# Econ 290: Environmental Economics and Assessment

**Fall 2021**

***We are privileged to be able to live and study on lands stewarded by the Anishinaabe, Wendat, and Haudenosaunee peoples for generations.***

Welcome to Econ 290! See our class website at <https://onq.queensu.ca/d2l/home/573244>

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**Intended Learning Outcomes**

1. Identify the market failures which contribute to the degradation of the environment.
2. Apply several methods of valuation to environmental costs and benefits.
3. Use costs, benefits, and discounting to evaluate and compare projects.
4. Use costs and benefits to determine the socially optimal level of emissions.
5. Identify the likely outcomes of various policies designed to achieve the socially optimal level of emissions.
6. Articulate and communicate economic perspectives in extended written, oral, or illustrative form, in particular apply the principles of effective poster design.

**Approximate Course Outline**

Environmental Assessment

Market Failures

Evaluation of Benefits and Costs using Prices

Cost-Benefit Analysis and other ways to compare Benefits and Costs

Market and non-Market Policies to reduce Pollution

Market and non-Market Policies to reduce Habitat Destruction

Sustainability

CONTINUED

**Textbook**

Our textbook is *Environmental Economics: An Introduction* by Barry Field, 8th edition, International Student edition. The Campus Bookstore website will sell you an electronic copy or a hard copy [Results (campusbookstore.com)](https://www.campusbookstore.com/textbooks/search-engine/results?Course=ECON22802)

You can also rent a copy for $70 USD at the McGraw Hill Canada website: https://www.mheducation.ca/ise-environmental-economics-9781260575491-can-group.

It is not essential to have the textbook, let alone the exact same edition.

A similar textbook, Environmental Economics, by Field and Olewiler, is on reserve at Stauffer Library.

**Assessment**

|  |  |  |
| --- | --- | --- |
| Activity | Description | Weight |
| Cost-Benefit SketchDue October 21 | Completed individually or in self-chosen pairs | 25% |
| Policy PosterDue November 18 | Completed individually or in self-chosen pairs | 25% |
| Final Exam(or Video Project if in-person exams are cancelled)due during exam period | Completed individually | 50% |

**Grading Method**

Letter grades will be used for the two projects. Your letter grade will be converted to a numerical grade for purposes of computing your overall course grade.

 ***Arts & Science Letter Grade Input Scheme Queen’s Official Grade Conversion Scale***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  **Assignment**  **Mark** | **Numerical value for calculation of final mark** |  | **Grade** | **Numerical Course Average (Range)** |
|  A+ | 93 |  | A+ | 90-100 |
|  A | 87 |  |  A | 85-89 |
|  A- | 82 |  |  A- | 80-84 |
|  B+ | 78 |  |  B+ | 77-79 |
|  B | 75 |  |  B | 73-76 |
|  B- | 72 |  |  B- | 70-72 |
|  C+ | 68 |  |  C+ | 67-69 |
|  C | 65 |  |  C | 63-66 |
|  C- | 62 |  |  C- | 60-62 |
|  D+ | 58 |  |  D+ | 57-59 |
|  D | 55 |  |  D | 53-56 |
|  D- | 52 |  |  D- | 50-52 |
|  F48 -(F+) | 48 |  |  F | 49 and below |
|  F24 (F) | 24 |  |  |  |
|  F0 (0) | 0 |  |  |  |

**Crises, Academic Consideration, or Disability Accommodations giving extra time for assignments**

Every student will receive the following:

a 3-day grace period for the Cost-Benefit Sketch, the Poster Project, and the Video Project (if there is no final exam). *After the grace period, grades will go down by one half letter grade every 3 days e.g. A 🡪 A- beginning on the 4th day.*

The grace period will cover temporary crises or ongoing disability accommodations giving rise to a need for extra time for assignments.

**Consequently there is no need for “Short Term Requests for Academic Consideration”.**

Please note that you MUST complete all the assessments to receive credit for the course. See Reg. 7.2.1 at <https://www.queensu.ca/academic-calendar/arts-science/academic-regulations/#text>

Queen's University is committed to achieving full accessibility for people with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all their academic activities. The Senate Policy for Accommodations for Students with Disabilities was approved at Senate in November 2016 (see <https://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslcwww/files/files/policies/senateandtrustees/ACADACCOMMPOLICY2016.pdf>). If you are a student with a disability and think you may need academic accommodations, you are strongly encouraged to contact the **Queen's Student Accessibility Services (QSAS)** and register as early as possible.  For more information, including important deadlines, please visit the QSAS website at:  <http://www.queensu.ca/studentwellness/accessibility-services/>