

**City University of Hong Kong
Course Syllabus**

**offered by School of Energy and Environment
with effect from Semester A 2017/18**

Part I Course Overview

Course Title: Energy and Environmental Economics

Course Code: SEE5101

Course Duration: One Semester

Credit Units: 3

Level: P5

Medium of Instruction: English

Medium of Assessment: English

Prerequisites:
(Course Code and Title) Nil

Precursors:
(Course Code and Title) Nil

Equivalent Courses:
(Course Code and Title) SEE8123 Energy and Environmental Economics

Exclusive Courses:
(Course Code and Title) Nil

Part II Course Details

1. Abstract

This course aims to introduce students a set of economic concepts that economists use to understand energy and environmental issues, and use the concepts to analyze energy and environmental problems, and to model their solutions. They will understand the economic principles and practices behind the use of market and policy instruments, including command-and-control regulation, tax and emission trading, to conserve energy resources and to control environmental impacts. They will be able to apply innovative solutions to tackle energy and environmental problems.

2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs	Weighting (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Identify, describe, and clarify economic concepts that are relevant to energy and environment problems	30%	✓	✓	
2.	Apply the economic concepts to energy and environmental problems, and model their solutions	30%	✓	✓	
3.	Design and critically evaluate from an economic perspective public policies associated with energy and the environment	20%		✓	✓
4.	Understand and be able to join intellectual discussions as an aid in the discovery of innovative applications of economics to energy and the environment	20%		✓	✓
		100%			

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.				Hours/week (if applicable)
		1	2	3	4	
Interactive lectures	Explaining the basics of energy and environmental economics as well as some recent developments	✓	✓	✓	✓	3h/week
Assignment	Application of the knowledge obtained during the lectures and material to generate discussions on energy and environmental issues	✓	✓	✓	✓	1h/week
Group work	Identifying an issue related to energy and the environment and analysing the nature and characteristics of the issue	✓	✓	✓	✓	0.5h/week

4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.				Weighting	Remarks
	1	2	3	4		
Continuous Assessment: <u>50</u> %						
Assignment	✓	✓	✓	✓	25%	
Group work	✓	✓	✓	✓	25%	
Examination: <u>50</u> % (duration: 2h, if applicable)						
					100%	

To pass a course, a student must do ALL of the following:

- 1) obtain at least 30% of the total marks allocated towards coursework (combination of assignments, pop quizzes, term paper, lab reports and/ or quiz, if applicable);
- 2) obtain at least 30% of the total marks allocated towards final examination (if applicable); and,
- 3) meet the criteria listed in the section on Assessment Rubrics.

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Assignment	Ability to analyse and solve problems related to energy and environmental economics.	High	Significant	Moderate	Basic	Not even reaching marginal levels
2. Group work	Ability to analyse and solve problems related to energy and environmental economics.	High	Significant	Moderate	Basic	Not even reaching marginal levels
3. Examination	Ability to analyse and solve problems related to energy and environmental economics.	High	Significant	Moderate	Basic	Not even reaching marginal levels

Part III Other Information (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

(An indication of the key topics of the course.)

- Economics and the environment (including basic economics)
- Externalities
- Public goods
- Property rights
- Instruments for environmental policy (command-and-control regulation, tax and emission trading)
- Economic valuation
- Climate change
- Renewable resources
- Energy economics
- Innovation

2. Reading List

2.1 Compulsory Readings

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

1.	Jonathan M. Harris and Brian Roach, Environmental and Natural Resource Economics: A Contemporary Approach, Fourth Edition, Routledge (2018).
2.	Tom Tietenberg and Lynne Lewis, Environmental and Natural Resource Economics, 10th Edition, Routledge (2016).
3.	Daniel J. Phaneuf and Till Requate, A Course in Environmental Economics: Theory, Policy, and Practice, Cambridge University Press (2017).

2.2 Additional Readings

(Additional references for students to learn to expand their knowledge about the subject.)

1.	Stephen Smith, Environmental Economics: A Very Short Introduction, Oxford University Press (2011).
2.	Robert Falkner, ed., The Handbook of Global Climate and Environmental Policy, Wiley-Blackwell (2016).
3.	Christine Greenhalgh and Mark Rogers, Innovation, Intellectual Property, and Economic Growth, Princeton University Press (2010).
4.	Hall, Bronwyn H., and Nathan Rosenberg, eds., Handbook of the Economics of Innovation, Volume 1 and Volume 2, Elsevier (2010).