

COURSE NAME: Land Economics**CREDITS:** 3**COURSE NUMBER:** 11:373:361**SEMESTER:** Spring**INSTRUCTOR:** Edmund Tavernier**MEETING DAYS, TIMES, AND PLACE:** Meets online, asynchronous.**PREREQUISITE:** 11:373:101 or 11:373:121 or 01:220:102**STATEMENT ON DIVERSITY**

This course aims to satisfy the learning needs of all students from all backgrounds by providing a welcoming environment that respects a diversity of perspectives. I realize that students may need different levels of support and have structured the online course to draw from each other's strengths by embedding elements that promote interaction, collaboration, self-reflection, critical reasoning, and evidence-based respectful arguments. I celebrate diversity and believe that much is gained and the educational experience enriched by students working together. If you have a documented learning difference that may prevent you from fully realizing your abilities, please contact me as soon as possible to discuss accommodations that may enable you to successfully complete this course. Also reach out to the Office of Disability Services at, (848) 202-3111.

COURSE WEBSITE, RESOURCES AND MATERIALS:**Textbook**

There is no assigned textbook for this course. All course material will be developed from relevant sources and posted on Canvas.

COURSE DESCRIPTION:

This course focuses on some key aspects of land use from a policy perspective. In particular, the topics address the theory and analysis of land rent, land evaluation, efficiency of land as an input into the production process, property rights, land-based institutions, and demand aspects of land and land-based resources. The goal is to provide a broad overview of the problems related to land use and an appreciation of land as a social and natural resource.

LEARNING GOALS:

The course aims to achieve the attainment of learning goals through the following specific objectives. By the end of the course students will be able to:

- Analyze the basic aspects of land management and evaluation.
- Identify public policies affecting land use.
- Provide key elements in effective land use planning.
- Articulate concepts and considerations involved in public land management.
- Gain a basic understanding of land rent and economic welfare.
- Examine land in the production context.

ASSIGNMENTS/RESPONSIBILITIES, GRADING & ASSESSMENT:

Grading Structure

The grades for the course will be based on the following: exams – 60%; participation in forums – 20%; and assignments – 20%. There may be opportunities to earn a maximum of 5 extra points.

Assessment of Goals

The goals of this course are assessed through a combination of the above grading structure. The rubrics for the discussions and assignments are provided in the Exhibits. There will be three (3) multiple-choice exams; four (4) case studies for discussion (see Exhibit D); and three (3) homework assignments (see Exhibit C). It is my full intent, in assessing those goals, to ensure that students from diverse backgrounds who bring different perspectives to the course are well-served and to view that diversity as a resource, strength, and benefit in the assessment.

Assessment Details

Exams: There will be three (3) multiple choice exams designed to test students' understanding of the concepts identified in the learning goals.

Assignments: There will also be three (3) written homework assignments. These assignments provide practical examples of issues involved in land-use planning, the competing interests for land resources, and serve to reinforce the concepts taught and provide further opportunity for assessment. In some cases, students must demonstrate (per rubric, see Exhibit B) that they understand the central thesis of the assignment and the basic concepts discussed therein, and provide, with clarity, theoretical foundations to support their arguments. **All work must be shown.**

Discussions: Four topics will be posted for discussion. The discussions will proceed as follows. Students will be expected to summarize the assigned article and post their summary on the Discussion Forum. Each student must also comment on the summary of another student. Thus, each student will be expected to have at least two postings to the forum - a summary and a comment. To ensure, however, that students receive at least 80% of their grade for the discussions, they should plan on contributing 4 posts per discussion. Greater participation will be rewarded. The postings must demonstrate a grasp of the issues under discussion and be relevant, clearly communicated, and exhibit critical thinking skills (see rubric, Exhibit A for online discussion).

Extra Points: Students may be given the opportunity to gain extra points. That opportunity will very often be related to recent events in the news.

ACCOMODATIONS FOR STUDENTS WITH DISABILITIES

Please follow the procedures outlined at <https://ods.rutgers.edu/students/registration-form>. Full policies and procedures are at <https://ods.rutgers.edu/>

ABSENCE POLICY

Students are expected to fully participate in all class activities. If for any reason that you cannot participate, please let me know in a timely manner. You may also use the University absence reporting website <https://sims.rutgers.edu/ssra/> to indicate the date and reason for lack of participation in class activities.

LECTURE TOPICS:

The following is a list of lecture topics, some content areas, and the time interval that they will be covered.

Week I - III

1. Introduction: An in-depth look at Land Economics
 - Perspectives on and conflicts in Land Economics: Van Kooten, pp 3-9
 - Land economics: Field 261-286
 - Land, economic change, and economic doctrine: Castle.1, pp 21-37
 - An assessment of CES and Cobb-Douglas production functions: Miller pp 1-7

Week IV- VI

2. Supply of land: legal definitions and land rents
 - The legal definition of properties: Barlowe1pdf, pp 40-43
 - The economic determinants of land rent: Van Kooten, pp 15-29
3. Externalities:
 - Positive and negative externalities, role of property rights and Pigouvian taxes in negative externalities: Hackett, pp 58 - 78
4. Estimating non-market benefits: Hackett, pp 152 - 170

Week VII - IX

5. Land-use planning
 - Rationale for land-use planning: Chapin and Kaiser, pp 47 – 60
6. Land-use planning (cont'd)
 - The urban land-use planning program: Chapin and Kaiser, pp 77
7. Land-use planning (cont'd)
 - Locational requirement for land use planning; Chapin and Kaiser, pp 361 – 404

Week X - XV

8. An economic assessment of welfare measurement
 - Theory of welfare measurement: Van Kooten, pp 30 - 46
9. Urban sprawl
 - Urban sprawl and speculation: Clawson, pp 99 - 111
10. Public lands management: Van Kooten, pp 363 - 391

Exhibit A:

Rubric for participation in online discussions

Points	30	20	10	0
Quality and Number of Posts	Provides insightful and appropriate comments; makes cogent arguments <u>in posts</u> and <u>in response to</u> students' posts	Offers appropriate comments and responds respectfully to students' posts	Responds, but with minimum effort. (e.g., I agree with...)	No posting
Relevance of Posts	Stimulates discussion by broadening the scope of the topic	Posts topics that are related to discussion content	Posts topics or remarks of little or no relevance to the discussion	No posting
Contribution to the Learning Community	Elevates the discussion by motivating others to present creative arguments	Attempts to direct discussion and presents relevant viewpoints for consideration on the forum	Makes little effort to participate in the forum or elevate learning community over the semester	Lack of participation

Exhibit B:

Rubric for Writing Assignments

Points	30	20	10	0
Themes/Central Thesis	Identifies the central thesis of the assignment	Offers main idea though not clearly stated	Offers weak and vague themes/thesis	No main idea
Theoretical/Practical Underpinnings	Provides theoretical support for the central thesis	Provides clear ideas throughout most of the paper	Support for examples missing though some clear ideas exist	No support for main idea
Clarity of Argument	Makes cogent argument to support thesis/themes	Supports thesis statement with most arguments	Provides confusing arguments to support themes/thesis	Lack focus and organization

Exhibit C:

Assignment List

Assignment 1: Homework problems addressing land in the production context and land evaluation.

Assignment 2: Problems designed to address land rent, externalities, and non-market valuation.

Assignment 3: Mathematical problems addressing welfare analysis, land speculation, and population dynamics.

Exhibit D:

Topics for Discussion

Case study 1: Should cities subsidize sports and sports venues?

Case study 2: Should pollution be put to the market test?

Case study 3: Does global warming require government action?

Case study 4: Should government be in the business of managing land resources?

ACADEMIC INTEGRITY

The university's policy on Academic Integrity is available at <http://academicintegrity.rutgers.edu/academic-integrity-policy>. The principles of academic integrity require that a student:

- properly acknowledge and cite all use of the ideas, results, or words of others.
- properly acknowledge all contributors to a given piece of work.
- make sure that all work submitted as his or her own in a course or other academic activity is produced without the aid of impermissible materials or impermissible collaboration.
- obtain all data or results by ethical means and report them accurately without suppressing any results inconsistent with his or her interpretation or conclusions.
- treat all other students in an ethical manner, respecting their integrity and right to pursue their educational goals without interference. This requires that a student neither facilitate academic dishonesty by others nor obstruct their academic progress.
- uphold the canons of the ethical or professional code of the profession for which he or she is preparing.

Adherence to these principles is necessary in order to ensure that

- everyone is given proper credit for his or her ideas, words, results, and other scholarly accomplishments.
- all student work is fairly evaluated and no student has an inappropriate advantage over others.
- the academic and ethical development of all students is fostered.
- the reputation of the University for integrity in its teaching, research, and scholarship is maintained and enhanced.

Failure to uphold these principles of academic integrity threatens both the reputation of the University and the value of the degrees awarded to its students. Every member of the University community therefore bears a responsibility for ensuring that the highest standards of academic integrity are upheld.

STUDENT WELLNESS SERVICES

[Just In Case Web App](http://codu.co/cee05e) <http://codu.co/cee05e>

Access helpful mental health information and resources for yourself or a friend in a mental health crisis on your smartphone or tablet and easily contact CAPS or RUPD.

Counseling, ADAP & Psychiatric Services (CAPS)

(848) 932-7884 / 17 Senior Street, New Brunswick, NJ 08901 / www.rhscaps.rutgers.edu/

CAPS is a University mental health support service that includes counseling, alcohol and other drug assistance, and psychiatric services staffed by a team of professional within Rutgers Health services to support students' efforts to succeed at Rutgers University. CAPS offers a variety of services that include: individual therapy, group therapy and workshops, crisis intervention, referral to specialists in the community and consultation and collaboration with campus partners.

Violence Prevention & Victim Assistance (VPVA)

(848) 932-1181 / 3 Bartlett Street, New Brunswick, NJ 08901 / www.vpva.rutgers.edu/

The Office for Violence Prevention and Victim Assistance provides confidential crisis intervention, counseling and advocacy for victims of sexual and relationship violence and stalking to students, staff and faculty. To reach staff during office hours when the university is open or to reach an advocate after hours, call 848-932-1181.

Disability Services

(848) 445-6800 / Lucy Stone Hall, Suite A145, Livingston Campus, 54 Joyce Kilmer Avenue, Piscataway, NJ 08854 / <https://ods.rutgers.edu/>

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

Scarlet Listeners

(732) 247-5555 / <https://rutgers.campuslabs.com/engage/organization/scarletlisteners>

Free and confidential peer counseling and referral hotline, providing a comforting and supportive safe space.