

AEB 3671: Comparative World Agriculture - Fall 2023

Course Time and Location:

- Semester: Fall 2023
- Time and Location: Asynchronous Online (not self-paced)

Instructor information:

- Instructor: Dr. Jared Gars, Assistant professor (Food and Resource Economics)
- Office: 1123 McCarty Hall B
- Contact: (352) 294-7692; jgars87@ufl.edu

Office Hours and Location: Thursdays 3:00-4:30pm. In office or zoom (link in Canvas)

Course Description (from UF Catalog):

The study of the business and economic situations of the food and agriculture sector around the world. The course will focus on the historical development, the current situation and the future outlook of the food and agriculture sector.

Prerequisites: N/A

Undergraduate Advisor: Ms. Danielle Shu; 1170B McCarty Hall A; (352) 294-7640;
E-mail: dshu@ufl.edu; [Schedule an appointment](#)

Undergraduate Coordinator: Dr. Misti Sharp; 1189 McCarty Hall A; (352)294-7632;
E-mail: mistisharp@ufl.edu; [Schedule an appointment](#)

FRE Technology Assistance: Dave Depatie; 1197 McCarty Hall A; (352) 394-7641;
E-mail: ddepatie@ufl.edu

Teaching Assistant: Kelvin Amon, kamon@ufl.edu; Office hours: Monday, 2:00-3:00pm,
Wednesday, 1:00-2:00pm, 2120 McCarty B

Expected Student Learning Outcomes: After the successful completion of AEB3671, students should be able to: discuss the historical development of the food and agricultural economy in different regions of the world; evaluate the current situation of the food and agricultural economy in different regions of the world; identify how geographic location and socioeconomic factors relate to the current situation in the regions studied; critically discuss the outlook for the food and agricultural economy in different regions of the world; identify and explain policy, structure of related government and industries, and processes related to agriculture in each region studied; assess comparative advantage of different regions within the agricultural economy.

Course Summary/Topics: How can agricultural and environmental policy be used to address emerging food security and environmental threats around the world? This class explores these questions and will cover the European Union, Russia and the Former Soviet Union, MERCOSUR (trading region in South America), East Asia, Oceania, Sub-Saharan Africa, and India regions. The course will focus briefly on the historical development, the current situation, and the future outlook

of the food and agriculture sector before delving more deeply into the economic and trade environment surrounding agricultural policy. As economies become more integrated globally, the success of the food and agriculture sector will rest upon comparative advantage. To accurately assess comparative advantage, it is necessary to have a broad understanding of the global food and agriculture sector. In that light, faculty who bring a wealth of experience from each region will team teach this course. This course meets the general education criteria for international and social sciences. Specific objectives related to these areas are shown in the course objectives.

Required Course Materials:

- **Textbook:** *There is no textbook for this course.* All required materials will be provided on the Canvas webpage.
- **E-learning:** There is an [E-Learning Canvas webpage](http://elearning.ufl.edu) for this course. E-learning can be accessed via <http://elearning.ufl.edu> using your Gatorlink username and password. If you are having difficulties accessing E-learning, please contact the UF Computing Help Desk by calling (352)-392-HELP or via email helpdesk@ufl.edu.
- **Required Reading Materials:** The readings in each module should be treated like a required text, you are expected to read them. In addition to required readings, there will be optional readings listed that can be used to aid in your understanding of the issues presented. Lectures are provided online. The lectures are also required. These online modules contain video lectures and PowerPoint files that correspond with the lectures.

Class Structure: This class is asynchronous (we don't all watch the lecture at the same time), but it is not correspondence or self-paced (where you can do the work anytime before the end of the semester). Students are expected to log into Canvas, a password-protected authentication Learning Management System, at least **three times per week**, on separate days throughout the term. Lectures will be viewed online. It is your responsibility to keep up with the lectures, so plan to spend at least 2-3 hours of viewing time per week which serves to replace normal class periods. In addition to the time spent watching the lectures, you are expected to work additional time to read the material provided and complete homework assignments. No physical class meeting times are required; however, *we will have a live discussion session offered at a variety of times of day the first week of class. Attendance will be counted in your grade.*

Course Assignments and Expectations:

Live Discussions (30pts/600pts) and Extra Credit (10pts/600pts)

You are required to attend a **live session during the first week** of classes to learn about the class and be able to ask questions about expectations and the syllabus. Grading for the live session will be based on your contribution to the discussion, as well as some questions I will ask during the discussion. I will not be lecturing about something you have already watched or read, I will be leading discussion, and this can only work if those in the "room" are prepared to "talk" (can use the chat function and type). You can attend more than one extra session (some students enjoy the "live"

part of this and participate in more than required), however, this will not change your overall course grade.

In the second half of the semester, I will offer additional live sessions on current topics related to class. You will be able to attend one for **extra credit (10 points)**.

Quizzes (200pts/600pts)

Quizzes will cover material from both the lectures and the readings. At the end of most lectures, there will be 1-3 questions. In total, there will be 20 questions per module (spread across the lectures and readings), for a total of 40 points. These will be available the entire time the module is open, and you do not have to complete them all at one time. *I suggest you watch a lecture, then answer the questions while the material is fresh.* Once you start any set of quiz questions, you will need to finish it during that sitting (maximum time 5 minutes per question). No make-ups are available because you have access to the quiz questions for the entire module, therefore sudden events should not prohibit you from taking any questions. Additionally, you are allowed to drop one quiz grade (in other words, one set of questions for one entire module). Quizzes are online, and you can access your notes while taking the quiz. However, you are not allowed to take the quiz with other students.

Homework (240pts/600pts)

For each Course Module, you must research and write quality responses to topics that are related to both readings and lectures. You will be expected to post 'threaded' responses to the homework questions frequently for each module. **You must answer a minimum of 1 homework questions per week (2 per module)**. Deadlines for the homework questions will be posted on the due dates document and the module pages. It is your responsibility to post in time, canvas will not remind you of the first deadline and 5 points per late post will be deducted (this only applies to the first deadline, no posts are accepted after the end of the module.)

Homework for this class is slightly different than what you might be used to. The first question is merely a starting point. Unlike typical homework, you do not all answer the same question. Once the initial question is answered, you need to do further research to determine what the next step is. This is why it is critical to READ other students posts before preparing your answer. You should read the boards, go research your response, post, and return to follow up.

Homework is due approximately every week. You can answer more than the minimum number, however, quality, not quantity, is graded. It is common for students to follow up on an initial answer with additional information as a result of postings by other students or the instructor. These follow up posts count toward the original answer (think of this as a chance to improve your grade), and not as a new answer. Take advantage of this opportunity to add to your posting. If the instructor, TA, or another student asks about your post, follow up. This means it is important to check back after you post your answer.

Homework responses can be in response to the question posted by the instructor or to peer posts, or instructor follow-up threads. A grading rubric for homework is found below. *NOTE: The homework responses are turned in online and should be thought of as a discussion. This means you can't only*

participate at one point in time. You are expected to be online at least three times a week and should check the homework boards regularly.

In the homework, the **quality** of your responses is more important than the length of the answer. Contributions should be thoughtfully considered and based on one’s personal reflections, observations from the readings, lectures, external research, and/or synthesis and consideration of the merits of other student’s comments. Homework posts that repeat previous responses do not count. A homework post needs to contain your own analysis of the situation - merely cutting and pasting from a source (even with citation) is not enough to get credit. It is important to cite sources when posting, but please make sure you contribute why the other source is relevant to the discussion. ***Please fashion responses using correct grammar and spelling. Important: Citations can be included as links in the post but should be formatted in Chicago style (this includes webpages as well). Please see [Chicago style](#) for reference on how to format your citations within the text and the reference section (if you include one) and there are also further directions and examples on the Canvas landing page.***

I look for three basic things in each post: new information; response to other students/threads already posted; and your thoughts on the topics.

Important note about grading of discussion boards: Although the TAs and I will be reading all posts to the discussion boards, for grading, we will randomly choose one of your two main posts to apply the rubric shown below. This means all posts need to be of the minimum quality you would like to receive a grade for.

Although you will receive one grade per module for your homework, **there are two distinct deadlines for your homework.** This is done to help the discussion as it is much better when everyone participates throughout the module, not just on the last day or just on one day. From my past experience in this class, the more frequently you are on the homework boards, the more you will get from the class (both in learning experience and grading).

Homework Grading information	Excellent	Good/Fair	Poor
Content 8 pts possible	8 pts: Relates new content to what is being learned in class and cites sources.	4 pts: Includes outside information, but mainly as cut and paste, OR includes content, but mainly from lecture and readings.	0 pts: Does not bring in outside information.
Critical Analysis 6 pts possible	6 pts: Contains critical analysis. Adds own thoughts to the material and how it relates. Discusses and adds own opinions with explanations. Contains critical analysis. Adds own thoughts to the material and how it relates. Clearly connects the posting to text or	3 pts: Adds opinions, but doesn’t tie them to the information. Or post answers question but does not relate to the bigger picture.	0 pts: Only states opinion, doesn’t support with facts, or doesn’t state any opinions, just posts information. Or only repeats what

	reference points from previous readings, activities, and discussions.		has already been discussed.
Contribution 4 pts possible	4 pts: Furthers the discussion with questions or statements that encourage others to respond. Responds directly to other posts. (Uses phrases such as I agree, I disagree, adding to what xx says...)	2 pt: Participates, and sometimes interacts with others.	0 pts: Posts without interacting.
Professionalism 2 pts possible	2 pt: Posts with proper grammar, spelling, and citations. Does not wait until last minute to post.		0 pts: Does not use proper grammar, spelling, or citations. Does not read other posts.

Creative Project (100pts/600pts)

Each student will turn in their own unique **creative project** analyzing (addressing, describing, discussing) a topic related to international agricultural. This is a very broad topic. In essence, I am giving you the freedom to explore and choose the topic, as long as it relates to international agricultural, with a focus on the economic, policy, or food environment. This should cover an area of the world or topic we did not address in class (or have not yet addressed).

Examples of creative projects include posters, paintings, board games, collages, a map with case studies, mobiles, poems, songs, recipes (as long as the key ingredients are tied to a region and explained from an agricultural importance perspective), and videos. The possibilities are truly endless. If you like education, a possibility is to prepare a lesson for K-12 or even college students (lesson plan and lesson materials). Examples of previous projects are posted online.

Regarding amount of work, think about the time you would spend writing a paper with a minimum of 5 peer-reviewed references, and that's more or less what I am suggesting you spend working on the project. It is worth 15% of your grade, so please take it seriously.

With your creation, you will need to have audio and video components. You may use PowerPoint, but you are welcome to use other methods (such as a YouTube video) to provide the presentation. *Make sure that you present the creative portion, the inspiration behind the project, and how it relates to the international agricultural topic and region of your choice (the content).*

Your presentation will be posted on the class website for other students to view. Feel free to turn in your project anytime during the semester. The final project is due to be posted no later than **November 2**. You are also required to review at least five other student projects and rate them. The deadline to complete this portion of the assignment is **November 16**.

If you do not want me to use your project in future semesters as an example, please notify me.

Grades for this project will be based on the following scale:	Points
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Creativity Student has taken a concept/idea and applied it in a way that is totally his/her own. The student's "personality/voice" comes through (the presentation is more than a PowerPoint or Prezi lecture with pictures inserted).	15
Content and coherence The project has a message and is coherent, rich in content, and informative to the observer (reader, listener, etc). The project should demonstrate the following: 1. The historical development of the food and agricultural economy of the region 2. Identify how location and socioeconomic factors relate to a current situation 3. Explain policy, government structures, or processes related to the region and topic 4. Explain how culture impacts the topic and compare this to different regions	40
Rigor and Attention to Detail Appropriate information is used to build/create/prepare the project, and the sources are cited and referenced appropriately. Audio and/or visual components are included.	25
Explanation of Project Student clearly and sufficiently explained the meaning and inspiration behind her/his project.	10
Evaluation of Other Student Submissions Watch and evaluation at least five other student's submissions.	10
Total Score:	100

Composition of Final Score:

Course Assignments	Total Points	% of Total
Homework	240 (40 points each)	40%
Quizzes (best 5 of 6)	200 (40 points each)	33.3%
Creative Project	100	16.6%
Syllabus Quiz	15	2.5%
Introduction Post	15	2.5%
Introduction Live Session	30	5%
Total	600	100%

Student Evaluation: UF does not have an A+ option. Your grades will be calculated according to the following criteria:

Grade	Percentage	Total points	Grade Points
A	93% or more	≥ 558	4.00
A-	90.0 – 92.9%	540 - 557	3.67
B+	86.0 – 89.9%	522 - 539	3.33
B	83.0 – 85.9%	498 - 521	3.00
B-	80.0 – 82.9%	480 - 497	2.67
C+	76.0 – 79.9%	462 - 479	2.33

C	73.0 – 75.9%	438 - 461	2.00
C-	70.0 – 72.9%	420 - 437	1.67
D+	66.0 – 69.9%	402 - 419	1.33
D	63.0 – 65.9%	378 - 401	1.00
D-	60.0 – 62.9%	360 - 377	0.67
E	59.9% or less	≤ 360	0.00

****Please note that grades are not ‘rounded’ or ‘adjusted’ at the end of the term.****

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

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: <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>

On-Line Students Complaints: <https://pfs.tnt.aa.ufl.edu/state-authorization-status/#student-complaint>

Schedule

- I. Introduction Module
 - a. Attend live lecture by Aug 30
 - b. Finish syllabus quiz by Aug 31 (complete after live lecture)
 - c. Post in introduction discussion board by Aug 31
- II. EU Module
 - a. First homework, Sept 7
 - b. Second homework, Sept 14
 - c. All quizzes, Sept 14
- III. Sub-Saharan Africa Module
 - a. First homework, Sept 21
 - b. Second homework, Sept 28
 - c. All quizzes, Sept 28
- IV. Russia Module
 - a. First homework, Oct 5
 - b. Second homework, Oct 12
 - c. All quizzes, Oct 12
- V. South America Module
 - a. First homework, Oct 19
 - b. Second homework, Oct 26
 - c. All quizzes, Oct 26
- VI. Creative Project Due Nov 2
 - a. Full project submission on Nov 2
 - b. Review of 5 other projects by Apr 11
- VII. Oceania Module
 - a. First homework, Nov 9
 - b. Second homework, Nov 16

- c. All quizzes, Nov 16
- VIII. Asia Module
 - a. First homework, Dec 6
 - b. Second homework, Dec 6
 - c. All quizzes, Dec 6