Marcia S. Snyder (she, her)
College of Charleston
School of Business
5 Liberty St.
Tate Center room 313

Email: snyderm@cofc.edu

MWF 8:00 – 8:50 am in Tate Center room 315

Office hours:
MWF 10 am – noon and by appointment.

I am typically available throughout the day every weekday and am also available to meet via Zoom.

My Strengths: Learner, Input, Intellection, Achiever, Connectedness

Course Pre-requisite:
ECON 200 – Principles of Microeconomics
ECON 201 – Principles of Macroeconomics
Math 116 or MATH 120 or Permission of instructor

Course description: This course deals with the institution of property rights and how the absence of property rights may hinder the proper allocation of society’s scarce resources and thereby affect economic efficiency. The course also examines how resources held in the public domain are allocated and ways of how this allocation might be made more efficient.

Course Objectives

Understanding Major Economic Problems:
Students demonstrate an understanding of the major economic problems facing society and the policy alternatives which may be utilized to contend with these problems.

Synthesis: Students demonstrate critical thinking and analytical skills through using economic models and concepts in the development of environmental policy.

Synthesis: Students demonstrate an understanding of the major economic problems facing society and the policy alternatives which may be utilized to contend with these problems.

Email Policy:
Please use your University-issued email for all correspondence. I always answer emails. If an answer is not received within 24 hours during weekdays, please resend your email. I rarely check email after 8:00 pm during the week and only check email sporadically during weekends. Please plan accordingly.

OAKS, including gradebook, will be used for this course throughout the semester to provide the syllabus, class materials and grades for each assignment, which will be regularly recorded. Please make sure to log into your OAKS account daily to check for announcements and course updates. All tests and the cumulative final will be administered through OAKS.

"It is better to look forward and prepare than look back and regret."
Jackie Joyner-Kersee
Olympic gold medalist

Student Learning Goals:
Support strategic initiative
1: Enhance the undergraduate academic core.

Synthesis: Students demonstrate an understanding of the major economic problems facing society and the policy alternatives which may be utilized to contend with these problems.

I will share with you my knowledge and love of economics, my passion for learning, along with guidance for your success.

You will share with me your active participation in class, your personal preparation of all assignments, and an indication of your knowledge gained through your efforts when asked.

Page 1 | 8
Spring 2022 MWF 8:00 – 8:50 am
ECON 311-01 CRN 21818

Accessibility and Disability Statement

"I believe in standardizing automobiles. I do not believe in standardizing human beings."
Albert Einstein
Physicist, 1879-1955

Mental and Physical Wellbeing

At the college, we take every student's mental and physical wellbeing seriously. If you find yourself experiencing physical illnesses, please reach out to student health services (843.953.5520). And if you find yourself experiencing any mental health challenges (for example, anxiety, depression, stressful life events, sleep deprivation, and/or loneliness/homesickness) please consider contacting either the Counseling Center (professional counselors at http://counseling.cofc.edu or 843.953.5640 3rd Robert Scott Small Building) or the Students 4 Support (certified volunteers through texting "4support" to 839863, or meet with them in person 3rd Floor Stern Center). These services are there for you to help you cope with difficulties you may be experiencing and to maintain optimal physical and mental health.

Food and Housing Resources

Many CofC students report experiencing food and housing insecurity. If you are facing challenges in securing food (such as not being able to afford groceries or get sufficient food to eat every day) and housing (such as lacking a safe and stable place to live), please contact the Dean of Students for support (http://studentaffairs.cofc.edu/about/salt.php). Also, you can go to http://studentaffairs.cofc.edu/student-food-housing-insecurity/index.php to learn about food and housing assistance that is available to you. In addition, there are several resources on and off campus to help. You can visit the Cougar Pantry in the Stern Center (2nd floor), a student-run food pantry that provides dry-goods and hygiene products at no charge to any student in need. Please also consider reaching out to Professor ABC if you are comfortable in doing so.

Inclusion

The College of Charleston offers many resources for LGBTQ+ students, faculty and staff along with their allies.

Academic Integrity

Students at the College of Charleston are expected to adhere to the Honor System as outlined in the CofC Student Handbook.

"Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when suspected, are investigated. Each incident will be examined to determine the degree of deception involved. Incidents where the instructor determines the student's actions are related more to misunderstanding and confusion will be handled by the instructor. The instructor designs an intervention or assigns a grade reduction to help prevent the student from repeating the error. The response is recorded on a form and signed both by the instructor and the student. It is forwarded to the Office of the Dean of Students and placed in the student's file.

Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a XXF in the course, indicating failure of the course due to academic dishonesty. This status indicator will appear on the student's transcript for two years after which the student may petition for the XX to be expunged. The F is permanent."

"The supreme quality for leadership is unquestionably integrity. Without it, no real success is possible."

Dwight D. Eisenhower, 34th President of the United States, 1890-1969
Required Course Materials

Environmental Economics and Policy 7th edition by Lynne Lewis and Thomas Tietenberg
Routledge 2019
ISBN:9781138587595

Subsctiption to Bloomberg Green daily newsletter
The newsletter is free. https://www.bloomberg.com/account/newsletters/green?source=NLshare

OAKS LMS including gradebook, will be used for this course throughout the semester to provide the syllabus, class materials and grades for each assignment, which will be regularly recorded. Please make sure to log into your OAKS account daily to check for announcements and course updates.

Grading Scale and Procedures

The following point scales will be used for the course:
Percent of total points
A   = 93-100
A-  = 90-92
B+  = 87-89
B   = 83-86
B-  = 80-82
C+  = 77-79
C   = 73-76
C-  = 70-72
D+  = 67-69
D   = 63-66
D-  = 60-62
F    < 60

Weekly quizzes 40%
Weekly discussion papers 20%
Participation/discussion 20%
Sustainability paper 20%

100%

Expect to devote a minimum of three to six hours per week on assignments outside of class.

*Weekly quizzes covering class material will be administered through OAKS on Fridays.

Weekly discussion papers: Short 1-2 page papers designed to focus your thoughts for in-class discussions. Discussion questions will be available in the OAKS drop box link under each chapter module.

Weekly participation in discussions: We will reserve one class period a week for discussions on your weekly papers.

Sustainability literacy paper: 3-4 page paper. Due the last day of semester classes. Details on next page.

Absences: This is a face-to-face class and attendance is required. You are responsible for the material presented in class.

CofC Closure Policy: If in-person classes are suspended, faculty will announce to their students a detailed plan for a change in modality to ensure the continuity of learning. All students must have access to a computer equipped with a web camera, microphone, and Internet access. Resources are available to provide students with these essential tools.

Sustainability Resources at the College of Charleston

Edcuation is not the learning of facts, but the training of the mind to think.”
Albert Einstein
Physicist
1879-1955

“If you are having difficulty with any of the material in this course, please reach out to me as soon as possible because the material is cumulative, and you will likely find yourself falling farther behind. I am always happy to take extra time to work with you. 😊

“Education is the passport to the future, for tomorrow belongs to those who prepare for it today.”
Malcolm X
Civil rights leader
1925-1965
Sustainability Literacy

“Sustainability literacy is the knowledge, skills, and mindsets that allow individuals to become deeply committed to building a sustainable future and assisting in making informed and effective decisions to this end.”

UN Sustainable Development Goals Knowledge Platform

The 1987 Brundtland Commission report for the United Nations defines sustainability as “meeting the needs of the present without compromising the ability of future generations to meet their own needs.”

In the 21st Century, sustainability generally refers to the capacity for Earth’s biosphere and human civilization systems to coexist.

“We never know the wealth of water until the well is dry.”

Thomas Fuller
English scholar, 1608-1661

Student Learning Outcomes for Sustainability Literacy

SLO 4-QEP Synthesis and Integration:
Students can synthesize knowledge from two or more systems to address a sustainability problem.

SLO 5- QEP Skill Building and Competency Learning:
Students can demonstrate the impact of production/consumption practices on social, economic, and or ecological systems.

ECON 311 Sustainability Literacy Paper

The final paper is a three to four-page sustainability literacy take-home test, assessing SLO 4 and SLO 5 referenced above. You will be asked to create a sustainable business detailing how you address the triple bottom line with your business. Explicit details for the assignment will be available in the OAKS drop box. Students had fun with this assignment last semester and the essays were wonderful!

“I am only one, but I am one. I cannot do everything, but I can do something. And I will not let what I cannot do interfere with what I can do.”

Edward Everett Hale
American author, 1822-1909
### TENTATIVE SCHEDULE OF ASSIGNMENTS AND EXAMS

<table>
<thead>
<tr>
<th>DATE</th>
<th>CHAPTER (S)</th>
<th>TOPICS COVERED</th>
</tr>
</thead>
<tbody>
<tr>
<td>JAN</td>
<td>Introduction and CH 1</td>
<td>Introduction, Syllabus, Sustainability</td>
</tr>
<tr>
<td></td>
<td>CH 1</td>
<td>The Role of Economics in Formulating and Implementing Policy</td>
</tr>
<tr>
<td></td>
<td>CH 1</td>
<td>The Role of Economics in Formulating and Implementing Policy</td>
</tr>
<tr>
<td>17</td>
<td>MLK Day</td>
<td>No Class</td>
</tr>
<tr>
<td>19</td>
<td>CH 2</td>
<td>The Economic Approach: Property Rights, Externalities, Env Problems</td>
</tr>
<tr>
<td>21</td>
<td>CH 2 OAKS QUIZ CH 1</td>
<td>The Economic Approach: Property Rights, Externalities, Env Problems</td>
</tr>
<tr>
<td>24</td>
<td>CH 2</td>
<td>The Economic Approach: Property Rights, Externalities, Env Problems</td>
</tr>
<tr>
<td>26</td>
<td>CH 3</td>
<td>The Role of Policy Instrument Choice in Efficient Environmental Mgmt</td>
</tr>
<tr>
<td>28</td>
<td>CH 3 OAKS QUIZ CH 2</td>
<td>The Role of Policy Instrument Choice in Efficient Environmental Mgmt</td>
</tr>
<tr>
<td>FEB</td>
<td>CH 4</td>
<td>Evaluating Trade-offs, Benefit-Cost Analysis and Other Decision Metrics</td>
</tr>
<tr>
<td>4</td>
<td>CH 4 OAKS QUIZ CH 3</td>
<td>Evaluating Trade-offs, Benefit-Cost Analysis and Other Decision Metrics</td>
</tr>
<tr>
<td>7</td>
<td>CH 4</td>
<td>Evaluating Trade-offs, Benefit-Cost Analysis and Other Decision Metrics</td>
</tr>
<tr>
<td>9</td>
<td>CH 5</td>
<td>Valuing the Environment: Methods and Examples</td>
</tr>
<tr>
<td>11</td>
<td>CH 5 OAKS QUIZ CH 4</td>
<td>Valuing the Environment: Methods and Examples</td>
</tr>
<tr>
<td>14</td>
<td>CH 5</td>
<td>Valuing the Environment: Methods and Examples</td>
</tr>
<tr>
<td>16</td>
<td>CH 6</td>
<td>Ecosystem Goods and Services: Nature’s Threatened Bounty</td>
</tr>
<tr>
<td>18</td>
<td>CH 6 OAKS QUIZ CH 5</td>
<td>Ecosystem Goods and Services: Nature’s Threatened Bounty</td>
</tr>
<tr>
<td>21</td>
<td>CH 6</td>
<td>Ecosystem Goods and Services: Nature’s Threatened Bounty</td>
</tr>
<tr>
<td>23</td>
<td>CH 7</td>
<td>Fisheries Policy</td>
</tr>
<tr>
<td>25</td>
<td>CH 7 OAKS QUIZ CH 6</td>
<td>Fisheries Policy</td>
</tr>
<tr>
<td>28</td>
<td>CH 7</td>
<td>Fisheries Policy</td>
</tr>
<tr>
<td>MAR</td>
<td>CH 8</td>
<td>Climate Change I: The Nature of the Challenge</td>
</tr>
<tr>
<td>4</td>
<td>CH 8 OAKS QUIZ CH 7</td>
<td>Climate Change I: The Nature of the Challenge</td>
</tr>
<tr>
<td>7-11</td>
<td>Spring Break</td>
<td>No Class</td>
</tr>
<tr>
<td>14</td>
<td>CH 8</td>
<td>Climate Change I: The Nature of the Challenge</td>
</tr>
<tr>
<td>16</td>
<td>CH 9</td>
<td>Climate Change II: The Role of Energy Policy</td>
</tr>
<tr>
<td>18</td>
<td>CH 9 OAKS QUIZ CH 8</td>
<td>Climate Change II: The Role of Energy Policy</td>
</tr>
<tr>
<td>21</td>
<td>CH 9</td>
<td>Climate Change II: The Role of Energy Policy</td>
</tr>
<tr>
<td>23</td>
<td>CH 10</td>
<td>Climate Change III: Carbon Pricing</td>
</tr>
<tr>
<td>25</td>
<td>Last Day to Withdraw</td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>CH 11 OAKS QUIZ CH 9/10</td>
<td>Climate Change IV: Adaptation</td>
</tr>
<tr>
<td>28</td>
<td>CH 11</td>
<td>Climate Change IV: Adaptation</td>
</tr>
<tr>
<td>30</td>
<td>CH 11</td>
<td>Climate Change IV: Adaptation</td>
</tr>
<tr>
<td>APR</td>
<td>CH 12 OAKS QUIZ CH 11</td>
<td>Transportation: Managing Congestion and Local Pollution</td>
</tr>
<tr>
<td>4</td>
<td>CH 12</td>
<td>Transportation: Managing Congestion and Local Pollution</td>
</tr>
<tr>
<td>6</td>
<td>CH 12</td>
<td>Transportation: Managing Congestion and Local Pollution</td>
</tr>
<tr>
<td>8</td>
<td>CH 13 OAKS QUIZ CH 12</td>
<td>Water: Managing Water Quality for Rivers, Lakes and Oceans</td>
</tr>
<tr>
<td>11</td>
<td>CH 13</td>
<td>Water: Managing Water Quality for Rivers, Lakes and Oceans</td>
</tr>
<tr>
<td>13</td>
<td>CH 13</td>
<td>Water: Managing Water Quality for Rivers, Lakes and Oceans</td>
</tr>
<tr>
<td>15</td>
<td>CH 14 OAKS QUIZ CH 13</td>
<td>Toxic Policy and Environmental Justice</td>
</tr>
<tr>
<td>18</td>
<td>CH 14</td>
<td>Toxic Policy and Environmental Justice</td>
</tr>
<tr>
<td>20</td>
<td>CH 14</td>
<td>Toxic Policy and Environmental Justice</td>
</tr>
<tr>
<td>22</td>
<td>CH 15 OAKS QUIZ CH 14</td>
<td>Meeting the Challenge: The Role of Economics</td>
</tr>
<tr>
<td>25</td>
<td>CH 15</td>
<td>Meeting the Challenge: The Role of Economics</td>
</tr>
<tr>
<td>NO Final</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
“There are no secrets to success. It is the result of preparation, hard work and learning from failure.”
Colin Powell
Former U.S Secretary of State
1937-2021

Student Engagement

Students who are actively engaged in their educational experiences, in both academic and professional settings, are better prepared for their professional, societal and personal lives after graduation. In an effort to encourage you to attend speaker events on campus and in the School of Business, you may earn up to ten (10) extra credit points to be added to your quiz scores by attending the event and submitting an email to me at snyderm@cofc.edu using the following guidelines:

**Subject line:** Extra Credit

**Body of Email:** write a professional and grammatically correct memo answering the following two questions.
- What did you learn? If you did not learn anything, (which is ok) explain.
- Was the event worth your time to attend? If it was not, (which is ok) explain.

Each extra credit opportunity is worth 1 point. Deadline for all extra credit memos is the last day of class in the semester.

“Education is the most powerful weapon which you can use to change the world”
Nelson Mandela
Former President of South Africa, 1918-2013

"To feel much for others and little for ourselves; to restrain our selfishness and exercise our benevolent affections, constitute the perfection of human nature.”
Adam Smith, the Father of Economics 1723-1790
What would you think about having a group of people focused on your success in school, work, and life?

During spring semester due to the Covid-19 pandemic Student Success Center staff will be meeting virtually instead of face-to-face in observance of social distancing. Please make an appointment visiting Appointment Manager through MyCharleston and choosing a time that fits your schedule.

Every Business student should plan to do at least 2-3 internships during their college career so come to the Student Success Center to plan your internship experiences.

Have questions about your graduation plan or haven’t done one yet, reach out to our Academic Advisors.

Your resume and cover letters need help, don’t worry, every resume and cover letter does, and that’s what we are here for.

Have questions about public speaking, knowing how to network, or botching an interview. No worries, we’ve got your back. Reach out to us.

Questions: StudentSuccessCenter@cofc.edu

************************************************************************************

Have Questions? Need Help?
Please reach out to me.
snyderm@cofc.edu
Your Success is Important!

I typically am available throughout the day every weekday and can quickly set up a Zoom meeting to meet.
CONCEPTS OF LASTING VALUE

1. RELATIVE SCARCITY
   Make the most of what you’ve got.

2. OPPORTUNITY COST
   There is no such thing as a free lunch.

3. REAL VERSUS NOMINAL VALUES
   Concentrate on what is real, not just what is easy to see.

4. MODELS & ABSTRACT THINKING
   It may be simplistic and unrealistic, but it’s extremely useful.

5. SUPPLY & DEMAND ANALYSIS
   Teach a parrot the words ‘supply and demand’ and you’ve got an economist!

6. EQUILIBRIUM
   Where does the pendulum stop?

7. KEYNESIAN MACROECONOMICS
   I know the economy is in equilibrium because the unemployment line I’m standing in isn’t getting any longer or shorter.

8. RULES VERSUS DISCRETION IN ECONOMIC POLICY
   Hell is paved with good intentions versus Nero fiddles while Rome burns.

9. MUTUAL GAINS FROM TRADE
   Maybe there is a free lunch.

10. INVESTMENT IS THE KEY TO GROWTH
    No pain, no gain. You are investing in your human capital.

Recommended Reading List

- Green Swans, John Elkington
- Designing Your Life: How to Build a Well-Lived, Joyful Life, Bill Burnett and Dave Evans
- Doughnut Economics: 7 Ways to Think Like a 21st Century Economist, Kate Raworth
- A Finer Future: Creating an Economy in Service to Life, L. Hunter Lovins, Stewart Wallis, Anders Wijkman, John Fullerton
- Phishing for Phools: The Economics of Manipulation and Deception, George A. Akerlof and Robert J. Shiller
- Darwin Economics, Robert Frank
- The Price of Inequality, Joseph E. Stiglitz
- The Ascent of Money, Niall Ferguson
- The Cheating Culture, David Callahan
- The Skeptical Economist, Jonathan Aldred
- Predictably Irrational, Dan Ariely
- The Upside of Irrationality, Dan Ariely
- The (Honest) Truth About Dishonesty, Dan Ariely
- Freakonomics, Steven D. Levitt and Stephen Dubner
- The World Is Flat 3.0, Thomas Friedman
- Hot, Flat and Crowded, Thomas Friedman
- Something New Under the Sun, J.R. McNeil
- The Tipping Point, Malcolm Gladwell
- Blink, Malcolm Gladwell
- A Failure of Capitalism, Richard A. Posner
- The Return of Depression Economics, Paul Krugman
- Moonwalking With Einstein, Joshua Foer
- The Big Short, Michael Lewis
- Boomerang: Travels in the New Third World, Michael Lewis
- 13 Bankers, Simon Johnson and James Kwak
- The Naked Economist: Undressing the Dismal Science, Charles Wheelan
- After the Music Stopped, Alan S. Blinder
- What Money Can’t Buy: The Moral Limits of Markets, Michael J. Sandel
- Genghis Khan and the Making of the Modern World, Jack Weatherford