



# ECON 381 A01 (ES 312 A01)

## Environmental Economics

Winter Session | 202509 | First Term, Fall 2025

CRN: ECON 381 – 11129, ES 312 – 11575

Unit Value: 1.5

September 4<sup>th</sup> – December 1<sup>st</sup>, 2025

Instructor: Dr. Colette Salemi | [csalemi@uvic.ca](mailto:csalemi@uvic.ca)

Lectures: Monday & Thursday, 10:00–11:20 AM, DTB A104

Office Hours: Wednesday 9:00-10:00 AM, Zoom

Teaching Assistant: Mr. Keddy Wright | [keddyme@uvic.ca](mailto:keddyme@uvic.ca)

TA-led Tutorials – Wednesday 11:30 AM–12:20 PM, Zoom

### Course Content

This course explores economic decision-making in environmental management, examining how to determine appropriate levels of environmental control. It covers methods for valuing the benefits of a clean environment and highlights the societal advantages of healthy ecosystems, known as ecosystem services. Topics include the link between resource extraction and ecosystem services, natural resource harvesting models, and sustainability priorities. The course also introduces incentive-based regulatory tools for pollution abatement, assessing efficiency, performance, and public perception. Finally, it addresses environmental challenges in developing countries, focusing on how resource over-extraction and environmental degradation can hinder economic growth and reduce overall welfare.

ECON 381 and ES 312 are identical courses in terms of content and assessment.

ECON 381 is a stand-alone course that provides a basic and practical introduction to the subfield. Students who wish to engage with the subfield in substantive theoretical depth should take ECON 481. ECON 381 is not a prerequisite of ECON 481.

### Course prerequisites

ECON 103 or a Principles of Microeconomics equivalent accepted by the department. No exceptions.

## Textbook

**Economics and the Environment** by Eban Goodstein and Steve Polasky – most editions are fine (try to find 6<sup>th</sup> or later), but some early editions are missing details on a bit of information in Chapter 5. I expect students to rent the e-book from Wiley Publishers which costs about \$29 USD for 120 days.

I also assign reading from academic papers, and I post all PDFs on Brightspace.

## Learning Outcomes

By the end of this course, students will be able to:

1. Explain how environmental resources function as production inputs and pollution sinks.
2. Apply economic concepts (externalities, public goods, efficiency, sustainability) to environmental issues.
3. Evaluate benefits and costs of environmental regulation.
4. Analyze incentive-based regulatory tools and their efficiency implications.
5. Interpret natural resource harvesting models and ecosystem service valuation.
6. Assess environmental challenges in developing economies.

## Brightspace and Crowdmark

I use Brightspace to post slides and readings and to disseminate quiz grades. I also use Brightspace to collect introduction activity responses and to email the class. Brightspace is where I provide the day-by-day calendar. I do not manage a grade book in real time so students must calculate their own grades to keep track of their performance. All quizzes will be graded using Crowdmark.

## Course Structure, Assessments, and Grading

This class consists of in-person lectures. Every second lecture begins with a 20-minute closed-book, closed-notes quiz. All quizzes are conducted in person, no exceptions. There are no make-up quizzes. My October 23<sup>rd</sup> class will be either be moved to an asynchronous recording or will be taught by the TA, to accommodate my research travel.

## Use of AI

There is no relevant AI application for this class. Students caught using AI to cheat on their quizzes while writing the quiz will, of course, be reported for their violation of academic integrity.

## Grading Scheme

The course grade is determined by their performance on 11 in-person 20-minute multiple choice quizzes. The top 9 performances carry a weight of 11.1% each. Quizzes are held during the first 20 minutes of the quiz lecture day. Students who arrive late receive an automatic zero. Quizzes

cannot be made up, for any reason. Quiz answer keys are not disseminated, and students need to book a time during the Quiz Review Bookings period to see an answer key.

Students receive an extra credit point for completing the Introduction Activity during the first two weeks of class.

I reserve the right to adjust student grades by as many as 5 points (increase/decrease) based on student behavior and engagement. In almost all cases except for very, very rare exceptions, students gain or lose 0 to 2 points from their final grade.

### Mandatory/Essential Course Components

There are no mandatory or essential course components. If a student misses a quiz, it's a zero with no opportunities for make-ups. It is impossible to get an N in this course.

### Dates of Assessments, Due Dates of Assignments

Quizzes: 20 minutes with 10 multiple choice questions held every other class meeting starting on the second Thursday of the course. I provide a full calendar on Brightspace organized by class meeting.

### CAL letters and quizzes

If you have a CAL letter and receive extra time and/or a distraction-reduced environment, you must share your letter with me immediately: CAL will not administer an assessment if the instructor does not approve of the student's letter seven days before the assessment. This matters for our class, as our first assessment is during Week 2.

You may choose to waive your accommodations and take the quizzes with the class. Most students with modest CAL accommodations (1.15-1.5x) opt to take their quizzes with the group, since 20 minutes is significantly more time than a prepared student needs to perform well on the quizzes.

If you choose to use your accommodations, then you skip the first 20 minutes of the quiz day, arriving after the quiz (arrive at 10:20 AM). Right after class, you take the quiz at CAL (11:30 AM). There is no flexibility in the course for students who need to take the quiz at CAL who cannot take the quizzes at 11:30 AM on the quiz day – I recommend taking the class in a different term if this is the case.

### Grading Scale

A+ 90-100% | A 85-89% A- | 80-84%

B+ 77-79% | B 73-76% | B- 70-72%

C+ 65-69% | C 60-64%

D 50-59%

F 0-49% (there is essentially no way to receive an N in ECON 381 given the assessment system)

## Missing Assessments

Automatic zero for all missed quizzes. The instructor drops the lowest 2 scores, which could be two zeroes due to missed quizzes.

## ES 312 and Problems with the CES/SEL Survey

Towards the end of term, students registered in the course under ECON 381 are guaranteed to have the opportunity to complete a confidential course experience survey (CES, which apparently is now, for some reason, called the Student Experience of Learning Survey...I will call it the “CES” survey) regarding their learning experiences. Students may fill out the survey once they received an invitation to complete it via email. The instructor sets aside 10 minutes on the last day of class, immediately after Quiz 11 for students to fill out their CES survey.

For the past several semesters, students registered under ES 312 have been blocked from completing the CES survey. Unfortunately, the office that manages the survey (LTSI, which recently rebranded to LTI, for some reason) uses a software package for the CES survey that prohibits CES completion if there are fewer than 5 students in a section, and even though ECON 381 and ES 312 are the functionally the exact same class, LTSI treats them as separate units. LTSI has refused to do anything to resolve this problem. Because LTSI is unwilling to help, whenever there are fewer than 5 students taking the course under ES 312, those students lose their right to complete a CES survey. Any students who have an issue with this genuine problem are welcome to reach out to their department chairs and demand LTSI incorporate their input.

## Course Structure

Note that this is just an initial plan for the course. The quiz dates will not change, but the topics may shuffle as we settle into the course pace. I do not update this document, but I do update the Brightspace page, so students must use the Course Calendar in Brightspace to see the most up-to-date calendar. The Brightspace page’s Course Calendar is also much easier to read than the version fit to format here.

Week	Topic(s)	Reading(s)	Assessment(s)
1 – Sept. 4	Introduction to the course; Lekwungen resource management	Syllabus; Lutz Ch. 4 (designated sections)	
2 – Sept. 8 & 11	Ethical frameworks; Externalities & public goods	Sept. 8: G&P Ch. 2; Ando et al. 2024 p. 149–150 Sept. 11: G&P Ch. 3	<b>Quiz 1</b> (Sept. 11) on Sept. 4 & 8 lectures
3 – Sept. 15 & 18	Externalities & public goods cont’d; Efficiency standard; Measuring benefits of environmental regulation	Sept. 15: Shiell & Loney 2007; G&P Ch. 4; Optional – Vaillant 2023 Ch. 2–4 Sept. 18: G&P Ch. 5	<b>Quiz 2</b> (Sept. 18) on Sept. 11 & 15 lectures
4 – Sept. 22 & 25	Measuring benefits cont’d; Measuring costs of environmental regulation	Sept. 22: G&P Ch. 5; Ferrara et al. 2007; Ando et al. 2024 p. 146–149 Sept. 25: G&P Ch. 6	<b>Quiz 3</b> (Sept. 25) on Sept. 18 & 22 lectures

5 – Sept. 29 & Oct. 2	Safety standard & environmental justice; Sustainability standard	Sept. 29: G&P Ch. 7; Banzhaf et al. 2019 p. 185–189, 194–204 Oct. 2: G&P Ch. 8	<b>Quiz 4</b> (Oct. 2) on Sept. 25 & 29 lectures
6 – Oct. 6 & 9	Measuring sustainability	G&P Ch. 9 (both days)	<b>Quiz 5</b> (Oct. 9) on Oct. 2 & 6 lectures
7 – Oct. 16	Natural resource models	G&P Ch. 10	
8 – Oct. 20 & 23	Natural resource models cont'd; Ecosystem services	Oct. 20: G&P Ch. 10 Oct. 23: Johnson et al. 2023	<b>Quiz 6</b> (Oct. 20) on Oct. 9 & 16 lectures
9 – Oct. 27 & 30	Incentive-based regulation – theory & practice	Oct. 27: G&P Ch. 15 Oct. 30: G&P Ch. 16	<b>Quiz 7</b> (Oct. 27) on Oct. 20 & 23 lectures
10 – Nov. 3 & 6	Clean technology; Energy policy	Nov. 3: G&P Ch. 17 Nov. 6: G&P Ch. 18	<b>Quiz 8</b> (Nov. 3) on Oct. 27 & 30 lectures
11 – Nov. 13	Poverty, population, environment	G&P Ch. 19	<b>Quiz 9</b> (Nov. 13) on Nov. 3 & 6 lectures
12 – Nov. 17 & 20	Clean technology in Rwanda; Political economy of environmental management in poor countries	Nov. 17: Barstow et al. 2019 Nov. 20: G&P Ch. 20	<b>Quiz 10</b> (Nov. 20) on Nov. 13 & 17 lectures
13 – Nov. 24 & 27	Governing the commons; Political economy of global agreements	Nov. 24: Hardin 1968; Ostrom Ch. 1 Nov. 27: G&P Ch. 21	
14 – Dec. 1	CES survey; Lecture TBD	None	<b>Quiz 11</b> (Dec. 1) on Nov. 20, 24 & 27 lectures

## E-mail Correspondence

I have strict rules about when students may email me. Emails are permitted:

1. If the student suspects there was a mistake on the quiz or slides, or if the final grade looks very different from the grade they anticipated based on their own calculation.
2. If the student wants to share an article, podcast, etc. relevant to the course
3. If there is an accessibility need, such as the need for an assigned quiz seat in the front of the classroom, or if a student with a CAL letter is unable to find a needed note-taker.

I will not respond to any emails explaining reasons for absences – I teach adults who are responsible for their own decisions and don't need to explain them to me. I will not respond to emails: asking for quiz re-takes, requesting extra credit, requesting grade changes, asking for changes to the grading rules, or complaining about a quiz's content.

Students may only request a letter of recommendation from me once the course is complete and final grades are in.

## Electronic Devices

Electronic devices are highly discouraged, as students learn best when listening to lecture and taking notes with pencil and paper. The only case where laptops may be useful is when students are working together to take notes on a shared online document. Students who are frequently distracted in class by technology lose points on their final grade at the end of the term.

You may not take photos or recordings of the instructor or TA in class, no exceptions. This is a violation of our privacy.

**THE REMAINING CONTENT IS STANDARDIZED ACROSS ALL UNIVERSITY COURSES: IT APPLIES TO ECON 381 BUT IS NOT SPECIFIC TO THE CLASS**

## Waitlist Policies

- Instructors have no discretion to admit waitlisted students or raise the cap on the course.
- Students on the waitlist should discuss with the instructor how to ensure they are not behind with coursework in the event they are admitted.
- Registered students who do not participate as specified in this outline during the first 7 calendar days from the start of the course may be dropped from the course.
- Registered students who decide not to take the course are responsible for dropping the course and are urged to do so promptly out of courtesy toward waitlisted students.
- Waitlist offers cease after the last date for adding courses irrespective of published waitlists.

## Academic Integrity

Academic integrity requires commitment to the values of honesty, trust, fairness, respect, and responsibility. Students are expected to observe the same standards of scholarly integrity as their academic and professional counterparts. A student who is found to have engaged in unethical academic behaviour, including the practices described in the [Policy on Academic Integrity](#) in the University Calendar, is subject to penalty by the University. The University reserves the right to use a plagiarism software to detect violations of academic integrity.

## University Policies and Statements

Please note that this course is executed in a manner consistent with these University statements and policies.

- b. University Calendar - Section "[Information for all students](#)"
- c. [Creating a respectful, inclusive and productive learning environment](#)
- d. [Academic Integrity](#)
- e. [Academic Concession Regulations](#), [Academic Concession and Accommodation](#), Academic Accommodation – [Policy AC1205](#)

- f. [Accommodation of Religious Observance](#)
- g. [Student Conduct](#)
- h. [Non-academic Student Misconduct](#)
- i. [Accessibility](#)
- j. [Diversity / EDI](#)
- k. [Equity statement](#)
- l. [Sexualized Violence Prevention and Response](#)
- m. Discrimination and Harassment [Policy](#)

## Resources for students

- a. [Student wellness](#)
- b. [Centre for Accessible Learning](#)
- c. [UVic Learn Anywhere](#).
- d. [Library](#) resources
- e. Centre for Academic Communication ([CAC](#))
- f. Learning Strategies Program ([LSP](#))
- g. [Academic Advising](#)
- h. Economics Undergraduate Advising: [ecadvice@uvic.ca](mailto:ecadvice@uvic.ca)
- i. [Student Awards and Financial Aid](#)
- j. [International Student Advising](#)
- k. Indigenous student services ([ISS](#))
- l. [Student groups and resources](#) including UVic [Ombudsperson](#)

## UVic Land Acknowledgement

We acknowledge and respect the Ləkʷəŋən (Songhees and Xʷsepsəm/Esquimalt) Peoples on whose territory the university stands, and the Ləkʷəŋən and W̱SÁNEĆ Peoples whose historical relationships with the land continue to this day.