1. Course Content
This course explores economics frameworks for environmental management. We will consider strategies and challenges related to the environment as a production source (natural resource use) and a waste sink (atmospheric, water, and land pollution). Key topics include: (1) environmental externalities and public goods provision; (2) efficiency, safety, and sustainability standards of environmental use and damage; (3) measuring the costs and benefits of environmental protection; (4) global governance and the environment; (5) valuation of ecosystem services; (6) poverty, inequality, and the environment; (7) incentive-based regulation; (8) the political economy of environmental policymaking.

2. Textbook
The required text is *Economics and the Environment* (9th ed.) by Eban Goodstein and Steve Polasky (G&S). Students can rent the textbook for 180 days online [here](#) at a low cost (28$ US). The 180-day rental is long enough to cover the entire course timeframe.

Supplementary readings from outside of the textbook will be provided as PDFs on the Brightspace page. And are listed in the Full Reading List.

3. Grading
Given student performances on the requirements listed below, final grades will be assigned based on the University of Victoria’s grading scale.
3.1 Grading Breakdown

The table below lists all the requirements of the course that will determine each student’s final grade.

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Number</th>
<th>Date of requirement</th>
<th>Percent of grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intro. activity</td>
<td>1</td>
<td>Due by Wednesday Jan. 11\textsuperscript{th} at 1 PM</td>
<td>5</td>
</tr>
<tr>
<td>Attendance</td>
<td></td>
<td>Every class meeting (six exemptions)</td>
<td>15</td>
</tr>
<tr>
<td>Problem sets</td>
<td>5</td>
<td>Due dates indicated on the course calendar</td>
<td>15</td>
</tr>
<tr>
<td>Midterms</td>
<td>2</td>
<td>October 3\textsuperscript{nd} and October 31\textsuperscript{st}</td>
<td>40</td>
</tr>
<tr>
<td>Final exam</td>
<td>1</td>
<td>TBD</td>
<td>25</td>
</tr>
</tbody>
</table>

Below is a description of each requirement with late/missing penalties described.

3.1.1 Introduction activity (5%) – the purpose of this activity is to ensure that the instructor knows the names and key information about each student. Every student is required to submit a slide introducing themselves. The slide template will be disseminated on Brightspace. Students are required to list their name (as it appears on Brightspace), their preferred name, the pronouns they use, and their home province/state and country. Students are required to either add an appropriate photo clearly showing their face (no filter) to the introduction slide, or to add a nature photo, if the student prefers to not share a picture with the instructor. If a student chooses not to share a picture, they are required to schedule a 1-on-1 meeting with the instructor in the first two weeks of class, either during or outside of Office Hours.

To protect student privacy, all introductory slides will be stored on an encrypted computer. The instructor is the only person with access to the slides, and all slides will be deleted after the end of the semester.

3.1.2 Attendance (15%) – Truancy is a chronic problem in higher education at the moment. When students are chronically absent from class, they perform poorly and either fail the course or pass with a bad grade that brings down their GPA. This course uses an attendance policy to help prevent students from falling into tempting but self-destructive habits.

The instructor will be taking attendance at the start of every class session. **Students who arrive more than 5 minutes late will be counted as absent.**

Sometimes there are very legitimate reasons for students to miss class. Consequently, the attendance policy is designed to give you some flexibility. All students in the course are given permission to miss up to **six** class sessions without penalty. Hence, if a student attends 28 of our 34 regular class lectures, the student’s attendance will technically be perfect.
If an unforeseen circumstance requires a student miss more than six classes, the student must reach out to
the instructor to explain the situation. This gives the instructor the opportunity to extend an exception to
a student facing unusual and difficult circumstances and to also start a conversation about dropping out of
the course. Students are **NOT** to contact the instructor about missing class unless serious illness or
unavoidable responsibilities result in the student having to miss more than six class meetings.

Please note the following grading policy for attendance: cutoffs will be re-established for students who
enroll in the course late on a case-by-case basis.

<table>
<thead>
<tr>
<th>Number of classes attended</th>
<th>Score (out of 100)</th>
</tr>
</thead>
<tbody>
<tr>
<td>28-34</td>
<td>100</td>
</tr>
<tr>
<td>25-28</td>
<td>70</td>
</tr>
<tr>
<td>21-24</td>
<td>60</td>
</tr>
<tr>
<td>18-20</td>
<td>40</td>
</tr>
<tr>
<td>17 or fewer</td>
<td>0</td>
</tr>
</tbody>
</table>

3.1.3 **Problem sets (15%)** – There will be five problem sets assigned throughout the semester. Problem
sets will be written up (typed or handwritten) and submitted to Brightspace as PDFs. The problem sets
will consist of a mix of multiple-choice questions, numeric response questions, and short written response
questions. Students may work in groups on their problem sets, but students must submit their own work.
If students cheat by submitting identical work, the instructor will report this as an academic misconduct
violation.

**Extensions** – a student who cannot finish their problem set on time can request a short extension to the
deadline and receive no grade penalty. The student **must email the instructor over 24 hours before the problem set deadline** to request an extension. Otherwise, the assignment will be treated as late.

**Late problem sets** will be penalized by 5 percentage points for each day late for one week. After a week,
the student will receive a zero.

3.1.4 **Midterm (40%)** – there are two 50-minute midterms on Tuesday, October 3rd and Tuesday, October
31st. Each exam is worth 20% of a student’s final grade. Failure to complete the midterm will result in a
score of zero. The instructor will disseminate study guides to help students identify which material to
focus on while preparing for the midterms.

3.1.5 **Final exam (25%)** – the final exam will be announced during the semester. It is not a cumulative
exam, as it focuses on the remaining chapters of G&P as well as outside readings. Failure to complete the
final exam will result in a score of zero. The instructor will disseminate study guides to help students
identify which material to focus on while preparing for the midterms.

3.1.6 **Instructor discretion and the Five Point Rule** – the course instructor exercises some discretion
over marginally adjusting final class scores up or down by five points. Up to five points can be added to
a student’s score based on their engagement in the course (participating in class activities, coming to office hours to talk about material and ideas, etc.). This mechanism is also meant to aid students who demonstrably work hard during the semester but struggle with the technical aspects of the material. The five-point rule can also be used to penalize students by reducing their final score up to five points. Penalties arise when students are repeatedly disruptive or disengaged in class, chronically late to class, or disrespectful to the instructor or others.

3.1.7 Mandatory Course Components
As a UVic policy, the final exam is “mandatory” according to the University of Victoria definition. Aside from the final exam, no other individual requirement for this course is “mandatory”. For example, any problem sets or midterm exams not completed will be assigned a score of zero, but will not individually result in an immediate N grade.

BUT it is mandatory that the student passes AT LEAST ONE of the three exams (the two midterms and the final). A failing grade on all three exams will result in an automatic final grade of 40.

4. Email correspondence
As mentioned in 3.1.2, students are NOT to email the instructor when they miss class. Students are welcome to contact the instructor to request an extension, to meet outside of regular office hours, to report a potential mistake on a problem set, in the lecture slides, or in exam grading. Of course, the instructor expects written correspondence to remain professional and cordial. Because students often use non-UVic email accounts, students must sign the email with their full name and V#.

5. Classroom conduct

5.1 Addressing your instructor – the instructor is very flexible with this. Please refer to her as “Colette”, “Professor Salemi”, “Professor Colette”, or “Dr. Salemi”, depending on whatever you are most comfortable with. Please note the instructor’s family name is pronounced “Sah-lem-me”.

5.2 Classroom behavior – the following behaviors are prohibited. Repeated violations of these rules can result in the student being removed from the classroom.
   a. No talking while the instructor is lecturing – if you get lost and need help, please raise your hand and ask a question, or approach the instructor after class for clarification.
   b. Stay off mobile phones
   c. No mobile phone recordings allowed – it’s okay if students check their phones now and then in class. But students are absolutely prohibited from holding their phones up to record in class and will immediately receive a strike. When students record their instructor without consent, they are violating the instructor’s privacy.

5.3 Electronic devices such as laptops and tablets are allowed as long as they are not distractions. Students who are frequently distracted by their devices will be penalized by lost points at the end of term according to the Five Point Rule. Disruptions related to electronic use can result in a student being removed from class.
6. Additional class norms

6.1 Slides are a complement to lecture, NOT a substitute for lecture – your instructor treats the slides as an outline for her lecture, so not all of the information covered during lecture will be on the slides. It is therefore crucial that students attend class so they can listen to the lecture and take notes.

6.2 Participation is expected, but there are different ways to participate – during class meetings, students will be encouraged to share their ideas and questions in class. The instructor expects students to participate based on the degree to which they are comfortable doing so. If a student is nervous about speaking in front of a large class, that is completely understandable, but they are still expected to contribute to small group discussions when prompted.

6.3 Completing the assigned readings will help students succeed in the class – the lectures are designed to clarify difficult material in the readings and to critically interrogate the readings. Repeated interaction with the material (by doing the reading and attending lecture) greatly helps students enhance comprehension and get the most out of class discussion. The instructor will not penalize students when she suspects they have not done the reading. Nevertheless, it is crucial that students understand that foregoing reading assignments to save time today will add to the time it takes them to study for exams and complete problem sets later.

6.4 Syllabus changes – the syllabus is subject to change during the course throughout the term. For example, the instructor may move a problem set assignment date or remove a topic/reading. Please stay up to date by using the most recent syllabus version uploaded on Brightspace.

7. Course calendar
The course calendar is listed on the next page. It lists each week the course meets, the topics for that week, and the assigned readings. It also lists deadlines for different requirements, which are color coded as follows:

- **Required readings (G&P = Goodstein and Polasky, the main textbook)**
- **Problem sets (PS)**
  - Must be handed in at the beginning of class on the due date listed.
- **Midterm exam dates**
<table>
<thead>
<tr>
<th>Wk.</th>
<th>Dates</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Sept. 6, 8</td>
<td>No class</td>
<td>Introduction to the course; No reading</td>
<td>Precolonial environmental management, Lutz p. 49-68</td>
</tr>
<tr>
<td>2</td>
<td>Sept. 12, 13, 15</td>
<td>Conceptual frameworks, <strong>G&amp;P Ch. 2, Awokuse et al. 2023 p. 1-3, 7</strong></td>
<td>Externalities and public goods, <strong>G&amp;P Ch. 3</strong></td>
<td>Externalities and public goods; The efficiency standard, <strong>G&amp;P Ch. 4</strong></td>
</tr>
<tr>
<td>3</td>
<td>Sept. 19, 20, 22</td>
<td>The efficiency standard, <strong>Shiell &amp; Loney 2007, PS1 due</strong></td>
<td>Measuring the benefits of environmental protection, <strong>G&amp;P Ch. 5</strong></td>
<td>Measuring the benefits of environmental protection, <strong>Ferrara et al. 2007; Awokuse et al. 2023 p. 4-6</strong></td>
</tr>
<tr>
<td>4</td>
<td>Sept. 26, 27, 29</td>
<td>Measuring the costs of environmental protection, <strong>G&amp;P Ch. 6</strong></td>
<td>Measuring the costs of environmental protection, <strong>Yamazaki 2017; Mark et al 2022 (skim)</strong></td>
<td>The safety standard, <strong>G&amp;P Ch. 7; PS2 due</strong></td>
</tr>
<tr>
<td>5</td>
<td>Oct. 3, 4, 6</td>
<td><strong>Midterm 1:</strong> covers G&amp;P Ch. 3-6, Shiell &amp; Loney 2007; Ferrara et al. 2007; Yamazaki 2017; Lutz</td>
<td>The safety standard: the Summers Memo, environmental racism; Banzhaf et al. 2019</td>
<td>The sustainability standard; <strong>G&amp;P Ch. 8</strong></td>
</tr>
<tr>
<td>6</td>
<td>Oct. 10, 11, 13</td>
<td>Measuring sustainability, <strong>G&amp;P Ch. 9</strong></td>
<td>Natural resource models, <strong>G&amp;P Ch. 10</strong></td>
<td>Natural resource models, continued</td>
</tr>
<tr>
<td>7</td>
<td>Oct. 17, 18, 20</td>
<td>Ecosystem services, <strong>Johnson et al. 2023; Adamowicz and Olewiler 2016,</strong></td>
<td>Is more better? <strong>G&amp;P Ch. 11, PS3 due</strong></td>
<td>Incentive-based regulation: theory, <strong>G&amp;P Ch. 15, including appendices</strong></td>
</tr>
<tr>
<td>8</td>
<td>Oct. 24, 25, 27</td>
<td>Incentive-based regulation: theory, continued</td>
<td>Incentive-based regulation in practice, <strong>G&amp;P Ch. 16</strong></td>
<td>The green paradox, <strong>Jensen et al. 2015</strong></td>
</tr>
<tr>
<td>9</td>
<td>Oct. 31, Nov 1, 3</td>
<td><strong>Midterm 2:</strong> covers G&amp;P Ch. 7-11, Banzhaf et al. 2019, Johnson et al 2023; Adamowicz and Olewiler</td>
<td>Clean technology, <strong>G&amp;P Ch. 17</strong></td>
<td>Pre-reading break lecture on Colette’s research, No reading</td>
</tr>
<tr>
<td>10</td>
<td>Nov. 10</td>
<td><strong>Reading period, no classes</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Nov. 14, 15, 17</td>
<td>Energy policy; <strong>Papineau et al. 2022</strong></td>
<td>Poverty, population, and environment <strong>G&amp;P Ch. 19</strong></td>
<td>Cooking technology and population health; <strong>Barstow et al 2019</strong></td>
</tr>
<tr>
<td>12</td>
<td>Nov. 21, 22, 24</td>
<td>Governing the commons, <strong>Hardin 1968, Ostrom 1990, Awokuse et al. 2023 p. 11-12</strong></td>
<td>Governing the commons, continued</td>
<td>The political economy of environmental regulation in low- and middle-income countries, <strong>G&amp;P Ch. 20</strong></td>
</tr>
<tr>
<td>13</td>
<td>Nov. 28, 29, Dec 1</td>
<td>Governance and environmental quality; <strong>Aksoy and Tumen 2021</strong></td>
<td>The political economy of global agreements, <strong>G&amp;P Ch. 21, PS5 due</strong></td>
<td>The political economy of global agreements; Final remarks</td>
</tr>
</tbody>
</table>
7.1 Full reading list


8. **UVic Course Policies**

This course adheres to the [Undergraduate Course Policies](#) of the Department of Economics that deal with the following issues:

- Academic concessions
- Academic integrity (plagiarism and cheating)
- Attendance
- Grading
- Inclusivity and diversity
- Late adds
- Late assignments
- Repeating courses
- Review of an assigned grade
- Sexualized violence prevention and response
- Students with a disability
- Term assignments and debarment from examinations
- Travel plans
- Waitlists

The following policies are explicitly included because of their importance.

8.1 **Examinations**

Students who miss midterm exams will be scheduled to take the exam immediately after the exam date.

Students are advised not to make work or travel plans until after the final examination timetable has been finalized. Students who wish to finalize their travel plans at an earlier date should book flights that depart after the end of the examination period. There will be no special accommodation if travel plans conflict with the examination.

8.2 **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 they are registered for the course **will** be automatically 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.
8.3 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.

Review What is Plagiarism for the definition of plagiarism. The University reserves the right to use a plagiarism software to detect violations of academic integrity (including unauthorized use of ChatGPT and other Artificial Intelligence).

8.4 Student Code of Conduct
The Humanities, Science, and Social Sciences Faculties have adopted this Student code of conduct. Please, review.

8.5 University Policy on Human Rights, Equity and Fairness
The University is committed to promoting, providing and protecting a positive, supportive and safe learning and working environment for all its members.
See General University Policies

9. Accessibility & Health Resources
The University of Victoria offers a number of resources to support international students as they pursue their studies. UVic’s International Centre for Students is the primary office supporting international students on campus at the university-wide level and provides various supportive program through the UVic Global Community Initiative, including a Mentorship Program and Conversation Partner Program. For academic advising-related questions, students in the Economics Department are also encouraged to meet with the Economics Undergraduate Advisor (Prof. Kenneth Stewart, ecadvice@uvic.ca) as well as an academic advisor in the Academic Advising Centre early in their studies to help map out a plan to declare a major and complete university program requirements. Other resources include the Centre for Academic Communication and the Math and Stats Assistance Centre. The International Student Liaison in the Economics Department is Prof. Paul Schure who can help you connect with other international and domestic students in the Department. His email address is schure@uvic.ca. Please, reach out if you are interested.

Centre for Accessible Learning
Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, you are free to approach me; however, you must register with the Centre for Accessible Learning (CAL) for formal arrangements to be made. The CAL staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations. The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course.
Health Services - University Health Services (UHS) provides a full service primary health clinic for students, and coordinates healthy student and campus initiatives.

Support Connect - a 24/7 mental health support service for students
- Toll-free (calls from North America): 1-844-773-1427
- International collect calls: 1-250-999-7621

Counselling Services - Counselling Services can help you make the most of your university experience. They offer free professional, confidential, inclusive support to currently registered UVic students.

Elders' Voices - The Office of Indigenous Academic and Community Engagement (IACE) has the privilege of assembling a group of Elders from local communities to guide students, staff, faculty and administration in Indigenous ways of knowing and being.

10. Brightspace
This course uses Brightspace to store and share readings and lecture slides, and for student submission of problem sets.

11. Course Experience Survey (CES)
The instructor values student feedback on this course. Towards the end of term students will have the opportunity to complete a confidential course experience survey (CES) regarding your learning experience. The survey is vital to providing feedback regarding the course, as well as to help the department improve the overall program for students in the future.

When it is time to complete the survey, students will receive an email inviting them to do so. If students do not receive an email invitation, they can go directly to the CES log-in. Students will use their UVic NetLink ID to access the survey, which can be completed on your laptop, tablet or mobile device.

12. Sexualized Violence Prevention & Response
UVic takes sexualized violence seriously, and has raised the bar for what is considered acceptable behaviour. Students are encouraged to learn more about how the university defines sexualized violence and its overall approach by visiting www.uvic.ca/svp. If you or someone you know has been impacted by sexualized violence and needs information, advice, and/or support please contact the sexualized violence resource office in Equity and Human Rights (EQHR). Contact sypcoordinate@uvic.ca.

We acknowledge with respect the Lekwungen peoples on whose traditional territory the University of Victoria stands, and the Songhees, Esquimalt and W̱SÁNEĆ peoples whose historical relationships with the land continue to this day.