

# **Economics 332 Economics of Climate Change (Contemporary Ethics and O-focus Course)**

## **Classroom**

Summer 2013

Room: BUS-AD C102

Time Monday, Tuesday, Wednesday, Thursday, Friday 9:00am – 10:15pm

## **Lecturer**

Julia Morgan

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## **Introduction**

This course explores economic and ethical issues underlying the threat of global climate change. Students will develop a climate change platform for Hawai'i based on an analysis of economic and ethical impacts. The course will cover the nature and causes of global climate change and economic solutions. Topics include intertemporal valuation of climate change impacts, energy and resource linkages, mitigation solutions, societal adaptation, and international cooperation.

The course will emphasize Hawai'i's unique conditions. In addition to lectures, a number of guest speakers from the community will discuss with students global climate change as it directly affects the state of Hawaii. Students will write and present several shorter speeches, designed to culminate in a final assignment, which is to formulate a global climate change policy for the State of Hawaii. The final assignment will consist of three parts: an informative and persuasive speech to be given by the Governor to the State Legislature, detailing the substance of the proposal; a shorter persuasive speech to be given by a representative of the Governor's Office to a community organization of the group's choosing; and a press release, which will be handed out after the Governor's speech. Students will work collaboratively as well as independently.

## **Prerequisites**

This course welcomes students with a broad range of backgrounds. A *Principles of Economics* course (ECON 120, 130, or 131) is prerequisite for this course.

## **Student Learning Outcomes**

Students will learn how to apply economic and ethical reasoning to the inquiry of human dimensions of global climate change. By proposing a platform for Hawai'i policy, students will acquire powerful tools and methodologies for addressing the economic ethical and scientific dilemmas surrounding global climate change that will impact humanity for generations to come.

Students will learn the basic terminology of global climate change, scientific concepts, economic policy options, environmental economics, energy economics, and ethics, and strengthen their understanding of key microeconomic concepts.

Students will be able to apply economic theories of intertemporal equity to the generational choices involved with global climate change policy.

Students will understand alternative ways to model the shadow price, or marginal abatement costs, of greenhouse gas emissions and mechanisms available for building new emissions markets in practice.

Students will understand (and model) the role environmental externalities plays in mitigating and adapting to climate change.

Students will identify economic and environmental issues involved in energy, and the transition to alternative backstop renewable technologies.

Students will advance oral communication skills, and develop team management expertise to advance original research and analysis for Hawai'i.

Students will practice using ethically- and economically- valid frameworks for reaching decisions about controversial economic-based issues surrounding global climate change.

Students will learn about organizations, businesses, government agencies, and individuals, internationally and within the community, who are involved in the global climate change debate as well as learn to identify those groups that may be affected by proposed solutions to this dilemma.

### **Textbook**

No textbooks are required for this class. Required readings will be provided in electronic format online in the resource folder at the <http://laulima.hawaii.edu/portal> site for this course. The provisional reading list is the beginning of the development of a set of resources on this topic. I invite students to help fill this in over the course of the semester.

### **What makes this a Contemporary Ethical Issues (E) class?**

Contemporary ethical issues are fully integrated into the main course material and will constitute at least 30% of the course content. At least 8 hours of class time will be spent discussing ethical issues. Through the use of lectures, discussions, multi-media presentation and assignments, students will develop basic competency in recognizing and analyzing ethical issues; how to responsibly deliberate on ethical issues; and making ethically determined judgments.

Ethical issues to be discussed in this class include, but are not limited to, the following: recognizing global climate change as an ethical issue; ethics and the discount rate; ethical reasoning and environmental ethical theories; ethics and decision-making; business ethics; distributive justice; and moral considerability.

### **What makes this a Oral-Focus (O-focus) class?**

Oral presentations, both formal and informal, will be used in this course as a means of learning course material. By participating in the structured assignments and exercises, students will become competent and comfortable with the basic communication skills necessary to inform, persuade, and relate to others. Students are not expected to enter the course as competent communicators; but should leave the course with these skills. Students must adequately complete all oral assignments. Students who do not complete all oral assignments will get a D- or an F and will not earn O Focus credit.

Since much of the course material is contained in the required texts, students will not be able to respond intelligently and creatively to assignments without devoting time to careful reading, which means this course also is a *reading intensive* courses. Reading entails learning and familiarizing oneself with the

terminology used in the texts and working to follow the line of reasoning presented. Depending on how advanced a student you are you should reserve 6-8 hours a week for reading and digesting course materials, in addition to the time it takes for you to meet with your group and complete your written assignments.

### **Assessment**

#### 1) Regular attendance and active individual participation (30%)

This grade includes in-class individual and informal group presentations and discussions, including oral quizzes and oral content-matter presentations. The grade does not include any of the three components of the final project. This grade does include completing presentation rubric forms as well as completing two peer evaluation forms.

#### 2) Short Oral Presentations (30%)

There will be four short speeches of various types presented throughout the course. The first speech will be worth 6 points. The remaining 3 speeches will be worth 8 points each. Specifics regarding the speeches will be distributed in class. The goal of these speeches is to give students an opportunity to work on their speaking skills and to allow for engagement of different components of the final project. You will receive individual grades for your speeches, which will consist of the group grade and the peer evaluation multiplier. I do reserve the right to adjust grades based on individual performance and participation.

#### 3) Final Project – Group Grade (40%)

The Final assignment requires the group to create a policy for the State of Hawaii on global climate change. The policy will be presented in three forms: a 20 – 30 minute informational and persuasive speech to be given by the Governor to the state to the Hawai'i State Legislature; a 10 – 15 fifteen minute persuasive briefing to be given by a representative of the Governor's office to a community organization of the group's choice; and a one to two page press-release to be read at a state-wide press conference, where questions from the audience will be fielded. An outline for the Governor's speech also will be required. Additional information regarding the final assignment will be presented in class. However, each of the shorter speech assignments is designed to aid the group in formulating its policy and in crafting and presenting its final speech, briefing and press conference. The final assignments will take the place of a final exam. The final points break-down is: Governor's Speech outline: 10%; Governor's Speech 15%; Community Speech 10%; Press Release 5%

#### Policy on late submissions and rewrites including any penalties for late work.

Because of the nature of an O-focus class, late submission of oral assignments will not be allowed. Please contact me if you have any questions or concerns regarding this.

#### Policy on style and on e-mail submissions.

All papers need to be paginated. Quotations and sources used are to be referenced. Web sources consulted have to be attached to papers. Book titles and foreign terms are to be italicized. Please, avoid sexist language. For bibliography and footnotes follow instructions in *Chicago Manual of Style*. While

students may send their papers as an attachment in order to meet the deadline, they are expected to provide the instructor with a hard copy. *The instructor will not print out any e-mailed papers or outlines.*

*Policy on plagiarism.*

Plagiarism includes but is not limited to submitting, in fulfillment of an academic requirement, any work that has been copied in whole or in part from another individual's work without attributing that borrowed portion to the individual; neglecting to identify as a quotation another's idea and particular phrasing that was not assimilated into the student's language and style or paraphrasing a passage so that the reader is misled as to the source; submitting the same written or oral or artistic material in more than one course without obtaining authorization from the instructors involved; or drylabbing, which includes obtaining and using experimental data and laboratory write-ups from other sections of a course or from previous terms. (The University of Hawai'i Student Conduct Code)

Any student who plagiarizes in this course will receive a failing grade and will be referred to the Dean of Students. To keep out of harm's way in this area cite your sources and when you quote use quotation marks.

*Disability Statement*

If you feel you need reasonable accommodations because of the impact of a disability, please (i) contact the KOKUA Program, room 013, QLCSS, 956-7511 or 956-7612; (ii) speak with one of us privately to discuss your specific needs. We will be happy to work with you and the KOKUA Program to meet your access needs related to your documented disability.

**Detailed Class Schedule:** A detailed class and reading schedule will be provided separately.

Revised: 6/5/13