IDS 2935: Climate Change Economic Impacts, Damages, and Policies Quest 2

I. Course Information

Spring 2022

Meeting Day/Time: Tuesdays 5:10pm-8:10pm

Location: CBD 0220. Attendance is required and part of your grade. If you are feeling sick or have been a close contact to someone who is sick/contagious, you can choose to attend any given lecture synchronously on Zoom (hyflex) to participate in the in-class activities. The link is provided on the Canvas syllabus page.

Mobile computing requirement: You must bring a laptop or pad/tablet with wifi capabilities to each lecture, ideally with at least a 1-hour charge.

Primary General Education Designation: Social & Behavioral Sciences Secondary General Education Designation: International (N) Writing Designation: No writing designation A minimum grade of C is required for general education credit

Instructor

Dr. Michelle Phillips – <u>michellephillips@ufl.edu</u> Office location: 336 Matherly Hall Office hours: Tuesdays 12:15pm-1pm on Zoom (link is posted on Canvas) Tuesdays 7:40pm-8:10pm in CBD0220 (in person) Thursdays 8:15pm-9pm on Zoom (link is posted on Canvas)

Phone: (352) 392-5017

Course Description

This class will ultimately tackle the question: What are the causes and societal costs of global climate change? Along the way, several related questions will be asked and addressed: what are the economic damages from climate change?, how do we measure them?, what are the expected impacts and monetary implications of these impacts?, what are the impacts of current policies?, and how are countries addressing climate change? This class examines the relationship between humans and the environment, with a focus on climate change and emissions policy. Students will study interdisciplinary topics touching the fields of economics, political science, law, science, and marketing. Topics covered include: the science behind climate change (science), perceptions about climate change (marketing), fossil fuel subsidies (economics), approaches to mitigation, adaptation, and geoengineering (economics)

and engineering), the legal basis for greenhouse gas mitigation in the United States (law) and the political economy of climate change votes in the US government (political science).

General Education Designation and statement

Social and Behavioral Sciences (S)

Social and behavioral science courses provide instruction in the history, key themes, principles, terminology, and underlying theory or methodologies used in the social and behavioral sciences. Students will learn to identify, describe and explain social institutions, structures or processes. These courses emphasize the effective application of accepted problem-solving techniques. Students will apply formal and informal qualitative or quantitative analysis to examine the processes and means by which individuals make personal and group decisions, as well as the evaluation of opinions, outcomes or human behavior. Students are expected to assess and analyze ethical perspectives in individual and societal decisions.

International (N)

International courses promote the development of students' global and intercultural awareness. Students examine the cultural, economic, geographic, historical, political, and/or social experiences and processes that characterize the contemporary world, and thereby comprehend the trends, challenges, and opportunities that affect communities around the world. Students analyze and reflect on the ways in which cultural, economic, political, and/or social systems and beliefs mediate their own and other people's understanding of an increasingly connected world.

Required & Recommended Course Materials (to purchase/rent)

1. Required textbook: "The Climate Casino: Risk, Uncertainty, and Economics for a Warming World" by William Nordhaus. ISBN: 978-0300212648. Note: Any version of the textbook works (hardcopy, paperback, or e-book).

2. Additional readings and short videos will be posted in Canvas (free of charge).

Additional Reading Materials and Videos (provided by instructor)

A three-decade long water dispute heads to the supreme court. NPR. January 7, 2020. *Multidisciplinary (Law and Economics).

Archsmith, James, Anthony Heyes, and Soodeh Saberian. 2018. Air quality and error quantity: pollution and performance in a high-skilled, quality-focused occupation. Journal of the Association of Environmental and Resource Economists. Volume 5, Number 4. *Multidisciplinary (Sports Economics)

Auffhammer, Maximilian and Catherine Wolfram. 2018. Bitcoins Should Be Called BTUcoins, and That's a Problem. UC Berkeley Energy Blog.

Before the Flood. 2016. National Geographic. *Multidisciplinary (Economics, Law, Science). (If time permits)

Coady, David, Ian Parry, Nghia-Piotr Le, and Baoping Shang. IMF Working Papers. 2019. Global Fossil Fuel Subsidies Remain Large: An Update Based on Country-Level Estimates.

Davis, Lucas. Energy Efficiency Talk. UC Berkeley. https://www.youtube.com/watch?v=R9JPajdB1JA

Fiscal policies for Paris Climate Strategies: From principle to Practice. IMF. 2019.

Florida's Energy Future. Bob Graham Center. 2015. https://vimeo.com/140829317

From Paris to Pittsburg. 2018. National Geographic. *Multidisciplinary (Economics, Law, Science).

Global Warming (NASA earth observatory) video. <u>https://www.youtube.com/watch?v=ZzCA60WnoMk</u> *Multidisciplinary (Science).

How do ice cores allow researchers to look at global climate change? (University of Maine) https://www.youtube.com/watch?v=kKVqEnFVSCU&feature=youtu.be *Multidisciplinary (Science).

Ice core data (Associated Press) <u>https://www.youtube.com/watch?v=-IQvULoG25o&feature=youtu.be</u> *Multidisciplinary (Science).

Ice on Fire. HBO. 2019. *Multidisciplinary (Economics, Law, Science).

Jayachandran, Seema. 2018. Thinking Globally to Mitigate Climate Change: Paying Local Communities to Protect Forests. J-Pal. <u>https://www.youtube.com/watch?v=_MvE7GVrOLc&feature=youtu.be</u>

Jouzel, J. 2004. EPICA Dome C Ice Cores Deuterium Data. IGBP PAGES, World Data Center for Paleoclimatology, Data Contribution Series # 2004 - 038. NOAA/NGDC Paleoclimatology Program, Boulder CO, USA. doi: 10.3334/CDIAC/cli.007 *Multidisciplinary (Science).

London Cholera Outbreak: Early data visualizations (Duke University). <u>https://www.youtube.com/watch?v=w04vfJCwb_s&list=PL1M5TsfDV6Vui-</u> <u>q_q1Bq5kF2Y77udGwWx&index=28</u>*Multidisciplinary (Epidemiology, Statistics).

Nordhaus, William. 2017. Projections and Uncertainties About Climate Change in an Era of Minimal Climate Policies. NBER.

PBS News Hour. As climate change parches Somalia, frequent drought comes with conflict over fertile land. <u>https://www.pbs.org/newshour/show/as-climate-change-parches-somalia-frequent-drought-comes-with-conflict-over-fertile-land</u>

Ted Talk: Esther Duflo: Social experiments to fight poverty. https://www.youtube.com/watch?v=0zvrGiPkVcs

Yale Climate Opinion Map. <u>https://climatecommunication.yale.edu/visualizations-data/ycom-us/</u> *Multidisciplinary (Marketing).

Zheng, Siqi and Matthew E. Kahn. 2017. A New Era of Pollution Progress in Urban China? Journal of Economics Perspectives. Volume 31, Number 1, Winter 2017, Pages 71–92

II. Coursework & Schedule

1. List of Graded Work

Assignment	Description	Requirements	Points
Weekly In-Class Quizzes (individual work)	Quizzes will be taken on Canvas and will cover videos and material from each week's classes.	Closed book; open note	30% total
Experiential Learning Report (group work)	Option 1: Students will survey or review a local business and identify ways that the business could reduce its carbon footprint. Students will estimate the costs of proposed mitigation strategies. Option 2: Students will analyze a firms' sustainability reports (if available) and propose changes. If sustainability reports are not available, students will create a sustainability business plan for the firm.	Described during lecture and in printed guidelines that will be shared with the class	20%
Experiential Learning Presentation (group work)	Students will present their experiential learning project to the class.	Described during lecture and in printed guidelines that will be shared with the class	10%
Reflection Activity and Report (individual work)	Students will conduct a self-assessment of their own carbon footprint and identify ways to reduce their own contribution to emissions.	Described during lecture and in printed guidelines that will be shared with the class	10%
Attendance (Discussions) (Individual and/or group work)	Attendance is mandatory. Students will participate in in-class discussions every week. These discussions will focus on understanding the material covered during the week. Absences can be excused with documentation of a conflict or activity that is explicitly listed in the UF Attendance Policy.	See Below	30%

2. Weekly Course Schedule.

Note: We may cover some material slower or faster than the schedule depending on the pace of the lectures and circumstances. If we have time left over, we will cover additional topics.

*** Please use the Canvas Modules for more up to date information on exactly what will be covered on each class. The Canvas Modules will be updated regularly to keep up with the course pace.

Readings for each week are listed on each Canvas Module.

1. Tuesday, January 11 Module 1

Activity	Canvas due date/time
<i>5:10pm: In-class (or synchronous zoom) group discussion Bitcoin</i> [20 minutes]	Tu Jan 11, 11:59pm
Lecture:	
- Syllabus and course overview	
- Climate Change Economics A-E	
Quiz 1	Tu Jan 11, 11:59pm
In class group assignment poll (including format of final presentation)	Tu Jan 11, 11:59pm

2. Tuesday, January 18 Module 2

Activity	Canvas due date/time
<i>5:10pm: In-class (or synchronous zoom) group discussion Water Wars</i> [20 minutes]	Tu Jan 18, 11:59pm
<i>5:30pm: In-class (or synchronous zoom) Brainstorming a topic</i> [15 minutes]	Sa Jan 22, 11:59pm
Ice on Fire documentary	

3. Tuesday, January 25 Module 3

Activity	Canvas due date/time
5:10pm: In-class (or synchronous zoom) group Experiential learning assignment team meeting 1 [40 minutes]	Sa Jan 29, 11:59pm
Lecture:	
- Fossil fuel and subsidies around the world	
- Comment about Ice on Fire carbon capture	
- Climate Casino Ch3 video parts A-B	
- Modeling part 1	
- Greenhouse effect	
Quiz 3	Tu Jan 25, 11:59pm

4. Tuesday, Feb 1 Module 4

Activity	Canvas due date/time
5:10pm: In-class (or synchronous zoom) group discussion Decarbonization	Tu Feb 1, 11:59pm
Lecture:	
- Modeling part 2	
- DICE economic model parts 1-2	
- Example of energy emission model	
- Modeling parts 3-6	
- Ch 4: Future climate change part 1	
- Keeping up with carbon	
Quiz 4	Tu Feb 1, 11:59pm

5. Tuesday, Feb 8 Module 5

Activity	Canvas due date/time
<i>5:10pm: In-class (or synchronous zoom) group Experiential learning assignment team meeting 2</i> [40 minutes]	Sa Feb 12, 11:59pm
Lecture:	
- Ch 4 future climate change part 2	
- Ch 5 part 1	
- Greenland's ice layers mapped	
- Ice core data part 1 and 2	
- Ch 5 part 2	
- West Antarctic glaciers and irreversible decline	
- Ch 5 part 3	
- Oceans and weather/climate	
- What determined the level of the sea?	
- Ch 5 part 4	
Quiz 5	Tu Feb 8, 11:59pm

6. Tuesday, Feb 15 Module 6

Activity	Canvas due date/time
<i>5:10pm: In-class (or synchronous zoom) individual reflection assignment</i> [40 minutes]	Sa Feb 19, 11:59pm
Lecture:	
- Ch 5: parts 5-7	
- Fleeing climate change documentary	
Quiz 6	Tu Feb 15, 11:59pm

7. Tuesday, Feb 22 Module 7

Activity	Canvas due date/time
<i>5:10pm: In-class (or synchronous zoom) Yale climate communication survey</i> [20 minutes]	Tu Feb 22, 11:59pm
5:30pm: In- class (or synchronous zoom) Reflection assignment 5 minute presentations by students (no powerpoints) [6 students present today]	Varies by student
Lecture:	
- From climate change to impacts	
- Fate of farming and impacts on human health	
- Plant productivity	
- Plants and carbon dioxide	
- Fate of farming and impact on human health 2	
- Randomized experiments in economics example	
- London cholera outbreak	
- Fate of farming and impact on human health 3	
Quiz 7	Tu Feb 22, 11:59pm

8. Tuesday, March 1 Module 8

Activity	Canvas due date/time
<i>5:10pm: In-class (or synchronous zoom) group Experiential learning assignment team meeting 3</i> [40 minutes]	Sa March 5, 11:59pm
5:50pm: In-class (or synchronous zoom) Reflection assignment 5 minute presentations by students (no powerpoints) [9 students present today]	Varies by student
Lecture:	
- Fate of farming and impacts on human health 4	
- Unmanageable risks 1	
- Ocean acidification: the other carbon dioxide problem.	
Quiz 9	Tu March 1, 11:59pm

Note: No class on March 8 (Spring Break)

9. Tuesday, March 15 Module 9

Activity	Canvas due date/time
<i>5:10pm: In-class (or synchronous zoom) group Experiential learning assignment team meeting 4</i> [40 minutes]	Sa March 19, 11:59pm
5:50pm: In-class (or synchronous zoom) Reflection assignment 5 minute presentations by students (no powerpoints) [6 students present today]	Varies by student
Lectures:	
- Hurricanes part 1-2	
- Wildlife species loss 1-2	

10. Tuesday, March 22 Module 10

Activity	Canvas due date/time
<i>5:10pm: In-class (or synchronous zoom) group discussion per capita emissions negotiation</i> [40 minutes]	Tu March 26, 11:59pm
5:50pm: In-class (or synchronous zoom) Reflection assignment 5 minute presentations by students (no powerpoints) [7 students present today]	Varies by student
Lectures:	
- Dealing with climate change: adaptation and geoengineering	
- Somalia: climate change adaptation example	
 Slowing climate change by mitigation and the cost of slowing climate change 1-3 	

11. Tuesday, March 29 Module 11

Activity	Canvas due date/time
<i>5:10pm: In-class (or synchronous zoom) group Experiential learning assignment team meeting 5</i> [40 minutes]	Sa April 2, 11:59pm
5:50pm: In-class (or synchronous zoom) Reflection assignment 5 minute presentations by students (no powerpoints) [7 students present today]	Varies by student
Lecture:	
- The costs of slowing down climate change	
- Climate policy by balancing costs and benefits 1	
Quiz 12	Tu March 29, 11:59pm

12. Tuesday, April 5 Module 12

Activity	Canvas due date/time
5:10pm: In-class (or synchronous zoom) group discussion Carbon Pricing calculator [30 minutes]	Tu April 5, 11:59pm
Lecture:	
- Climate policy by balancing costs and benefits 2	
- The central role of carbon prices 1,2	
- Cap and trade 1-4	
 Carbon prices from national to harmonized international policies and new technologies for a low carbon economy 	
Quiz 13	Tu April 5, 11:59pm
Submit completed experiential learning assignment	Sa April 9, 11:59pm
Submit completed experiential learning peer review	Sa April 9, 11:59pm

13. Tuesday, April 12 Module 13

Activity	Canvas due date/time
Note: Today's lecture will be used as a make-up date if there is a hurricane, bad weather, disease or any other reason why a lecture gets cancelled. If there is no need to cancel a lecture, you will spend today's class watching documentaries and then taking a quiz.	
Virtual lecture (we will not meet in person <u>unless</u> we have to use this class date to make up a lecture). Take notes when watching the documentaries, you will take a quiz of their content.	
1. Watch "Saving the Amazon Documentary"	
2. Watch "Climate Clubs lecture" (William Nordhaus)	
3. Special Topic: Thinking Globally to Mitigate Climate Change (Seema Jayachandran, start at 4:10, stop at 46:50)	
Quiz 13	Tu April 12, 11:59pm

14. Tuesday, April 19 Module 14

Activity	Canvas due date/time
5:10pm: In-class (or synchronous zoom) Group Experiential learning presentations [20 minutes per group, 6 groups] and Q&A	Due in class
Fill out a teaching evaluation	Due in class

III. Grading

1. Statement on Attendance and Participation

Attendance and Participation:

Attendance is mandatory. Absences can be excused with documentation of a conflict or activity that is explicitly listed in the UF Attendance Policy.

Requirements for class attendance and assignments, and other work in this course are consistent with university policies that can be found at: <u>https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/</u>

The participation portion of your grade for this class will be calculated on the basis of your attendance and your participation in class activities. Since the pedagogical approach of this course depends heavily on student engagement and interaction, you are required to participate in class activities.

2. Grading Scale

For information on how UF assigns grade points, visit: <u>https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/</u>

A	92 – 100% of	С	72 – 77%
	possible points		
A-	90 – 92%	C-	70 – 71%
B+	88 - 89%	D+	68 – 69%
В	82 – 87%	D	62 – 67%
B-	80-81%	D-	60-61%
C+	78 – 79%	E	<60

2. Grading Rules

- Any complaints about grading should be submitted within 2 weeks of the item being graded.
- Late submissions for assignments will be penalized as follows: 1-day-late penalty of 50% of total grade (maximum grade possible is 50/100), 2-day-late penalty of 75% of total grade (maximum grade possible is 25/100), 3-day-late penalty of 90% of grade (maximum grade possible is 10/100). Assignments won't be accepted past the 3rd day.
- Quizzes can be retaken only with an excused absence where the absence occurred for the entire time the quiz was open and a letter from the DSO verifying the absence.
- Technology: I only offer make-up assignments or quizzes when there are known system-wide outages. These are the only outages that I can verify. I cannot verify individual connectivity problems, and thus, cannot accommodate them.
- Important: You are responsible for verifying that any online assignment submission has properly been submitted through Canvas. As a best practice, after submitting any assignment, close your browser, reopen Canvas, and check that your assignment properly appears. Canvas should give you the option to download your assignment after you submit it. Do that and make sure you uploaded the correct file. Uploading an incorrect file is a preventable mistake, so grading exceptions are not made for mistakes in files uploaded to Canvas. As an additional best practice, never submit an assignment through the Canvas mobile app.

IV. Quest Learning Experiences

1. Details of Experiential Learning Component

Experiential learning will include a group activity challenging students to create solutions that address climate change. *Some class time is allotted for group work.

<u>Option 1:</u> students survey a business or organization about how it is trying to mitigate its carbon footprint. Students will talk to a person working on the business and write a 5-10 page report on the organization's initiatives, the reasoning behind the initiative, and any setbacks the organization has faced.

<u>Option 2:</u> students write a plan for how a business could reduce its carbon footprint by analyzing the firm's sustainability report if they have one. If the firm does not have a sustainability report you will create one. The plan should include a list of initiatives and an estimate of the cost of introducing these

initiatives. Students will write a 5-10 paper outlining the specific initiatives and any obstacles they believe firms may face in implementing these initiatives.

All students will submit a group report and present their plan or survey to the class during the last week(s) of the term. Detailed assignment instructions will be given during lecture and provided in a printed handout. 10% of each student's group grade will be based on filling out a peer review form of each team members' participation to prevent free-riding.

2. Details of Self-Reflection Component

All students will complete a self-assessment of their own carbon footprint and identify meaningful ways to reduce it. Generally speaking, this reflection activity consists of four steps:

- 1. Calculate your carbon footprint using the Nature Conservancy and the EPA's calculators.
 - <u>https://www.nature.org/en-us/get-involved/how-to-help/carbon-footprint-calculator/</u>
 - https://www3.epa.gov/carbon-footprint-calculator/
- Choose 3 ways to reduce your carbon footprint from the options offered by the EPA calculator and recalculate your carbon footprint under the assumption that you follow through with your 3 ideas.
- 3. Write a report. Include the following:
 - A print out of the results from each calculator
 - A list of the 3 reductions you calculated. Explain why you chose to reduce your footprint this way and the amount by which your footprint calculation as reduced.
 - A list of 3 reductions not available on the EPA website that you would consider incorporating into your daily life.
- 4. Be ready to discuss your results and report in class.

More detailed assignment instructions will be given during lecture and provided in a printed handout.

In class discussions will also include self-reflection components which will address the material being covered. For example, during the carbon tax section, students will discuss in which ways a carbon tax would affect them.

V. General Education and Quest Objectives & SLOs

1. This Course's Objectives—Gen Ed Primary Area and Quest

Social and Behavioral Sciences Objectives →	Quest 2 Objectives 🗲	This Course's Objectives → (This course will)	Objectives will be Accomplished By: (This course will accomplish the objective in the box at left by)
Social and behavioral science courses provide instruction in the history, key themes, principles, terminology, and underlying theory or methodologies used in the social and behavioral sciences.	Address in relevant ways the history, key themes, principles, terminologies, theories, or methodologies of the various social or biophysical science disciplines that enable us to address pressing questions and challenges about human society and/or the state of our planet.	draw on social science tools to propose solutions to the carbon footprint of local businesses.	connecting emissions to the seemingly self-interested decisions of individual's and firms' through the use of incentives such as carbon taxes or programs such as tradable permits.
Students will learn to identify, describe and explain social institutions, structures or processes.	Present different social and/or biophysical science methods and theories and consider how their biases and influences shape pressing questions about the human condition and/or the state of our planet.	explain the human decisions that have contributed to global climate change with an emphasis on the national and international laws and regulations that shape individuals' and firm's incentives to pollute.	 identifying individual national laws and international treaties that create the legal landscape governing polluting activities, understand how carbon taxes and tradable permits work, and applying the cost-benefit approach that underlies economic analyses of individual decisions and societal wellbeing.

Social and Behavioral Sciences Objectives →	Quest 2 Objectives 🗲	This Course's Objectives → (This course will)	Objectives will be Accomplished By: (This course will accomplish the objective in the box at left by)
These courses emphasize the effective application of accepted problem-solving techniques.	Enable students to analyze and evaluate (in writing and other forms of communication appropriate to the social and/or biophysical sciences) qualitative or quantitative data relevant to pressing questions concerning human society and/or the state of our planet.	 understand the cost-benefit approach that underlies economic analyses of individual decisions and societal wellbeing, and demonstrate how this analysis explains the continued prevalence of emissions that are known to contribute to global climate change, environmental decay, and human suffering. 	 presenting economic methodologies for studying individual behavior, understanding several national and international consequences of global climate change, and discussing national and international policies aimed at reducing emissions.
Students will apply formal and informal qualitative or quantitative analysis to examine the processes and means by which individuals make personal and group decisions, as well as the evaluation of opinions, outcomes or human behavior.	Analyze critically the role social and/or the biophysical sciences play in the lives of individuals and societies and the role they might play in students' undergraduate degree programs.	demonstrate that individual and firm decisions create global climate change.	 identifying the primary national and international sources of global carbon and Sulphur emissions, identifying the emissions contributions of local firms and proposing mitigation strategies, and identifying personal carbon footprints and proposing behavioral changes that can

Social and Behavioral Sciences Objectives →	Quest 2 Objectives 🗲	This Course's Objectives → (This course will)	Objectives will be Accomplished By: (This course will accomplish the objective in the box at left by)
			reduce individual emissions contributions.
Students are expected to assess and analyze ethical perspectives in individual and societal decisions.	Explore or directly reference social and/or biophysical science resources outside the classroom and explain how engagement with those resources complements classroom work.	facilitate self-reflection of students' own carbon footprints and thus their contribution to global climate change, environmental decay, and human suffering.	 pursuing a carbon footprint self-assessment, and identifying ways to mitigate that footprint.

2. This Course's Student Learning Outcomes (SLOs)—Gen Ed <u>Primary</u> Area and Quest

	Social and Behavioral Sciences SLOs → Students will be able to	Quest 2 SLOs → Students will be able to	This Course's SLOs → Students will be able to	Assessment Student competencies will be assessed through
Content	Identify, describe, and explain the history, underlying theory and methodologies used.	Identify, describe, and explain the cross-disciplinary dimensions of a pressing societal issue or challenge as represented by the social sciences and/or biophysical sciences incorporated into the course.	Identify, describe, and explain the national and international policies and regulations governing global climate emissions, the standard cost-benefit analysis employed in economic assessments of global climate change, environmental decay, and human suffering.	Class participation, In- class Activities and Quizzes

	Social and Behavioral Sciences SLOs → Students will be able to	Quest 2 SLOs → Students will be able to	This Course's SLOs → Students will be able to	Assessment Student competencies will be assessed through
Critical Thinking	Identify and analyze key elements, biases and influences that shape thought within the subject area. Approach issues and problems within the discipline from multiple perspectives.	Critically analyze quantitative or qualitative data appropriate for informing an approach, policy, or praxis that addresses some dimension of an important societal issue or challenge.	Analyze and Evaluate global carbon and sulphur emissions data, national and international trends in emissions data, and the legal and regulatory environment that shapes individuals' and firms' incentives to emit.	Class participation, In- class Activities and Quizzes
Communication	Communicate knowledge, thoughts and reasoning clearly and effectively.	Develop and present , in terms accessible to an educated public, clear and effective responses to proposed approaches, policies, or practices that address important societal issues or challenges.	Develop and Present a environmental impact analysis and carbon mitigation plan for a local business.	Experiential Learning Report, Experiential Learning Presentation
Connection	N/A	Connect course content with critical reflection on their intellectual, personal, and professional development at UF and beyond.	Connect course content to personal decisions by conducting self-assessments of each student's own carbon footprint.	Class participation, Reflection Report

3. This Course's Student Learning Outcomes (SLOs)—International Studies

	International SLOs → Students will be able to	This Course's SLOs → Students will be able to	Assessment Student competencies will be assessed through
Content	Identify, describe, and explain the historical, cultural, economic, political, and/or social experiences and processes that characterize the contemporary world.	Identify, describe, and explain the national and international policies and regulations governing global climate emissions, the standard cost-benefit analysis employed in economic assessments of global climate change, environmental decay, and human suffering.	Class participation, In- class Activities and Quizzes

	International SLOs → Students will be able to	This Course's SLOs → Students will be able to	Assessment Student competencies will be assessed through
Critical Thinking	Analyze and reflect on the ways in which cultural, economic, political, and/or social systems and beliefs mediate understandings of an increasingly connected contemporary world.	 Analyze and Evaluate global carbon and Sulphur emissions data, national and international trends in emissions data, and the legal and regulatory environment that shapes individuals' and firms' incentives to emit. Evaluate country-level data regarding GHG emission, pollution, and subsidies globally. Analyze differences across pollution and pollution-reduction strategies. Analyze country case studies of areas where climate change adaptation is occurring. Evaluate international cooperation agreements such as the Paris Accord and UN Forest initiatives. Understand international free-riding incentives. Analyze carbon taxes and tradable permit regulations across countries. 	Class participation, In- class Activities and Quizzes

VI. Required Policies

1. Students Requiring Accommodation

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center by visiting <u>https://disability.ufl.edu/students/get-started/</u>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

2. UF Evaluations Process

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.bluera.com/ufl/. Summaries of course evaluation results are available to students at https://gatorevals.aa.ufl.edu/public-results/.

3. University Honesty Policy

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students 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." The Honor Code

(https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

4. Counseling and Wellness Center

Contact information for the Counseling and Wellness Center: <u>https://counseling.ufl.edu/</u> (352) 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

5. The Writing Studio

The writing studio is committed to helping University of Florida students meet their academic and professional goals by becoming better writers. Visit the writing studio online at http://writing.ufl.edu/writing-studio/ or in 2215 Turlington Hall for one-on-one consultations and workshops.

6. Recording Policy

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor. A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session. Publication without permission of the instructor is prohibited. To "publish" means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

7. Email Policy

I will typically answer emails within 1 business day from the day in which I receive them (during busy times it may be 2 business days). If you do not receive a response from me within 2 business days, please feel free to reach back out. I have probably overlooked your email or accidentally deleted it. Note: business days exclude weekends and holidays

8. Class material Policy

Some lecture slides, notes or exercises used in this course may be the property of the textbook publisher or other third parties. All other course material, including but not limited to slides developed by the instructor, the syllabus, assignments, course notes, course recordings, and examinations or quizzes are property of the University or of the individual instructor who developed them. Students are free to use this material for study and learning. Republishing or redistributing this material, including uploading it to web sites or linking to it through services like iTunes, Reddit, Chegg, or CourseHero, violates the rights of the copyright holder and is prohibited. There are civil and criminal penalties for copyright violation.

9. Covid-19 policy

I would really appreciate it if you would wear approved face coverings at all times during class and within buildings even if you are vaccinated.

If you are sick, please stay home and self-quarantine. Email me to let me know.

If I make any changes to the syllabus, I will announce them via email and will list each change here: This is syllabus version 1.0