

**AEB4325: CONTEMPORARY ISSUES IN AGRIBUSINESS
MANAGEMENT**

FALL 2023. CLASS NUMBER: 29128, 3 CREDITS

W | Period 7 (1:55 PM - 2:45 PM) & ONLINE

GENERAL COURSE INFORMATION

Instructor: **Dr. Olesya Savchenko**
1183 McCarty A
olesya.savchenko@ufl.edu

Teaching Assistant: **Robert Clark**
2120 McCarty B
rdclark11@ufl.edu

Classroom

Location: We will meet in the classroom on Wednesdays and the rest of the course is online.

Office hours: W 2:00PM – 3:00PM, or by appointment (Instructor)
TR 11:00AM – 12:00PM, or by appointment (TA)

**Undergraduate
Advisor:** **Danielle Shu**
1170B McCarty Hall A
dshu@ufl.edu | 352.294.7640 | [Schedule an appointment](#)

**Undergraduate
Coordinator:** **Dr. Misti Sharp**
1189 McCarty Hall A
mistisharp@ufl.edu | 352.294.7632 | [Schedule an appointment](#)

**FRE Technology
Assistance:** **Dave Depatie**
1197 McCarty Hall A
ddepatie@ufl.edu | 352.394.7641

Communication: The best way to get a hold of myself or our TA is by emailing us either to our emails or via Canvas. Include “AEB4325” in the subject line of your email. Make sure to [enable emails for course announcements](#) and read this syllabus thoroughly. I will post important announcements on Canvas sparingly and will not answer questions by email that are already answered via canvas announcements or the course syllabus.

COURSE DESCRIPTION

Course catalogue: A capstone course utilizing economic concepts to address the interaction between the political process that legislates domestic agricultural, environmental and international trade policy, micro- and macro-economic principles, private business decisions taken by firms in response to public policies, and ethical considerations in developing and implementing public policy.

COURSE LEARNING OBJECTIVES

Given active engagement in this course, at the end of this course students will:

1. Understand the key concepts of strategy formulation and competitive analysis.
2. Synthesize knowledge across business functional areas and apply this knowledge to the analysis of real-world contemporary agribusiness management issues.
3. Evaluate how domestic and international policies impact private business decision making.
4. Master the art of informed decision-making, critical-thinking, strategic management, and business analysis.
5. Develop effective written and oral communication skills and ability to work well in a team environment.

COURSE STRUCTURE & TEACHING APPROACH

This is a hybrid course that combines elements of online and face-to-face instruction. The instructor will post instructional materials and assessments online (e.g., lecture recordings, lecture slides, online quizzes and other assignments), while during our meetings in class we will apply the material learned in lectures by analyzing and discussing agribusiness case studies.

In the classroom I will act as a facilitator, moderator and a lecturer to help you gain understanding of strategic management, identify linkages between strategy and other business functional areas, and apply the concepts of strategic management and competitive advantage to the analysis of real-world business situations using case studies. The face-to-face component of the course is heavily based on students' active engagement in discussions of the material and case analysis. Therefore, active participation is critical for learning.

Case study method: Students in this class will be engaged in case study analyses and discussions of selected case 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. To facilitate learning, case study analysis will be conducted through discussions and written case study memos.

EXPECTATIONS FOR AEB 4325 STUDENTS

To be successful in this course, a student should:

1. Attend every class.
2. Study online lecture and other course materials posted on Canvas.
3. Complete all assigned readings **prior** to the respective lecture(s) and be prepared to discuss readings in class.
4. Participate in class discussions.

5. Be involved with your team and do your part towards completing team assignments.

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 valuable and positive 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.

COURSE MATERIALS

Required:

- **Textbook:** *Strategic Management* (6th or 5th edition) by Frank Rothaermel.
- **Course packet:** Available for purchase from Harvard Business Publishing. This packet includes policy case studies we will analyze in class. To purchase the packet, you need to first register as a "student" user. This packet contains cases we will be analyzing and discussing in class. The link to the course packet will be provided on Canvas.
- **Canvas:** Additional materials will be posted on Canvas. To access this course on Canvas login in using your Gatorlink username & password via <http://elearning.ufl.edu>.

Supplementary:

1. *The Case Study Handbook: A Students' Guide* by Ellet William, Harvard Business Review Press, 2018. (Available online through UF library)

COURSE EVALUATION

- **Feedback/evaluation:** Students will receive feedback on the assignments and grades from the instructor and TA. If at any time you fall behind, let me know as soon as possible when you realize this is happening. Do not wait until the end of the semester as I will not be able to do much to help you at that point.
- **Due dates:** All assignments must be turned in by the indicated due date. I will allow a 15-minute grace period after the deadline after which there will be an automatic **10% deduction**. **No late work will be accepted after the last day of classes.**
- **Re-grade policy:** 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 within 7 days. To be considered, you must provide (1) the graded work in question and (2) a written explanation of why you are requesting the re-grade. **After 7 days have passed, your posted grade will be assumed to be correct and final.**
- **Course grade components:**

| Graded Activity | Activity Type | Points | % of Grade |
|--|--------------------|------------|-------------|
| Contribution to Discussions/Leadership of Case Study Discussions | Individual | 100 | 20% |
| Case Study Memos | Individual or Team | 100 | 20% |
| Quizzes/ Homework / In-Class Activities | Individual or Team | 80 | 16% |
| Exams (2) | | 120 | 24% |
| Final Group Case Analysis & Presentation | Team | 100 | 20% |
| TOTAL | | 500 | 100% |

- **Grading scale:**

| | | | | | |
|-----------|----|-----------|----|-----------|-----|
| 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 |

COURSE ASSIGNMENTS & EXPECTATIONS

Contribution/Leadership to Case Discussions (20%):

Contribution: The face-to-face component of this course is going to be mostly discussion-based as we apply online lecture material, analyze, and discuss case studies in the classroom. 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 your and your classmates' preparation, active participation in discussions and listening to peers. It is only through your contributions during class discussions that you can demonstrate your knowledge of class material and how it applies to the case studies we analyze. What you will gain in this class directly depends on what you put in – not just in terms of preparing for the class (reading and analyzing cases), but also in terms your willingness to listen to and be open to ideas of other students, ability to defend your position with carefully constructed arguments. Because cases analysis uses real business situations that often involve uncertainty, risk and lack of information, it is inevitable that different solutions will be proposed. Respectful discussion of issues or opposing opinions relevant to the case is 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.

Leadership: Students in small groups will be assigned to lead one case study discussion. This implies that in addition to preparing for the case as you would to contribute, you will be responsible for talking about the problem and company analysis, alternatives and recommendations and your team will need to pose questions to the rest of the teammates, i.e. lead the discussion. During these sessions we will have a flipped classroom – your job is to educate your fellow classmates and the instructor on your case.

Brief Case Memos (20%):

Throughout this course, we will analyze a series of business case studies. Each student is expected to prepare 2-page (single-spaced, 12-point Times New Roman font) case study memos on 4 case studies we analyze. Students will be provided with discussion questions that will guide their analysis. Each case will be tailored to the specific material covered in lecture and the textbook to enable students to apply the theory to real world business issues. I will provide general guidance on how to complete case analysis and we will analyze one practice case as a class to ensure that each student understands the case study method and is well-equipped to do the analysis. Students have an option of working on these cases individually or in small groups (no more than 2 students per group).

Quizzes, Homework, In-Class Activities (16%):

Quizzes and homework assignments will be posted and submitted online. Quizzes will test students' basic understanding of the material and will be announced ahead of time and will draw on the material presented in online lectures and textbook. Homework and in-class application activities will require students to apply the material to a specific business challenge and will be typically completed in small groups in the classroom.

Exams (24%):

There will be two exams in this course that will test students' understanding of course material covered in online lectures and textbook. Exams will include multiple choice and short-answer questions, which will require students to demonstrate how to apply business concepts to a real business challenge. Exams will take place in the classroom.

Final Group Case Analysis & Presentation (20%):

This is a comprehensive case analysis assignment that will be prepared in groups and presented at the end of the course. Unlike the brief case assignments that are shorter, the final group case analysis should be 3-5 pages long (single-spaced, 12-point Times New Roman font) not including tables, graphs, and references included in the appendix. This case analysis will require students to synthesize and apply the knowledge and concepts of business strategy and competitive advantage learned throughout the entire semester. This case will be assigned early in the semester

to ensure that students have sufficient time to analyze it and prepare it for presentation. While completing this assignment, students will assume the role of business consultants presenting their analysis to the board of directors. Therefore, the written portion of this assignment must look professional, be original and written using proper English grammar and formal language. You will be graded based on the comprehensiveness of your analysis, but points will be deducted if a report is not well formatted, looks sloppy or has grammatical errors. Each group will also present their analysis in a 20-minute presentation. Presentations should communicate the key points of the analysis and must be professional, clear and to the point.

Peer evaluation of group members: Each group is encouraged to develop and set clear guidelines for their groups. At the end of the semester, each group member will have an opportunity to evaluate other members of the group based on their contributions toward the completion of the final group case study analysis and presentation. The goal of these evaluations is to assist the instructor in determining an individual student's contribution to the case analyses and group discussion. These evaluations will be confidential. Only aggregate numbers will be discussed with students.

Note: Any and all items presented on this syllabus are subject to change. Any changes and additional announcements will be communicated through canvas and in class as the semester progresses. By enrolling in this class, you agree to the terms outlined in this syllabus.

*****Detailed course schedule is provided to students on Canvas *****

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.

COURSE NETIQUETTE

This course will you a blend of face-to-face and online instruction. Please remember that online classroom is in fact a classroom, and certain behaviors are expected when you communicate with the instructor and your peers. When communicative online you should always:

- Treat your instructor and classmates with respect in email or any other communication.
- Always use your professors' proper title: Dr. or Prof.
- Unless specifically invited, don't refer to your instructor by first name.
- Use clear and concise language.

- Remember that all college level communication should have correct spelling and grammar (this includes discussion boards).
- Avoid slang terms such as “wassup?” and texting abbreviations such as “u” instead of “you.”
- Use standard fonts such as Ariel, Calibri or Times new Roman and use a size 10 or 12 pt. font
- Avoid using the caps lock feature AS IT CAN BE INTERPRETTED AS YELLING.
- Limit and possibly avoid the use of emoticons like :) or 😊.
- Be cautious when using humor or sarcasm as tone is sometimes lost in an email or discussion post and your message might be taken seriously or sound offensive.
- Be careful with personal information (both yours and other’s).
- Do not send confidential information via e-mail.

EMAIL NETIQUETTE

- Always start the subject line with AEB4325, followed by a short, descriptive subject line.
- Always use your professors’ proper title: Dr. or Prof.
- Be brief.
- Sign your message with your name and return e-mail address.

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 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 are 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 <https://ufl.bluera.com/ufl>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results>.

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 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 Honor Code and Student Conduct Code.

STUDENT PRIVACY

There are federal laws protecting your privacy with regards to grades earned in courses and on individual assignments. For more information, please see the [Notification to Students of FERPA Rights](#).

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 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.

GRADES AND GRADE POINTS

For information on current UF policies for assigning grade points, see <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>.

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/UGRD/academic-regulations/attendance-policies/>.

ACADEMIC HONESTY

I take academic honesty very seriously and expect that you will too. 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/process/student-conduct-honor-code>.

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.

YOUR 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.

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,
<https://disability.ufl.edu/>

Campus Helping Resources

Students experiencing crises or personal problems that interfere with their general wellbeing 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 visit [U Matter, We Care website](#) to refer or report a concern and a team member will reach out to the student in distress.

Counseling and Wellness Center: [Visit the Counseling and Wellness Center website](#) or call 352-392-1575 for information on crisis services as well as non-crisis services. Address: 3190 Radio Road. Services provided:

- Counseling services
- Groups and workshops
- Outreach and consultation
- Self-help library
- Wellness coaching

Student Success Initiative: <https://studentsuccess.ufl.edu/> Services provided:

- Advising
- Peer mentoring
- Coaching
- Peer tutoring

Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need, or [visit the Student Health Care Center website](#).

ACADEMIC RESOURCES

- *E-learning technical support:* Contact the [UF Computing Help Desk](#) at 352-392-4357 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:* Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.

- [Writing Studio](#): 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.
- *Student Complaints On-Campus*: [Visit the Student Honor Code and Student Conduct Code webpage for more information.](#)
- *On-Line Students Complaints*: [View the Distance Learning Student Complaint Process.](#)

LAUREN'S PROMISE: I will listen and believe you if someone is threatening you.

Lauren McCluskey, a 21-year old honors student athlete, was murdered on October 22, 2018, by a man she briefly dated on the University of Utah Campus. We must all take actions to ensure this never happens again. Any form of sexual harassment or violence will not be excused or tolerated at the University of Florida.

If you are experiencing sexual assault, relationship violence, or stalking, you can take the following actions:

- If you are in immediate danger, call 911.
- Report it to me, and I will connect you to resources.
- Seek confidential sources of support and help:
 - [UFPD Office of Victim Services](#): 51 Museum Road, 352-392-5648
 - [Sexual Assault Recovery Services \(SARS\)](#): Infirmary Building, 352-392-1161
 - Alachua County Rape Crisis Center (confidential): 352-264-6760

Diversity, Equity, and Inclusion

The University of Florida's College of Agricultural and Life Sciences (CALs) supports the University of Florida's commitment to diversity, equity, and inclusion. By fostering a sense of belonging for students, staff, and faculty, while leveraging the uniqueness of the people who study and work at the university, we believe our campus community is enriched and enhanced by diversity, including but not limited to, race, ethnicity, national origin, gender, gender identity, sexuality, class, and religion. This course will support an understanding of the diversity of our distance and campus communities as well as our agricultural and natural resource communities, locally and globally.

This course will strive to create a learning environment for students that supports a diversity of thoughts, perspectives, and experiences while honoring your identities. In this class we will take the following approaches to help achieve this:

- All course participants will use the names and pronouns provided by students for use in class. If these differ from those that appear in official university records, you can change your Display Name at One.UF.
- If your performance in this course is being impacted by your experiences inside and/or outside the classroom, do not hesitate to contact the instructor and/or teaching assistant (TA). Instructors in CALs are a great resource for you and you may provide feedback

anonymously. Feedback may result in general announcements to the class, if necessary, or reporting to appropriate UF personnel to address your concerns.

- CALS instructors and TAs like many people, are still in the process of learning about diverse perspectives and identities. If something was said in class (by anyone) that makes you feel uncomfortable, please discuss with your instructor or TA or contact the CALS Dean's Office (cals-dean@ufl.edu).