



AEB4242 - INTERNATIONAL TRADE POLICY IN AGRICULTURE
Spring 2020, Class Number: 24144, 3 credits

- LECTURE:** MWF 11:45 AM - 12:35 PM (Period 5) at FLG 0230.
- INSTRUCTOR:** Dr. Olesya Savchenko
Office: 1183 McCarty A
Email: olesya.savchenko@ufl.edu (best way to reach me)
Phone: 352.294.7634
- TA:** Md Azhar Uddin
Office: 1094 MCCB – office G
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- OFFICE HOURS:** MW 2:00 PM – 3:00 PM (Instructor), or by appointment. You are always welcome to stop by my office any time the door is open.
T 12:00 PM – 1:00 PM (TA)
R 9:30AM – 10:30 AM (TA)
- PREREQUISITES:** AEB 3103 (Principles of Food and Resource Economics) OR ECO 2023 (Principles of Microeconomics) OR Consent of instructor.

COURSE DESCRIPTION:

This course is designed as a lecture-discussion to explore issues related to trade, agriculture, food, and environmental policies at the international, national and local levels. We will explore the role of international trade policy in agriculture and examine the effects of trade policies on domestic and international prices, consumption, production, trade and government revenues. We will address the impact of current trade issues on the agricultural sector. Economic tools will be used to analyze existing policies and their implications for various stakeholders.

COURSE OBJECTIVES:

Given active participation and engagement throughout the class, at the end of this course students will:

1. Develop basic understanding of the U.S. agricultural and trade, food and environmental policies.
2. Understand the role of the U.S. government and international institutions in the design and formation of domestic and international policies.
3. Apply economic tools and intuition to analyze contemporary policy issues and their impacts on producers, consumers, taxpayers.
4. Critically evaluate policies from the international, national and local perspectives to determine how they impact various stakeholders.

EXPECTATIONS FOR AEB 4242 STUDENTS:

To be successful in this course, a student should:

1. Attend each lecture and arrive to class on time
2. Complete assigned readings prior to the respective lecture(s)
3. Participate in class discussions
4. Be involved with his/her team
5. Study the lecture/posted course materials

STUDENT FEEDBACK:

I welcome students' feedback about the course, including content, assignments, and the style of lectures and discussions. I am committed to making this course a positive and valuable learning experience for each student. I will be collecting your feedback throughout the semester using anonymous surveys. You are also always welcome to talk to me directly.

TEACHING APPROACH:

In class I will act as a lecturer, facilitator, and discussion moderator to help you gain understanding of a range of policy issues, identify linkages between international trade and domestic policies, and apply economic analysis to evaluate policy impacts. The course will consist of a blend of lectures, discussions and in class group activities, all aimed at helping you learn the material. Your active participation in these activities will create a positive, valuable and productive learning experience.

Case study method: Students in this class will be exposed to case study analysis and discussion of selected cases studies relevant to policies covered in class. Cases provide a way for students to gain a basis for analysis, problem-solving, and decision-making necessary for successful professional careers.

COURSE MATERIALS: There is no required textbook for this class. The instructor will cover the material in lectures and will provide the students with assigned reading material (e.g. research and news articles, books excerpts) on Canvas. Students are expected to complete all assigned reading materials prior to coming to class and be prepared to discuss them in class.

Top Hat – This course will use the Top Hat (www.tophat.com) classroom response system in class that will enable each student to submit answers to in-class questions using Apple or Android smartphones & tablets, laptops, or through text message. Go to <https://success.tophat.com/s/article/Student-Top-Hat-Overview-and-Getting-Started-Guide> to learn how to register for an account and how to use it. An email invitation will be sent to you by email, but if you don't receive this email, you can register by visiting our course website: <https://app.tophat.com/e/179221>. Note: our Course Join Code is **888203**. Top Hat will require a paid subscription, and a full breakdown of all subscription options available can be found here: www.tophat.com/pricing. For assistance with Top Hat at any time, contact Top Hat Support Team via email (support@tophat.com), the in app support button, or by calling 1-888-663-5491.

Course packet– Available for purchase from Harvard Business Publishing (after you register as a “student” user). This packet contains cases and articles which we will be using during class. Website: <https://hbsp.harvard.edu/import/692555>.

Canvas – To access this course on Canvas login in using your Gatorlink username and password via <http://elearning.ufl.edu>.

COURSE EVALUATION:

Your final grade will consist of the following components:

Graded Activity	Activity Type	Points	% of Grade
Contribution to in class discussions	Individual	80	10%
Quizzes, homework, in-class activities (8 out of 10)	Individual or Team	120	15%
Case study analysis memos (2 out of 3)	Individual or Team	160	20%
Exams (2)	Individual	240	30%
Final group project report & presentation	Team	200	25%
TOTAL		800	100%

The following grading scale will be used:

93 – 100%	A	80 – 82.9	B-	66 – 69.9	D+
90 – 92.9	A-	76 – 79.9	C+	63 – 65.9	D
86 – 89.9	B+	73 – 75.9	C	60 – 62.9	D –
83 – 85.9	B	70 – 72.9	C-	≤59.9	E

IMPORTANT: After any grade is posted, should you believe that your exam/assignment is incorrectly graded or that your grade was posted incorrectly, please contact the instructor of the current module as soon as possible. After seven days have passed, your posted grade will be assumed to be correct, accurate and final.

COURSE ASSIGNMENTS:

Contribution to In-Class Discussions (10%):

Contribution: this is a lecture - discussion class, therefore, thoughtful contribution to class discussions is critical for your success in this course and for creating an active and productive learning environment for all students. The quality of your learning experience in this course will directly depend on (1) your preparation, active participation in discussions and listening and (2) your classmates' preparation, participation and listening our classmates. It is only through your contributions during class discussions that you can demonstrate your knowledge of class material and how it applies to case studies we analyze. What you will gain in this class directly depends on what you put in. Discussions of policy analysis will necessarily involve different and opposing opinions. Respectful discussions and debates of issues or opposing opinions relevant to policies covered in class are welcome. This component of your grade will be graded based on your contribution to the learning process. Therefore, I will evaluate both the quantity and quality of your contribution to class discussion by both expressing your opinions in class, actively participating in group activities and answering TopHat questions. To effectively participate in classroom discussions, students need to make sure to read all the assigned readings prior to coming to class.

Attendance: Class attendance is critically important to help you learn the material and will be recorded using Top Hat and the activities we do in class. I will take attendance randomly. Keep in mind that if you are not in class, you will not be able to contribute to in class discussions and this component of your grade will be reduced. Each student will have 3 (three) 'free' absences, no questions asked, no penalty. All additional absences will reduce this portion of your grade. Be on time! Being late to class is disruptive and disrespectful to your fellow students.

Quizzes, Homework, In-Class Activities (best 8 out of 10; 15%):

Throughout the semester, students will complete 10 graded quizzes or in-class application activities. Two lowest grades for these activities will be dropped. Quizzes will test students' basic understanding of the material and will be announced ahead of time and will draw on the material presented in lectures. Homework and in-class application activities will require students to apply the material to a specific policy issue.

Case Study Analysis Memos (20%):

Throughout this course, we will analyze 3 cases. Each student is expected to read and thoroughly analyze each of the 4 cases to be able to participate in case discussion and learn the material. Each student will submit case analysis for 2 out of 3 cases (selected by the students). Case analysis will be conducted in three parts to facilitate learning and guide analysis. This assignment will consist of three parts:

1. Part I – students will be provided with discussion questions that will answer and submit prior to case discussion in class.
2. Part II – students will participate in depth discussion of the case in class both in group settings and as an entire class.
3. Part III – students will write their final analysis and opinions on the case. This analysis should be more than 2 pages (single-spaced, 12-point Times New Roman font).

Each case will be tailored to the specific material covered in lecture to provide students with an opportunity to analyze real world issues related to international policy. Students have an option of working on these cases individually or in small groups (2 and no more than 3 students per group). I don't require group work for this assignment, but I strongly recommend it as case analysis is challenging and you will benefit greatly from discussing the case with someone. If you choose to work in a group, you will need to let me know who you will be working with by the deadline specified in the course outline below. Due dates for submission of Part I and Part III of the assignments will depend on which cases students select to analyze for submission and are outlined in the course schedule.

Exams (30%):

There will be 2 exams on the material covered in class, including graded and non-graded homework assignments. Exams will consist of multiple-choice questions, short answers and problems that apply economic tools to policy analysis. Makeup exams will not be allowed.

Final group project report & presentation (25%):

Students will be assigned to teams of 2 to 4 students. Each team will work on a project that analyzes a current policy issue of their choice related to international trade, agricultural, environmental or food policies covered in class. This project will require students to

1. identify the policy issue of interest and submit a project proposal;
2. describe why it is an issue in the U.S. and/or internationally,
3. use economic tools to analyze the issue and propose potential solutions,
4. demonstrate how this issue affects different groups/stakeholders.

Experiential learning component: A critical part of this project will be to engage local stakeholders who are involved/affected by the issue analyzed by each team (e.g. farmers/consumers/local NGOs, etc.) through stakeholder interviews. Students will present their projects in class and will submit a two-page report. Stakeholder engagement will be demonstrated through pictures and videos embedded in the presentations. Additional instructions will be provided to help you complete the project. A detailed grading rubric will be also provided to ensure each team understands how the points for this assignment are allocated. Final project reports will be due on the date of the final exam.

NOTE: ANY AND ALL ITEMS PRESENTED ON THIS SYLLABUS ARE SUBJECT TO CHANGE. ANY CHANGES AND ADDITIONAL ANNOUNCEMENTS WILL BE MADE IN CLASS AS THE SEMESTER PROGRESSES. BY ENROLLING IN THIS CLASS, YOU AGREE TO THE TERMS OUTLINED IN THIS SYLLABUS.

COURSE OUTLINE AND KEY DATES.

Dates are subject to change based on progression through the material

Modules	Topics covered	Assignments & Key Dates
Module 1	<i>International Trade & U.S. Agricultural Policy</i>	
	Introduction to policy issues and analysis	Form groups for case analysis – Jan 17
	Overview of U.S. agriculture & trade	
	History and the current state of Farm Bill	Homework #1 – Jan 24
	Review of economic analysis tools	
	International trade agreements and institutions	Form groups for case analysis – Jan 24
	Trade actors, instruments and stakeholders	
	North American Free Trade Agreement	WTO case Part I – Jan 31
	United States–Mexico–Canada Agreement	WTO case memo – Feb 7
	U.S.- China trader war	
	Trade dumping	Proposal for a final project – Feb 14
Module 2	<i>Food & Nutrition Policy</i>	US-China trade war case Part I – Feb 21 US-China trade war memo – Feb 28
	Food security & agriculture	
	Food safety policies in the U.S. & internationally	Exam # 1 – Mar 11
	U.S. nutrition policies & programs (SNAP)	
	Food labeling policy in the U.S. & internationally	Homework #2 – Mar 20
	Food waste policy	
	Fair trade policies	Climate change case Part I – Mar 27 Climate change memo – Apr 3
Module 3	<i>Environmental Policy</i>	Exam #2 – Apr 8
	International climate agreements	
	Pollution abatement policies	Final project presentations start – Apr 10
	Individual household actions to reduce nonpoint pollution	Final project reports – Apr 30
	Behavioral economics & adoption of conservation practices by farmers	
	Water policy in the U.S. & Florida	

COURSE & UNIVERSITY POLICIES

This syllabus is a contract between the students and the instructor. Each student can be assured that I will hold everyone to the same standards and policies.

ONLINE 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. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open for students to complete during the last two or

three weeks of the semester; students will be notified of the specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results>.

GRADES AND GRADE POINTS: For information on current UF policies for assigning grade points, see <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>.

ABSENCES AND MAKE-UP WORK: 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>.

ACADEMIC HONESTY: 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.” 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: <http://www.dso.ufl.edu/SCCR/honorcodes/honorcode.php>.

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.

YOU WELLBEING & CAMPUS HELPING 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.

- U Matter We Care, www.umatter.ufl.edu
- University Counseling & Wellness Center, 3190 Radio Road, 352-392-575, www.counseling.ufl.edu/cwc
- Sexual Assault Recovery Services, Infirmary Building, 352-392-1161
- Career Resource Center, First Floor JWRU, 352-392-1601, www.crc.ufl.edu
- University Police Department, 352-392-1111

SERVICES FOR STUDENTS WITH DISABILITIES: The Disability Resource Center coordinates the needed accommodations of students with disabilities. This includes registering disabilities, recommending academic accommodations within the classroom, accessing special adaptive computer equipment, providing interpretation services and mediating faculty-student disability related issues. Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation [0001 Reid Hall, 352-392-8565, www.dso.ufl.edu/drc].