

| Course Title   |                         |      |
|--|-------------------------|------|
| MLI26C707  | Environmental Economics | 6 cr |
| Learning Outcomes and Content  |                         |      |
| <p>Outcome: Learning outcomes for this course, upon successful completion, include the ability to: 1) know essential concepts and dynamics in environmental economics, 2) develop basic and critical appreciation of economics as applied to the environment and natural resources, 3) understand the connection between environmental quality and the economic behavior of individuals and other key economic agents, 4) relate environment and resource analysis to real world issues and circumstances through the use of practical problems and policies.</p> <p>Content: The primary focus of the course is to understand the nature, scope and key concepts of environmental economics and the relationship between the economy and the environment, including the notion of optimal level of pollution. The tools of environmental analysis, the principles of demand and cost and the elements of economic efficiency in market and in non-market activities are also explored, a key notion here is that of Market failure . Key techniques of environmental analysis (like cost benefit analysis) are addressed. Attention is also given to concepts and dynamics of Polluter Pays Principle and public policy instruments (e.g. environmental taxes, subsidies, permits). Theories on the optimal allocation of renewable resources with specific application to forestry and fisheries are developed. This is followed by an investigation of the main theoretical and practical issues relating to exhaustible resources (e.g. energy). The analytical tools and principles developed earlier are applied to current developments in environmental policy in the EU and globally.</p> |                         |      |

| Instructor Name and Profile   |
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| <p>Dr. Richard McGrath is Professor of Economics in the economics department of the Parker College of Business at Georgia Southern University in Savannah, Georgia, United States. He teaches and researches across a range of microeconomics and policy-related subjects, including public finance, immigration, environmental economics, and transportation economics. He has delivered classroom and research lectures in a number of countries in addition to leading numerous international study trips for students. He is a past-President and Fellow of the Academy of Economics and Finance.</p> |

| Email Address                              |
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| <p><b>RMcGrath@GeorgiaSouthern.edu</b></p> |

| Office Hours   |
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| <p>Office hours by Zoom immediately following live class each day. Zoom appointments are available on request by email. Please keep time differences in mind when requesting appointments. Savannah, GA is UTC-4 (EDT). Lecturing is my first activity of the day.</p> |

## Required Reading

Environmental Economics, An Introduction, 8e, Barry C. Field and Martha K. Field. McGraw Hill.

Additional Readings will be linked or loaded to the session page on MyCourses.

Students will each choose a different climate fiction novel from a list provided by the instructor. Access to a selection of books on the list will be made available by Jaana Santala, the Mikkeli campus information specialist. Other books may be chosen at the student's expense with permission of the instructor.

## Course Schedule

This is a synchronous course with mandatory class meetings via Zoom, in strict keeping with the university attendance policy. Class meetings will be held from 16.00 to 18.00 (UTC+3, EEDT), Monday through Friday. Students in other time zones should convert time schedules carefully with respect to daylight savings, where appropriate. Participation in class meetings is required beyond simply observing class meetings.

Except for Session 1, all readings and videos must be completed prior to class meetings. Students will be assumed to have learned the basic content of the readings prior to the lecture.

Discussion board posts will be employed to complete the student-to-student and student-to-faculty interactions in the course.

Exams will be completed on MyCourses with a substantial window of availability.

Session 1: Monday  
28 June 2021

**Course Outline,  
Course Requirements,  
Key Environment  
Issues**

### Topics

- Course outline
- Course requirements including individual and group assignments
- Key environment Issues

### Readings

- **Field & Field Ch.1**
- OECD (2012), "Executive Summary", in *OECD Environmental Outlook to 2050: The Consequences of Inaction*, OECD Publishing, Paris. Read it online [HERE](#)
- [https://doi.org/10.1787/env\\_outlook-2012-3-en](https://doi.org/10.1787/env_outlook-2012-3-en)

**Assignment:  
Discussion Forum -  
Introduce yourself**

**Start 18.00 on 28 June, End 23.59 on June 29**

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| <p>Session 2: Tuesday<br/>29 June 2021<br/><b>Key Concepts of Environmental Economics</b></p>  | <p><b>Topics</b></p> <ul style="list-style-type: none"> <li>• Defining environmental and natural resource economics</li> <li>• The environment as an economic and social asset</li> <li>• A model of the economy</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• <b>Field &amp; Field Ch. 2</b></li> <li>• <a href="#">The Circular Economy: A Simple Explanation   Cillian Lohan   TEDxYouth@EEB3 (13:13)</a></li> </ul>  |
| <p>Session 3: Wednesday<br/>30 June 2021<br/><b>Applying the Techniques of Economics to Environmental Issues</b></p>   | <p><b>Topics</b></p> <ul style="list-style-type: none"> <li>• Benefits and costs</li> <li>• Supply and demand</li> <li>• The Equimarginal principle</li> <li>• Efficiency V equity</li> <li>• Markets and social efficiency</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• <b>Field &amp; Field Ch. 3 &amp; Ch. 4</b></li> <li>• <b>Additional materials on MyCourses</b></li> </ul>  |
| <p><b>Assignment: Discussion Forum 1</b></p>   | <p><b>Start 18.00 on 30 June, End 23.59 on 2 July</b></p>  |
| <p>Session 4: Thursday<br/>1 July 2021<br/><b>A General Model of Pollution Control and the Framework of Benefit Cost Analysis</b></p> <p><b>Book selection for final paper and presentation due in discussion forum by 22.00 EEDT.</b></p>   | <p><b>Topics</b></p> <ul style="list-style-type: none"> <li>• The model</li> <li>• Pollution damage &amp; damage functions</li> <li>• Abatement costs</li> <li>• Efficient level of emissions</li> <li>• Equimarginal principle</li> <li>• Structure of Benefit-Cost Analysis</li> <li>• Private Benefit Cost Analysis</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• <b>Field &amp; Field Chs. 5, 6</b></li> </ul>   |
| <p>Session 5: Friday<br/>2 July 2021<br/><b>Benefit Cost Analysis (conclusion) and Criteria for Evaluating Environmental Policies.</b></p> <p>How do the science fiction stories by Sheckley and Barnett exemplify the importance of treating intergenerational discounting differently from social discounting?</p> | <p><b>Topics</b></p> <ul style="list-style-type: none"> <li>• Social Benefit Cost Analysis</li> <li>• Intergeneration Benefit Cost Analysis</li> <li>• Criteria for Policy Evaluation <ul style="list-style-type: none"> <li>○ Efficiency</li> <li>○ Cost-Effectiveness</li> <li>○ Fairness</li> <li>○ Enforceability</li> <li>○ Flexibility</li> <li>○ Incentives for Innovation</li> <li>○ Moral Considerations</li> </ul> </li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Barnett, Barbara, The perfect coordinates to raise a child, Daily Science Fiction, October 8, 2013. <a href="http://dailysciencefiction.com/science-fiction/future-societies/barbara-a-barnett/the-perfect-coordinates-to-raise-a-child">http://dailysciencefiction.com/science-fiction/future-societies/barbara-a-barnett/the-perfect-coordinates-to-raise-a-child</a>.</li> <li>• Sheckley, Robert, The cost of living, Galaxy Science Fiction, December 1952, <a href="http://www.gutenberg.org/ebooks/29458">http://www.gutenberg.org/ebooks/29458</a></li> <li>• <b>Field &amp; Field Ch 9</b></li> </ul> |

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| <p><b>Exam 1: 60 minutes.</b><br/> <b>Available from 8.00</b><br/> <b>Monday 5 July to</b><br/> <b>noon Tuesday 6 July,</b><br/> <b>EEDT (Mikkeli)</b></p> | <p><b>This exam covers all topics from Sessions 1 to 5. The 28 hour window to take the exam provides enough flexibility for students in any time zone to prepare and take the exam.</b></p>  |
| <p>Session 6: Monday<br/> 5 July 2021<br/> <b>Policy instruments at the extreme: decentralized policies and command &amp; control.</b></p>                 | <p><b>Topics</b></p> <ul style="list-style-type: none"> <li>• Liability laws</li> <li>• Property rights</li> <li>• Voluntary action</li> <li>• Types of standards</li> <li>• The economics of standards, incentives, and enforcement.</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• <b>Field &amp; Field 10 &amp; 11</b></li> <li>• <b>Additional Materials posted on MyCourses</b></li> </ul>   |
| <p><b>Assignment:</b><br/> <b>Discussion Forum 2</b></p>   | <p><b>Start 18.00 on 5 July, End 23.59 on 6 July</b></p>   |
| <p>Session 7: Tuesday<br/> 6 July 2021<br/> <b>Price-based policy instruments: Emissions charges and transferrable permits</b></p>                         | <p><b>Topics</b></p> <p>The economics of emission charges</p> <ul style="list-style-type: none"> <li>• Cost effectiveness and innovation</li> <li>• Principles behind emission trading</li> <li>• Problems with emissions trading</li> <li>• Non-uniform emissions</li> <li>• Enforcement of emissions charges</li> </ul> <p>Transferrable permits</p> <ul style="list-style-type: none"> <li>• General principles behind emission trading</li> <li>• Problems with emissions trading</li> <li>• Non-uniform emissions</li> <li>• Enforcement of transferrable permit regulations</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• <b>Field &amp; Field Chs.12 &amp; 13</b></li> <li>• <b>Additional Materials posted on MyCourses subject to revision</b></li> </ul> <p><b>Watch the videos on Canada's carbon taxes.</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Carbon pricing is here to stay in Canada. What is it anyway? The Globe and Mail</a></li> <li>• <a href="#">What to know about the federal carbon tax - CBC News</a></li> <li>• <a href="#">Carbon pricing: How does a carbon tax work? Canada Ecofiscal Commission</a></li> <li>• <a href="#">Fighting disinformation on Canada's carbon tax - Global News</a></li> </ul> <p>EU Emissions Trading</p> <ul style="list-style-type: none"> <li>• <a href="#">The EU Emissions Trading System explained - EEA</a></li> <li>• <a href="#">EU Emissions Trading System (EU ETS) - EEA</a></li> </ul> |

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| <p>Session 8 Wednesday<br/>7 July 2021</p> <p><b>Renewable<br/>Resources:<br/>Forestry &amp; Fisheries</b></p> | <p><b>Topics</b></p> <ul style="list-style-type: none"> <li>• Forestry as a private industry: optimal harvesting</li> <li>• Forestry as an open resource: deforestation</li> <li>• The causes of deforestation</li> <li>• The role of public policy in reducing deforestation</li> <li>• Deforestation and climate change</li> <li>• Sustainable forestry</li> </ul> <p><b>Videos first</b><br/>Watch these brief series to learn about optimal harvesting and the conflict between profit maximization and sustainability in forestry and fisheries.<br/><a href="#">Conservation Strategy Fund : Forestry Economics Playlist</a><br/><a href="#">Conservation Strategy Fund - Fisheries Economics Playlist</a></p> <p><b>Reading second:</b><br/>Butler, R. (2020) Amazon Destruction<br/><a href="https://rainforests.mongabay.com/amazon/amazon_destruction.html">https://rainforests.mongabay.com/amazon/amazon_destruction.html</a></p> <p>FAO (2020), The Global Forest Resource Assessment, 2020<br/><a href="http://www.fao.org/3/CA8753EN/CA8753EN.pdf">http://www.fao.org/3/CA8753EN/CA8753EN.pdf</a></p> |
| <p><b>Assignment:<br/>Discussion Forum 3</b></p>   | <p><b>Start 18.00 on 7 July, End 23.59 on 8 July</b></p>   |

Session 9: Thursday, 8 July 2021

**Energy:  
Fossil Fuels, Fracking,  
and Renewable  
Energy**

**Topics**

- Various sources of energy and their relative importance in a global context,
- Economics and environment issues of fossil fuels.
- Economics and environmental issues related to fracking.
- Trends in cost and use of renewable energy sources.
- Limitations of renewables as replacement for fossils.

**Materials posted on MyCourses subject to revision. The links below are a sample. I will edit and reduce the size of the list.**

Energy production by type and country.

[Global Energy Statistical Yearbook 2019](#)

Energy Usage Projections

[Today in Energy US EIA](#)

Energy production and consumption by region by type

[BP Statistical review of World Energy 2020](#) Page 50-57

How fracking works

[Hydraulic Fracturing Simulation Noble Energy](#) 5:20

[How does fracking work? - Mia Nacamulli](#) 6:03,

Fracking and drinking water

[EPA's Study of Hydraulic Fracturing for Oil and Gas and Its Potential Impact on Drinking Water Resources](#)

Fracking and earthquakes

[Studies link earthquakes to fracking in the Central and Eastern US -- Science Daily](#)

Renewables

IRENA [How Falling Costs Make Renewables a Cost-effective Investment](#)  
[US EIA graphics](#)

[Renewable Energy 101 | National Geographic](#) 3:17

[IRENA Cost of Renewable Energy 2019](#) read pp 11-17

<https://www.irena.org/costs/Charts/Wind>

[Is Renewable Energy Worth It?: The Economics of Renewable Energy](#)

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| <p>Session 10<br/>Friday, 9 July 2021</p> <p><b>Non-Degradable Pollution: Plastics</b></p>                      | <p><b>Topics</b></p> <ul style="list-style-type: none"> <li>• Extent of plastics pollution</li> <li>• Physical degradation vs. chemical degradation</li> <li>• Effects of wildlife</li> <li>• Effects on humans</li> <li>• Remediation possibilities</li> </ul> <p><b>Reading</b></p> <p>The primary reading for this module is <a href="#">Plastic Pollution - Our World in Data 2018</a>. It gives a comprehensive view of plastic production, use, waste, disposal, and environmental implications.</p> <ul style="list-style-type: none"> <li>• <b>The associated slide deck <a href="#">Our World in Data Slides</a> may be enough.</b></li> <li>• <a href="#">The importance of product packaging - Printex Transparent Packaging</a> is a brief website that discusses the value of plastic packaging. In simple terms, it explains why we can't realistically stop using plastic.</li> <li>• Why is plastic so important to corporations? Here is an example: <a href="#">The Secrets Behind Coca Cola's Plastic Waste   Environmental Documentary</a> (2:32)</li> <li>• <a href="#">Why It's Probably Better for the Planet to Throw Plastic in the Trash RealClear Science</a> (Short read) Thomas Kinnaman</li> <li>• <a href="#">Micro-Plastics   Toxins in our seafood?</a> 18:52 ABC Science 2016</li> <li>• <a href="http://plastic-pollution.org/">http://plastic-pollution.org/</a> Extensive website. Detailed introduction page. Many links to a variety of topics. Optional</li> </ul> |
| <p><b>Exam 2: 60 minutes. Window from 8.00 Monday 12 July to noon Tuesday 13 July, EEDT (Mikkeli).</b></p>      | <p><b>This exam covers all topics from Sessions 6 to 10.</b></p>   |
| <p>Session 11: Monday, 12 July 2021</p> <p><b>Materials, Business Development, and the Circular Economy</b></p> | <p><b>Guest speaker Panu Jouhkimo, programme coordinator of EcoSairila at Miksei Mikkeli will discuss closing the material cycle, green and blue business development, and his own experience of the circular economy.</b></p> <p><b>Before our speaker visits, please visit the following resources and learn about Miksei Mikkeli and Eco Sairila.</b></p> <p><b><a href="#">Miksei Mikkeli homepage</a></b><br/><b><a href="#">EcoSairila Brochure</a></b></p>  |
| <p><b>Assignment: Discussion Forum 4</b></p>  | <p><b>Start 18.00 on 12 July, End 23.59 on 13 July</b></p>   |



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| <p>Session 12 Tuesday<br/>13 July 2021</p> <p><b>Climate Change</b></p> <p><b>2000 word paper on the economic analysis of the student's chosen climate fiction novel due by 22.00.</b></p> | <p><b>Topics</b></p> <ul style="list-style-type: none"> <li>• Describe economic changes that must accompany mitigation of climate change.</li> <li>• Explain linkages among climate change, sea level rise and risks to coastal cities</li> <li>• Explain the relationship of climate change to water insecurity</li> <li>• Describe the effects of climate change on financial and property risk.</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• <b>Field &amp; Field Ch 18</b></li> <li>• <b>Additional Materials on MyCourses</b></li> <li>• <a href="#">How Carbon Pricing Can Save the World   Johan Eyckmans   TEDxKULeuvenBrussels</a> (19:16)</li> </ul> <p><i>The Science</i></p> <p><a href="#">Overview of Greenhouse Gases – EPA</a></p> <p><i>The Economy</i></p> <ul style="list-style-type: none"> <li>• <a href="#">Ten Facts about Climate Change and Climate Policy</a> Brookings Oct 2019</li> <li>• <a href="#">Climate Change Facts and Effect on the Economy</a> The Balance June 2020</li> </ul> <p><i>The Glaciers</i></p> <ul style="list-style-type: none"> <li>• <a href="#">A water crisis looms for 270 million people as South Asia's glaciers shrink</a> Nat Geo July 2020</li> <li>•</li> </ul> |
| <p>Session 13 Wednesday<br/>14 July 2021</p> <p><b>Globalization, Environment, and Climate Change</b></p>  | <p><b>Topics</b></p> <ul style="list-style-type: none"> <li>• Competing views of climate change among industrialized and developing economies.</li> <li>• The cost of caring about the global environment</li> <li>• Pushing costs from industrialized to non-industrialized countries.</li> </ul> <p><b>Reading</b></p> <p><b>Field &amp; Field Ch 20</b></p> <p>Additional reading materials and videos will be available on MyCourses.</p> <p>Hein et al (2018) Deforestation and the Paris Climate Change Agreement: An Assessment of RESS+ in the National Climate Action Plans. <i>Forest Policy and Economics</i>. Volume 90, May 2018, pages 7-11.<br/><a href="https://www.sciencedirect.com/science/article/pii/S1389934117305373">https://www.sciencedirect.com/science/article/pii/S1389934117305373</a></p>   |



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| <b>Session 14 Thursday<br/>15 July 2021</b><br><br><b>Exam 3: 60 minutes.<br/>Window from 16.00 to<br/>18.00 Thursday 14<br/>July, EEDT (Mikkeli)</b> | <b>Exam 3 will cover content from sessions 11 to 13.<br/>This exam will only be available during regularly schedule<br/>class time.</b>   |
| <b>Session 15 Friday<br/>16 July 2021</b>   | <b>Student Presentations.<br/>Students will present an economic analysis of a work of<br/>climate fiction selected from a list made available at the<br/>beginning of the course.</b> |

| <b>Grading</b>  |  |
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| <b>Course Requirements and Values</b>                       | <b>Weighting (%) or maximum points</b> |
| Requirement 1 Discussion Forum contributions                | 10%                                    |
| Requirement 2 Live session participation                    | 10%                                    |
| Requirement 3 Essay and Presentation (2000 words, 6 slides) | 20%                                    |
| Requirement 4 Exam 1 (60 minutes)                           | 20%                                    |
| Requirement 5 Exam 2 (60 minutes)                           | 20%                                    |
| Requirement 6 Exam 3 (60 minutes)                           | 20%                                    |
| <b>Total</b>  | <b>100</b>                             |
| <b>Conversion scale</b>                                     | <b>Final grade (official scale)</b>    |
| 90 - 100  | 5                                      |
| 80 - 89   | 4                                      |
| 70 - 79   | 3                                      |
| 60 - 69   | 2                                      |
| 50 - 59   | 1                                      |
| 0 - 49  | 0                                      |

| <b>ECTS GUIDELINES</b>   |                        |
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| <p>This course is a 6 ECTS unit course, following the ECTS (European Credit Transfer System) guidelines of Aalto University School of Business. The number of hours the average student is expected to work in the course is 160 (including in-class and out-of-class work).</p> |                        |
| <b>ECTS Student Workload</b>   |                        |
|  | <b>Number of Hours</b> |
| <b>Faculty-led engagement</b> (May include synchronous sessions and asynchronous interaction, eg viewing recorded lectures, distance teamwork and other peer interaction such as threaded discussions.)  | <b>45</b>              |
| <b>Self-study hours</b> (May include acquisition of content and assignment completion.)  | <b>115</b>             |

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| Work with course materials, eg required reading       | 75         |
| Exam preparation                                      | 20         |
| Individual research & writing                         | 20         |
| Team projects (meetings, research, preparation, etc.) |            |
| Other   |            |
| <b>Total of all student workload hours</b>            | <b>160</b> |

### Academic Policy Statements

#### TEXTBOOK POLICY

All required textbooks and other course materials are the responsibility of the student. It is the expectation of faculty that all students will have access to the textbooks and other reading material. If a student is not able to purchase his/her own copy of the textbook or other required reading materials, it is nonetheless the student's responsibility to find a way to complete the reading for the course.

#### COURSE PARTICIPATION

A hallmark of the Mikkeli program is student engagement in the classroom, which for this course is an online learning space. Students are expected to participate actively in the course and follow lectures and other presentations, whether synchronous ("live") or asynchronous (recorded). Assignment deadlines will be enforced as for regular courses. As always, faculty will evaluate your achievement of the learning outcomes of the course through assessment methods approved by the program director. A passive approach to the course will negatively affect your grade. In practical terms, this means that the instructor for the course will take attendance in the synchronous sessions. **Any student who is absent for 25% or more of the synchronous sessions may be dropped from the course.** The decision to drop a student from a course will be made by the instructor, who will inform Mari Syväoja, Manager of Academic Operations: [mari.syvaoja@aalto.fi](mailto:mari.syvaoja@aalto.fi).

#### CODES OF CONDUCT

Academic excellence and high achievement levels are only possible in an environment where the highest standards of academic honesty and integrity are maintained. Students are expected to abide by the Aalto University Code of Academic Integrity, other relevant codes and regulations, as well as the canons of ethical conduct within the disciplines of business and management education.

In addition, the BScBA Program has strict exam regulations in force which must be followed in all test-taking situations.

## Additional Information

### Exams

Exams may consist of a series of theoretical or discussion questions and/or essays. Students' written exams will be assessed in terms of their ability to demonstrate knowledge and understanding of the topics presented and breadth of reading. Students are allowed access to books and notes but may not discuss exams with others until they are graded. Because time constraints will limit the value of books and notes when taking exams, students should not overly rely on them when planning for exams.

### Discussion Boards

There will be a required personal introduction plus four graded discussion boards, graded based on the guidelines below. Discussion boards can be a great part of the course. Don't just try to get them done. Be thoughtful and add to the conversation. Each discussion board assignment will have additional instructions

- Read all the other posts first.
  - You are not dropping a monologue into empty space. You are engaging in conversation
- What are you adding to the conversation?
  - If you agree with a post, explain and expand, don't just agree.
  - If you disagree, do so politely and with details about why you disagree. Polite disagreement is valuable on discussion boards.
  - Cite sources. Don't say "I read that." Repeating what you read on social media is not a contribution unless you are analyzing what was said.
  - Add links to supporting information to help move the conversation forward.
- Write out your full comment in a separate document and save it. Expectations:
  - You address a significant portion of the question.
  - The answer avoids triteness and unsupported generalizations.
  - The ideas reflect critical thinking and insight.
  - There is some originality in the writer's response.
  - The content has depth and substance.
  - There are virtually no errors in punctuation or spelling, grammar or usage.
  - Sentences are smooth and carefully constructed.
  - The words chosen are clear, accurate, and precise.
  - The answer or response holds the reader's interest.
- Decide where to post it.
  - Are you replying to a thread in general, or to a particular comment in a thread? Those have separate buttons. Know which is which.
  - Start a new thread only if your thoughts do not fit into an established thread. Subject lines should be descriptive of the topic to invite readers. I suggest writing the subject line after drafting the post.
- Grading.
  - Adherence to the above guidelines will be the focus of grading.
  - Political and social viewpoints will not affect grading.

### 2000 word paper (and book selection/acquisition)

Students will each write a 2000 word essay on a single environmental issue based on the reading and analysis of a climate fiction or environmental fiction book approved by the faculty member. Students may not use the same book, and must claim the rights to a book on a discussion board, first-come, first-served. I suggest choosing books as quickly as possible. There is a pre-approved list in two parts: 1) Jaana Santala, the college

information specialist, has ordered 15 different books and can ship them to you. 2) the remainder of the approved list can be purchased at your own expense or borrowed from a library. I am amenable to book requests off the list. Email the link to a bookseller's listing for my approval.

Additional information on the assignment will be provided on MyCourses. It is expected that the standard of writing and presentation is appropriate to advanced university study. This means submitting a work that has been proof read, corrected and legible. I expect to receive a structured work which has well developed themes and logical argument. Late papers will be penalized without an approved excused absence. Papers must comply with the Citation and Referencing Guide <https://into.aalto.fi/display/enbscba/Citation+and+Referencing+Guide> and the Style Guide <https://into.aalto.fi/display/enbscba/Style+Guide+and+Cover+Page+Template+for+Assignments>.  
Due Tuesday 12 July 22.00.

### **Presentation and feedback on other presentations**

Students will be required to make a 10-minute presentation on the key components of the analysis from the 2000 word paper. Guidance for these presentations will be provided on MyCourses. Students are also expected to actively contribute to the discussion of other presentations. Slides must be uploaded 30 minutes before presentations begin to allow an orderly progression through presentations. Presentations will be approximately ten minutes to leave time for questions and discussion. Clarity and insight will be the primary characteristics sought from presentations and discussion.

### **Class preparation and participation**

The active exchange of ideas and observations is important in a policy-oriented course. This requires advance preparation and participation by students. This is particularly important when students are assigned to find their own sources of information to contribute to the class discussion. Attendance alone is not sufficient for a quality participation grade.

**Please note that late assignments will not be accepted except upon approval for urgent reasons.**