

A A E 762 section 001

Frontiers in Environmental and Natural Resource Economics 2

COURSE INFORMATION

Frontiers in Environmental and Natural Resource Economics 2

A A E 762 001 (3 Credits)

2022 Spring [1224]

Description

The role of markets and government in the allocation of environmental goods and services. Topics include public goods, externalities and market failure; policy instruments for dealing with environmental quality problems such as air pollution; and distributional impacts of environmental regulations. Enroll Info: None

Prerequisite(s)

ECON 709 and 711

Instruction Mode

Classroom Instruction

Section Level Com B

False

Department: Agricultural and Applied Econ

College: Agricultural and Life Sciences



2022 Spring [1224]

Term Start Date: Tuesday, 23-Nov-2021 **Term End Date:** Wednesday, 15-Jun-2022

 [ADD TO CALENDAR](#)

Location and Schedule: Taylor Hall 113 TR 9:30 AM-10:45 AM

CRN: 851081224

How Credit Hours are Met :

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The credit standard for this course is met by an expectation of a total of 135 hours of student engagement with the courses learning activities (45 hours per credit), which include regularly scheduled instructor: student meeting times [insert meeting time expectations], reading, writing, problem sets, studio time, labs, field trips, and other student work as described in the syllabus.

INSTRUCTORS AND TEACHING ASSISTANTS (TAs)

Instructor



Corbett GRAINGER





✉ CORBETT.GRAINGER@WISC.EDU

Instructor Availability and Preferred Contact :

Stop by, or email to make an Appointment. I will make every effort to be available to graduate students.

COURSE OUTCOMES, GRADING, and OTHER COURSE MATERIALS

Course Learning Outcomes (CLOs) :

-  Begin to develop their own research ideas.
-  Read research papers with an eye towards understanding, critiquing, and extending research in environmental economics.
-  Develop a working knowledge of the frontier or research in key areas in environmental economics.
-  Hone presentation skills related to peer interactions about research ideas.

Grading :

This course will have four components:

A) (30%) Participation. Students will be expected to read the paper on the syllabus before each class meeting. Students will be expected to participate in discussions about the papers in class.

To guide the discussion, each student should be prepared to answer each of the following questions regarding the readings:

1. What was interesting?
2. What was innovative?



3. Are there things that you disagree with? (details)
4. Are there things you don't understand?
5. What is one follow-up research question that you thought of after reading this?

B) (20%) Each student will present two of the papers on the reading list. The student will act as the "lead" discussant for that paper.

C) (30%) "Section 3 of a Research Paper." See the description below.

D) (20%) Referee Reports for 2 unpublished papers on the reading list.

Required Textbook, Software, & Other Course Materials :

All readings will be posted on Canvas.

Homework & Other Assignments :

Students will write a referee report for two unpublished papers on the reading list (of the student's choosing). A referee report provides a brief overview of the paper and constructive comments for the author. This will be discussed in class.

EXAMS, QUIZZES, PAPERS & OTHER MAJOR GRADED WORK

Exams, Quizzes, Papers & Other Major Graded Work :

Students will choose one of the following two options.

- 1) An analytical model that can be used to understand an environmental or resource problem. The model could be used to develop testable hypotheses, to inform empirical work, or to help frame an RCT.
- 2) Develop an empirical strategy that can be used to answer a research question related to the environment. For example, this could be an identification strategy to answer a novel research question, or it could be the description of an RCT that can be implemented as part of a research project.

The goal is to get each student started writing original research, and the topic of each paper should be related to environmental or resource economics. Please start thinking about this early!

Students will present their choice of a model or an empirical strategy at the end of the semester in class.

ADDITIONAL COURSE INFORMATION AND ACADEMIC POLICIES





Teaching & Learning Data Transparency Statement

The privacy and security of faculty, staff and students' personal information is a top priority for UW-Madison. The university carefully reviews and vets all campus-supported digital tools used to support teaching and learning, to help support success through [learning analytics](#), and to enable proctoring capabilities. View the university's full [teaching and learning data transparency statement](#).



Privacy of Student Records & the Use of Audio Recorded Lectures Statement

View [more information about FERPA](#).

Lecture materials and recordings for this course are protected intellectual property at UW-Madison. Students in this course may use the materials and recordings for their personal use related to participation in this class. Students may also take notes solely for their personal use. If a lecture is not already recorded, you are not authorized to record my lectures without my permission unless you are considered by the university to be a qualified student with a disability who has an approved accommodation that includes recording. [Regent Policy Document 4-1] Students may not copy or have lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities, with the exception of sharing copies of your personal notes as a notetaker through the McBurney Disability Resource Center. Students are otherwise prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor's express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.



How to Succeed in This Course

Resource links to other campus services:

- [University Health Services](#)
- [Undergraduate Academic Advising and Career Services](#)
- [Office of the Registrar](#)
- [Office of Student Financial Aid](#)
- [Dean of Students Office](#)
- [Graduate Student Services](#)





Course Evaluations

Students will be provided with an opportunity to evaluate this course and your learning experience. Student participation is an integral component of this course, and your confidential feedback is important to me. I strongly encourage you to participate in the course evaluation.

Digital Course Evaluation (AEFIS)

UW-Madison uses a digital course evaluation survey tool called [AEFIS](#). In most instances, you will receive an official email two weeks prior to the end of the semester, notifying you that your course evaluation is available. In the email you will receive a link to log into the course evaluation with your NetID. Evaluations are anonymous. Your participation is an integral component of this course, and your feedback is important to me. I strongly encourage you to participate in the course evaluation.



Students' Rules, Rights & Responsibilities

Rights & Responsibilities

For spring 2022, instructors and students should consult the following website for current campus health and safety guidance: covidresponse.wisc.edu.



Diversity & Inclusion Statement

Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals. The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world.



Academic Integrity Statement

By virtue of enrollment, each student agrees to uphold the high academic standards of the University of Wisconsin-Madison; academic misconduct is behavior that negatively impacts the integrity of the institution. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these previously listed acts are examples of misconduct which may result in disciplinary action. Examples of disciplinary action include, but is not limited to, failure on the assignment/course, written reprimand, disciplinary probation, suspension, or expulsion.





Accommodations for Students with Disabilities

The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy ([UW-855](#)) require the university to provide reasonable accommodations to students with disabilities to access and participate in its academic programs and educational services. Faculty and students share responsibility in the accommodation process. Students are expected to inform faculty of their need for instructional accommodations during the beginning of the semester, or as soon as possible after being approved for accommodations. Faculty, will work either directly with the student or in coordination with the McBurney Center to provide reasonable instructional and course-related accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA. (See: [McBurney Disability Resource Center](#))



Academic Calendar & Religious Observances

[Academic Calendar & Religious Observances](#)

