AEB 2294: Valuing Circular Food Economies

Quest 2

Image: Transforming Food and Agriculture to Circular Systems: A Perspective for 2050

"Circular economies keep products and materials in use, regenerate natural resources, drastically reduce waste and pollution, and increase economic value."

Jones, J. et.al. (2021)

I. General Information

Class Meetings

Fall 2025
Section: REG1 – In-person

- **Tuesdays LIT 0113** Periods 8-9 (3:00 pm – 4:55 pm)
- **Thursdays LAR 0310** Period 9 (4:05 am – 4:55 pm)
- UF Campus map is available online for reference.

Instructor

Dr. Jennifer Clark
Office: 1191 MCCA
Email: tspartin@ufl.edu (preferred; please include course number in subject line)
Office Hours (in-person and Zoom):

- Tuesdays 11:45 am – 12:35 pm
- Wednesdays 10:40 am – 12:35 pm
- Thursdays 9:25 am – 10:35 am
- **Or email for an appointment**

Zoom: https://ufl.zoom.us/j/7910794490

Teaching Assistant

TA office hours and contact information will be Posted in Canvas > Syllabus > TA Contact & Office Hours after drop/add period ends & shared via Announcement.

Course Description

How do we know whether a particular decision is the best one for us (or society) to make? When it comes to decisions about scarce resources, the social science known as agricultural economics provides a foundation for informed policy decisions about natural resources such as water and land use; or decisions regarding produced and manufactured resources such as food and clothing. Agricultural economists use a variety of modeling tools to consider optimal behaviors, including how we can reconsider linear systems of production into circular and regenerative ecosystems, referred to as a circular economy. A Cost-Benefit Analysis (CBA) is one systems-thinking tool we use for evaluating complex projects and simple decisions, to evaluate and model the pros and cons of economic decisions. CBA can be applied across a broad array of disciplines including agronomy, engineering, geography, education, medicine, law, finance, human factors, psychology, and many others. CBA project managers and thinkers in society evaluate expectations about rewards (from a decision or action), and costs (including long-term repercussions), to achieve desired outcomes.

This course addresses the pressing question, "How can we create and sustain circular food system benefits and evaluate intended and unintended impacts to society from our decisions, to optimize use and conservation efficiency of scarce resources?" The CBA modeling technique provides a mechanism used in our quest for developing regenerative food systems that can satisfy a growing global population.

Throughout the course, students are invited to explore diverse perspectives contextualized within a circular food-system decision environment. As an economic policy tool, we collect, analyze, and communicate research results, build consensus among diverse groups (when it is natural for conflicts to arise), and work towards formulating equitable solutions. The goal of this course is to develop a data-driven perspective through selected readings and experiential classroom activities; to think about factors relevant to the quest by reflecting on knowledge gained; to communicate findings through concise, focused, and goal-oriented analytical writing assignments; to engage in classroom and online discussions to share diverse considerations; and to create a final CBA portfolio model that allows each student to *tell a story* of their own policy recommendations to design regenerative, resilient, and sustainable circular-food system elements that create value for current and future generations.

Quest and General Education Credit

- Quest 2
- Social & Behavioral Sciences
- Writing Requirement (WR) 2000 words

This course accomplishes the Quest and General Education objectives of the subject areas listed above. A minimum grade of C is required for Quest and General Education credit. Courses intended to satisfy Quest and General Education requirements cannot be taken S-U.

Required Readings and Works

There is no textbook required for this course, readings are available in Canvas. You can reference writing style for the course following The Bedford Handbook for Writers (any edition) by Hacker or Hacker & Sommers (copies are available at the UF Library). Agricultural economics uses APA style following Transue, B. (2019). APA Style 7th edition.
Readings to be discussed in class are listed below; dates included in Syllabus > III. Annotated Weekly Schedule (pp. 7-17):

1. Jones, J., Verma, B., Basso, B., Mohtar, R., & Matlock, M. (2021). Transforming food and agriculture to circular systems: a perspective for 2050. *Resource Magazine*, *28*(2), 7-9. Accessed via: https://elibrary.asabe.org/abstract.asp?aid=52130 (2 pages).
2. Jaing, W. & Marggraf, R. (2021). The origin of cost-benefit analysis: a comparative view of France and the United States. Cost Eff Resour Alloc 19, 74. DOI: https://doi.org/10.1186/s12962-021-00330-3 (10 pages).
3. Arrow, K., M. et al. Cropper, C. Gollier, B. Groom, G. Heal, R. Newell, W. Nordhaus, R. Pindyck, W. Pizer, P. Portnoy, T. Sterner, R.S.J. Tol, and M. Weitzman; "Determining Benefits and Costs for Future Generations," Science 26 July 2013; Vol. 34: 349-350. DOI: https://doi.org/10.1126/science.1235665 (2 pages).
4. Ellen MacArthur Foundation (2017). The Circular Economy. (2,000 words). Accessed via: https://archive.ellenmacarthurfoundation.org/explore/food-cities-the-circular-economy
5. Schwartz, B. (2014, Feb 12) *Beware of economics: The perils of cost-benefit analysis*. PBS News Hour, NewsHour Productions LLC. (webpage 1,600 words). Accessed via: https://www.pbs.org/newshour/nation/beware-economics-perils-cost-benefit-analysis
6. Salvador, R. (2021). Accelerating transformation towards a sustainable and circular food system. 2021 Applied Agricultural Economics Association (AAEA) annual meeting, Gordon Rausser Keynote Address, Austin, TX July 15, 2021. Accessed via: https://www.aaea.org/meetings/2021-aaea-annual-meeting/events/plenary-sessions/gordon-rausser-keynote-address [Video: 63m].

Please reach out to the instructor for additional support if you have any questions, foresee any difficulty, or would like to discuss specific concerns.

Materials and Supplies Fees: n/a

II. Graded Work

Description of Graded Work

The table below provides descriptions of all major assignments.

	Description	Points
Discussion [D] & Discussion Response [DR] (6)	Bi-weekly reflections applying CBA concepts and critical thinking to a food-related topic of personal interest. Each discussion includes a post and a prompted response to two peers (6 × 50 points). Due in Canvas by 11:59 pm.	300

Think Pieces [TP] – Experiential Learning (18)	**Think Pieces [TP] – Experiential Learning (18) – 150 points** Each week you will take part in **hands-on, participatory learning activities** that connect course readings and media to real-world applications. You'll bring annotated notes, collaborate in small groups, and actively engage with **case studies, creative projects, or problem-solving exercises**. Students may also contribute by joining **optional group activities** or proposing their own ideas for exploring circular food systems. At the end of each session, you'll complete a short (3-minute) in-class reflection to capture what you learned and how it connects to circular food systems. These activities are **completed during class (not submitted in Canvas)**. (15 × 10 points each – 18 total activities, with up to three unexcused absences permitted). To **enrich these experiences**, the course also features **guest lectures, virtual field trips, and optional in-person field trips**. Examples may include visits to UF's Energy Park, Field to Fork Gardens, the Student Compost Cooperative, **UF Dining Halls to explore food sourcing and waste management practices**, and campus museums such as the Florida Museum of Natural History or the Harn Museum of Art. Virtual experiences may highlight global circular food initiatives, and guest speakers will bring professional perspectives into the classroom. These Think Pieces are designed to be **enjoyable, interactive, and hands-on opportunities** for networking, creativity, and applying course concepts in meaningful ways that prepare you for the Final CBA Portfolio.	150
Writing Activity [WRA] (6)	Bi-weekly concise writing assignments (6 × 125 points; 400+ words each) that build toward the semester-long CBA project. Collectively meet the 2,000-word Writing Requirement. Due in Canvas by 11:59 pm.	750
Quiz [Q] (6)	Bi-weekly, 50-minute open-book/open-notes quizzes with multiple-choice and short-answer questions. Quizzes assess quantitative and qualitative applications of CBA concepts from lectures, readings, and activities (6 × 100 points). Administered in class; make-ups must be arranged with the instructor.	600
Final CBA Portfolio (1)	The Final Portfolio brings together the work you've done throughout the semester. Your **writing activities** serve as the foundation and will be combined with insights from discussions, think pieces, and quizzes. The result is a visually engaging, evidence-based "story" of your CBA project, showing how you've applied concepts to real-world food system challenges. A design template will be provided, which you can expand and personalize into a professional digital presentation. Due in Canvas by 11:59 pm at the end of the semester.	200
Total Points		**2000**

Grading Scale

For information on how UF assigns grade points, visit: https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/

A	94 – 100%		C	74 – 76%
A-	90 – 93%		C-	70 – 73%
B+	87 – 89%		D+	67 – 69%
B	84 – 86%		D	64 – 66%
B-	80 – 83%		D-	60 – 63%
C+	77 – 79%		E	<60

Grading Rubric(s)

Writing Assessment Rubric and Statements

	SATISFACTORY (Y)	UNSATISFACTORY (N)
CONTENT	Papers exhibit at least some evidence of ideas that respond to the topic with complexity, critically evaluating and synthesizing sources, and provide at least an adequate discussion with basic understanding of sources.	Papers either include a central idea(s) that is unclear or off-topic or provide only minimal or inadequate discussion of ideas. Papers may also lack sufficient or appropriate sources.
ORGANIZATION AND COHERENCE	Documents and paragraphs exhibit at least some identifiable structure for topics, including a clear thesis statement but may require readers to work to follow progression of ideas.	Documents and paragraphs lack clearly identifiable organization, may lack any coherent sense of logic in associating and organizing ideas, and may also lack transitions and coherence to guide the reader.
ARGUMENT AND SUPPORT	Documents use persuasive and confident presentation of ideas, strongly supported with evidence. At the weak end of the Satisfactory range, documents may provide only generalized discussion of ideas or may provide adequate discussion but rely on weak support for arguments.	Documents make only weak generalizations, providing little or no support, as in summaries or narratives that fail to provide critical analysis.
STYLE	Documents use a writing style with word choice appropriate to the context, genre, and discipline. Sentences should display complexity and logical sentence structure. At a minimum, documents will display a less precise use of vocabulary and an uneven use of sentence structure or a writing style that occasionally veers away from word choice or tone appropriate to the context, genre, and discipline.	Documents rely on word usage that is inappropriate for the context, genre, or discipline. Sentences may be overly long or short with awkward construction. Documents may also use words incorrectly.
MECHANICS	Papers will feature correct or error-free presentation of ideas. At the weak end of the Satisfactory range, papers may contain some spelling, punctuation, or grammatical errors that remain unobtrusive so they do not muddy the paper's argument or points.	Papers contain so many mechanical or grammatical errors that they impede the reader's understanding or severely undermine the writer's credibility.

- The Writing Requirement (WR) ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning.
- The instructor will evaluate and provide feedback before the end of the course on student's written assignments with respect to grammar, punctuation, clarity, coherence, and organization.
- WR course grades have two components. To receive writing requirement credit, a student must receive a grade of C or higher and a satisfactory completion of the writing component of the course.

Think Pieces [TP] Experiential Learning Rubric

Experiential learning means learning by **doing, engaging, and reflecting**. In this course, Think Pieces (TP) are your chance to connect readings, class activities, and real-world examples of circular food systems through **hands-on exploration**. Each TP combines preparation, participation, and reflection so you're not just reading about Cost-Benefit Analysis (CBA) — you're actively experiencing it.

Think Pieces follow a three-part structure:

1. **Pre-Class Preparation**
   At the beginning of each week, the instructor will provide a **prompt** to guide your preparation. You'll respond with **handwritten notes** based on the assigned readings, media, or **experiential learning opportunities**. These may include optional campus activities (field trips, guest lectures, museum visits, dining hall observations) or **connections from your own life** (journaling, tracking food choices, or personal observations). This preparation helps you:
   - Identify key ideas and themes.
   - Think critically while engaging with materials or experiences.
   - Arrive ready to share insights with peers.
   - Build a personalized study resource for quizzes and your Final CBA Portfolio.
2. **Small Group Active Learning (SMAL)**
   During class, guided **SMAL sessions** led by the instructor will give you and your peers the opportunity to apply CBA concepts through case studies, project evaluations, simulations, or problem-solving tasks. You'll also be encouraged to bring in insights from your own experiences — whether from optional out-of-class activities or personal observations — to share with your group. These contributions not only enrich discussion but also serve as building blocks for your Final e-Portfolio.
3. **Concise 3-Minute Reflection Paper**
   At the end of class, you'll complete a short written reflection. This step allows you to:
   - Capture your key takeaways from the day's activity.
   - Connect personal, campus, or group experiences to CBA concepts.
   - Recognize knowledge gaps and strengthen your confidence in applying CBA principles.
   - Begin developing ideas you can later expand in your Final CBA Portfolio.

These weekly Think Pieces are intentionally **hands-on and experiential** — blending preparation, collaboration, creativity, and reflection. You'll also encounter opportunities for **guest lectures, virtual field trips, and optional in-person field trips**, all of which extend your learning beyond the classroom. Together, these experiences prepare you for your **Final CBA Portfolio**, where you will synthesize and share your story of building value in circular food systems.

Rubric	Points
Strong evidence of preparation (handwritten notes guided by the weekly instructor prompt, drawing from readings, media, campus activities, or personal journaling/observations), active participation in SMAL discussions, meaningful sharing of personal or optional out-of-class experiences, and a thoughtful 3-minute reflection connecting those experiences to CBA concepts and future e-Portfolio development.	Full credit (8-10)
Work is generally complete but may lack clarity, depth, or creativity. Preparation (notes or prompt response) or group participation may be limited, and the reflection may be brief or loosely connected to CBA concepts or e-Portfolio development.	Partial credit (5-7)
Minimal effort with little evidence of preparation (readings, experiential notes, or journaling) or engagement in SMAL. Reflection is rushed or missing clear links to the activity and portfolio.	Marginal credit (1-4)
No submission	No credit 0

III. Annotated Weekly Schedule

The schedule is tentative and subject to change. Check Canvas for any updates

Introduction Module – Overview of the course and introduction to the instructor						
Topic: This introductory module offers an overview of the course, introduces the instructor, and sets expectations for navigating the course and engaging with its content. Summary: In this module, students will be introduced to the Quest program and this course, learning to apply a systems-based approach to decision-making under uncertainty and limited resources. The module covers course expectations, graded assignments, and an introduction to the instructor, along with a tour of the course technology, including communication methods, meeting options, and Canvas tools. Students will also explore sustainability in complex food systems and learn to navigate course resources effectively.						
DAY				**THURSDAY**	**FRIDAY**	**SAT/SUN**
DATE				**8/21/25**	**8/22/25**	**8/23-8/24**

WEEK 1		.		Classes Begin! **[Reading]** Transforming food and agriculture to circular systems: a perspective for 2050 - Jones, J., et.al. (2 pages). ***Complete reading before the next class meeting. Be prepared to discuss.***	**Due: Introduction & Syllabus Quiz**	
Module 1: The Fundamental Theory of Cost-Benefit Analysis (CBA) *This Module's lessons will introduce and apply CBA to the discipline of Engineering.*						
Topic: The basic concepts and types of CBA **Summary:** These lessons introduce CBA by differentiating individual and social costs and benefits. We will discuss the steps of CBA and use in-class activities and readings to highlight the importance of considering diverse perspectives in scarce resource allocation. By applying CBA principles to various decisions, we'll explore case studies from different perspectives.						
DAY	**MONDAY**	**TUESDAY**	**WEDNESDAY**	**THURSDAY**	**FRIDAY**	**SAT/SUN**
DATE	**8/25/25**	**8/26/25**	**8/27/25**	**8/28/25**	**8/29/25**	**8/30-08/31**

WEEK 2		In class **Think Piece #1**		In class **Think Piece #2**		**[Reading]** The origin of cost-benefit analysis: a comparative view of France and the United States – Jaing & Margraf (10 pages) ***Complete before the next class & be prepared to discuss.***
Topic: Applied CBA fundamentals **Summary:** An exploration of the historical context underlying the development and use of CBA as a tool for decision making and discovery of the fundamentals used in CBA to determine value. Benefits and costs associated with technological innovations discovered through agricultural revolutions and a selection of economic development projects impacting the natural and built environment in the world around us are presented for consideration including case study from different areas and perspectives.						
DAY	**MONDAY**	**TUESDAY**	**WEDNESDAY**	**THURSDAY**	**FRIDAY**	**SAT/SUN**
DATE	**9/01/25**	**9/02/25**	**9/03/25**	**9/04/25**	**9/05/25**	**9/06-09/07**
WEEK 3	**HOLIDAY: Labor Day**	In class **Think Piece #3** **Due: Discussion 1 Post (part a)** 11:59 pm in Canvas.		**Due: Quiz 1** In-class **Due: Discussion Response 1 (part b)** 11:59 pm in Canvas.	**Due: WRA 1** 11:59 pm in Canvas.	
Module 2: Economic and Valuation Techniques of CBA *This Module's lessons will introduce and apply CBA to the discipline of Medicine.*						

Topic: Conceptual economic foundations and valuation methods of CBA **Summary:** These lessons explore the economic foundations of CBA, emphasizing decision-making alternatives and valuation techniques for assessing efficiency. Key welfare economics concepts, such as willingness to pay (WTP) and opportunity cost, are introduced, along with discussions on the limitations of CBA, including time and monetary constraints. Students will also learn direct and indirect valuation methods, including stated preference and contingent valuation. Through activities and case studies, they will apply these concepts to calculate the value of decisions for projects involving long-term planning.						
DAY	**MONDAY**	**TUESDAY**	**WEDNESDAY**	**THURSDAY**	**FRIDAY**	**SAT/SUN**
DATE	**9/08/25**	**9/09/25**	**9/10/25**	**9/11/25**	**9/12/25**	**9/13-9/14**
WEEK 4		In class **Think Piece #4**		In class **Think Piece #5**		**[Reading]** Determining Benefits and Costs for Future Generations – Arrow, et.al. (2 pages) ***Complete before the next class & be prepared to discuss.***
Topic: Applied economic foundations and valuation methods of CBA **Summary:** Agricultural economists make decisions, “at the margin”, but what does that mean? These lessons delve into the practical application of economic principles in CBA, exploring the question "How can the Law of Diminishing Returns be generalized to any economic decision?" Through experiential learning, students will consider how their approaches to valuing decisions may differ and how they apply pros and cons in everyday economic choices. The module also raises questions about what is important for the future of society and how different generations might disagree on valuation methods. In-class activities will explore how changes in input factors impact future outcomes, offering insights into the complexities of CBA.						
DAY	**MONDAY**	**TUESDAY**	**WEDNESDAY**	**THURSDAY**	**FRIDAY**	**SAT/SUN**
DATE	**9/15/25**	**9/16/25**	**9/17/25**	**9/18/25**	**9/19/25**	**9/20-9/21**

WEEK 5		In class **Think Piece #6** **Due: Discussion 2 Post (part a)** 11:59 pm in Canvas.		**Due: Quiz 2** In-class **Due: Discussion Response 2 (part b)** 11:59 pm in Canvas.	**Due: WRA 2** 11:59 pm in Canvas.	
Module 3: Systems-Thinking for CBA of Sustainable Food Supply Chains *This Module's lessons will introduce and apply CBA to the discipline of Law.*						
Topic: Conceptual and applied systems-thinking methodology for food systems CBA **Summary:** In these lessons, we will examine the various systems involved in developing individual CBA projects focused on food-related scarce resources that are essential to society. Students will collaborate in small groups to develop cost-benefit analyses, exchange feedback with peers, and present their findings to the class. This module offers dedicated time for refining project ideas, receiving peer feedback, and gaining instructor mentorship, all aimed at helping students craft a strong thesis statement.						
DAY	**MONDAY**	**TUESDAY**	**WEDNESDAY**	**THURSDAY**	**FRIDAY**	**SAT/SUN**
DATE	**9/22/25**	**9/23/25**	**9/24/25**	**9/25/25**	**9/26/25**	**9/27-9/28**
WEEK 6		In class **Think Piece #7**		In class **Think Piece #8**		**[Reading]** The Circular Economy – Ellen MacArthur Foundation (webpage 2,000 words) ***Complete before the next class & be prepared to discuss.***
Topic: Conceptual and applied impacts in output, input & secondary market food supply chains that create value **Summary:** Our current economy operates on a linear model of production, use, and disposal of food-related scarce resources. This week, we will explore how to incorporate different perspectives on re-use cycles within output, input, and secondary						

markets in circular systems. We will discuss the factors to include in our analysis and how to assess value in society across various economic models.						
DAY	**MONDAY**	**TUESDAY**	**WEDNESDAY**	**THURSDAY**	**FRIDAY**	**SAT/SUN**
DATE	**9/29/25**	**9/30/25**	**10/01/25**	**10/02/25**	**10/03/25**	**10/04-10/05**
WEEK 7		In class **Think Piece #9** **Due: Discussion 3 Post (part a)** 11:59 pm in Canvas.		**Due: Quiz 3** In-class **Due: Discussion Response 3 (part b)** 11:59 pm in Canvas.	**Due: WRA 3** 11:59 pm in Canvas.	
Module 4: Quantifying CBA Unknowns *This Module's lessons will introduce and apply CBA to the discipline of Liberal Arts.*						
Topic: Conceptual topics in differentiating uncertainty and risk **Summary:** How are risk and uncertainty different and what differences are there that influence the decision-making steps used to consider systems-level value? The concept of average probabilities, known as expectations, is introduced as information value we can add to our model of CBA potential outcomes. We use expectations to model probability in sensitivity analyses that incorporate forecasting outcomes important to decision making models.						
DAY	**MONDAY**	**TUESDAY**	**WEDNESDAY**	**THURSDAY**	**FRIDAY**	**SAT/SUN**
DATE	**10/06/25**	**10/07/25**	**10/08/25**	**10/09/25**	**10/10/25**	**10/11-10/12**
WEEK 8		In class **Think Piece #10**		In class **Think Piece #11**		**[Reading]** Beware of economics: The perils of cost-benefit analysis – Schwartz (webpage 1,600 words)

						Complete before the next class & be prepared to discuss.
Topic: Applications of uncertainty and risk **Summary:** Now that we've introduced the risk model as a mathematical representation of a system incorporating probability distributions, in the next two weeks we use relevant historical data and subjective feedback to understand the probability and severity of a risk event. In this section we discuss different case studies demonstrating how average probabilities (i.e., expected values) are valuable to inform policy decisions and identify sources of changes in sustainability issues affecting circular systems.						
DAY	**MONDAY**	**TUESDAY**	**WEDNESDAY**	**THURSDAY**	**FRIDAY**	**SAT/SUN**
DATE	**10/13/25**	**10/14/25**	**10/15/25**	**10/16/25**	**10/17/25**	**10/18-10/19**
WEEK 9		In class **Think Piece #12** **Due: Discussion 4 Post (part a)** 11:59 pm in Canvas.		**Due: Quiz 4** In-class **Due: Discussion Response 4 (part b)** 11:59 pm in Canvas.	**HOLIDAY: HOMECOMING**	
DAY	**MONDAY**	**TUESDAY**	**WEDNESDAY**	**THURSDAY**	**FRIDAY**	**SAT/SUN**
DATE	**10/20/25**	**10/21/25**	**10/22/25**	**10/23/25**	**10/24/25**	**10/25-10/26**
WEEK 10	**Due: WRA 4** 11:59 pm in Canvas.	In class **Think Piece #13**		In class **Think Piece #14**		

Module 5: Developing CBA Tools for Analysis *This Module's lessons will introduce and apply CBA to the discipline of Geography.*						
Topic: Conceptual Components of Risk Management Tools **Summary:** Strategic risk-related decisions are enhanced by tools like forecasting, simulation, and signal detection measures that incorporate probabilities. In this section, we analyze these risk management tools through a case study of a local food system, examining both direct and indirect factors to develop informed policy recommendations.						
DAY	**MONDAY**	**TUESDAY**	**WEDNESDAY**	**THURSDAY**	**FRIDAY**	**SAT/SUN**
DATE	**10/27/25**	**10/28/25**	**10/29/25**	**10/30/25**	**10/31/25**	**11/01-11/02**
WEEK 11		In class **Think Piece #15** **Due: Discussion 5 Post (part a)** 11:59 pm in Canvas.		**Due: Quiz 5** In-class **Due: Discussion Response 5 (part b)** 11:59 pm in Canvas.	**Due: WRA 5** 11:59 pm in Canvas.	
Topic: Applications of Risk Management Tools **Summary:** Building on the fundamentals of circular food systems, CBA evaluation techniques, and the development of risk management tools, this section serves as a foundation for addressing complex issues within circular food systems. Students will create simple decision models, identify key risk-management indicators, and develop and communicate well-considered policy recommendations. This process will help those new to economic decision-making deepen their understanding of CBA, apply concepts to new challenges, and propose innovative policy solutions.						
DAY	**MONDAY**	**TUESDAY**	**WEDNESDAY**	**THURSDAY**	**FRIDAY**	**SAT/SUN**
DATE	**11/03/25**	**11/04/25**	**11/05/25**	**11/06/25**	**11/07/25**	**11/08-11/09**

WEEK 12		In class **Think Piece #16** **[Video in-class]**: Accelerating transformation towards a sustainable and circular food system – Salvador [63 minutes]		In class **Think Piece #17**		
Module 6: Communicating CBA Results *This Module's lessons will introduce and apply CBA to the discipline of Communication.*						
Topic: CBA Portfolio Development, Presentation & Peer Feedback **Summary:** In the remaining weeks of the semester, students will focus on developing their final CBA portfolio presentations. These presentations, which will be shared both in class and online, will demonstrate a comprehensive understanding of how to identify direct and indirect benefits and costs when modeling circular and sustainable food systems. The goal is to reflect a wide range of concepts and applications learned throughout the semester, particularly in communicating policies related to innovations in circular food systems.						
DAY	**MONDAY**	**TUESDAY**	**WEDNESDAY**	**THURSDAY**	**FRIDAY**	**SAT/SUN**
DATE	**11/10/25**	**11/11/25**	**11/12/25**	**11/13/25**	**11/14/25**	**11/15-11/16**
WEEK 13		**HOLIDAY: Veteran's Day**		In class **Think Piece #18**		
DAY	**MONDAY**	**TUESDAY**	**WEDNESDAY**	**THURSDAY**	**FRIDAY**	**SAT/SUN**
DATE	**11/17/25**	**11/18/25**	**11/19/25**	**11/20/25**	**11/21/25**	**11/22-11/23**

WEEK 14		**Due: Discussion 6 Post (part a)** 11:59 pm in Canvas.		**Due: Quiz 6** In-class **Due: Discussion Response 6 (part b)** 11:59 pm in Canvas.	**Due: WRA 6** 11:59 pm in Canvas.	
DAY	**MONDAY**	**TUESDAY**	**WEDNESDAY**	**THURSDAY**	**FRIDAY**	**SAT/SUN**
DATE	**11/24/25**	**11/25/25**	**11/26/25**	**11/27/25**	**11/28/25**	**11/29-11/30**
WEEK 15	**THANKSGIVING HOLIDAY**					
DAY	**MONDAY**	**TUESDAY**	**WEDNESDAY**	**THURSDAY**	**FRIDAY**	**SAT/SUN**
DATE	**12/01/25**	**12/02/25**	**12/03/25**	**12/04/25**	**12/05/25**	**12/06-12/07**
WEEK 16	**Please complete UF Course Evaluation and End-of-Semester Feedback!**		**Last Day of Classes**	**READING DAYS**		

Conclusion Module – Final Thoughts						
Topic: Reflecting on the broader impact of economics on food-related decisions and its implications for your own choices is key as the semester concludes. Summary: As the semester concludes, take time to reflect on how economics influences food-related decisions at personal, organizational, and global levels, and how these elements interconnect. Consider how these insights impact your communication about food issues. Please complete the course feedback and reach out with any lingering questions or if you'd like to discuss further research opportunities or your professional development.						
DAY	**MONDAY**	**TUESDAY**	**WEDNESDAY**	**THURSDAY**	**FRIDAY**	
DATE	**12/08/25**	**12/09/25**	**12/10/25**	**12/11/25**	**12/12/25**	
WEEK 17	**SCHEDULED MAKE UP ASSIGNMENTS**			Reach out to discuss undergrad research Projects!		

IV. Student Learning Outcomes (SLOs)

At the end of this course, students will be expected to have achieved the Quest and General Education learning outcomes as follows:

Content*: Students demonstrate competence in the terminology, concepts, theories and methodologies used within the discipline(s)*.

- Identify, describe, and explain key themes, principles, and terminology of Cost-Benefit Analysis (CBA) including the history, theory, and methodologies used for CBA-based decision making through discussions, think piece reflections, in-class and individual writing activities, and quizzes that culminate in a final CBA portfolio. (S)
- Recognize, synthesize, and explain the theoretical and empirical issues related to the creation of a circular and sustained food system using multi-disciplinary perspectives and scientific data to guide CBA-based scarce resource allocation decisions through discussions, think piece reflections, in-class and individual writing activities, and a final CBA portfolio. (Q2)

Critical Thinking: *Students carefully and logically analyze information from multiple perspectives and develop reasoned solutions to problems within the discipline(s).*

- Apply formal and informal qualitative or quantitative analysis using CBA concepts and methods to examine the models and tools that form the processes by which individuals make personal and group decisions through discussions, think piece reflections, in-class and individual writing activities, and quizzes that culminate in a final CBA portfolio. (S)
- Assess and analyze diverse perspectives in sustainable and circular food systems affected by individual and societal decisions through discussions, think piece reflections, in-class and individual writing activities, and final CBA portfolio. (S)
- Critically analyze and evaluate quantitative data for informing a CBA approach to sustainable and circular food system policy as food-related resources continue evolving to become more resilient and create value for future generations through discussions, think piece reflections, and quizzes. (Q2)

Communication: *Students communicate knowledge, ideas and reasoning clearly and effectively in written and oral forms appropriate to the discipline(s).*

- Develop and present clear and effective oral and written work that demonstrates critical engagement with course texts, videos, and experiential learning activities through discussions, think piece reflections, in-class writing activities, and a final CBA portfolio. (S)
- Analyze and reflect on the ways the student and society have considered value in the cost-benefit policy considerations and implications for scarce resources allocated for creating and maintaining healthy and sustainable food systems for members of society through discussion responses, think piece reflections, in-class and individual writing activities, and final CBA portfolio. (Q2)

Connection: *Students connect course content with meaningful critical reflection on their intellectual, personal, and professional development at UF and beyond.*

- Connect course content with their intellectual, personal, and professional lives at UF and beyond. (Q2)
- Reflect on their own and others' experience in allocation decisions following economic principles of cost benefit analysis to develop a final CBA Portfolio project. (Q2)

V. Quest Learning Experiences

1. Details of Experiential Learning Component

For experiential learning opportunities, students will choose a food-related topic of personal interest to research throughout the semester, culminating in a digitally-archived final CBA project. This topic can be connected to any academic discipline that aligns with the student's interests. Students will participate in a variety of assignments involving research, communication, feedback, and reflection. These assignments are designed to reinforce course concepts and promote a systems-based approach to learning CBA techniques, methods, and models. Feedback shared with peers will provide guided critique through peer review, helping students develop resilience in tackling challenging questions that lack simple answers. This process includes making decisions about the allocation of scarce resources to develop and sustain circular food systems for a growing global population.The final CBA project is intended to showcase students' abilities and professionally communicate what they've learned about CBA applied to circular food systems as evidence of employability skills in agriculture and natural resources as identified by the Association of Public Land-Grant Universities (APLU).

2. Details of Self-Reflection Component

Self-reflection is built into many of the in-class assignments, think pieces, writing assignments, and the final portfolio project.

VI. Required Policies

Attendance Policy

Your voice and contributions matter in this course. The more you participate, the more you'll get out of our discussions, activities, and projects — and your classmates benefit from your perspective too.

Here's how we'll handle attendance and deadlines so you can stay engaged and keep moving forward:

- 48-hour Grace Period: Every assignment has a 48-hour buffer after the posted due date in Canvas. Submissions made during this time won't receive a late penalty.
- After the Grace Period: Work turned in late may receive a 20% deduction — unless you've reached out to me. Communication is key!
- Excused absences: UF recognizes many valid reasons — illness, emergencies, official university activities, religious observances, military obligations, or severe weather, among others. If one of these affects you, let me know and we'll work out a plan.
- Participation matters: By showing up, sharing your ideas, and completing assignments on time (or within the grace period if needed), you're not just earning points — you're helping create a stronger, more collaborative learning community.

Bottom line: use the Grace Period when life gets busy, and don't hesitate to communicate with me. Staying connected will help you succeed and make this course more rewarding for everyone.

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:
https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/

Students Requiring Accommodation

Your success in this course matters. If you have a disability or experience learning barriers, you are encouraged to connect with the **Disability Resource Center (DRC)** to explore academic accommodations: https://disability.ufl.edu/students/get-started/.

Once you have your accommodation letter, please share it with me as early as possible so we can work together to make sure your learning needs are met. I value creating an inclusive learning environment where every student can fully participate and succeed.

UF Evaluations Process

Your feedback is an important part of making this course the best it can be. At the end of the semester, you'll be invited to complete an online evaluation through **GatorEvals**. These evaluations give you the chance to share what worked well and suggest ways to improve the course in the future.

You can complete your evaluation through the link you'll receive by email, in your Canvas course menu under GatorEvals, or directly at https://ufl.bluera.com/ufl/. Guidance on giving constructive and respectful feedback is available here: https://gatorevals.aa.ufl.edu/students/.

Once results are shared, you can see summaries of past course feedback at https://gatorevals.aa.ufl.edu/public-results/. Your input not only helps me improve but also supports future students. Thank you in advance for your thoughtful participation!

University Honesty Policy

At UF, we hold ourselves to the highest standards of honesty and integrity. As members of this community, we live by the **Honor Pledge**:

"On my honor, I have neither given nor received unauthorized aid in doing this assignment."

It's important to follow the assignment designation:

- **Independent work** must be completed entirely on your own. Sharing answers, collaborating, or receiving unauthorized help is a violation of the Honor Code.
- **Group assignments** are designed for collaboration, and you are expected to work together and contribute fairly as a team.

The Honor Code outlines specific violations and consequences:
https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/.

If you're ever unsure about whether collaboration is allowed, please ask me. Clear communication helps protect the integrity of your work, your degree, and our classroom community.

Counseling and Wellness Center

Your well-being is important. If you ever feel overwhelmed, stressed, or need someone to talk to, UF's **Counseling and Wellness Center** is here to support you: http://www.counseling.ufl.edu/ or call **352-392-1575**.

For immediate safety concerns, you can contact the **University Police Department** at **352-392-1111** or dial **9-1-1** in an emergency.

Please don't hesitate to use these resources — taking care of yourself is a vital part of your academic success.

The Writing Studio

Strong writing is an important skill for both academic and professional success, and you don't have to do it alone. UF's **Writing Studio** offers free one-on-one consultations and workshops to help you plan, draft, and polish your work.

You can visit them online at http://writing.ufl.edu/writing-studio/ or stop by their location in **2215 Turlington Hall**. Whether you want help getting started, organizing your ideas, or refining your final draft, the Writing Studio is a great resource to make your writing stronger and your voice clearer.

Class Recordings

Students are permitted to record video or audio of class lectures; however, use of these recordings is strictly limited.

Allowed uses:

1. Personal educational use.
2. In connection with a formal complaint to the university.
3. As evidence in, or preparation for, a criminal or civil proceeding.

Not allowed: Sharing, posting, or publishing recordings (or transcripts) without the instructor's written consent. This includes uploading to social media, websites, tutoring services, or sharing with individuals not enrolled in this course.

Definition: A "class lecture" refers to instructor-led teaching or discussions that are part of this course. It does not include student presentations, labs, quizzes, exams, field trips, or private conversations during class.

Violating this policy may result in disciplinary action under the UF Honor Code. A student who publishes a recording without written consent may also 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.