



## AEB4242: INTERNATIONAL TRADE POLICY IN AGRICULTURE

(aka Agricultural & Food Policy)

FALL 2025. CLASS NUMBER: 21589, 3 CREDITS

T | Period 7 (1:55 PM - 2:45 PM)

R | Period 7-8 (1:55 PM - 3:50 PM)



### GENERAL COURSE INFORMATION

**Instructor:** Dr. Olesya Savchenko  
1183 McCarty A  
[olesya.savchenko@ufl.edu](mailto:olesya.savchenko@ufl.edu)

**Teaching Assistant:** Nick Haley  
TBD  
[nhaley@ufl.edu](mailto:nhaley@ufl.edu)

**Classroom** [LIT 0121](#)  
**Location:**

**Office hours:** T 3:00PM – 4:00PM, or by appointment (Instructor)  
W 3:00PM – 5:00PM, or by appointment (TA)

**Academic** Dr. Misti Sharp  
**Advisor:** 1189 McCarty Hall A

**Undergraduate** Michelle Baldwin  
**Coordinator:** 1170A McCarty Hall  
[baldwin.ma@ufl.edu](mailto:baldwin.ma@ufl.edu) | 352.294.7640 | [Schedule an appointment](#)

**Communication:** The best way to get a hold of myself or our TA is by emailing us either to our emails or via Canvas. **Please note that I respond to emails during regular business hours and do not check email on weekends.** 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.

**Note: The use of laptops and phones is not allowed in class. The only exception is on policy case study discussion days when you can use your laptops to pull up case studies.**

**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 assignments 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 policy discussion labs	Individual or team	150	21%
In-class activities & quizzes	Individual or team	150	21%
Policy Briefs (100 points each)	Individual	200	29%
Group project, consisting of <ul style="list-style-type: none"> <li>• Project proposal: 30 points</li> <li>• Project presentation: 50 points</li> <li>• Presentation peer review: 20 points</li> <li>• Project Report: 100 points</li> </ul>	Team	200	29%
<b>TOTAL</b>		<b>700</b>	<b>100%</b>

- **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 Policy Discussion Labs (21%):** 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 a number of policy discussion labs where we will discuss policy case studies from your course packet or other assigned readings. 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. Half of your discussion grade will be based on your ability to effectively answer 1–2 questions about the assigned readings in a pop up quiz, while the other half will be evaluated on the quality of your contributions to the class discussion.

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.

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 policy 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.

**In-class activities/quizzes (21%):** In-class application activities will require students to work in class using handed out worksheets that will require students to apply and discuss policy questions. Quizzes will be announced in advance and will consist of a variety of questions that test your knowledge of lecture material. These will include 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 (29%):** You will write two policy briefs on a recently proposed policy (the policy and related information will be 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 policy alternative 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. Policy case study analysis memos will be checked for plagiarism and use of AI.

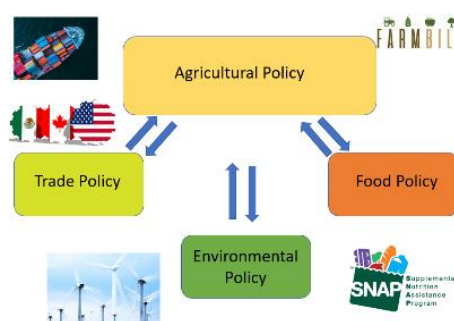
**Policy group project (29%):** Students will be assigned to small teams that will work on a project focused on the analysis of a current policy of their choice related to international trade, agricultural, environmental or food policies covered in class. This project will require students to select 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, project presentation, presentation peer evaluation, and written report.

**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.

**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.**

The course is organized around four core policy topics.



## SCHEDULE

**Note:** Any and all items presented on this schedule are subject to change. Any changes and additional announcements will be made in class as the semester progresses.

W	Course Meeting Dates	Topics covered	Key Due Dates & Activities
1	8/21	<ul style="list-style-type: none"> <li>Course overview; Case study method</li> <li>Intro to public policy &amp; policy formation</li> </ul>	<ul style="list-style-type: none"> <li>8/26: Meet your peers</li> </ul>
2	8/26, 8/28	<ul style="list-style-type: none"> <li>Evolution of the US agricultural policy</li> <li>Market Failures</li> <li>Domestic Agricultural Support Policies</li> </ul>	<ul style="list-style-type: none"> <li>8/28: Policy discussion lab</li> </ul>
3	9/2, 9/4	<ul style="list-style-type: none"> <li>Consolidation of US agriculture</li> <li>SNAP</li> <li>Domestic agricultural support policies in international context</li> </ul>	<ul style="list-style-type: none"> <li>9/4: Policy discussion lab</li> </ul>
4	9/9, 9/11	<ul style="list-style-type: none"> <li>Food/Nutrition policy</li> <li>Economics of food waste</li> </ul>	<ul style="list-style-type: none"> <li>9/11: Food Waste Policy Activity</li> </ul>
5	9/16, 9/18	<ul style="list-style-type: none"> <li>Global challenges &amp; food crises</li> <li>Economics of food labeling</li> </ul>	<ul style="list-style-type: none"> <li>9/16: Sign up for policy project teams</li> </ul>

			<ul style="list-style-type: none"> <li>• <b>9/18:</b> Policy discussion lab</li> </ul>
6	9/23, 9/25	<ul style="list-style-type: none"> <li>• Emerging food technologies &amp; policy</li> </ul>	<ul style="list-style-type: none"> <li>• <b>9/26:</b> Policy Brief 1</li> </ul>
7	9/30, 10/2	<ul style="list-style-type: none"> <li>• Globalization &amp; trade</li> <li>• Multilateral rules for agriculture: From GATT to WTO</li> <li>• WTO challenges &amp; disputes resolution</li> </ul>	<ul style="list-style-type: none"> <li>• <b>10/2:</b> Policy discussion lab</li> <li>• <b>10/3:</b> Project proposal</li> </ul>
8	10/7, 10/10	<ul style="list-style-type: none"> <li>• Trade policies &amp; barriers to trade</li> <li>• Economic analysis of trade policies</li> </ul>	<ul style="list-style-type: none"> <li>• <b>10/7:</b> Quiz</li> <li>• <b>10/10:</b> Policy debate</li> </ul>
9	10/14,10/16	<ul style="list-style-type: none"> <li>• Bilateral and Multilateral trade agreements</li> <li>• US-China trade war</li> </ul>	<ul style="list-style-type: none"> <li>• <b>10/16:</b> Policy discussion lab</li> </ul>
10	10/21,10/23	<ul style="list-style-type: none"> <li>• From NAFTA to USMSA agreement</li> <li>• Implications of USMSA agreement for Florida farmers</li> </ul>	<ul style="list-style-type: none"> <li>• <b>10/23:</b> Policy discussion lab</li> </ul>
11	10/28,10/30	<ul style="list-style-type: none"> <li>• Environmental policy &amp; instruments</li> <li>• Water resource management &amp; policy</li> <li>• Water markets</li> </ul>	<ul style="list-style-type: none"> <li>• <b>10/30:</b> Policy discussion lab</li> </ul>
12	11/4, 11/6	<ul style="list-style-type: none"> <li>• Climate change &amp; global, national, and local implications</li> <li>• Policies to address climate change</li> </ul>	<ul style="list-style-type: none"> <li>• <b>11/4:</b> Quiz</li> <li>• <b>11/6:</b> Policy discussion lab</li> </ul>
13	11/11,11/13	<ul style="list-style-type: none"> <li>• <b>No Class on 11/11 - holiday</b></li> <li>• International agreements on climate change</li> </ul>	<ul style="list-style-type: none"> <li>• <b>11/13:</b> Climate Change Policy Activity</li> <li>• <b>11/14:</b> Policy brief 2</li> </ul>
14	11/18,11/20	<ul style="list-style-type: none"> <li>• Project presentations</li> </ul>	
15	11/25,11/27		
16-17	12/2; 12/9-12/11	<ul style="list-style-type: none"> <li>• Project presentations</li> <li>• Final exams week. There is no final exam in this class. Instead, students submit a semester long group project.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>12/3:</b> Project report due; group member evaluations due</li> </ul>

## 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.

This course adheres to all UF Academic Policies: <https://go.ufl.edu/syllabuspolices>

### EMAIL NETIQUETTE

When communicating with your instructor or peers via email, please adhere to the following rules:

- Always use your professors' proper title: Dr. or Prof.
- Use 'AEB4242' along with a brief description of the email's content as the subject line.
- Use clear and concise language.

- Remember that all college level communication should have correct spelling and grammar.
- Avoid slang terms such as “wassup?” and texting abbreviations such as “u” instead of “you.”
- Avoid using the caps lock feature AS IT CAN BE INTERPRETED AS YELLING.
- Limit/avoid the use of emoticons like :) or emojis 😊.
- Be cautious when using humor or sarcasm as tone is sometimes lost in an email as your message might be taken seriously or sound offensive.
- Be careful with personal information (both yours and other’s) and
- Do not send confidential information via e-mail.

**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