

# Course Outline Form: Fall 2017

## General Information

**Course Code:** FARE\*4290

**Course Title:** Land Economics

### **Course Description:**

This course examines land resources in food production, rural development, and environmental quality. Property rights and international development are key subjects of analysis.

**Credit Weight:** 0.5

**Academic Department (or campus):** Dept. of Food, Agricultural and Resource Economics (FARE)

**Campus:** University of Guelph, OAC

**Semester Offering:** Fall 2017

**Class Schedule and Location:** Tuesday and Thursday, 11:30 AM – 12:50 PM, MACS, Room 121

## Instructor Information

Instructor Name: Predrag Rajsic

Instructor Email: [prajsic@uoguelph.ca](mailto:prajsic@uoguelph.ca) (please write "Fare4290" in subject line)

Office location and office hours: Room 013 MCLN, Tuesday, Thursday 1:00-2:00 PM and by appointment

## Course Content

**Specific Learning Outcomes:** Information Literacy, Quantitative Literacy, Global Understanding, Written Communication, Reading Comprehension, Intellectual Independence

### **Lecture Content:**

The course is designed to develop your capacity to:

- (1) Apply key economic concepts to land use issues;
- (2) Understand key institutions and organizations that influence land use;
- (3) Apply economic theory and empirical methods to examine contemporary land use issues in international and domestic settings.

**Course Assignments and Tests:**

Assignment or Test	Due Date	Contribution to Final Mark (%)	Learning Outcomes Assessed
Class Assignments	Throughout Semester No late assignments.	10% Hedonic Assignment Counts For: 5%.	Information Literacy Quantitative Literacy
Reading Reviews (RR)	Due in class on the date the reading is to be discussed. Must be turned in at the start of class.	10%	Written Communication Reading Comprehension Global Understanding
Midterm	October 19– in class	20%	Information Literacy Quantitative Literacy Reading Comprehension
Final Paper	November 28 – due in class	30%	Intellectual Independence Written Communication
Final Exam	Monday, Dec. 11, 2017, 8:30-10:30, Room TBA	30%	Information Literacy Quantitative Literacy Reading Comprehension Intellectual Independence

**Additional Notes (if required):**

Your final grade will be determined by your performance on the class assignments, the reading reviews, the midterm and final exam, and your final paper.

In the course outline below **RR** identifies readings that are acceptable for reading reports. You will be graded on two reading reports.

**ALL DEADLINES MUST BE MET** unless you make prior arrangements with the instructor.

### Class Assignments (10%)

Throughout the semester there will be additional assignments. These assignments may be given during class. In some cases, I will request that these assignments be turned in for the next class. Some of these assignments may be empirical while others may be designed to support class discussion. All class assignments are designed to enhance the learning outcomes of the class.

### Reading Reviews (RR) (10%)

You must complete reading responses prior to two different class meetings over the course of the semester. **These must all be completed by November 9. Only reading assignment dates with RR in the corner qualify for a reading response.** You may turn in no more than two reading reports.

Reading reviews should be two to three double-spaced pages each. (Three pages is the absolute maximum.) They must address the reading material to be discussed in a class (following the reading schedule). The reviews must be turned in at the start of class identified in the syllabus. (They will not be accepted after class.)

Reading reviews should be a *critical reflection* on one or more of the assigned reading materials for a given class. A high-quality reading review will provide *both* a summary of the article/book and thoughtful consideration of an idea or key ideas that are developed in the assigned reading material. Your reading response may assess, for example, underlying assumptions, methods, or the conclusions being drawn. The response can also assess the paper in the context of one's own knowledge and experience. The response may also draw on other literature not covered in this course.

Importantly, the summary and the critique should be clear and understandable for someone who has not read the material. Indeed, your reading review will be assessed, in part, on your ability to communicate clearly and motivate the reader.

Please review the course readings to make sure you have enough time to turn in at least two reading responses. Please note that the readings are purposefully 'front-loaded' in order to free up time at the end of the semester and allow you time to write your paper.

## Exams (50%: Midterm and Final)

The primary focus of each exam is to examine students' comprehension of the material covered in the readings, class presentation, and class discussions. All course materials, including assigned readings, in-class lectures, and discussions are examinable unless otherwise noted. Exams may include any combination of question formats including short response, multiple choice, definitions, and longer essay questions. The final exam is cumulative.

## Final Paper (30 %):

Purpose of Final Paper:

The goals of this assignment are: (1) to develop your understanding of a specific land use issue; (2) enhance your ability to apply economic concepts or approach; and (3) to improve both your research and writing skills.

Assignment:

Write a research paper that appropriately applies an economic concept or method to a land use issue of your interest. We will discuss a number of economic concepts/approaches: efficiency, open access resources, common property, anti-commons, hedonic methods, institutions, property rights and economic development, etc.

**By Nov. 11 you must turn in a working title and a brief outline of your paper. If you have questions or concerns about a paper topic, I strongly suggest you discuss it with me prior to November 11.**

Minimum Requirements:

Below I discuss a number of minimum requirements. Simply said, every paper should address these requirements. However, completing these requirements does not guarantee you a high grade. Papers will be graded using a number of criteria including: (1) meeting the minimum requirements; (2) clarity of the writing; (3) writing style; (4) clarity and appropriateness of evidence provided; (5) appropriate application of the economic concept.

*Background:*

Provide background information to illuminate the land use issue you plan to examine. In addition to describing the resource problem you will want to make it clear why this issue is important. For example, you might use the background to answer some questions like: What is

at stake? What are the current policies? What is/are the current point(s) of conflict? How are different parties situated? What are the key stakeholders and primary institutions involved?

This section may be a good place to provide background data and figures on the issue you are examining.

#### *Economic Theory/Concept or Method:*

The economic concept or method must be discussed in general and applied to the particular issue you are studying. (In some cases, but not all, a graph or figure may be useful.) You should consider this issue when developing your paper idea. In addition, it is useful to develop your concept in the context of previous research.

#### *Implications or Primary Findings*

Explain how economic theory and your investigation of the issue/problem has illuminated and/or clarified some aspect of the land use issue you are examining.

#### *Relevant References*

You must use at least one popular news source and at least two academic journal articles – in addition to any references to journal articles provided in class. You may also want to use a government resource publication. You will likely need to refer to more than one of each of these types of resources. When appropriate, be sure and support your arguments with citations. The following are *minimum* requirements:

- (a) A popular news reference (e.g., newspaper, television, radio, magazine).
- (b) Two academic references (e.g., journal article).

#### *Table and Figures*

Use at minimum two tables and/or figures to describe the land use issue and/or develop the economic concept. You must create these tables and figures.

With regard to your figures clarity in both the narrative and the figures or table is important.

- Refer to your figures in the text, for example (Figure 1): e.g., Figure 1 illustrates...
- Place the figures or tables at the end of the manuscript. Do not put them within the text.
- Number Figures: e.g., Figure 1, Table 1.
- Each figure/table should be 'stand alone'. In other words, the figure should be understandable without having to refer to the text.

- Give each figure/table a concise heading that summarizes its content.
- Avoid abbreviations when possible.
- Label axes of figures

*Format Requirements:*

The paper is expected to be up to 12 double-spaced pages (not including references and table).

Margins must be 1" (top, bottom, and both sides).

Font must be Times New Roman size 12.

Pages, *not including title page*, must be numbered.

Your paper must be covered with a title page that includes the title of your paper, your name, student number, and date.

References must follow a standard style. On the web site, I have provided you with one citation approach.

Penalty for a Late Final Paper

A late final paper will receive a penalty of 5 percentage points per each day late.

**Final examination date and time:** Mon., December 11, 2017, 8:30-10:30, Room TBA **Final exam weighting:** 30%

**Other Key Dates:**

Nov. 9            Last potential reading report date

Nov. 11          Title and outline for final paper due in class

**Course Resources**

**Required Texts:**

De Soto, H. 2000. *The Mystery of Capital: Why Capitalism Triumphs in the West and Fails Everywhere Else*. New York: Basic Books.

**Other Resources:**

Readings consist of journal articles, book chapters, and books. Journal articles and book chapters will be made available to students on the web or through library reserve.

Students should follow the reading outline below to determine when readings should be completed. Readings are expected to be completed by the date specified on the syllabus. The syllabus will be updated, as needed, throughout the course. Students are encouraged to begin reading the book as their schedule allows.

**Class Outline:**

Changes to the outline will be posted on CourseLink. Potential changes may include, revised dates, new readings or additional assignments. Students should check CourseLink each week for news of any reading changes or additions.

Articles are available on CourseLink (unless otherwise noted). The articles are identified by last name. In some cases I will provide additional articles on CourseLink in case you are interested in reading further. Faretalk podcasts are available here << <http://www.uoguelph.ca/fare/FAREtalk/index.html>>>.

Date	Subject	Reading (Author's Last Name)
<b>Property &amp; Economic Rent</b>		
<b>September 7</b>	Introduction to Class Introduction to Syllabus	No Reading
<b>September 12</b>	Land & Property Rights	Five theories of Property Rights <b>RR</b> Read: Fox (2012)
<b>September 14</b>	Land & Property Rights	<b>RR</b> Read: <i>Alchian &amp; Demsetz (RR must be on this reading)</i> Read: Deaton and Vyn (pgs. 185-191 (only) but focus on "background")
<b>September 19</b>	Modeling Tragedies and Rent Dissipation Open Access	<b>RR</b> Read: <i>Buchanan and Yoon (2000) "Symmetric Tragedies: Commons and Anticommons"</i>

<b>September 21</b>	Modeling Land Use Changes using a General Equilibrium Model	<b>RR</b> <i>Read: Rajsic and Fox (2016) "Environmental Externalities, Comparative Advantage, and the Location of Production: An Application to the Canadian Dairy Industry"</i>
<b>September 25</b>	Mystery of Capital	<b>RR</b> <i>Read: De Soto (Required Text) Chapters 1, 2</i> B&Y: Homework Due
<b>September 28</b>	Mystery of Capital	<b>RR</b> <i>Read: De Soto (Required Text) Chapters 3, 4</i>
<b>October 3</b>	Land Use Under Socialist Self-Management	<i>Rajsic (2014) "The Economy of Tito's Yugoslavia: Delaying the Inevitable Collapse"</i>  <b>RR</b> <i>Read: Lukovic (2015) "The Country Road to Revolution: Transforming Individual Peasant Property into Socialist Property in Yugoslavia"</i>
<b><i>Economics of Land Policy</i></b>		
<b>October 5</b>	Challenges in Land Use Planning Regulatory Takings	<i>De Soto (Chapter 5)</i> <b>RR</b> <i>Read: Pasour (1983) "Land-Use Planning: Implications of the Economic Calculation Debate"</i>
<b>October 10</b>	Holiday	No Class
<b>October 12</b>	Evidence-Based Land Policy	<i>Rajsic and Fox (2015) – Read only "The Theory of Market and Nonmarket Failure as an Evidence-based Policy Framework"</i>  <b>RR</b> <i>Read: Fox and Wang (2016) "An Economic Analysis of Rural Land Use Policies in Ontario"</i>
<b>October 17</b>	<i>Overview for Midterm</i>	
<b>October 19</b>	<u><i>Midterm Exam</i></u>	

<b>Applied Topics</b>		
<b>October 24</b>	Lecture on Haiti	<b>RR</b> Read: <i>Schlager and Ostrom (1992) "Property-Rights Regimes and Natural Resources: A Conceptual Analysis"</i> Guest Lecture: <i>Liam Kelly</i>
<b>October 26</b>	Introduction to Ontario Land Issues:	Listen to Brady Deaton's presentation in Ottawa on land use issues. (Ottawa Conference) < <a href="http://www.youtube.com/watch?v=1niqXtQVtXU">http://www.youtube.com/watch?v=1niqXtQVtXU</a> > Guest Lecture: <i>Robin Lee Norris "Land Use Planning in Ontario"</i>
<b>October 31</b>	<i>Hedonic Methods</i>	<b>RR</b> Read: Kohlhase (1991) " <i>The impact of toxic waste sites on housing values</i> " Review handout provided in Oct. 24 Class
<b>November 2</b>	Discuss Midterm/Hed.	Discuss Hedonic homework <i>Class Discussion of Final Paper</i> Discuss Midterm
<b>November 7</b>	Hedonic Methods	Students Identify an economic journal article that they have read. Provide a 1-page summary and be prepared to discuss and present the article with the class. (One page article Summary –not an <b>RR</b> must be turned in.)
<b>November 9</b>	Hedonic and Turbines	<b>RR:</b> Read: Vyn (2014) "Effects of Wind Turbines on Property Values in Ontario: Does Public Perception Match Empirical Evidence"  Required: Listen to podcast done by Land Econ Class: << <a href="http://www.uoguelph.ca/fare/FAREtalk/index.html#wind_turbines">http://www.uoguelph.ca/fare/FAREtalk/index.html#wind turbines</a> >>
<b>November 11</b>	Class Debate  Hedonic Assignment	Wind Turbines RA  Hedonic Assignment Due <u><i>Title and Draft Outline Due</i></u>

<b>November 14</b>	Land Tenure and Agriculture	<i>Anderson and Lueck (1992) "Land Tenure and Agricultural Productivity on Indian Reservation"</i>
<b>November 16</b>	Crown Land in Canada	Rajsic et al. (2017) "Cross Jurisdictional Scan of Options for Access to Crown Land for Agriculture n in Canada with Implications for the Ontario Clay Belt"
<b>Concluding Section &amp; Reflections</b>		
<b>November 16</b>	The Mystery of Capital	<i>De Soto (Chapter 6)</i>
<b>November 21</b>	The Mystery of Capital	<i>De Soto (Chapter 7)</i>
<b>November 23</b>	Broader Context of Wind Turbines	Gallant and Fox (2011) "Omitted Costs, Inflated Benefits: Renewable Energy Policy in Ontario"
<b>November 28</b>	Limits of the Economic Way of Thinking Final Paper Due in Class/Discussion	Volokh (2011) "Rationality or Rationalism: The Positive and Normative Flaws of Cost-Benefit Analysis"
<b>November 30</b>	Discussion of Final Exam/Overview of Class	No Readings

## Course Policies

**Grading Policies:** NA

**Course Policy on Group Work:** NA

**Course Policy regarding use of electronic devices and recording of lectures:**

Electronic recording of classes is expressly forbidden without consent of the instructor. When recordings are permitted they are solely for the use of the authorized student and may not be reproduced, or transmitted to others, without the express written consent of the instructor.

## **University Policies**

### **Academic Consideration:**

The University of Guelph is committed to supporting students in their learning experiences and responding to their individual needs and is aware that a variety of situations or events beyond the student's control may affect academic performance. Support is provided to accommodate academic needs in the face of personal difficulties or unforeseen events in the form of Academic Consideration.

Information on regulations and procedures for Academic Consideration, Appeals and Petitions, including categories, grounds, timelines and appeals can be found in [Section VIII \(Undergraduate Degree Regulations and Procedures\) of the Undergraduate Calendar](#).

### **Academic Misconduct:**

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community, faculty, staff, and students to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring.

University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection. Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

Detailed information regarding the Academic Misconduct policy is available in [Section VIII \(Undergraduate Degree Regulations and Procedures\) of the Undergraduate Calendar](#).

### **Accessibility:**

The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This relationship is based on respect of individual rights, the dignity of the individual and the University community's shared commitment to an open and supportive learning environment. Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact the Student Accessibility Services (SAS), formerly Centre for Students with Disabilities (CSD), as soon as possible.

For more information, contact SAS at 519-824-4120 ext. 56208 or email [sas@uoguelph.ca](mailto:sas@uoguelph.ca) or visit the [Student Accessibility Services website \(http://www.uoguelph.ca/csd/\)](http://www.uoguelph.ca/csd/).

### **Course Evaluation Information:**

End of semester course and instructor evaluations provide students the opportunity to have their comments and opinions used as an important component in the Faculty Tenure and Promotion process, and as valuable feedback to help instructors enhance the quality of their teaching effectiveness and course delivery.

While many course evaluations are conducted in class others are now conducted online. Please refer to the [Course and Instructor Evaluation Website](#) for more information.

### **Drop period:**

The drop period for single semester courses starts at the beginning of the add period and extends to the Fortieth (40th) class day of the current semester (the last date to drop a single semester courses without academic penalty) which is listed in [Section III \(Schedule of Dates\) of the Undergraduate Calendar](#).

The drop period for two semester courses starts at the beginning of the add period in the first semester and extends to the last day of the add period in the second semester.

Information about Dropping Courses can be found in [Section VIII \(Undergraduate Degree Regulations and Procedures\) of the Undergraduate Calendar](#).