



FNR6669 Policy and Economics of Natural Resources

Spring 2025

Online Asynchronous, 3.0 Credit Hours

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(1) E-learning/Canvas emailing system; (1) kklizentyte@ufl.edu

Office Hours: Wednesday, 12-2pm EST via Zoom: <https://ufl.zoom.us/j/98796183485> OR by appointment

Course Description

“A healthy ecology is the basis for a healthy economy” – Claudine Schneider

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 these factors. This course is an introduction to US environmental policy and economic valuation methods with a focus on various resources such as forests, wildlife, water, and air. This course will present various complex challenges that require students to think critically about policy-making processes, justice and ethics, science, economics, property rights, and other criteria that make effective environmental policies. Students will become familiar with major US laws and administration, policy actors, and current natural resource conflicts and apply economic valuation tools and methods to assess efficacy. The goal of this course is to provide students with the tools needed to critically assess various environmental policies with economic lenses within different scales and contexts.

Course Prerequisites

- Experience with Microsoft Word, basic writing and critical thinking skills

Course Learning Objectives

By the end of this course, students will be able to:

- Explain the key processes, principles, and dynamic environments of natural resource policy development,
- Identify factors that influence the success of resource policy implementation and longevity,
- Understand the economic tools and valuation methods used to evaluate natural resource policies, and
- Critically evaluate natural resource policies across scales and contexts using ecological, social, and political criteria.

Learning Materials and Supplies

There is no required text for the course. All required and optional course materials (i.e., articles, videos, presentations, websites) are available via Canvas course site.

If you are interested in **optional** reading on your own time, please consider these resources:

- Rosenbaum, W.A. 2023. *Environmental Politics and Policy*, **12th Edition**. CQ Press: Washington, DC.
- Hanley, N., Shogren, J.F., and White, B. 2013. *Introduction to Environmental Economics*, **3rd Edition**. Oxford University Press: United Kingdom.

Both are available on Amazon! I suggest purchasing used or even previous editions.

Time Management

From a time management perspective, students should expect to spend a minimum of 4-5 hours per week on this course to complete the lectures, readings/videos, discussions, case studies and other assignments. Students should expect to spend a minimum of 30 hours on the final presentation.

Instructor Interaction Plan

- Expect an instructor response to email and Canvas message within 24 hours, during weekdays, with extended time delays during the weekend.
- Expect instructor feedback for submitted assignments within one week past the assignment deadline
- If you ever have questions or need clarification on instructor feedback, please message or attend office hours.
- We will post an announcement at least once a week to give updates and class feedback.

- We invite your feedback in both midterm and end-of-term GatorEvals and plan to continuously improve student experience within the course. Your opinion is highly valued.

Required Technology & How to Obtain the Technology

- Required on computer: speakers, a microphone, and camera
- Links to all downloadable resources are provided. These resources include software and online tools, apps, plug-ins such as PDF Reader, media players, collaboration tools, social media, interactive multimedia apps, etc. and are available on the Canvas course site.

Required Technology & Digital Information Literacy Skills

Technical skills may include:

- Using the learning management system
- Using email with attachments
- Creating and submitting files in commonly used word processing program formats
- Using apps in digital devices
- Using web conferencing tools, like Zoom

Digital information literacy skills may include:

- Using Artificial Intelligence (AI) tools such as ChatGPT to aid in assignments
- Using computer networks to locate and store files or data
- Using online search tools for specific academic purposes, including the ability to use search criteria, keywords, and filters
- Analyzing digital information for credibility, currency, and bias (e.g., disinformation, misinformation)
- Properly citing information sources

Communication Guidelines

- Read the **Course Syllabus** and all course documents in Canvas to gain an understanding of course expectations.
- Use **Course Question Discussion Board**, for general course questions that others may have too.
- Use **Canvas Inbox (messaging tool)** for questions that are specific to your grades or submissions.
- **Email & phone correspondence** are for (1) setting a meeting time for office hours, (2) DRC accommodations; (3) emergency situations; or (4) highly sensitive situations.
- A respectful tone is used by all community members in all forms of communication.

- Written communication, both formal and informal, uses the official language of instruction rather than popular online abbreviations and graphic elements such as those sometimes used in social media.
- Video interactions reflect a respectful tone in verbal communications and body language.
- Spelling, punctuation, and grammar are correct.

Artificial Intelligence (AI) Guidelines

ChatGPT and other Artificial Intelligence programs are increasing in use and popularity across disciplines. There have been several incidences of plagiarism and academic misconduct with these programs. Intellectual honesty is absolutely vital to an academic environment and for us as instructors to facilitate your learning to the best of my ability. We are also aware of the usefulness of these chatbots and programs both in the classroom and in future careers.

Therefore, **I support the responsible and ethical use of ChatGPT and other chatbots but have specific guidelines for their use:**

- Use of ChatGPT (or other similar tools that generate text) is allowed in this class. I highly encourage you to not let ChatGPT write for you. First, it's bland to read and just does not sound like you. Second, obtaining an education is not a small feat and usually comes with an expense. I encourage you to fully immerse yourself in your coursework and learn as much as you can! Learning includes forming your own thoughts, making your own mistakes, and growing from them. ChatGPT significantly changes that effective learning process. However, I understand there is a lot of writing in this course and many of you are taking other courses, working full-time, or have other responsibilities and may not feel as creative or inspired as you should. It is okay to use ChatGPT **as a writing tool to help you synthesize your thoughts**. If you utilize ChatGPT for any part of the assignment, like writing assistance or editing, you **must properly cite ChatGPT**. I expect you to clearly attribute what text was generated by the AI tool (i.e., different colored font, direct quote, in-text citation). If you use ChatGPT to summarize your thoughts and you end up just summarizing ChatGPT's outputs, I expect you to cite the statement/paragraph, or provide a statement for each page ChatGPT was used. Failure to cite ChatGPT is considered a **violation of the University of Florida Honor Code**. Violations will result in a failure of the assignment or the Final Exam or failure of the course and a notation on your transcript. I will be using a variety of Artificial Intelligence detection tools to check your work.

Technical Support

UF Computing Help Desk & Ticket Number: All technical issues require a UF Helpdesk Ticket Number. The UF Helpdesk is available 24 hours a day, 7 days a week. <https://helpdesk.ufl.edu/> | 352-392-4357

Weekly Course Schedule

Week	Date	Topic	Lectures, Readings & Videos	Assignments
Part 1: The Policy Environment				
1	1/13- 1/19	Course Introduction and Natural Resource Policy	(1) Course Intro (2) Current Events and Perusall (3) Playposit How-To (4) Evolution of US Environmental Policy (5) Environmental Policy Challenges (6) State of the Environment	(1) Playposit Quizzes [3] (2) Perusall Practice (3) Personal Introduction (4) Extra Credit Part 1 (optional)
2	1/20- 1/27	1/20 is a holiday commemorating Dr. Martin Luther King, Jr. Making Policy and Policy Analysis	(1) Making Policy (2) Guest Lecture: Stacie Greco (3) Criteria for Policy (4) Policy Analysis Case Studies: Correlation or Causality?	(1) Playposit Quizzes [4] (2) Current Event Discussion Board
3	2/3- 2/9	Policy Actors and Federalism	(1) Federalism (2) State and Local Government (3) International Policies (4) Interest Groups and the Public	(1) Playposit Quizzes [4] (2) Policy One-Pager
4	2/10- 2/16	Environmental Policy and the Courts	(1) Courts Part One (2) Courts Part Two (3) NEPA (4) Ch-Ch-Ch Changes	(1) Playposit Quizzes [4] (2) Current Event Discussion Board
5	2/17- 2/23	Environmental Ethics and Justice	(1) Environmental Ethics (2) Ethical Research (3) Environmental Justice (4) Justice Research and Tools	(1) Playposit Quizzes [4] (2) Current Event Discussion Board

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Week	Date	Topic	Lectures, Readings & Videos	Assignments
Part 2: Natural Resource Economics				
6	2/24- 3/2	Econometrics and Welfare Economics	(1) Willingness to Pay and Demand (2) Cost and Supply (3) Markets and Efficiency (4) Property Rights and Public Policy	(1) Playposit Quizzes [4] (2) Perusall
7	3/3- 3/9	Impact and Benefit-Cost Analyses	(1) Analysis Principles (2) BCA Framework (3) Discounting (4) BCA Justice and Uncertainty	(1) Playposit Quizzes [4] (2) Perusall
8	3/10- 3/16	Valuing and Categorizing Goods and Ecosystem Services	(1) Ecosystem services (2) Economic values (3) Issues: Who, when, where, and uncertainty (4) Payment for Ecosystem Service Programs in Action	(1) Playposit Quizzes [4] (2) Perusall
9	3/17- 3/23	!!! SPRING BREAK !!!		
10	3/24- 3/30	Nonmarket Valuation: Revealed Preference Methods	(1) Regression Background (2) Hedonic Pricing Method (3) Travel Cost Method (4) Avoided Cost Method	(1) Playposit Quizzes [4] (2) Revealed Preference Problem Sets
11	3/31- 4/6	Nonmarket Valuation: Stated Preference Methods	(1) Collecting Nonmarket Valuation Data (2) Contingent Valuation (3) Choice Experiments (4) Benefit Transfer Method	(1) Playposit Quizzes [4] (2) Stated Preference Problem Sets

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Week	Date	Topic	Lectures, Readings & Videos	Assignments
Part 3: Specific Resources				
12	4/7- 4/13	Water Resources	(1) The Role of Economics in Water Policy (2) Water is a Special Economic Case (3) Estimating Flood Risk Reduction Benefits (4) Water Ecosystem Service Valuations	(1) Playposit Quizzes [4] (2) Perusall
13	4/14- 4/20	Forest and Wildlife Management	(1) Forest Economics (2) Outdoor Recreation (3) Wildlife Management	(1) Playposit Quizzes [4] (2) Perusall
14	4/21- 4/27	Fisheries Governance and Management	(1) Dr. Edward Camp Introduction (2) What are Fisheries (3) Categories of Management and Policy (4) Purpose and Approach of Fisheries Management	(1) Playposit Quizzes [4] (2) Extra Credit Part Two (optional)
15	4/28- 5/2	Exam Week-Final Presentations	None!	(1) Submit Voicethread of Final Presentation (2) Provide Three Peer Comments

Summary of Critical Dates

Below are the critical dates for the course in sequential order.

Task	Due Date
Perusall Reading Discussions	Each week by Sunday at 11:59pm beginning 2/24 No discussion for the week of 3/24, 3/31, 4/21
Current Event Discussion Board	Each week by Sunday at 11:59pm beginning 1/20 to 2/23 No discussion for week of 2/3
Playposit Lecture Quizzes	Each week by Sunday at 11:59pm
Policy One-Pager	2/9 at 11:59pm
Revealed Preference Problem Sets	3/30 by 11:59pm
Stated Preference Problem Sets	4/6 by 11:59pm
Final Presentation	4/28 by 11:59pm Peer Comments due by 5/1 by 11:59pm

Description of Course Format

(1) **Playposit Lecture Quizzes (25% of grade):** I will try not to overwhelm you with information every week, but you will receive a healthy dose of new information through lectures. In particular, the lectures will provide you details on natural resource policy and economics, which we hope you will remember and retain. To help motivate you to attend to that information you will answer a series of quiz questions every week related to the information presented. These will be embedded within the lectures, spontaneously throughout the lectures and require you to listen to the entire lecture.

(2) **Current Event Discussion Board (10% of grade):** In the first half of the course, there will be a current event due each week, pertaining to the lecture topic of the week. Students will (1) find a current event from a credible source, (2) provide a 5-7 sentence summary of the event, (3) provide a 4-5 sentence application to course materials/topics, and (4) comment on at least two other peer current events on the discussion board.

(3) **Perusall Reading Discussions (10% of grade):** In the second half of the course, there will be a reading discussion based on the weekly topic in Perusall. The discussion will be a place to critically review the reading and incorporate other course contents into discussion questions, comments, and highlights. A big component of Perusall is interacting with your peers!

(4) **Assignments (10% each for three assignments; 30% of total grade):** There will be a total of three assignments throughout the course to assess your understanding of course content. The

assignments include a policy one-pager, revealed preference problem set, and stated preference problem set.

Policy One-Pager: In this assignment, you are representing a policy actor of your choice. As this representative, you are tasked with creating a legislative one pager that proposes a specific legislative action to address an environmental issue to an audience of your choice. The policy action can be one that you create or one that currently exists-- although I would recommend using an actual policy action because finding research on it will be much easier. The goal is to influence your audience to adopt the legislative action to overcome the environmental issue. You **must choose a policy topic that can be applied to your final presentation**. By researching your topic now, it's less work for you later!

Revealed and Stated Preference Problem Set Assignments: For each assignment, you will be given a series of real-world issues and environmental concerns. There will be a series of questions where you are to identify the best economic approaches to solving the problem, interpret several different data analyses, write a policy recommendation to the stakeholder in question, and address any critical gaps in ethics or environmental justice.

(5) Final Presentation (20% of grade) and Peer Comments (5% of grade): There will be a final presentation via Voicethread based on a self-selected natural resource problem identified in your Policy One-Pager. The presentation will include introduction to the problem, analysis of the policy problem, ecological considerations, economic considerations, environmental ethics/justice considerations, recommendations for solutions, and a conclusion. In addition to presentation slides, students will record audio to describe each slide. In addition to submitting an individual Voicethread presentation, students are required to comment on three other student presentations. A detailed description and rubrics of each assignment are available in the Canvas course.

(6) Extra Credit (Additional 5% to grade): There will be one opportunity for extra credit. The extra credit assignment contains two parts: a multiple-choice assessment due in the beginning of the course, and the same assessment due at the end of the course. To get extra credit points, you must submit **both parts of the extra credit assignment on time (by 11:59pm on 1/19 and 4/27)**. There will be no partial credit given.

Grading Policy

Your final course grade will consist of a weighted average of multiple assignments, lecture quizzes, reading discussions, and final presentations, as follows:

Assignment Type	Percent of Final Grade
Playposit Lecture Quizzes	25%
Perusall Reading Discussions	10%
Current Event Discussion Board	10%
Policy One-Pager	10%
Revealed Preference Problem Set	10%
Stated Preference Problem Set	10%
Final Presentation	25%
Extra Credit (2 parts)	5%

Late Policy

For late assignments, we will take off 5% for every 24 hours the assignment is late. **This does not apply to Playposit and Perusall**, you will receive 50% off the total score no matter how late you are. For example, if you are a day late on a single Playposit quiz and you score a 100%, you will receive a 50%.

Grading Scale

Course grades will be assigned using the following scale:

A	94.00% and above Excellent Performance
A-	90.00% - 93.99%
B+	86.00% - 89.99%
B	83.00% - 85.99% Good Performance
B-	80.00% - 82.99%
C+	76.00% - 79.99%
C	73.00% - 75.99% Acceptable Performance
C-	70.00% - 72.99%
D+	66.00% - 69.99%

Attendance & Make-up Work

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).

Academic Honesty

University of Florida students are bound by the Honor Pledge. 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 by abiding by the Student Honor Code." 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 the 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 to 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 [Student Conduct Code Process](#).

Student Privacy Disclaimer:

Our class sessions may be audio-visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.]

In-Class Recording

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 guest 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

Course Evaluation Process

Student assessment of instruction is an important part of efforts to improve teaching and learning. At the end of the semester, students are expected to provide feedback on the quality of instruction in this course using a standard set of university and college criteria. 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 the [GatorEvals site](#). Summaries of course evaluation results are available to students at [GatorEvals Public Data](#).

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.

Services for Students with Disabilities

A statement related to accommodations for students with disabilities such as: Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the [Disability Resource Center](#). 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.

Campus Resources

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.

Health and Wellness

- *U Matter, We Care*: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or <https://umatter.ufl.edu/> to refer or report a concern and a team member will reach out to the student in distress.
- *Counseling and Wellness Center*: Visit <https://counseling.ufl.edu/> or call 352-392-1575 for information on crisis services as well as non-crisis services.
- *Student Health Care Center*: Call 352-392-1161 for 24/7 information to help you find the care you need, or visit <https://shcc.ufl.edu/>
- *University Police Department*: Visit <https://police.ufl.edu/> or call 352-392-1111 (or 9-1-1 for emergencies).
- *UF Health Shands Emergency Room / Trauma Center*: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; visit <https://ufhealth.org/locations/uf-health-shands-emergency-room-trauma-center>
- *GatorWell Health Promotion Services*: For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit <https://gatorwell.ufsa.ufl.edu/> or call 352-273-4450.

- *Whole Gator App*: The Whole Gator and website and app connect UF students with resources dedicated to supporting overall health and well-being. In addition to many of the resources below it also has strategies to practice self-care.
<https://one.uf.edu/whole-gator/topics>

Academic Resources

- *E-learning technical support*: Contact the UF Computing Help Desk at 352-392-4357 <https://it.ufl.edu/helpdesk/> or via e-mail at helpdesk@ufl.edu.
- *Career Connections Center*: Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.
- *Library Support*: Various ways to receive assistance with respect to using the libraries or finding resources.
- *Teaching Center*: 1317 Turlington Hall, 352-392-2010. General study skills and tutoring.
- *Writing Studio*: 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.
- *Student Concern*: [Report Student Concerns or Conduct](#)

Student Complaints:

- Residential Course: <https://www.sfa.ufl.edu/written-student-complaints/>
- Online Course: <https://pfs.tnt.aa.ufl.edu/state-authorization-status/#student-complaint>

Privacy and Accessibility Policies

For information about the privacy policies of the tools used in this course, see the links below:

- Microsoft
 - [Microsoft Privacy Policy](#)
 - [Microsoft Accessibility](#)
- Perusal
 - [Perusal Accessibility](#)
 - [Perusal Privacy](#)
- PlayPosit
 - [PlayPosit Privacy Policy](#)
 - [PlayPosit Accessibility](#)
- Zoom
 - [Zoom Privacy Policy](#)
 - [Zoom Accessibility](#)