

GENERAL COURSE INFORMATION

Instructor: **Dr. Olesya Savchenko**
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Teaching Assistant: **Robert Clark**
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Classroom

Location: [LIT 0113](#)

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

Undergraduate Advisor: **Danielle Shu**
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Communication: The best way to get a hold of myself or our TA is by emailing us either to our emails or via Canvas. 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: Explores the role of international trade policy in agriculture and examines the effects of trade policies on domestic and international prices, consumption, production, trade and government revenues. Addresses impact of current trade issues on the agricultural sector. (S)

More detailed: This undergraduate course is designed as a lecture-discussion to explore important policy topics related to the U.S. agriculture, including food, trade and the environmental policies. We will address the impact of current trade, food and environmental issues and policy decisions on the agricultural sector. Economic tools will be used to analyze existing policies and their implications for relevant stakeholders. This course will provide a broad understanding of how policy actions in agriculture and trade impact not only producers' incomes, but also the well-being of consumers, the economic viability of rural communities, and the quality of environmental resources worldwide.

Prerequisites: [AEB 3103](#) (Principles of Food and Resource Economics) OR [ECO 2023](#) (Principles of Microeconomics) OR Consent of instructor.

COURSE LEARNING OBJECTIVES

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

1. Develop a broad understanding of the U.S. agricultural, food, trade, and environmental policies.
2. Apply economic tools and intuition to analyze contemporary policy issues and measure their impacts on prices, producers, consumers, and the government.
3. Evaluate the impacts of alternative policy options to determine how they impact various stakeholders.
4. Understand the role the U.S. government and international institutions, such as the World Trade Organization, play in the design and formation of domestic and international policies.
5. Formulate an objective opinion about current alternative policy options by performing economic analysis of the impacts these policies have on various stakeholders.
6. Develop the ability to make analytical arguments and communicate them in written and oral forms.

COURSE STRUCTURE & 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 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 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 4242 STUDENTS

To be successful in this course, a student should:

1. Attend every class.
2. Study the 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

- **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:** There is no required textbook for this class. The instructor will cover the material in lectures and will provide students with assigned reading material (e.g. research and news articles, books excerpts, etc.). All relevant class material will be posted on the Canvas course website. To access this course on Canvas login in using your Gatorlink username & password via <http://elearning.ufl.edu>.

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 case study discussion labs & presentation of policy news reports	Individual & Team	120	15%
Case study memos (best 3 out of 4)	Individual or team	90	11%
Quizzes, in-class & take-home activities	Individual or team	110	14%
Policy Briefs (2)	Individual	200	25%
Group project	Team	200	25%
Overall engagement in the course and all its activities	Individual	80	10%
TOTAL		800	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 to Case Study Discussion Labs & Presentation of Policy News Reports (15%):

This is a lecture - discussion class, therefore, thoughtful contribution is critical for your success in this course and for creating an active and productive learning environment for all students. Throughout the semester, we will have several case study discussion labs. Using the questions provided by the instructor, students will participate in in-depth discussions of the policy issues raised in case studies both in group settings and as an entire class.

The quality of your learning experience in this course will directly depend on your preparation and active participation in discussion labs. Through your contributions during the class and discussion labs, you will have an opportunity to demonstrate your knowledge of class material and how it applies to policy case studies we analyze. *What you will gain in this class directly depends on what you put in.* Discussions of policy issues 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 based on your contribution to the learning process. Therefore, I will evaluate both the quantity and the quality of your contribution to the discussion labs. The best way to prepare for discussion labs is by thoroughly reading the assigned case study prior to coming to class, by being prepared to answer discussion questions posted for you prior to each lab, and by engaging in discussion with follow up questions/opinions. In other words, I recommend that you follow these steps:

1. Thoroughly read the case study before coming to class, following the case study method outlined in the first lecture.
2. Review discussion questions and be prepared to provide your thoughts in response to those questions based on your analysis of the case study and the material covered in lectures.
3. Actively participate in case study labs by providing your thoughts, opinions and analyses of the cases discussed.
4. Active participation means that you not only respond to the discussion questions, but also follow up, evaluate, support or debate opinions provided by your peers.

Presentation of Policy News Reports – in small groups students will have a chance to present on current policy news that correspond to policy topics covered in class. These presentations will be short (1 -2 slides) and 5 minutes long. Given the dynamic nature of current policy changes, these presentations will help everyone in the course keep up with relevant policy updates and discuss them in class.

Policy Case Study Analysis Memos (15%): Throughout this course, we will analyze several policy case studies. Each case is tailored to the specific material covered in lecture to provide students with an opportunity to analyze real world policy issues.

In addition to discussing these case studies during discussion labs described above, students will submit written case study memos on 4 case studies, in which students will provide their final analysis and opinion on a key policy question(s) from the case. The lowest case memo grade will be dropped. Case memos should be about 2 pages long (single-spaced, 12-point Times New Roman font). Students will work in small groups (2-3 students per group) or individually. The choice of group or individual work on case studies is up to the students. Case analysis is challenging, and you will benefit greatly from discussing the cases with your peers.

These assignments will be graded based on your ability to analyze qualitative and quantitative information provided in the case study, while relying on lecture material, to formulate and argue your position on a policy issue and using the case memo structure provided to you in class.

Quizzes/activities (10%): Graded activities will consist of variety of short questions that test your knowledge of lecture material. These will be short-answer questions and/or problem-sets that

you will complete in class or as take-home assignments. Instructions for these assignments will be provided ahead of time so that you can prepare to do your best.

Policy Briefs (25%): You will write two policy briefs on a topic provided to you. The goal of the policy brief is to convince the target audience of the urgency of the current problem and the need to adopt the preferred alternative or a course of action outlined and therefore, serve as an impetus for action. Policy briefs will require you to synthesize the material covered in class and conduct relevant economic analysis.

Final group project report & presentation (25%): Students will be assigned to teams that will work on a project focused on the analysis of a current policy of their choice related to international trade, agricultural, environmental or food policies covered in class. This project will require students to select a policy of interest, conduct research and economic analysis of the policy to demonstrate how it affects relevant stakeholders. This assignment will consist of a project proposal, peer evaluation, written report, and final presentation.

Experiential learning component: A critical part of this project will be to engage local stakeholders who are directly involved/affected by the policy 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 written report that will be between 3-5 pages long single-spaced, not including figures/tables/references. 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.

Engagement in class activities (10%): This component of your grade includes your overall engagement in the course, which consists of regular class attendance, active participation in in-class group work, asking and answering questions during lectures, coming to class prepared, and being engaged (not getting distracted by phone/laptop), arriving to class on time, and submitting assignments that are well-written and professional.

<p>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.</p>

*****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 AEB4242, 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).