POLICY & ECONOMICS OF NATURAL RESOURCES
Online and on demand via Canvas/e-Learning

Course Syllabus

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Office hours: By appointment

Course Website: http://lss.at.ufl.edu. We will actively use the UF e-Learning in Canvas website, through which you can send e-mails to classmates or to me, check your grades, check class announcements, access the syllabus, etc. Check the Canvas website before every class meeting.

Course Communications: The Canvas email system is the best way to get in touch with us about any class-related questions, concerns, etc. during the semester.

Course Description: Factors in evolution of forest, range, wildlife and related natural resources administration and policies in the United States. Course includes policy components, policy formation implementation, change processes and economic criteria for evaluating policy effectiveness.

Student Learning Outcomes:
Upon satisfactory completion of the course, you should be able to:

- Explain the key provisions of major natural resource policies and dynamics of natural resource policy development
- Identify factors that influence the success of resource policy implementation
- Critically evaluate natural resource policies using basic economic tools (e.g., graphical welfare analysis), and by applying ecological, social, and political criteria

Forests and other natural resources serve many economic, social, and environmental needs of people around the world. The patterns of use and management of natural resources can have a profound impact on the economy and the environment. However, public policies largely dictate the patterns of use and management of natural resources thereby influencing the lives of diverse stakeholders including future generations. Therefore, it is critical for resource professionals to understand concepts, administration, and economic and environmental impacts of resource policies.

The specific goals of Natural Resource Policy & Economics are to help you:

- Develop an understanding of concepts and theories of natural resource policy and economics,
• Further your knowledge of major natural resource policies and public policy processes,
• Advance your ability to critically evaluate natural resource policy issues from economic, policy, environmental, and social perspectives

**Required Text and Additional Readings:**

*Required text:*


*Additional readings (Available through Canvas):*

**Section I: Resource policy definition, process, and analytical framework**


**Section II: Economics of natural resource policies**


Section III: Review of specific policies


Class Format:

Lectures covering the assigned readings will be posted on the Canvas website and will be accessible throughout the semester. Typically, the lectures for the week will be available on the date listed in the syllabus. Please be patient if technical difficulties arise, and let me know as soon as possible if you cannot access lectures or other course materials.

- **Reading reviews:** To facilitate critical analysis and thoughtful comments on assigned readings, we will ask you to submit reviews of the readings throughout the semester (starting with the 2nd week of class). Reviews should be 1-3 pages, single spaced, and provide a very brief summary and then offer a critical synthesis of the readings assigned that week. Generally, reviews should identify key points and critically assess the work (and make relevant connections to other readings and concepts discussed in class). Reviews are due in Canvas by 11:59PM on the dates listed in the syllabus. Collectively, your readings reviews will be worth 20% of your final grade.
- **Online discussions:** To encourage broad discussion of the course readings and concepts, we will ask each student to participate in online discussions each week (in a Canvas discussion forum). At a minimum, students should post at least two comments and/or responses to comments related to the readings each week. Your participation in online discussions is worth 15% of your final grade.
- **Application assignments:** To provide an opportunity to apply concepts learned in class and via readings, we will ask you to complete three application assignments (together worth 35% of your final grade) that function as analytic exercises. For these assignments, you will be asked to: engage in and describe the public policy process using a specific public meeting as a context; assess a specific public policy issue using economic principles; and create an argumentative position paper on a specific issue.
Exams: In addition to the readings reviews, online discussions, and application assignments, you will also be assessed via two take home exams (a midterm and a final exam), which will be open-notes/open-book. These are meant to test your knowledge and understanding of the key concepts covered in the class. Together, these exams are worth 30% of your final grade.

Course Policies:
Participation: You are expected to fully engage all lectures in a timely way, stay current with all assigned readings, and actively participate in online discussion. Participation helps synthesize material, improves critical social skills (important regardless of career path), and allows you to draw from other people’s diverse experiences, backgrounds, and insights. Active participation includes sharing thoughts, asking relevant questions, summarizing information in a way that informs discussion, and engaging in a professional manner.

Late submissions: Unless otherwise agreed, late submissions will be penalized as follows:
- 10% if between 1 minute and 24 hours late
- 20% if 24 to 48 hours late
- 30% if 48 to 72 hours late
Not accepted if more than 72 hours late

Policies and Requirements

This course plan and syllabus are subject to change in response to student and instructor needs. Any changes will be clearly communicated in advance through Canvas.

Late Submissions and Make-up Requests
It is the responsibility of the student to access on-line lectures, readings, quizzes, and exams and to maintain satisfactory progress in the course. Requirements for class attendance and make-up exams, assignments and other work are consistent with university policies that can be found at: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

Computer or other hardware failures, except failure of the UF e-Learning system, will not excuse students for missing assignments. Any late submissions due to technical issues MUST be accompanied by the ticket number received from the Helpdesk when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail your instructor within 24 hours of the technical difficulty if you wish to request consideration. For computer, software compatibility, or access problems call the HELP DESK phone number—352-392-HELP = 352-392-4357 (option 2).

Communication Courtesy and Professionalism
Just as in any professional environment, meaningful and constructive dialogue is expected in this class and requires a degree of mutual respect, willingness to listen, and tolerance of opposing points of view. Respect for individual differences and alternative viewpoints will be maintained in this class at all times. All members of the class are expected to follow rules of common courtesy, decency, and civility.
in all interactions. Failure to do so will not be tolerated and may result in loss of participation points and/or referral to the Dean of Students’ Office.

**Semester Evaluation Process**
Student assessment of instruction is an important part of efforts to improve teaching and learning.

At approximately the mid-point of the semester, the School of Forest Resources & Conservation will request anonymous feedback on student satisfaction on various aspects of this course. These surveys will be sent out through Canvas and are not required but encouraged. This is not the UF Faculty Evaluation!

At the end of the semester, students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at https://gatorevals.aa.ufl.edu/students/. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via https://ufl.bluer.com/ufl/. Summaries of course evaluation results are available to students at https://gatorevals.aa.ufl.edu/public-results/.

**Academic Honesty Policy**
As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge: *“We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.”*

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied: *“On my honor, I have neither given nor received unauthorized aid in doing this assignment.”*

It is assumed that you will complete all work independently in each course unless them instructor provides explicit permission for you to collaborate on course tasks (e.g. assignments, papers, quizzes, exams). Furthermore, as part of your obligation to uphold the Honor Code, you should report any condition that facilitates academic misconduct or appropriate personnel. It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated.

Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For more information regarding the Student Honor Code, please see: http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code.

**Inclusive Learning Environment**
This course embraces the University of Florida’s Non-Discrimination Policy, which reads,

*The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and*
If you have questions or concerns about your rights and responsibilities for inclusive learning environment, please see the instructor or refer to the Office of Multicultural & Diversity Affairs website: http://multicultural.ufl.edu.

**Services for Students with Disabilities:**
The Disability Resource Center coordinates the needed accommodations of students with disabilities. This includes registering disabilities, recommending academic accommodations within the classroom, accessing special adaptive computer equipment, providing interpretation services and mediating faculty-student disability related issues. Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation. 0001 Reid Hall, 352-392-8565, www.dso.ufl.edu/drc/

**Software Use**
All faculty, staff and students of the university are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against university policies and rules, disciplinary action will be taken as appropriate.

**Campus Helping Resources**
For issues with technical difficulties for e-learning in Canvas, please post your question to the Technical Help Discussion in your course, or contact the UF Help Desk at:
- Learning-support@ufl.edu | (352) 392-HELP - select option 2 | http://elearning.ufl.edu
- Library Help Desk support http://cms.uflib.ufl.edu/ask
- SFRC Academic Hub https://ufl.instructure.com/courses/303721

**Student Life, Wellness, and Counseling Help**
Students experiencing crises or personal problems that interfere with their general well-being are encouraged to utilize the university’s counseling resources. The Counseling & Wellness Center provides confidential counseling services at no cost for currently enrolled students. Resources are available on campus for students having personal problems or lacking clear career or academic goals, which interfere with their academic performance.
- Counseling and Wellness resources http://www.counseling.ufl.edu/cwc/
- U Matter, We Care http://www.umatter.ufl.edu/
- Career Connections Center http://career.ufl.edu/
- Other resources are available at http://www.distance.ufl.edu/getting-help for online students.

**Student Complaint Process**
The School of Forest Resources & Conservation cares about your experience and we will make every effort to address course concerns. We request that all of our online students complete a course
satisfaction survey each semester, which is a time for you to voice your thoughts on how your course is being delivered.

If you have a more urgent concern, your first point of contact should be the SFRC Academic Coordinator or the Graduate/Undergraduate Coordinator for the program offering the course. You may also submit a complaint directly to UF administration:

- Students in online courses: [http://www.distance.ufl.edu/student-complaint-process](http://www.distance.ufl.edu/student-complaint-process)
- Students in face-to-face courses: [https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/](https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/)
Evaluation of Student Learning (Grades):

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>20%</td>
<td>Reading reviews (best 8), due each week</td>
</tr>
<tr>
<td>15%</td>
<td>Online discussions (best 8)</td>
</tr>
<tr>
<td>35%</td>
<td>Application assignments*</td>
</tr>
<tr>
<td></td>
<td>• A1: Public policy process description (5%), due 2/12</td>
</tr>
<tr>
<td></td>
<td>• A2: Economic assessment of a policy issue (15%), due 3/26</td>
</tr>
<tr>
<td></td>
<td>• A3: Policy analysis and argumentation (15%), due 4/21</td>
</tr>
<tr>
<td>30%</td>
<td>Exams (taken in Canvas)</td>
</tr>
<tr>
<td></td>
<td>• E1: Midterm exam (15%), on 2/26</td>
</tr>
<tr>
<td></td>
<td>• E2: Final exam (15%), on 4/30</td>
</tr>
</tbody>
</table>

100% Total

* Details of each assignment can be found on the Canvas website under the Assignments tab. All assignments are due online by midnight of the due date.

Grading Scale (NOTE: minus grades are not assigned):

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
</tr>
<tr>
<td>B+</td>
<td>87-89.9%</td>
</tr>
<tr>
<td>C+</td>
<td>77-79.9%</td>
</tr>
<tr>
<td>D+</td>
<td>67-69.9%</td>
</tr>
<tr>
<td>E</td>
<td>0-59.9%</td>
</tr>
<tr>
<td>B</td>
<td>80-86.9%</td>
</tr>
<tr>
<td>C</td>
<td>70-76.9%</td>
</tr>
<tr>
<td>D</td>
<td>60-66.9%</td>
</tr>
</tbody>
</table>
## Course Schedule:

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assign. Due</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Section I: Resource policy process and analytical framework</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1/15</td>
<td>1 - Course introduction</td>
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<tr>
<td>1/22</td>
<td>2 - Overview of natural resource policy; Social welfare; Collective</td>
<td>Ellefson (1st half); Peterson; Stokey and Zeckhauser; Rosenbaum ch. 1; Ostrom</td>
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<tr>
<td></td>
<td>process</td>
<td></td>
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<tr>
<td>1/29</td>
<td>3 - The study of policy; Policy issues and formation; Policy</td>
<td>Ellefson (2nd half); Cubbage et al.; Rosenbaum ch. 2 and ch. 3</td>
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<tr>
<td></td>
<td>implementation, evaluation, and analysis</td>
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<tr>
<td>2/5</td>
<td>4 - Local government and the policy process; Public support and policy</td>
<td>Robbins; Brody; Hayes and Persha</td>
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<td></td>
<td>pragmatism</td>
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<td></td>
<td><strong>Section II: Economics of natural resource policies</strong></td>
<td></td>
<td></td>
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<tr>
<td>2/12</td>
<td>5 - Valuing and categorizing goods and services; Welfare economics</td>
<td>Letson; Segerson; de Groot et al.; Costanza et al.; Daily et al.</td>
<td>A1</td>
</tr>
<tr>
<td></td>
<td>and policy evaluation</td>
<td></td>
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<tr>
<td>2/19</td>
<td>6 - Economics of ecosystem services; Valuation methods</td>
<td>Tietenberg and Lewis; Hanley et al.; Ferraro et al.; Kubiszewski et al.</td>
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<tr>
<td>2/26</td>
<td>7 - Midterm exam</td>
<td>--</td>
<td>E1</td>
</tr>
<tr>
<td>3/5</td>
<td>8 - Policy design and economic incentives</td>
<td>Bowles; Boardman et al.; Rosenbaum ch. 5; Schlager and Ostrom; Dudley et al.</td>
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<tr>
<td>3/12</td>
<td>9 - Ethical considerations in public policy; Environmental justice</td>
<td>VanDeVeer and Pierce; Rosenbaum ch. 4</td>
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<tr>
<td>3/19</td>
<td>10 - Ecological economics and system complexity</td>
<td>Jordan; Chee; Lui et al.</td>
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<td></td>
<td><strong>Section III: Review of example natural resource policies</strong></td>
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<tr>
<td>3/26</td>
<td>11 - Forest management and policies in the US and beyond</td>
<td>Weyerhauser and Gilmier; Rosenbaum ch. 9; Banerjee et al.</td>
<td>A2</td>
</tr>
<tr>
<td>4/2</td>
<td>12 - Climate change policies</td>
<td>Rosenbaum ch. 6 (pp. 198-219); Rosenbaum ch. 10; Tol; Fisher and Le; Greenstone et al.</td>
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<tr>
<td>4/9</td>
<td>13 - Invasive species and endangered species policies</td>
<td>Anderson; Feldman and Brennan; Jenkins; Edwards; Keller and Perrings</td>
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<tr>
<td>4/16</td>
<td>14 - Fisheries management policies</td>
<td>Weber; Yandle and Dewees</td>
<td>A3 (Due 4/21)</td>
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<tr>
<td>TBD</td>
<td>15 - Pollination services and policies</td>
<td>Winfree, Christmann, and Hall</td>
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<tr>
<td>4/30</td>
<td>Final exam</td>
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<td>E2</td>
</tr>
</tbody>
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**Disclaimer:** The syllabus represents current plans and objectives, which may change to enhance learning opportunities. Such changes, communicated clearly, are not unusual and should be expected.