to environmental economics and policy from local, regional, national and global scales. BCLO 2 is assessed through the examination of real-world environmental issues in lectures and supplementary videos, assigned readings, and problem sets. The course's focus is on developing an economic lens to view environmental problems, but all issues covered in this course are multi-disciplinary in nature. BCLO 3 is assessed by two (2) writing assignments, each 1250 words in length and requiring citations of supporting evidence, on contemporary environmental policy.

## Evaluation of Student Performance

Your performance in this course will be evaluated as follows:

<b>Assignment</b>	<b>Percentage of Final Grade</b>
Discussion Board Activities (10)	20
Writing Assignments (2)	20
Problem sets (5)	20
Final Exam (1)	20
Midterm Exam (1)	15
Module Quizzes (5)	5
<b>Total</b>	<b>100</b>

### Letter Grade

<b>Grade</b>	<b>Percent Range</b>
A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
F	Below 60

## Course Content

Week	Topic	Reading Assignments	Learning Activities
1	What is Environmental Economics?	Textbook <ul style="list-style-type: none"> <li>• Preface (p. xv - xvii)</li> <li>• Chapter 1 (p. 1 - 10)</li> <li>• Chapter 12 (p. 254-258)</li> </ul> “How Economists See the Environment” “Rescuing Environmentalism”	Discussion Board #1 Discussion Board #2 Quiz #1
2	How Markets Work	Textbook <ul style="list-style-type: none"> <li>• Chapter 4 (p. 69-79)</li> </ul>	Discussion Board #3 Problem Set #1
3	Market Failures and Externalities	Textbook <ul style="list-style-type: none"> <li>• Chapter 5 (p. 80 - 85)</li> </ul> “The Trouble with Externalities”	Discussion Board #4 Writing Assignment #1 Quiz #2 Practice Problems
4	Public Goods and Open Access Resources	Textbook <ul style="list-style-type: none"> <li>• Chapter 5 (p. 85 - 98)</li> </ul>	Discussion Board #5 Problem Set #2
5	Pollution Control Model and Pollution Standards	Textbook <ul style="list-style-type: none"> <li>• Chapter 2 (p. 11 - 30)</li> <li>• Chapter 8 (143 - 144)</li> <li>• Chapter 9 (168 - 173)</li> </ul>	Discussion Board #5 <b>Midterm Exam</b>
6	Market-based Environmental Policies	Textbook <ul style="list-style-type: none"> <li>• Chapter 8 (p. 144 - 167)</li> <li>• Chapter 9 (p. 168 - 184; 190 - 198)</li> <li>• Chapter 10 (p. 199 - 207; 214-230)</li> </ul>	Discussion Board #7 Problem Set #3
7	The Coase Theorem	Textbook <ul style="list-style-type: none"> <li>• Chapter 9 (p. 143 - 144)</li> </ul>	Discussion Board #8 Writing Assignment #2 Quiz #3
8	Cost Benefit Analysis, Discounting, & Non-market Valuation	Textbook <ul style="list-style-type: none"> <li>• Chapter 3 (p. 55 - 68; 44 - 49)</li> <li>• Chapter 2 (P. 30 - 34)</li> </ul>	Discussion Board #9 Problem Set #4 Quiz #4
9	Non-market Valuation Methods	Textbook <ul style="list-style-type: none"> <li>• Chapter 3 (p. 55 - 68)</li> </ul>	Discussion Board #10 Quiz #5
10	Special Topics: Climate Change and Ocean Ecosystems	None	Problem Set #5
Finals			<b>Final Exam</b>

## **Course Policies**

### **Discussion Participation**

Students are expected to participate in all graded discussions. While there is great flexibility in online courses, this is not a self-paced course. You will need to participate in discussions on at least two different days each week, with your first post due no later than Wednesday evening, and your second posts due by the end of each week.

### **Late Work Policy**

Late Assignments will simply not be accepted at any time in this course. In other words, please do not expect to receive partial credit if you attempt to turn in an assignment after it is due.

### **Makeup Exams**

Makeup exams will be given only for missed exams excused in advance by the instructor. Excused absences will not be given for airline reservations, routine illness (colds, flu, stomach aches), or other common ailments. Excused absences will not be given under any circumstances after the exam has occurred.

### **Incompletes**

Incomplete (I) grades will be granted only in emergency cases (usually only for a death in the family, major illness or injury, or birth of your child), and if the student has turned in 80% of the points possible. If you are having any difficulty that might prevent you completing the coursework, please don't wait until the end of the term; let me know right away.

### **Statement Regarding Religious Accommodation**

Oregon State University is required to provide reasonable accommodations for employee and student sincerely held religious beliefs. It is incumbent on the student making the request to make the faculty member aware of the request as soon as possible prior to the need for the accommodation. See the [Religious Accommodation Process for Students](#).

### **Guidelines for a Productive and Effective Online Classroom**

Students are expected to conduct themselves in the course (e.g., on discussion boards, email) in compliance with the university's regulations regarding civility. Civility is an essential ingredient for academic discourse. All communications for this course should be conducted constructively, civilly, and respectfully. Differences in beliefs, opinions, and approaches are to be expected. In all you say and do for this course, be professional. Please bring any communications you believe to be in violation of this class policy to the attention of your instructor.

Active interaction with peers and your instructor is essential to success in this online course, paying particular attention to the following:

- Unless indicated otherwise, please complete the readings and view other instructional materials for each week before participating in the discussion board.
- Read your posts carefully before submitting them.
- Be respectful of others and their opinions, valuing diversity in backgrounds, abilities, and experiences.

- Challenging the ideas held by others is an integral aspect of critical thinking and the academic process. Please word your responses carefully, and recognize that others are expected to challenge your ideas. A positive atmosphere of healthy debate is encouraged.

### **Expectations for Student Conduct**

Student conduct is governed by the university's policies, as explained in the Student Conduct Code (<https://beav.es/codeofconduct>). Students are expected to conduct themselves in the course (e.g., on discussion boards, email postings) in compliance with the university's regulations regarding civility.

### **Academic Integrity**

Integrity is a character-driven commitment to honesty, doing what is right, and guiding others to do what is right. Oregon State University Ecampus students and faculty have a responsibility to act with integrity in all of our educational work, and that integrity enables this community of learners to interact in the spirit of trust, honesty, and fairness across the globe.

Academic misconduct, or violations of academic integrity, can fall into seven broad areas, including but not limited to: cheating; plagiarism; falsification; assisting; tampering; multiple submissions of work; and unauthorized recording and use.

It is important that you understand what student actions are defined as academic misconduct at Oregon State University. The OSU Libraries offer a [tutorial on academic misconduct](#), and you can also refer to the [OSU Student Code of Conduct](#) and [the Office of Student Conduct and Community Standard's website](#) for more information. More importantly, if you are unsure if something will violate our academic integrity policy, ask your professors, GTAs, academic advisors, or academic integrity officers.

### **TurnItIn**

Your instructor may ask you to submit one or more of your writings to Turnitin, a plagiarism prevention service. Your assignment content will be checked for potential plagiarism against Internet sources, academic journal articles, and the papers of other OSU students, for common or borrowed content. Turnitin generates a report that highlights any potentially unoriginal text in your paper. The report may be submitted directly to your instructor or your instructor may elect to have you submit initial drafts through Turnitin, and you will receive the report allowing you the opportunity to make adjustments and ensure that all source material has been properly cited. Papers you submit through Turnitin for this or any class will be added to the OSU Turnitin database and may be checked against other OSU paper submissions. You will retain all rights to your written work. For further information, visit [Academic Integrity for Students: Turnitin – What is it?](#)

### **Statement Regarding Students with Disabilities**

Accommodations for students with disabilities are determined and approved by Disability Access Services (DAS). If you, as a student, believe you are eligible for accommodations but

have not obtained approval, please contact DAS immediately at 541-737-4098 or at <http://ds.oregonstate.edu>. DAS notifies students and faculty members of approved academic accommodations and coordinates implementation of those accommodations. While not required, students and faculty members are encouraged to discuss details of the implementation of individual accommodations.

### **Accessibility of Course Materials**

All materials used in this course are accessible. If you require accommodations please contact [Disability Access Services \(DAS\)](#).

Additionally, Canvas, the learning management system through which this course is offered, provides a [vendor statement](#) certifying how the platform is accessible to students with disabilities.

### **Tutoring and Writing Assistance**

[NetTutor](#) is a leading provider of online tutoring and learner support services fully staffed by experienced, trained and monitored tutors. Students connect to live tutors from any computer that has Internet access. NetTutor provides a virtual whiteboard that allows tutors and students to work on problems in a real time environment. They also have an online writing suite where tutors critique and return essays within 24 to 48 hours. Access NetTutor from within your Canvas class by clicking on the Tools button in your course menu.

The Oregon State [Online Writing Suite](#) is also available for students enrolled in Ecampus courses.

### **Ecampus Reach Out for Success**

University students encounter setbacks from time to time. If you encounter difficulties and need assistance, it's important to reach out. Consider discussing the situation with an instructor or academic advisor. Learn about [resources that assist with wellness and academic success](#).

Ecampus students are always encouraged to discuss issues that impact your academic success with the [Ecampus Success Team](#). Email [ecampus.success@oregonstate.edu](mailto:ecampus.success@oregonstate.edu) to identify strategies and resources that can support you in your educational goals.

#### **For mental health:**

Learn about [counseling and psychological resources for Ecampus students](#). If you are in immediate crisis, please contact the Crisis Text Line by texting OREGON to 741-741 or call the National Suicide Prevention Lifeline at 1-800-273-TALK (8255).

#### **For financial hardship:**

Any student whose academic performance is impacted due to financial stress or the inability to afford groceries, housing, and other necessities for any reason is urged to contact the Director of Care for support ([studentassistance@oregonstate.edu](mailto:studentassistance@oregonstate.edu) or 541-737-8748).

## **Student Evaluation of Courses**

During Fall, Winter, and Spring term The online Student Evaluation of Teaching system opens to students the Wednesday of week 8 and closes the Sunday before Finals Week. Students receive notification, instructions and the link through their ONID. They may also log into the system via Online Services. Course evaluation results are extremely important and used to help improve courses and the hybrid learning experience for future students. Responses are anonymous (unless a student chooses to "sign" their comments, agreeing to relinquish anonymity) and unavailable to instructors until after grades have been posted. The results of scaled questions and signed comments go to both the instructor and their unit head/supervisor. Anonymous (unsigned) comments go to the instructor only.