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Economics Courses | Business Administration, College of

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(2) Sample Syllabus: Econ 4016

Heather Kohls

Marquette University
Economics 4016 – Environmental and Natural Resource Economics
Fall 2009
M,W, F 12pm

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Office Hours: Mondays and Wednesdays 1-2pm and by appointment

Required Text: Green to Gold, Daniel Esty and Andrew Winston

Course Objective:

The interdependence of man and nature impacts virtually every industry. It is the aim of this class to draw your attention to the major issues in healthy environmental management, identify the places where industry is doing well and not so well, understand the requirements of different types of natural resources, and finally to discuss some issues that will require new skills for future industry leaders.

The goal of this class is to send you out into the business world fully appreciating the environmental issues that you are likely to have to face with tools to communicate both with ecologists and business people, to understand the complexity of these issues, and to realize that globally priorities cannot always be the same.

Structure of the class:

This is a topic that many of you will have strong feelings about. The problem with strong feelings is that they tend to make people less open to opposing views. That's the root of one of the largest obstacles in solving environmental problems today. I will try my hardest to present the information to you without personal bias; it's my job to share the facts with you as best I can. I will structure the class along the lines of the book to help us progress through the topic.

Part I: Eco-Advantage

We will outline the history of environmental economics and legislation in the US.

We will define what it means to achieve eco-advantage for a company and look at examples of natural drivers of environmental change.

We will try to formalize who really drives change in terms of resource usage and how.

Part II: Building Eco-advantage
The costs of environmental change: Energy debate (see description, 9/25)
Potential benefits of environmental change: Oil vs. Oil replacements
The Eco-advantage "play book"

Part III: The Path to Sustainability
The importance of Corporate Culture
Eco-Tracking: Carbon Footprints and Invasive Species
Redesigning Industry: Agriculture from Malthus to today; Malaria

Part IV: Putting it all together
Why Environmental Programs fail
Corruption
China and Energy

Exam

Part V: Presentations from Students
Part VI: Global Warming from all sides
How vain are we?

Assignments: You will be required to do 4 assignments throughout the semester. Each is worth 5 points for a total of 20% of your grade. Each should be 1 page long and should have attachments of relevant articles. I would recommend that you begin looking for articles/examples of all of them right away as they are all due rather quickly in the semester.

Assignment 1: Provide an example of an actual or near miss environmental disaster. You are to summarize the situation and its results. Focus on how the company could or did change its practices/policies to avoid/as a result of the situation. Your five points will be allocated out (in half points if need be): originality (likely half point deduction if your example is in the book); company and environment perspective (how well did you reflect the company's side of the disaster vs. the damage potential/done); results; lessons learned; writing abilities.

Example: Exxon Valdez disaster (not overly original plus in the book, but…), discuss how a company could guarantee its drivers are sober in the North Atlantic, the results of the legal case, the resulting policy changes that Exxon implemented….

Assignment 2: Provide an example of a company doing something environmentally good. Either in your opinion (or if you can find something on the company's website) why is the company doing this (hint: the answer is NOT because 'it's the right thing to do'), who are they trying to attract, how is it working for the company?

Assignment 3: Provide an example of a product that is green that makes YOU feel good about it. Either in your opinion (or if you can find something on the company's website) why is the company doing this (hint: the answer is NOT because 'it's the right thing to do'), why are they trying to attract you or how is it working for the company? Does it change anything about

how you shop for products? (This may be easier to do from your parent's perspective, so you might try interviewing them.)

Assignment 4: Provide an example of an environmental policy/initiative by a government that you particularly like (the policy, not the government). What do you like about it? Why do you think it will/has or will/has not work? Report any results of the policy or similar policies.

The Great Energy Debate: (5 points) (9/25/09, powerpoints due 9/21 to dropbox)

Each of you has been partnered with another student (see last page for partners and topics). You will together represent your interests in the energy debate over how the US should receive its energy. The groups representing each energy type will have 10 minutes to discuss why they should be the energy of the future for the US. Then each region will have 5 minutes to propose how they think their energy needs should best be met. The difference is that the energy people have a lot to update you about the current science/technology to make their product the most desirable; the regional speakers have a lot more research to do, but less to talk about. Ideally we will have the energy people speak the first day and the regional people talk the second day. Then we will spend some time discussing what the future of energy in the US should look like. Note: the power points are all due on the same day even if you don't present until the second class period.

You should have a few power points (maybe 1-2/minute) for your talk. They are due in the drop box **five** days before the debate (they are due on September 21st). You may decide if one or both of you want to present (but you will both get the same presenting score either way). You will be graded on the following:

Energy Industry Reps: Explanation of future of the energy type and potential (2 points); Explanation of obstacles to this energy in the US (2 points); confidence with material (1 point).

Regional Reps: Explanation of <u>current</u> energy situation in the region (2 points) and suspected best fits for the future (2 points); confidence with material (1 point).

Since you only have 5 or 10 minutes, you must be efficient and succinct. Focus on the role of your part of the energy market or the country only. We are focused ONLY on electricity production, not fueling cars. (at least for this class period)

The Exam (35 points)

Essay format, held in class, November 6, 2009. That's all I have decided to date…more details as the exam approaches…

The Paper and Presentation (20 points each)

Using the same partners I have given you for the energy debate, you will also put together a presentation on a topic of your choice relating to the subject matter of the class. I am open to just about any topic the two of you can agree upon. You will do a 20-25 minute presentation (both of you, so 12 minutes each) on your topic or on relating areas of the topic (so if you did the Exxon Valdez example, one could talk about the disaster, the company and the

lawsuit; the other could talk about oil spills in general and the destruction of habitat that results). You will each also write a 10-15 page paper on the same subject. Papers are individual efforts and should be related to the shared topic, but do not have to have anything to do with the Energy topic given to you below. Presentation dates are listed next to partners below. Papers will be run through "Turn it in", so they should be submitted to the dropbox and on paper in class on the day of your presentation. Due to the proximity to the exam, the first two groups can have a few extra days for handing in their paper.

You will be asked to turn in a paragraph describing your topic on the Monday before Fall break. One paragraph per team is sufficient as papers should be on related issues.

Grade Allocation and Timeline:

Date	Item	Weight
09/14/2009	Assignment 1	5
09/18/2009	Assignment 2	5
09/25/2009	Energy Debate	5
09/30/2009	Assignment 3	5
10/19/2009	Paper Topic Due	0
10/30/2009	Assignment 4	5
11/06/2009	Exam 1	35
11/11-12/4	Presentation	20
11/11-12/4	Paper	20
		100

Grading Scale

I do NOT round up.

94 <	A	≤ 100%
88 <	AB	≤ 94
82 <	B	≤ 88
76 <	BC	≤ 82
70 <	C	≤ 76
64 <	CD	≤ 70
58 <	D	≤ 64
	F	≤ 58

Attendance:

In my experience the more you come to class, the better you will do, so please know that I expect you to be here. The College of Business Administration has very strict attendance guidelines. The text that follows is directly from your undergraduate bulletin. (pp.158-9)

> *"A student is expected to attend every exercise of the courses in which he or she is registered. Any absence, regardless of the reason, will prevent the student from getting the full benefit of the course and renders a student liable to university censure. Since it is*

assumed that no college student will be absent from class without reason, this college will not differentiate officially between excused and unexcused absences.

When a student has absences in hours equal to two weeks of class periods, he or she may be dropped without warning, earning a grade of WA, at the request of the instructor or the dean of the college. After the WA grade has been issued, the student may not apply for a grade of W.

All students enrolled in courses taught by the College of Business Administration must conform to the attendance policy in effect in the College of Business Administration even though they are registered through another college or division of the university"

College of Business Administration Assessment Statement

The fundamental mission of the College of Business Administration is to provide a quality education grounded in Catholic, Jesuit intellectual values. Students are expected to learn how to function effectively in a diverse and global economy and develop into responsible members of the business community. As one of many methods of assuring that the goals of our educational mission are successfully met, the college regularly and systematically engages in the assessment of these competencies

Students in the Bachelor of Science in Business Administration program are assessed on their ability to reason ethically, communicate effectively, analyze critically, and understand local, national and global business and cultural issues. Students in our MBA programs are also assessed on their competency to communicate effectively, reason ethically and apply critical thinking, as well as their capacity to comprehend the global strategic issues of firms and perform fundamental activities of business managers. Students in our other graduate programs are assessed on specific competencies related to their disciplines.

Assessment takes place each semester in all programs and settings using quantifiable measures to gather and analyze information to help continuously improve the educational process. The College of Business Administration is dedicated to successfully providing a quality education for all students. Assessment is the continuous improvement process of evaluating our success. More information on assessment can be found at (http://www.marquette.edu/assessment/), (http://www.busadm.mu.edu/undergraduate/LearningObjectives.shtml) or (http://www.busadm.mu.edu/graduate/learning_objectives.shtml)

a. The college's UNDERGRADUATE assessment goals are:
    i. Apply effective written and oral communication skills to business situations
    ii. Analyze the global business environment
    iii. Analyze the local business environment
    iv. Use critical thinking skills in business situations
    v. Apply an ethical understanding and perspective to business situations

This course focuses on developing the last of those goals through practical discussion of how business and government deal with the environment.

Special Needs
Please inform me during the first week of class if you have any conditions that may limit or affect your ability to participate in this course so that we can make necessary arrangements. You may also contact the Office of Student Educational Services (OSES), in AMU 317 (8-3270) for more information (see also: http://www.marquette.edu/oses/).

Emergency Plan
Every Marquette University campus building has emergency shelter and evacuation plans. Please familiarize yourself with the plans of each building in which you take classes or attend meetings. Make sure to note the routes to the lowest level of the buildings for shelter during inclement weather, as well as exits from the buildings in the event of fire or other emergency.

Partner 1	Partner 2	Topic	Presentation Date
Acree,Lauren Barbara	Cole,Dominique O'Neal	Wind Energy	12/04/2009
Rule,Brandon Donir	Falk,Brian T	Solar Energy	12/02/2009
McGinnis,Katharine Naven	Steinmetz,Nicole Marie	Natural Gas Energy (biomass)	12/02/2009
Long,Michael Andrew	Scott,Kevin M.	Geothermal	11/30/2009
Lefeber,Kevin John	Stephenson,Max T.	Coal	11/30/2009
Andrea,Ryan R	Mehan Jr.,John Anthony	Nuclear	11/23/2009
Henderson,Joshua Jay	Barsella,Thomas Anthony	Methane/Biomass	11/23/2009
Clark,Alison	Smith,Kortni Katherine	California	11/20/2009
Antas,Natalia Maria	Evanoff,Rachel Elaine	South/Texas	11/20/2009
Belisle,Lauren Michele	Ferrarell,Thomas J.	Southwest	11/18/2009
Polacek,Colin J.	Ruben,William Howard	Northwest	11/18/2009
Pauly,Timothy Robert	Diaz,Luis	Souteast	11/16/2009
Moeller,Nicholas James	Curtis,Aaron Michael	North/Rocky Mountains	11/16/2009
Mettelman,Matthew D.	Barr Jr.,John Terry	Midwest	11/13/2009*
Lindberg,Daniel Gordon	Bredemann IV,Joseph John	Central Plains	11/13/2009*
Westlake,Stephen Robert	Erickson,Justin W.	Northeast	11/11/2009*
Demas,George Thomas	Sinclair,Andrew Christopher	Midatlantic	11/11/2009*

*papers may be turned in anytime from this date to the 16th of November due to the proximity to the exam.