

Introduction to Natural Resources and Environmental Economics

AEB 3450 Class Number 26263 (3 credit hours)

Fall Semester 2021

MWF 9:35-10:25 am PSY 151

Instructor

Dr. Jana Hilsenroth

Pronouns: she, her, hers

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Course website: <http://elearning.ufl.edu>

Teaching Assistant

Adams Ceballos, Ph.D. Student

Pronouns: he/him/his

Office Location: Zoom- See Canvas

Office Hours: Wednesday 4:30-5:30 pm

Email: aceballos@ufl.edu

Required Text: Tietenberg, T. and L. Lewis. 2011. *Environmental and Natural Resource Economics, 10th Edition*. Addison-Wesley/Pearson: Boston, MA. ISBN: 0133479692

Course Description: This course is designed to introduce students to natural and environmental resource economics issues and theory. Emphasis is placed on understanding economic concepts such as resource scarcity, property rights, opportunity costs, sustainability, and valuation in their application to studies of natural resources and environmental amenities. Key social and demographic factors will be evaluated in the context of the demand for environmental assets and amenities. Prerequisites: *AEB 3103* or *ECO 2023*.

Student Learning Outcomes: Upon satisfactory completion of the course, you should be able to:

- Apply economic principles to problems involving public and private natural resources and the environment
- Critically evaluate natural resource and environmental policies using basic economic tools (e.g. graphical welfare analysis)
- Understand the economic justification for regulatory action in allocating, managing, and protecting the environment and natural resources

Course Communications: The preferred way to get ahold of the instructor outside of class and office hours is via Canvas e-mail, or direct e-mail. All students are expected to check the course web site on Canvas on a daily basis. Please ensure that you have access to this service as grades, assignments, readings, announcements, and schedule changes will be posted there. In addition, the instructor may use the Canvas inbox or your UF e-mail for specific communications and, therefore, those should be checked daily. You should enable Canvas notifications for this class, so that you are notified immediately about grading, schedule changes, announcements, etc.

Expectations:

Format & Resources: This course is designed as a team-based learning course (additional details provided in the following section). Students will be grouped into semester long teams after drop/add. Within a module, students can expect an iRAT/tRAT and application exercise. All classes are currently scheduled to be conducted in-person with any changes to be notified via Canvas. In an effort to minimize classroom disruptions, students should bring a device with internet capability to class. While you can use any device, a computer is ideal to view/access resources online if necessary. I also recommend students become familiar with a calculator that is not on a phone.

Masks: To ensure the safety of all students and instructors, it is expected that all individuals (regardless of vaccination status) wear a mask that covers your mouth and nose at all times in the classroom.

Time Commitment: The University policy is that each credit hour is associated with a 45-hour commitment (=135 total hours), including the time spent studying and reading. An approximate breakdown of this time commitment is ~9 hours per week.

Conduct: I will not tolerate any language or behavior which violates the following expectations within the classroom or breakout sessions:

Meaningful and constructive dialogue is encouraged in this class and requires a degree of mutual respect, willingness to listen, and tolerance of opposing points of view. Respect for individual differences and alternative viewpoints will be maintained at all times in this class. One's words and use of language should be temperate and within acceptable bounds of civility and decency.

Evaluation of Student Learning:

Assessment	Points
<i>iRAT (15 pts each x 9) 10 overall, lowest dropped</i>	135
<i>tRAT (15 pts each x 9) 10 overall, lowest dropped</i>	135
<i>Pre/Post Survey (10 pts each)</i>	20
<i>Team Evaluation: Mid-semester</i>	10
<i>Team Evaluation: Final</i>	50
<i>Exam (100 pts each x 3)</i>	300
Total	650

Exams: Three exams will be given throughout the semester, accounting for 300 points of your grade. While these exams are not cumulative, the material does build on previous content.

Exam 1: September 24th

Exam 2: October 25th

Exam 3: December 8th

Grading Scale and Policy:

<u>Grade</u>	<u>Percentage</u>
A	92% or more
A-	90.0 – 91.9%
B+	86.0 – 89.9%
B	82.0 – 85.9%
B-	80.0 – 81.9%
C+	76.0 – 79.9%
C	72.0 – 75.9%
C-	70.0 – 71.9%
D+	66.0 – 69.9%
D	62.0 – 65.9%
D-	60.0 – 62.9%
E	≤ 59.9%

Note: In case of a grading dispute, students must notify the instructor via e-mail within *three days of the posted grade* on Canvas.

Team-Based Learning (TBL): Team-based learning advocates self-directed learning of course content and facilitates application of new knowledge within small collaborative teams. Team-based learning is conducted in the following steps:

1. Students individually prepare (i.e. read book chapter/article, watch a video, listen to podcast) for the upcoming class with specific learning objectives. This is done outside of the classroom.
2. Individual-readiness assurance test (iRAT). To ensure accountability students will take a short test on the prepared material.
3. Team-readiness assurance test (tRAT). Teams then take an identical test to the iRAT to ensure team accountability. This also allows for immediate feedback and helps identify misconceptions and works to clarify them.
 - a. ****Appeals:** A team, not individual, may appeal a question on the tRAT. To do so successfully, the team must provide a written rationale, with supporting evidence, which makes the case that the answer to the question is wrong or is unclear. Teams have three days from the date of the tRAT to submit their appeal to the instructor by e-mail.
4. Team applications. Teams work together to complete a team application. This application typically ask students to integrate their knowledge into real world problems.
5. Team Evaluation. Teams will evaluated team members' performance twice during the semester. A mid-semester evaluation will be an "informal" evaluation while the final evaluation will determine the team member's grade. All evaluations are anonymous.

Absence Policy: Team-based learning: We are expected to complete 10 TBL modules during this course. The lowest iRAT and tRAT will be dropped. In the event you are absent during an iRAT/tRAT, this would count as your lowest grade. *Exams:* In the case of documented illnesses or emergencies, arrangements for completing the make-up exam should be made upon return to class.

If experiencing truly extenuating circumstances resulting in longer absences, the instructor should be notified as soon as possible to develop plan of action.

Course Outline:

Subject to change to enhance the class learning opportunity. Such changes will be communicated clearly and can happen. Up-to-date scheduling and prep work will be posted on Canvas.

Month	Day	Topic	Chapter
8	23	Course Introduction	
8	25	Visions of the Future	Ch. 1
8	27	Taste of TBL, Econ Bootcamp	
8	30	Team Day/Contracts/Property Rights & Market Failures	Ch. 2
9	1	Property Rights & Market Failures- RATs	
9	3	→Guest lecture	
9	6	Labor Day	
9	8	Benefit Cost Analysis-RATs	Ch. 3
9	10	→	
9	13	→	
9	15	Valuation Methods- RATs, Guest Lecture	Ch. 4
9	17	→	
9	20	→	
9	22	Catch-up/Review	
9	24	Exam 1	
9	27	Dynamic Efficiency and Sustainable Development- RATs	Ch. 5
9	29	→	
10	1	→	
10	4	→	
10	6	Depletable Resource Allocation- RATs	Ch. 6
10	8	Homecoming	
10	11	→	
10	13	→	
10	15	Energy & Recyclable Resources- RATS	Ch. 7 & 8
10	18	→	
10	20	→	
10	22	Catch up/Review	
10	25	Exam 2	
10	27	Allocation of Water- RATS	Ch. 9
10	29	→	
11	1	→ Guest Lecture	

11	3	Forest- RATS	Ch. 11
11	5	→	
11	8	→	
11	10	Fisheries- RATS	Ch. 12
11	12	→	
11	22	→Guest Lecture	
11	24	Thanksgiving	
11	26	Thanksgiving	
11	29	Climate Change- RATS	Ch. 17
12	1	→	
12	3	→	
12	6	Climate Change/Review	
12	8	Exam 3	

UF Policies

Students Requiring Accommodations: 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.

Course Evaluation: 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.

University Honesty Policy: UF students are bound by The Honor Pledge: “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students 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.” 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.

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.

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](#).

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 \(SARS\)](#): Infirmery Building, 352-392-1161
- [Alachua County Rape Crisis Center](#) (confidential): 218 SE 24th St., 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).

Campus Resources: Your well-being is important to me and the University of Florida community. Students experiencing crises or personal problems that interfere with their general well-being or academic performance are strongly encouraged to talk to the instructor or take advantage of the university’s counseling resources, available at no cost for currently enrolled students (<http://www.umatter.ufl.edu/>).

Service	Location	Phone
GatorWell Health Promotions Services (works on time management, etc.) (gatorwell.ufsa.ufl.edu)	1 st Floor, Reitz Union	273-4450
Dean of students (http://www.dso.ufl.edu)	P202 Peabody Hall	392-1261
Counseling and wellness center (http://www.counseling.ufl.edu/cwc/)	2190 Radio Road	392-1575
Sexual Assault Recovery Services (SARS)	Infirmery Building	392-1161
Student health care center (http://shcc.ufl.edu)	Infirmery Building	392-1161
University Police Department (police.ufl.edu)		392-1111
Career Resource Center (http://www.crc.ufl.edu)	1 st Floor, Reitz Union	392-1601
UF Help Desk—Technical Support (helpdesk@ufl.edu)	1 st Floor, the HUB	392-4357
Library Support (http://cms.uflib.ufl.edu/ask)	online	
Teaching Center (http://teachingcenter.ufl.edu/)	Broward Hall	392-6420
Writing Studio (http://writing.ufl.edu/writing-studio/)	online	846-1138
Career Connections Center	First Floor JWRU	392-1601
Student Success Initiative (http://studentsuccess.ufl.edu)		
Fork and Field Food Pantry https://pantry.fieldandfork.ufl.edu/	Reitz Lawn	