

AEB 2014: Economic Issues, Food, and You



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“Economics is a study of cause-and-effect relationships in an economy. Its purpose is to discern the consequences of various ways of allocating resources which have alternative uses.”

Sowell, T. (2000)

I. General Information

Class Meetings

Fall 2024

Sections: 10089, 10090, 10091, 22827, 10092 - 100% online with additional (optional) synchronous Zoom Q&A sessions throughout the semester

Section: 22827 – In-person [Keene-Flint Hall \(FLI\)](#) 0101 Tuesday Period 4 (10:40 am – 11:30 am) & Thursday Periods 4-5 (10:40 am – 12:35 pm) with additional online asynchronous and synchronous Zoom Q&A sessions throughout the semester

Instructor

Dr. Jennifer Clark

Email: tspartin@ufl.edu (please include course number in subject line)

Office: 1191 McCarty Hall A (MCCA) and Zoom: <https://ufl.zoom.us/j/7910794490>

Office Hours Fall 2024: Tuesdays & Thursdays 1:00 pm – 2:00 pm (office & Zoom) or email the instructor for an appointment at an alternative time, including morning/evening

Zoom Link: <http://lss.at.ufl.edu>

Teaching Assistants (TA)

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

This course emphasizes the role of agriculture and economics. The how's and why's of their influence on food prices and the world food situation, the environment, natural resources, and government policy; and economic issues, including inflation and money.

Course Goal

The primary goal of this course is to explore economic concepts that will enable critical analysis of food-related choices from the context of individual consumers and as global citizens. At the conclusion of this course, the student who successfully meets the course objectives will be able to:

- Use analytical models to generalize economic decision-making associated with food supply and demand, productivity gains from investment and technological advances, market failures associated with pollution and common resources, the situation of income inequality and unemployment, as well as the basic tools of fiscal, monetary, and agricultural policy analysis influencing society's well-being.
- Develop the ability to critically apply principles of positive and normative policy analysis to assess the interconnections within the U.S. food economy, while enhancing skills to analyze and address current economic issues and challenges related to food, both locally and globally.

Additional information and resources detailing the structure of the course, lesson content, course assignments and design in Canvas are provided in Canvas > Syllabus > Course Map.

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

Required Course Materials

There is no specific textbook required for this course. Readings are based on open-source textbook materials available online and additional readings for each lesson are supplemented in Canvas.

Adobe Acrobat Reader is required to access supplemental readings on Canvas in pdf format. Links are provided below for downloading the most current (free) version of this software to your computer:

- Adobe Reader [for PC &](#)
- Adobe Reader [for Mac](#)

Readings and materials are designed to be accessible for all students and include the following sources as well as other sources linked in Canvas > Lesson pages:

[Principles of Economics](#) by [OpenStax](#) licensed under [CC Attribution License v4.0](#)
[Principles of Microeconomics](#) by [OpenLearning](#) [CC](#) is licensed under [CC-BY-NC-SA](#)
[Principles of Macroeconomics](#) by [OpenStax](#) licensed under [CC Attribution License v4.0](#)
[Microeconomics: Theory Through Applications](#) by [CC](#) is licensed under [CC-BY-NC-SA](#)

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

UF Digital Resources

Collaboration tools are required to edit Word and PowerPoint templates provided in Canvas for some graded activities. UFIT provides free access to full download of Office 365 in GatorCloud (which includes Word and PowerPoint) for all UF students, faculty, and staff for personal computer and mobile devices. You may locate the download for these collaboration tools through [University of Florida Information Technology \(UFIT\) GatorCloud](#). Use your Gatorlink email address to access these resources.

Lesson (Chapter) listing for course Modules during the semester

MODULE	LESSON	CANVAS TITLE
1	L1	Economics of resources, agriculture, and food
	L2	Economics of demand
	L3	Production function and costs affecting the food supply
2	L4	Theory of markets
	L5	Forms of market competition
	L6	Elasticity of demand and supply
3	L7	International trade
	L8	Resource and environmental markets
	L9	Agribusiness organization and economic performance
4	L10	Introduction to macroeconomics
	L11	GDP & fiscal policy
	L12	GDP & monetary policy
5	L13	Brief overview of finance
	L14	Money & value of time (real and nominal values)
	L15	Business cycles, inflation, and unemployment
6	L16	Agriculture and development
	L17	Agricultural price and income policies
	L18	Resources and environmental policies

Materials and Supplies Fees: n/a

II. Graded Work

Description of Graded Work

The table below provides descriptions of all major assignments.

Work item	Estimated time on task	Description	Points
<u>Discussion Post (part a) & Discussion Response (part b); Modules (1-5) drop lowest score</u>	1 hour total; 45 minutes for (part a) and 15 minutes for (part b)	Each module contains one motivating discussion topic that applies analytical and critical thinking about key terms and methodologies covered in the modules that are used in scarce resource decision making. After an original post is developed, students will respond to others in the class to share feedback (5 x 100 points each; lowest score is dropped).	400
<u>Modules (1-5) Activities, “My Economic Policy Statement”; drop lowest score</u>	1 hour	<p>Each module contains one Activity assignment designed as a building block throughout the semester to culminate in an end-of-semester e-Portfolio project and reflection exercise in Module 6. Each of these activities is based on a food-related economic issue identified early in the semester by the student that can be related to their major, background, or interest. Higher order learning outcomes are associated with using information in new situations (application), drawing conclusions among ideas (analysis), justify a stand or decision (evaluate), and produce new or original work (create). Module 1-5 Activities culminate into the Module 6 “My Economic Policy Statement FINAL e-Portfolio”.</p> <p>At the end of the semester, the successful student will be able to apply positive and normative policy analysis, analyze quantified data in this context, evaluate sources and provide APA citations to tell their story based in science and peer review process to understand how current economic issues related to food are both local and global in context (5 x 100 points each; lowest score is dropped).</p>	400

		Additional information is provided on page 21 of this Syllabus, section V. Learning Positive and Normative Economic Policy Analysis: Details of “My Economic Policy Statement” set of Activities (1-6): A semester-long e-Portfolio project.	
Modules (1-5) Homework (HW) – includes Lecture Q’s, Reading Q’s, and Check your Understanding Q’s; drop lowest three scores for each item	2 hours per Lesson to complete Lecture Q’s, Reading Q’s, and Check your Understanding Q’s (3 Lessons per Module totals 6 hours per Module).	Each Module contains three Lessons and each Lesson (i.e., textbook chapter) contains graded items including watching a lecture video (15 points x 3 lessons), textbook chapter reading questions (10 points x 3 lessons) and check your understanding questions (5 points x 3 lessons), for a total of 90 lesson points per Module. With a total of five (5) Modules in Modules 1-5, there are a total of fifteen (15) lessons with each worth 30 points (15 x 30); the lowest three scores for each category (e.g., lecture video, textbook reading and questions are dropped (-90 points).	360
Modules (1-5) Quizzes; drop lowest three scores	30 minutes each Lesson (3 Lessons per Module totals 1.5 hours per Module)	Each Module includes 3 chapter quizzes covering the content of 3 lessons within that module. These quizzes are open-book & open notes; there are no proctoring services required. Quiz questions consist of multiple choice, T/F, and short-answer questions. The open-book design provides students with the opportunity to demonstrate recall of facts and basic concepts (remember), explain ideas or concepts (understand), and use information in new situations (apply), related to economic principles through learning objectives in each lesson for Modules 1-5 (30 points x 15 lessons); drop lowest three (3) quizzes (-90 points).	360
Reflection Video; Modules (1-5) drop lowest score	30 minutes each module	Each module contains one reflection summary prompting students to share something learned within the Module that is applied scarce-resource decision making (i.e., economic decisions). Students share a response reflecting on question prompts designed to reinforce learning objectives and analytical connections between key terms and concepts needed for building economic models. (5 x 20 points each; lowest score is dropped).	80

<p>Module 6 contains a Discussion/Response, Activity, Lesson (e.g., Lecture video, SB Reading, Check your understanding Questions,& Quiz) and Reflection video</p> <p>Note: Module 6 graded item scores are not dropped in the final grade calculation.</p> <p>Students should contact the Instructor in the event of extenuating circumstances.</p>	Like Modules 1-5	<p>Module 6 builds upon information and learning objectives from earlier modules (e.g., principles, models, activities) as both formative and summative assessment of course goals at the end of the term. Module 6 graded assignments are not dropped in the grading calculation. Time on task and point values are similar to the information described for Modules 1-5 (e.g., discussion 100 points; activity 100 points; lecture videos (5 points x 3); textbook reading questions (20 points x 3); check your understanding Q's (5 points x 3); Quiz (30 points x 3); Reflection video (20 points). Any missed work in Module 6 must be arranged with the instructor prior to the last day of classes and be completed during final exam week.</p>	400
Total Points			2000

* An Excel-based formulated spreadsheet is provided in Canvas > Syllabus for entering grades and tracking your real-time semester grade throughout the semester. The “lowest dropped grades” are not fully incorporated in Canvas > Grades until after all Module 5 assignments are completed and grades entered into Canvas.

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

A student must score a grade of C or higher to satisfy any Gen Ed requirements.

Grading Rubric(s)

General Writing Expectations for Assessment Rubrics

	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.

*Additional rubric criteria are provided for each assignment specific to formatting instructions.

III. Annotated Weekly Schedule

The weekly schedule is provided as an overview of the lesson content and assignment due dates. All due dates are at 11:59 pm EST reflected in the schedule. The instructor will make every effort to adhere to this schedule but should changes become necessary to accommodate unexpected events students should check Canvas>Announcements regularly for weekly updates.

Introduction Module – Overview of the course and introduction to the instructor

Topic: This introductory module provides 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 AEB 2014 and the instructor, including a tour of the technology used throughout the course. The module covers communication methods, available in-person and Zoom meeting options, and the tools provided on Canvas. Students will also learn about course expectations, how to navigate the course, and the assignments and resources available to support their learning.

DAY				THURSDAY	FRIDAY	SAT/SUN
DATE				8/22/24	8/23/24	8/24-8/25
WEEK 1				Classes Begin!	Due: Introduction & Syllabus Quiz (available until Monday 8/26/24)	

Module 1 – The fundamental theory of economics: resources & choices [Lessons 1-3]

Topic: This module explores the foundational concepts of scarcity, market activity, and positive/normative economic thinking, essential for understanding and analyzing food systems used for making policy recommendations.

Summary: This module begins by introducing the **Economics of Resources, Agriculture, and Food**, where students will examine how scarcity shapes resource allocation and the critical role agriculture plays in economic decisions. In **Economics of Demand**, the focus shifts to understanding how consumer demand influences market formation and resource distribution. Finally, **Production Function and Costs** explores the relationship between production inputs and outputs (supply), emphasizing the costs associated with producing goods and services. Through these lessons, students will develop the ability to use economic models and mathematical tools to evaluate the costs and benefits of resource allocation and policy outcomes. This foundational understanding is essential for critically analyzing how economic decisions impact food systems, both locally and globally.

DAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT/SUN
DATE	8/26/24	8/27/24	8/28/24	8/29/24	8/30/24	8/31-09/01

WEEK 2		In-person section will cover Lesson 1	Due: Discussion 1 Post (part a) <i>(approximately 30-45 minutes, depending on if you've posted in Canvas before).</i>	In-person section will cover Lesson 2	Due: Discussion Response 1 (part b) <i>(approximately 15 minutes).</i>	Due SUN: Activity 1 <i>(approximately 60 minutes).</i>
DAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT/SUN
DATE	9/02/24	9/03/24	9/04/24	9/05/24	9/06/24	9/07-09/08
WEEK 3	HOLIDAY: Labor Day	In-person section will cover Lesson 3		Review Module 1		Due SAT: HW 1 Includes Lessons 1-3 Reading Q's, Lecture Q's, and Check your Understanding Q's. <i>(Allocate time during the week to work on lessons for maximum schedule flexibility – approximately 2 hours per lesson).</i>
Module 2 – Markets I (Lessons 4-6)						
<p>Topic: Understanding how market dynamics, competition, and elasticity influence the food system is key to making informed decisions about resource allocation and policy.</p> <p>Summary: This module begins by examining the Theory of Markets and the Circular Flow, emphasizing how the interconnectedness of economic participants impacts the food system, from production to consumption. In Forms of Market Competition, students will explore how different competitive structures within the food industry influence pricing, consumer behavior, and the distribution of agricultural resources. The module concludes with Elasticity, where students will learn to</p>						

assess how sensitive the food supply and demand are to changes in price—an essential tool for predicting market outcomes and achieving equilibrium. These lessons equip students with the analytical skills needed to evaluate the complex market forces that shape food systems and inform policy decisions aimed at enhancing food security and economic sustainability.

DAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT/SUN
DATE	9/09/24	9/10/24	9/11/24	9/12/24	9/13/24	9/14-9/15
WEEK 4		In-person section will cover Lesson 4	Due: Quizzes 1 Includes Lessons 1-3 Due: Reflection Video 1 <i>(approximately 15 minutes).</i>	In-person section will cover Lesson 5		Due SUN: Activity 2 <i>(approximately 60 minutes).</i>
DAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT/SUN
DATE	9/16/24	9/17/24	9/18/24	9/19/24	9/20/24	9/21-9/22
WEEK 4		In-person section will cover Lesson 6	Due: Discussion 2 Post (part a) <i>(approximately 30-45 minutes).</i>	Review Module 2	Due: Discussion Response 2 (part b) <i>(approximately 15 minutes).</i>	Due SUN: HW 2 Includes Lessons 4-6 Reading Q's, Lecture Q's, and Check your Understanding Q's. <i>(Allocate time during the week to work on lessons for maximum schedule flexibility – approximately 2 hours per lesson).</i>

Module 3 – Markets II (Lessons 7-9)

Topic: Markets beyond traditional industry boundaries are essential for understanding global agriculture, sustainable resource management, and agribusiness efficiency.

Summary: This module delves into **Global Agricultural Trade and Market Dynamics, Sustainable Resource Management in Agriculture, and Agribusiness Structures and Economic Efficiency**. Students will explore how international trade enhances agricultural output through specialization, while addressing challenges like price volatility and competition. They will examine market-based strategies for managing vital resources, with a strong emphasis on sustainability. The module also investigates how organizational models, farm size, and supply chain integration affect economic performance. Together, these lessons offer critical insights into the global, environmental, and organizational factors shaping agricultural policy and practice.

DAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT/SUN
DATE	9/23/24	9/24/24	9/25/24	9/26/24	9/27/24	9/28-9/29
WEEK 6		In-person section will cover Lesson 7	Due: Quizzes 2 Includes Lessons 4-6 Due: Reflection Video 2 <i>(approximately 15 minutes).</i>	In-person section will cover Lesson 8		Due SUN: Activity 3 <i>(approximately 60 minutes).</i>
DAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT/SUN
DATE	9/30/24	10/01/24	10/02/24	10/03/24	10/04/24	10/05-10/06
WEEK 7		In-person section will cover Lesson 9	Due: Discussion 3 Post (part a) <i>(approximately</i>	Review Module 3	Due: Discussion Response 3 (part b) <i>(approximately 15 minutes).</i>	Due SUN: HW 3 Includes Lessons 7-9 Reading Q's, Lecture Q's, and Check your Understanding Q's. <i>(Allocate time during the</i>

			ly 30-45 minutes).			week to work on lessons for maximum schedule flexibility – approximately 2 hours per lesson).
Module 4 – The economy in aggregate (Lessons 10-12)						
<p>Topic: Understanding the broader domestic economy, the key economic variables, and tools used to influence change it is crucial for analyzing macroeconomic performance and its impact on agriculture and economic stability.</p> <p>Summary: This module introduces students to Introduction to Macroeconomics, Monetary Policy, and Fiscal Policy. In Introduction to Macroeconomics, students will explore the fundamentals of macroeconomic theory, learning how economies function on a large scale and the importance of key indicators like GDP, employment, and inflation. The lesson on Monetary Policy focuses on the role of central banks in controlling the money supply and interest rates to manage economic performance. Fiscal Policy delves into the calculation and significance of GDP, explaining how government spending and taxation influence economic growth and stability. These lessons are essential for analyzing macroeconomic challenges and making informed policy decisions that affect not only the broader economy but also the agricultural sector specifically.</p>						
DAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT/SUN
DATE	10/07/24	10/08/24	10/09/24	10/10/24	10/11/24	10/12-10/13
WEEK 8		In-person section will cover Lesson 10	Due: Quizzes 3 Includes Lessons 7-9 Due: Reflection Video 3 <i>(approximately 15 minutes).</i>	In-person section will cover Lesson 11		Due SUN: Activity 4 <i>(approximately 60 minutes).</i> Extra Credit: Please complete Mid-Semester Feedback Extra Credit <i>(5 points)</i>

DAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT/SUN
DATE	10/14/24	10/15/24	10/16/24	10/17/24	10/18/24	10/19-10/20
WEEK 9					HOLIDAY: HOMECOMING	
DAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT/SUN
DATE	10/21/24	10/22/24	10/23/24	10/24/24	10/25/24	10/26-10/27
WEEK 10		In-person section will cover Lesson 12	Due: Discussion 4 Post (part a) (approximately 30-45 minutes).	Review Module 4	Due: Discussion Response 4 (part b) (approximately 15 minutes).	Due SUN: HW 4 Includes Lessons 10-12 Reading Q's, Lecture Q's, and Check your Understanding Q's. (Allocate time during the week to work on lessons for maximum schedule flexibility – approximately 2 hours per lesson).
Module 5 – Time value in economics (Lessons 13-15)						
<p>Topic: Understanding the time value of money is essential for making informed investment decisions and conducting cost-benefit analyses in food systems.</p> <p>Summary: This module covers essential financial concepts, the impact of time on money's value, and the influence of economic cycles, inflation, and unemployment. Students will start with a brief overview of finance, laying the groundwork for evaluating agricultural investments. Next, they'll learn how time affects real and nominal values, a critical aspect of conducting accurate cost-benefit analyses in food policy. Finally, the module explores how business cycles and economic fluctuations impact the agricultural sector, equipping students with the tools to make informed and sustainable decisions in food systems..</p>						

DAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT/SUN
DATE	10/28/24	10/29/24	10/30/24	10/31/24	11/01/24	11/02-11/03
WEEK 11		In-person section will cover Lesson 13	Due: Quizzes 4 Includes Lessons 10-12 Due: Reflection Video 4 <i>(approximately 15 minutes).</i>	In-person section will cover Lesson 14		Due SUN: Activity 5 <i>(approximately 60 minutes).</i>
DAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT/SUN
DATE	11/04/24	11/05/24	11/06/24	11/07/24	11/08/24	11/09-11/10
WEEK 12		In-person section will cover Lesson 15	Due: Discussion 5 Post (part a) <i>(approximately 30-45 minutes).</i>	Review Module 5	Due: Discussion Response 5 (part b) <i>(approximately 15 minutes).</i>	Due SUN: HW 5 Includes Lessons 13-15 Reading Q's, Lecture Q's, and Check your Understanding Q's. <i>(Allocate time during the week to work on lessons for maximum schedule flexibility – approximately 2 hours per lesson).</i>
Module 6 – Public policy and agriculture (Lessons 16-18)						
Topic: Exploring the economic dimensions of agricultural policy reveals how development, pricing, and resource management are essential for a stable and sustainable food economy.						
Summary: This module provides insight into the impact of agricultural policy on technological development, economic stability, sustainability, and food security. In Agriculture as a Catalyst for Economic Development , students will first examine						

how advancements in agriculture drive broader economic development, transitioning from traditional methods to modern, technology-driven practices. In **Agricultural Pricing and Income Stabilization**, the module then explores how agricultural pricing and income stabilization policies, shaped by government interventions and market mechanisms, help stabilize farm incomes, influence prices, and ensure food security. Finally, in **Sustainable Resource and Environmental Management**, students will delve into sustainable resource and environmental management, focusing on practices that protect natural resources and mitigate environmental impacts. These lessons are critical for understanding how to develop policies that promote agricultural growth, economic stability, and long-term sustainability in the food economy.

DAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT/SUN
DATE	11/11/24	11/12/24	11/13/24	11/14/24	11/15/24	11/16-11/17
WEEK 13	HOLIDAY: Veteran's Day	In-person section will cover Lesson 16	Due: Quizzes 5 Includes Lessons 13-15 Due: Reflection Video 5 <i>(approximately 15 minutes).</i>	In-person section will cover Lesson 17		
DAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT/SUN
DATE	11/18/24	11/19/24	11/20/24	11/21/24	11/22/24	11/23-11/24
WEEK 14		In-person section will cover Lesson 18	Due: Discussion 6 Post (part a) <i>(approximately 30-45 minutes).</i>	Movie: "House of Cards"	Due: Discussion Response 6 (part b) <i>(approximately 15 minutes).</i>	
DAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT/SUN
DATE	11/25/24	11/26/24	11/27/24	11/28/24	11/29/24	11/30-12/01

WEEK 15	THANKSGIVING HOLIDAY					
DAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT/SUN
DATE	12/02/24	12/03/24	12/04/24	12/05/24	12/06/24	12/07-12/08
WEEK 16	<p>Please complete UF Course Evaluation and End-of- Semester Feedback!</p>	<p>Review Module 6</p>	<p>Last Day of Classes</p> <p>Due: Activity 6 <i>(approximately 60 minutes).</i></p> <p>Due: HW 6 Includes Lessons 16-18 Reading Q's, Lecture Q's, and Check your Understanding Q's. <i>(Allocate time during the week to work on lessons for maximum schedule flexibility – approximately 2 hours per lesson).</i></p> <p>Due: Quizzes 6</p>	<p>READING DAYS</p>		

			Includes Lessons 16-18 Due: Reflection Video 6 <i>(approximately 15 minutes).</i> *Check next week's date for extended time to submit Module 6 assignments with no late penalty.			
Conclusion Module – Final Thoughts						
<p>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.</p> <p>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.</p>						
DAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	
DATE	12/09/24	12/10/24	12/11/24	12/12/24	12/13/24	
WEEK 17	SCHEDULED MAKE UP ASSIGNMENTS *Will accept Module 6 assignments until Wednesday 12/11/24 with no late penalty. Ask if you have questions!			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 [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, theoretical principles, and terminology of economics including the history, theory, and empirical methodologies used for economic decisions through discussions, activities, lessons, quizzes and reflections that culminate in a final “My Economic Policy Statement e-Portfolio project. (S)

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 economic concepts and methods to examine the models and tools that form the processes by which individuals make personal and group decisions through discussions, activities, lessons, quizzes, and reflections that culminate in a final “My Economic Policy Statement” e-Portfolio project. (S)
- Assess and analyze diverse perspectives associated with food-related resource allocations associated with production efficiency and allocative equity affecting individuals and groups making societal decisions through discussions, activities, lessons, quizzes, and reflections that culminate in a final “My Economic Policy Statement” e-Portfolio project. (S)
- Critically analyze and evaluate quantitative data for informing food-related resource allocations associated with production efficiency and allocative equity affecting individuals and groups making societal decisions through discussions, activities, lessons, quizzes, and reflections that culminate in a final “My Economic Policy Statement” e-Portfolio project. (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, written, and presented work that demonstrates critical engagement with course texts, videos, and experiential learning through discussions, activities, lessons, quizzes, and reflections that culminate in a final “My Economic Policy Statement” e-Portfolio project. (S)

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 through information and peer sharing that culminate in a final “My Economic Policy Statement” e-Portfolio semester project.
- Reflect on their own and others’ experience in allocation decisions following principles of positive/normative economic analysis to develop a final “My Economic Policy Statement” e-Portfolio project.

V. Learning Positive and Normative Economic Policy Analysis

1. Details of “My Economic Policy Statement” set of Activities (1-6): A semester-long e-Portfolio project

The “My Economic Policy Statement” set of six activity assignments is designed to bring economic principles “to life” throughout the semester via experiential learning about a food-related issue which includes: identifying an issue to research, documenting summary citations, locating an area in the world where the issue is occurring, submitting a first draft for peer review, reviewing peers’ scarce resource drafts, and finalizing their information into a digital e-Portfolio and reflection narrative

Students’ self-selected topic should be of personal interest as it is used throughout the semester for building research findings into an analytical model communicating science-based policy recommendations based on economic principles and data. Student topics can be applied to a variety of academic disciplines in which the student has a personal interest and can be local or global in context.

The following six activity descriptions provide an overview of components included in developing their recommendations:

MODULE	NAME OF ACTIVITY “My Economic Policy Statement”
A_01	Storytelling a food-related economic issue I’m concerned about
A_02	Positive economics; the data supporting my food-related economic issue
A_03	Global perspective - Where in the world is my food-related economic issue occurring?
A_04	First Draft
A_05	Peer Review
A_06	“My Economic Policy Statement” Final e-Portfolio project completion

Each of the six Activities build upon each other beginning with issue formulation, data collection, contextual agribusiness environment, first draft, peer review and editing, and final e-Portfolio reflecting learning objectives achieved throughout the semester.

The final draft of the “My Economic Policy Statement” is a culmination of students’ semester-long engagement with a self-selected food-related issue reflecting deeper engagement with course learning objectives. The Final e-Portfolio project showcases students’ analytical and communication skills associated with a complex topic of strategy and demonstrates evidence of developed [employability skills in agriculture and natural resources](#) identified by the Association of Public Land-Grant Universities (APLU). The e-Portfolio is a digital copy that can be shared to demonstrate university-level professionalism.

The course readings, videos, activities, and discussions assigned for this class are designed to synthesize learning objectives covered in this course. They also provide an opportunity to engage with the materials in a personal way. The following annotated rubric provides general expectations of rigor for grading “My Economic Policy Statement” written narratives. Canvas Activities provide additional rubric detail specifically related to each assignment’s instructions and objectives in Canvas.

Annotated Rubric	Points
Thorough on-point and substantive contribution to prompts based on the materials.	Full credit (80-100)
Competent and complete, but may lack clarity, focus, specific detail, and/or development of thoughts.	Partial credit (50-70)
Incomplete, with little to no evidence of careful consideration, appears rushed and shows scant involvement with the materials.	Marginal credit (10-40)
No submission	No credit 0

2. Details of Self-Reflection Component

Self-reflection is built into each module and My Economic Statement activity culminating in the final e – Portfolio website in Canvas project.

VI. Required Policies

Attendance Policy

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/ugrad/current/regulations/info/attendance.aspx>

Students Requiring Accommodation

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. 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.

UF Evaluations Process

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.ua.ufl.edu/students/>. Students

will be 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/>.

University Honesty Policy

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students 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.” The Honor Code (<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

Counseling and Wellness Center

Contact information for the Counseling and Wellness Center: <http://www.counseling.ufl.edu/> , 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

The Writing Studio

The writing studio is committed to helping University of Florida students meet their academic and professional goals by becoming better writers. Visit the writing studio in 2215 Turlington Hall or online at <http://writing.ufl.edu/writing-studio/> for one-on-one consultations and workshops.

In-Class Recordings

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.