

**INSTRUCTOR:** Dr. Olesya Savchenko  
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Phone: 352.294.7634

**TIME & LOCATION:** T | Period 4 (10:40 AM - 11:30 AM) in [MCCB 3124](#)  
R | Period 4 - 5 (10:40 AM - 12:35 PM) in [LIT 0205](#)  
*\*\*\*Please wear a mask to attend class\*\*\**

**OFFICE HOURS:** T | 11:45AM – 1:30PM, or by appointment. Feel free to contact me with any questions or concerns during office hours/a scheduled appointment or over email. *\*\*\*Please wear a mask to attend office hours\*\*\**

**PREREQUISITES:** ECO 3101 (Intermediate Microeconomics) OR consent of the instructor.

### **COURSE OVERVIEW:**

AEB 6933 is a discussion-based course designed to provide students interested in environmental policy and sustainability with a broad overview of the field. Students will be introduced to a wide range of contemporary environmental topics and will gain knowledge of analytical economic tools used to analyze and design environmental policy. The course will be organized around the following key topics: externalities and market failure, choice of environmental policy instruments, commonly used nonmarket valuation techniques and their implementation, behavioral economics approach to environmental policy, and economics of sustainability. Students will complete a practice application project aimed at resolving a contemporary policy issue.

### **COUSE OBJECTIVES:**

The primary objective of this course is to introduce students to the breadth of topics in environmental economics and recent advances in theoretical and empirical analyses of environmental issues and policy. Given active engagement, at the end of this course students will:

1. Develop a broad understanding of contemporary environmental policy and sustainability topics.
2. Learn to read, critique, discuss, and extend research in the field of environmental economics.
3. Evaluate environmental policies using analytical and applied economic tools.
4. Apply analytical and applied methods to contemporary environmental problems.
5. Hone the ability to evaluate and communicate research in written and oral forms.

## **TEACHING APPROACH & COURSE STRUCTURE:**

This is a seminar-style class. Most of our class time will be spent discussing contemporary environmental issues and policy. The class is organized such that the new material will be typically presented in Tuesday classes, while Thursdays will be used for discussions during and/or a blend of lecture and discussion. Therefore, in this class I will act as a facilitator, moderator and a lecturer to help you gain understanding of the material covered throughout this course. This class is heavily based on students' active engagement in discussions of the assigned reading material. Therefore, active participation is critical for learning.

## **EXPECTATIONS FOR AEB6933 STUDENTS:**

To be successful in this course, a student should:

1. Attend each class session and arrive to class on time
2. Complete assigned readings **prior** to each respective class.
3. Actively participate in class discussions.
4. Contribute your part towards completing a team project.

## **STUDENT FEEDBACK:**

I welcome students' feedback about the course, including content, assignments, and the style of lectures and discussions. I am committed to making this course a positive and valuable learning experience for each student. I will be collecting your feedback throughout the semester using anonymous surveys. You are also always welcome to talk to me directly at any point during the semester.

## **COURSE MATERIALS:**

### **Required:**

- *Markets and the Environment*, 2<sup>nd</sup> ed. M. Keohane and S. Olmstead. 2016. Island Press.
- *A Primer on Nonmarket Valuation*. Eds. Patricia A. Champ, K.J. Boyle, and Thomas C. Brown. 2017. Available for rent/purchase on Amazon and Kindle. Previous edition of the book is available for free through the UF library.
- Readings provided on the course website on Canvas, which will include articles and excerpts of other texts.

### **Supplementary:**

- *Environmental Economics in Theory and Practice*, 2<sup>nd</sup> ed. N. Hanley, J.F. Shogren, and B. White. 2007. Available for rent/purchase on Amazon and Kindle and for free through the UF library.
- *The Measurement of Environmental and Resource Values: Theory and Methods*. 3<sup>rd</sup> ed. A.M. Freeman III, J.A. Herriges, and C.L. Kling.

## COURSE EVALUATION:

Your final grade will consist of the following components:

Graded Activity	Activity Type	Points	% of Grade
Contribution to class as a discussion participant	Individual	100	20%
Discussion leadership (3 @ 30 points each)	Individual or Team	90	18%
Paper commentaries (10 @ 10 points each)	Individual	100	20%
Quizzes/Activities (4 @ 15 points each)	Individual	60	12%
Policy Analysis Project with Data Visualization / Research Project	Individual or Team	150	30%
<b>TOTAL</b>		<b>500</b>	<b>100%</b>

The following grading scale will be used:

93 – 100%	A	80 – 82.9	B-	66 – 69.9	D+
90 – 92.9	A-	76 – 79.9	C+	63 – 65.9	D
86 – 89.9	B+	73 – 75.9	C	60 – 62.9	D –
83 – 85.9	B	70 – 72.9	C-	≤59.9	E

**IMPORTANT:** After any grade is posted, should you believe that your assignment is incorrectly graded or that your grade was posted incorrectly, please contact the instructor in writing as soon as possible. After 7 days have passed, your posted grade will be assumed to be correct, accurate and final.

## COURSE ASSIGNMENTS:

### Contribution to class as a discussion participant (20%):

Thoughtful contribution to class discussions is critical for your success in this course and for creating an active and productive learning environment for all students. This component of your grade will be determined based on your contribution to the learning process. Therefore, I will evaluate both the quality and the quantity of your contribution to class discussion.

The quality of your learning experience in this course will directly depend on (1) your preparation, active participation in discussions and listening and (2) your classmates' preparation, participation and listening our classmates. It is only through your contributions during class discussions that you can demonstrate your knowledge of class material and the assigned readings. What you will gain in this class directly depends on what you put in – not just in terms of preparing for the class (reading and analyzing assigned readings), but also in terms your willingness to listen to and evaluate the contribution of peers to class discussions. Respectful discussion of policy issues and opposing opinions relevant to the topics covered in class are welcome.

### Discussion leadership (18%):

Each student will lead three class discussions either individually or in small groups (depending on the class size). This will involve thorough reading and analysis of the article/topic you are presenting in class, preparing presentation slides, facilitation of the discussion, and critical thinking about the topic. During these sessions we will have a flipped classroom – your job is to educate

your fellow classmates and the instructor about the article/topic you are presenting. As a discussion leader you will:

- Use PowerPoint to present your article
- Provide a discussion/summary of the main points of the article (What is the research question? What is the research method? What are the main findings?)
- Explain the primary methods used in the paper (e.g. the solution method for a theoretical paper, the econometric technique in an empirical paper)
- Share your perspective on the journal article (Do you agree or disagree with the conclusions? Was the paper clearly written? What are some strengths/weaknesses of the paper? What are the implications of the findings for policy?)
- Promote and facilitate class discussion by provided discussion questions and follow-up your peer's answers provided in class with questions.

### **Paper commentaries (20%):**

Each student is expected to prepare 10 1-page (single-spaced, 12-point Times New Roman font) summaries of the journal articles from the course reading list. Five articles must be selected from the readings included in Part I of the course and the other five commentaries should be made on articles included in Part II of the course. A good summary has the following components: research questions, methods, results, your critique/reflections that highlights a few strengths and weaknesses. Commentaries must be submitted prior to class when

### **Quizzes/Activities (12%):**

Throughout the semester students will be given a total of 4 quizzes and/or activities that test and apply the knowledge of the material covered in class. Quizzes will take place in class, while activities will either take place in class or will be take home.

### **Policy Analysis Project with Data Visualization / Research Project (30%):**

Students will have a choice of working on a policy analysis project or a research project depending on their future career and research expectations. This assignment consists of a project proposal, progress report, presentation, final written report, and data visualization summary (e.g., infographic). Further details will be provided in class and on Canvas.

**Policy analysis project with data visualization:** Either individually or in groups of 2 (depending on the class size), students will assume the role of economic consultants to the state/federal policymakers on a real-world environmental issue. Students will be presented with an real-world issue currently facing policymakers and will have to provide policy relevant recommendations by synthesizing relevant literature/knowledge on the issue, proposing how the problem can be resolved using methods studied in class (e.g., data collection design/analysis of existing data), and outlining the steps that policymakers should take to address the issue. This will result in a comprehensive 10 to 15-page double-spaced report. A unique component of this report will be an infographic that summarizes the current state of the environmental issue using graphs and other data visualizations (see an example of an infographic [here](#)). Students will be provided with further detailed instructions on this assignment, including more examples of data visualizations in the

form of infographics. **Note:** students who are particularly interested in a specific topic will be allowed to complete this report & data visualization infographic on the topic of their interest.

***Research paper (advanced option of the assignment):*** Students will write a 10 to 15-page double-spaced research paper due at the end of the semester. This paper will require students to apply the material from the course to the selected topic given. The paper will follow an outline of a standard journal article: motivation, background, literature review, preliminary data collection/analysis and conclusion. A unique component of this report will be an infographic that summarizes the current state of the environmental issue using graphs and other data visualizations (see an example of an infographic [here](#)). Students will be provided with further detailed instructions on this assignment, including more examples of data visualizations in the form of infographics. This assignment is intended to provide students with an opportunity to develop their research that extends the relevant literature in the field. The paper will be presented at the end of the semester.

## COURSE SCHEDULE

\*\*Dates are subject to change based on progression through the material\*\*

TOPICS COVERED	KEY DATES
<b>Part I</b>	
<ul style="list-style-type: none"> <li>• Economics &amp; the environment</li> <li>• Defining &amp; Measuring sustainability</li> <li>• Market failure</li> <li>• Market-based policies &amp; instrument choice in Environmental policy</li> <li>• Taxes</li> <li>• Tradeable permits</li> <li>• Water rights &amp; trading</li> <li>• Uncertainty in environmental policy design</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Paper commentaries:</b> due at the beginning of the class on the day when the article you are summarizing is assigned. It is up to each student which article to write a commentary on, but 5 articles must be completed from Part I of the course.</li> <li>• <b>1/13:</b> Sign up for discussion leadership</li> <li>• <b>1/20:</b> Decision on whether to do a policy analysis report or a research paper &amp; group selection for policy analysis report</li> <li>• <b>1/27:</b> Quiz/Activity 1</li> <li>• <b>2/10:</b> two-page proposal that outlines the activities that will be conducted related to the policy analysis project (or a two-page research paper proposal). The instructor will meet with individual students/groups to discuss their proposals after their submission to provide feedback.</li> <li>• <b>2/24:</b> Quiz/Activity 2</li> </ul>
<b>Part II</b>	
<ul style="list-style-type: none"> <li>• Choice experiments</li> <li>• Contingent valuation</li> <li>• Empirical challenges of stated-preference methods</li> <li>• Hedonic analysis</li> <li>• Behavioral approach to environmental issues</li> <li>• Use of field experiments in environmental economics</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Paper commentaries:</b> due at the beginning of the class on the day when the article you are summarizing is assigned. It is up to each student which article to write a commentary on, but 5 articles must be completed from Part II of the course.</li> <li>• <b>3/24:</b> Progress report and first draft of policy analysis project (or research paper) that includes description/motivation, literature synthesis on the topic and next steps that include methods, preliminary data collection designs and initial design of data visualization of the issue. Instructor will provide feedback to be included in the next draft.</li> <li>• <b>3/31:</b> Quiz/Activity 3</li> <li>• <b>4/12:</b> Second progress report (second draft) of policy analysis project (research paper) that includes all required sections and incorporates feedback provided by the instructor on the first draft. Instructor will provide feedback to be included in the finale report.</li> <li>• <b>4/14:</b> Quiz/Activity 4 &amp; start of project/research presentations.</li> <li>• <b>4/19:</b> Project/research presentations.</li> <li>• <b>4/25:</b> Final report/research paper due.</li> </ul>
<p><b>Weekly assigned readings material &amp; the dates when it will be discussed in class is posted for students on Canvas.</b></p>	

**Note:** Any and all items presented on this syllabus are subject to change. Any changes and additional announcements will be communicated through canvas and in class as the semester progresses. By enrolling in this class, you agree to the terms outlined in this syllabus.

## **COURSE & UNIVERSITY POLICIES**

This syllabus is a contract between the students and the instructor. Each student can be assured that I will hold everyone to the same standards and policies.

### **COURSE NETIQUETTE**

This course will you a blend of face-to-face and online instruction. Please remember that online classroom is in fact a classroom, and certain behaviors are expected when you communicate with the instructor and your peers. When communicative online you should always:

- Treat your instructor and classmates with respect in email or any other communication.
- Always use your professors' proper title: Dr. or Prof.
- Unless specifically invited, don't refer to your instructor by first name.
- Use clear and concise language.
- Remember that all college level communication should have correct spelling and grammar (this includes discussion boards).
- Avoid slang terms such as "wassup?" and texting abbreviations such as "u" instead of "you."
- Use standard fonts such as Ariel, Calibri or Times new Roman and use a size 10 or 12 pt. font
- Avoid using the caps lock feature AS IT CAN BE INTERPRETTED AS YELLING.
- Limit and possibly avoid the use of emoticons like :) or 😊.
- Be cautious when using humor or sarcasm as tone is sometimes lost in an email or discussion post and your message might be taken seriously or sound offensive.
- Be careful with personal information (both yours and other's).
- Do not send confidential information via e-mail.

### **EMAIL NETIQUETTE**

- Always start the subject line with AEB4242, followed by a short, descriptive subject line.
- Always use your professors' proper title: Dr. or Prof.
- Be brief.
- Sign your message with your name and return e-mail address.

### **ONLINE COURSE EVALUATION PROCESS**

Student assessment of instruction is an important part of efforts to improve teaching and learning. At the end of the semester, students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students are notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results>.

### **IN-CLASS RECORDING**

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled.

The only allowable purposes are: (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

### **STUDENT PRIVACY**

There are federal laws protecting your privacy with regards to grades earned in courses and on individual assignments. For more information, please see the Notification to Students of FERPA Rights.

### **SERVICES FOR STUDENTS WITH DISABILITIES**

The Disability Resource Center coordinates the needed accommodations of students with disabilities. This includes registering disabilities, recommending academic accommodations within the classroom, accessing special adaptive computer equipment, providing interpretation services and mediating faculty-student disability related issues. Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the [Disability Resource Center](#). It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

### **GRADES AND GRADE POINTS**

For information on current UF policies for assigning grade points, see <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>.

### **ABSENCES AND MAKE-UP WORK**

Requirements for class attendance and make-up exams, assignments and other work are consistent with university policies that can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

### **ACADEMIC HONESTY**

I take academic honesty very seriously and expect that you will too. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge: “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.” You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment."

It is assumed that you will complete all work independently in each course unless the instructor provides explicit permission for you to collaborate on course tasks (e.g. assignments, papers, quizzes, exams). The Conduct Code specifies a number of behaviors that are in violation of this code and the possible sanctions.

[Click here to read the Conduct Code](#). If you have any questions or concerns, please consult with the instructor or TAs in this class.

**Examples of cheating:** copying the homework of a peer, copying and pasting from a source without quotations and source attribution, paying someone else to do your homework/project/exam, dividing work amongst you and your peers and then all submitting the same document, giving or receiving material from peers, etc.

## SOFTWARE USE

All faculty, staff, and students of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate. We, the members of the University of Florida community, pledge to uphold ourselves and our peers to the highest standards of honesty and integrity.

## YOU WELLBEING & CAMPUS HELPING RESOURCES

Students experiencing crises or personal problems that interfere with their general well-being are encouraged to utilize the university's counseling resources. The Counseling & Wellness Center provides confidential counseling services at no cost for currently enrolled students. Resources are available on campus for students having personal problems or lacking clear career or academic goals, which interfere with their academic performance.

- *U Matter, We Care:* If you or someone you know is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu), 352-392-1575, or visit [U Matter, We Care website](#) to refer or report a concern and a team member will reach out to the student in distress.
- *Counseling and Wellness Center:* [Visit the Counseling and Wellness Center website](#) or call 352-392-1575 for information on crisis services as well as non-crisis services.
- *Student Health Care Center:* Call 352-392-1161 for 24/7 information to help you find the care you need, or [visit the Student Health Care Center website](#).
- *University Police Department:* [Visit UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).
- *UF Health Shands Emergency Room / Trauma Center:* For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; [Visit the UF Health Emergency Room and Trauma Center website](#).

## ACADEMIC RESOURCES

- *E-learning technical support:* Contact the [UF Computing Help Desk](#) at 352-392-4357 or via e-mail at [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu).
- *Career Connections Center:* Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.
- *Library Support:* Various ways to receive assistance with respect to using the libraries or finding resources.
- *Teaching Center:* Broward Hall, 352-392-2010 or to make an appointment 352-392-6420. General study skills and tutoring.
- *Writing Studio:* 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.
- *Student Complaints On-Campus:* [Visit the Student Honor Code and Student Conduct Code webpage for more information](#).
- *On-Line Students Complaints:* [View the Distance Learning Student Complaint Process](#).

**LAUREN’S PROMISE: I will listen and believe you if someone is threatening you.**

Lauren McCluskey, a 21-year old honors student athlete, was murdered on October 22, 2018, by a man she briefly dated on the University of Utah Campus. We must all take actions to ensure this never happens again. Any form of sexual harassment or violence will not be excused or tolerated at the University of Florida.

If you are experiencing sexual assault, relationship violence, or stalking, you can take the following actions:

- If you are in immediate danger, call 911.
- Report it to me, and I will connect you to resources.
- Seek confidential sources of support and help:
  - [UFPD Office of Victim Services](#): 51 Museum Road, 352-392-5648
  - [Sexual Assault Recovery Services \(SARS\)](#): Infirmary Building, 352-392-1161
  - Alachua County Rape Crisis Center (confidential): 352-264-6760

**Diversity, Equity, and Inclusion**

The University of Florida’s College of Agricultural and Life Sciences (CALs) supports the University of Florida’s commitment to diversity, equity, and inclusion. By fostering a sense of belonging for students, staff, and faculty, while leveraging the uniqueness of the people who study and work at the university, we believe our campus community is enriched and enhanced by diversity, including but not limited to, race, ethnicity, national origin, gender, gender identity, sexuality, class, and religion. This course will support an understanding of the diversity of our distance and campus communities as well as our agricultural and natural resource communities, locally and globally.

This course will strive to create a learning environment for students that supports a diversity of thoughts, perspectives, and experiences while honoring your identities. In this class we will take the following approaches to help achieve this:

- All course participants will use the names and pronouns provided by students for use in class. If these differ from those that appear in official university records, you can change your Display Name at One.UF.
- If your performance in this course is being impacted by your experiences inside and/or outside the classroom, do not hesitate to contact the instructor and/or teaching assistant (TA). Instructors in CALs are a great resource for you and you may provide feedback anonymously. Feedback may result in general announcements to the class, if necessary, or reporting to appropriate UF personnel to address your concerns.
- CALs instructors and TAs like many people, are still in the process of learning about diverse perspectives and identities. If something was said in class (by anyone) that makes you feel uncomfortable, please discuss with your instructor or TA or contact the CALs Dean’s Office ([cals-dean@ufl.edu](mailto:cals-dean@ufl.edu)).