



**Subject: Economics & Business    Number: 340**

**Course Title: Energy and Environmental Policy**

**Section: 1**

**Semester/year: Spring 2019**

**Syllabus current as of 1/9/2019. Syllabus may be updated over the semester.**

**Instructor or Coordinator:    Peter Maniloff**

**Contact information:    Engineering Hall 324, 303-273-3481, maniloff@mines.edu**

**Office hours: Mondays 2-3 & by appointment**

**Class meeting days/times: Monday, Wednesday, Friday 1-1:50**

**Class meeting location: Coolbaugh 212**

**Web Page/Blackboard link (if applicable): blackboard.mines.edu**

**Instructional activity:     3\_ hours lecture     hours lab     3\_ semester hours**

**Course designation:     Common Core     Distributed Science or Engineering  
                                  Major requirement     Elective     Other (please describe \_\_\_\_\_)**

**Course description from Bulletin:** This course considers the intersection of energy and environmental policy from an economic perspective. Policy issues addressed include climate change, renewable resources, externalities of energy use, transportation, and economic development and sustainability. Prerequisites: EBG201. 3 hours lecture; 3 semester hours.

**Textbook and/or other requirement materials:**

**Required text:** Bardach & Patashnik, A Practical Guide for Policy Analysis: The Eightfold Path to Effective Problem Solving, Fifth Edition. Available at the CSM bookstore.

**Other required supplemental information: readings as posted on Canvas**

**Student learning outcomes: At the conclusion of the class students will...**

1. Students will be able to articulate economics-based rationales for public policy.
2. Students will be able to analyze policy tradeoffs with an economics lens.
3. Students will gain familiarity with several environmental issues and policies.
4. Students will hone their writing skills.

**Brief list of topics covered:**

1. Policy Theory
2. Policy Topics

## **Diversity and Inclusion:**

At Colorado School of Mines, we understand that a diverse and inclusive learning environment inspires creativity and innovation, which are essential to the engineering process. We also know that in order to address current and emerging national and global challenges, it is important to learn with and from people who have different backgrounds, thoughts, and experiences.

Our students represent every state in the nation and more than 90 countries around the world, and we continue to make progress in the areas of diversity and inclusion by providing [Diversity and Inclusion programs and services](#) to support these efforts.

## **Students with Disabilities:**

The Colorado School of Mines is committed to ensuring the full participation of all students in its programs, including students with disabilities. If you anticipate or experience any barriers to learning in this course, please feel welcome to discuss your concerns with me. Students with disabilities may also wish to contact Disability Support Services (DSS) to discuss options to removing barriers in this course, including how to register and request official accommodations. Please visit their website at [disabilities.mines.edu](http://disabilities.mines.edu) for contact and additional information. If you have already been approved for accommodations through DSS, please meet with me at your earliest convenience so we can discuss your needs in this course.

## **Accessibility within Canvas:**

Read the [Accessibility Statement](#) from Canvas to see how the learning management system at the Colorado School of Mines is committed to providing a system that is usable by everyone. The Canvas platform was built using the most modern HTML and CSS technologies, and is committed to W3C's Web Accessibility Initiative and [Section 508](#) guidelines.

## **Discrimination, Harassment, and Title IX:**

All learning opportunities at Mines, including this course, require a safe environment for everyone to be productive and able to share and learn without fear of discrimination or harassment. Mines' core values of respect, diversity, compassion, and collaboration will be honored in this course, and the standards in this class are the same as those expected in any professional work environment. (More information can be [found here](#).) **Discrimination or harassment of any type will not be tolerated.** As a participant in this course, we expect you to respect your instructor and your classmates. As your instructor, it is my responsibility to foster a learning environment that supports diversity of thoughts, perspectives and experiences, and honors your identities. To help accomplish this:

- Course rosters are provided to the instructor with the student's legal name. I will honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records.
- If something is said or done in this course (by anyone, including myself) that made you or others feel uncomfortable, or if your performance in the course is being impacted by your experiences outside of the course, please report it to:
  - Me (if you are comfortable doing so)
  - Wellness Center- [Counseling](https://www.mines.edu/counseling-center/) (<https://www.mines.edu/counseling-center/>)
  - [Speak Up](https://www.mines.edu/speak-up/) (<https://www.mines.edu/speak-up/>) – Anonymous Option

In this course, we will cultivate a community that supports survivors, prevents interpersonal violence, and promotes a harassment free environment. Title IX and Colorado State law protects individuals from discrimination based on sex and gender in educational programs and activities. Mines takes this obligation seriously and is committed to providing a campus community free from gender and sex-based discrimination. Discrimination, including sexual harassment, sexual violence, stalking, and domestic violence, is prohibited and will not be tolerated within the Mines campus community. If these issues have affected you or someone you know, you can access the appropriate resources on the [Mines Title IX website](#). You can also contact the Mines Title IX Coordinator, Camille Torres, at 303.384.2124 or [titleix@mines.edu](mailto:titleix@mines.edu) for more information.

It's on us, all of the Mines community, to engineer a culture of respect.

**CARE @ Mines:**

If you feel overwhelmed, anxious, depressed, distressed, mentally or physically unhealthy, or concerned about your wellbeing overall, there are resources both on- and off-campus available to you. If you need assistance, please ask for help from a trusted faculty or staff member, fellow student, or any of the resources below. As a community of care, we can help one another get through difficult times. If you need help, reach out. If you are concerned for another student, offer assistance and/or ask for help on their behalf. Students seeking resources for themselves or others should visit [care.mines.edu](http://care.mines.edu).

Additional suggestions for referrals for support, depending on comfort level and needs include:

- [CARE at Mines](http://care.mines.edu) (care.mines.edu)– for various resources and options, or to submit an online “CARE report” about someone you’re concerned about (email [care@mines.edu](mailto:care@mines.edu))
- [CASA](https://www.mines.edu/casa) (https://www.mines.edu/casa) – for academic advising, tutoring, academic support, and academic workshops
- [Counseling Center](https://www.mines.edu/counseling-center/) (https://www.mines.edu/counseling-center/)– for students to call 303-273-3377 for an appointment. There are also online resources for students on the website. Located in the Wellness Center 2<sup>nd</sup> floor at 1770 Elm St.
- [Health Center](https://www.mines.edu/student-health/) (https://www.mines.edu/student-health/) – students may call 303-273-3381 for appointment. Located in Wellness Center 1<sup>st</sup> floor at 1770 Elm St.
- [Colorado Crisis Services](http://coloradocrisisservices.org) (http://coloradocrisisservices.org) – for crisis support 24/7, either by phone, text, or in person. Colorado Crisis Services is a great confidential resource, available to anyone by calling 1-844-493-8255, or texting “TALK” to 38255. Walk-in location addresses are posted on the website.

All of these options are available for free for students. The Counseling Center, Health Center, and Colorado Crisis Services are confidential resources. The Counseling Center will also make referrals to off-campus counselors, if preferred.

In an emergency, you should call 911, and they will dispatch a Mines or Golden PD officer to assist.

**Absence Policy:**

The [Student Absences](#) webpage outlines CSM's policy regarding student absences. It contains information and documents to obtain excused absences.

**Note:** All absences that are not documented as excused absences are considered unexcused absences. Faculty members may deny a student the opportunity to make up some or all of the work missed due to unexcused absence(s). However, the faculty members do have the discretion to grant a student permission to make up any missed academic work for an unexcused absence. The faculty member may consider the student's class performance, as well as their attendance, in the decision.

In the case of an absence, the student is responsible for determining what work was missed and for putting forth a good faith effort to review the material on their own.

**Policy on Academic Integrity/Misconduct:**

The Colorado School of Mines affirms the principle that all individuals associated with the Mines academic community have a responsibility for establishing, maintaining and fostering an understanding and appreciation for academic integrity. In broad terms, this implies protecting the environment of mutual trust within which scholarly exchange occurs, supporting the ability of the faculty to fairly and effectively evaluate every student's academic achievements, and giving credence to the university's educational mission, its scholarly objectives and the substance of the degrees it awards. The protection of academic integrity requires there to be clear and consistent standards, as well as confrontation and sanctions when individuals violate those standards. The Colorado School of Mines desires an environment free of any and all forms of academic misconduct and expects students to act with integrity at all times.

Academic misconduct is the intentional act of fraud, in which an individual seeks to claim credit for the work and efforts of another without authorization, or uses unauthorized materials or fabricated information in any academic exercise. Student Academic Misconduct arises when a student violates the principle of academic integrity. Such behavior erodes mutual trust, distorts the fair evaluation of academic achievements, violates the ethical code of behavior upon which education and scholarship rest, and undermines the credibility of the university. Because of the serious institutional and individual ramifications, student misconduct arising from violations of academic integrity is not tolerated at Mines. If a student is found to have engaged in such misconduct sanctions such as change of a grade, loss of

institutional privileges, or academic suspension or dismissal may be imposed.

The complete policy can be found in the [Mines' Policy Library](#).

### **Grading Procedures:**

|                     |     |
|---------------------|-----|
| Class Participation | 20% |
| News of the Day     | 10% |
| Policy analyses     | 40% |
| Final Presentation  | 30% |

### **Assignments:**

Class participation – I will expect all students to be active and respectful participants in class. This includes sharing ideas and respecting the ideas of others. If you have questions, please see this website for a variety of ideas on how to productively participate: <https://www.princeton.edu/mcgraw/library/for-students/class-participation-contr/> In my classroom, I expect all participants to treat each other with respect to one another without regard to individual identity or presentation.

There will be regular brief response exercises. These will be graded on completion, and will constitute your class participation grade. Most will be in class. I will drop your lowest two responses. Your first response exercise is to email me a selfie by Friday, 1/11. This is to help me learn faces.

News of the Day – You will make one in-class presentation with an environmental news item. You will concisely summarize the news, outline the policy question, outline the tradeoffs involved in the policy question, and give a preference based on the frameworks introduced in units I and II. This will be done in pairs. The presentation will be 10 minutes long, not including question-and-answer time afterwards.

Policy analyses – Over the course of the semester, students will complete about five policy analyses of about 2 pages each. You will be evaluated on both your ideas and on your writing. They will become progressively more challenging as the course progresses.

Proposed Unit – students will propose another unit that could be covered. The unit should be topical in the spirit of units IV-VI. Students should propose detailed topics to cover, including readings. This can be done in groups of 2-3. Student groups will present their proposed units. This will include background information, as well as a particular policy question related to the issue and the group's advice to a policymaker based on the policy question.

I will distribute more detail about each assignment over the course of the semester.

**Coursework Return Policy:** I will endeavor to return graded work within two weeks.

**Absence Policy** (e.g., Sports/Activities Policy): I will follow standard Mines policy.

### **Homework:**

- Homework must be turned in before it is due to be graded – plan ahead.

**Detailed Course Schedule:** The units for the class are listed below. I expect to spend approximately 2 weeks on each unit, depending on the volume of the material and general class interest in the unit.

- I. Why do we have environmental policy?
- II. Introduction to public policy
- III. Policy Analysis
- IV. Conservation
- V. Energy
- VI. Climate Change
- VII. Presentation