

AEB 2014 Economic Issues, Food, and You

Spring, 2026
In-Person, 3 Credits

Class Meetings

Tuesdays Period 10 (5:10 PM – 6:00 PM) Location: MCCB 2102
Thursdays Periods 10-11 (5:10 PM – 7:05 PM) Location: MCCB 2102

Instructor

Dr. Jennifer Clark
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Office Hours: Tuesdays 10:00-11:00 AM and 4:00-5:00 PM; Wednesday 10:00-11:00 AM; Thursday 4:00-5:00 PM. Office hours are available in person or via Zoom (<https://ufl.zoom.us/j/7910794490>). If these times do not work for you, feel free to email me to arrange an appointment.

Teaching Assistant

Teaching Assistant: Contact information for the Teaching Assistant will be shared via a Canvas Announcement during the first week of classes.

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 Prerequisites

None

General Education Credit

Social & Behavioral Sciences

This course satisfies the **General Education Social and Behavioral Sciences** requirement. A minimum grade of **C** is required to earn General Education credit. Courses used to satisfy General Education requirements **cannot be taken S/U**.

Course Goal

The goal of **AEB 2014: Economic Issues, Food, and You** is to develop economic literacy and critical-thinking skills that enable students to understand and evaluate food-related decisions as consumers, professionals, and informed global citizens.

Course Overview and Purpose

AEB 2014: Economic Issues, Food, and You introduces students to the economic forces that shape what we eat, how food is produced, how resources are managed, and how policies influence outcomes across

the food system. This course emphasizes learning how economists think – by asking meaningful questions, evaluating evidence, and applying economic tools to real-world food and policy challenges.

Through discussions, project development, policy analysis, engagement with contemporary news, and reflection, students will:

- Explain how economic principles influence food prices, production decisions, and policy outcomes
- Analyze real-world food and agricultural issues using data, models, and economic reasoning
- Evaluate tradeoffs and unintended consequences of economic and policy decisions
- Strengthen communication, collaboration, and evidence-based reasoning skills
- Connect economic concepts to personal experiences, community issues, and career interests

This course is intentionally interactive and relevant. Whether you are interested in agriculture, sustainability, business, public policy, health, communication, or simply want to better understand the economic forces shaping your daily food choices, AEB 2014 provides practical tools and perspectives that extend beyond the classroom.

By the end of the semester, students will be better prepared to interpret economic information, engage thoughtfully in policy discussions, and make informed decisions about food and resource issues that affect both society today and future generations.

Course Modules & Lesson Overview

This course is organized into **six modules**, with **three lessons per module**, for a total of **18 lessons** across the semester. Each lesson functions similarly to a **chapter** in a traditional textbook and includes readings, activities, and assignments housed in Canvas. Lesson titles below correspond directly to the module and lesson structure students will see in Canvas.

MODULE	LESSON	CANVAS TITLE
1	L1	Economics of resources, agriculture, and food
	L2	Economics of demand
	L3	Economics of supply
2	L4	Theory of markets
	L5	Agribusiness organization and forms of market competition
	L6	Elasticity
3	L7	Welfare (well-being) economics and introduction to economic policy
	L8	Public goods and environmental markets
	L9	International trade
4	L10	Introduction to macroeconomics

	L11	GDP & fiscal policy
	L12	GDP & monetary policy
5	L13	Brief overview of finance and value of time
	L14	Productivity and economic growth
	L15	Business cycles, inflation, and unemployment
6	L16	Agriculture and development
	L17	Agricultural price and income policies
	L18	Resources and environmental policies

Guidance on pacing your work across modules, lessons and assignments is provided in Canvas for each module, including recommended timelines, due dates, and reminders to stay engaged and help you stay on track throughout the semester.

Student Learning Objectives

After successfully completing this course, students will be able to:

Foundations of Economics & Food-System Decision-Making

1. Recognize and apply core economic concepts including scarcity, opportunity cost, supply and demand, utility, productivity, surplus, and externalities to explain how food, agriculture, and natural resources are managed and valued.
2. Explain how economic decisions are made by individuals, businesses, and governments under resource constraints, including the roles of tradeoffs, incentives, time, and uncertainty.
3. Describe how markets and institutions coordinate production, consumption, and resource allocation across food and agricultural systems.

Analytical & Critical Thinking Skills

4. Apply economic models and tools such as supply and demand, elasticity, production functions, and macroeconomic indicators—to interpret real-world food and agricultural issues.
5. Analyze how economic conditions, policies, and shocks affect food prices, incomes, employment, and resource use at local, national, and global levels.
6. Critically evaluate economic arguments and evidence, identifying assumptions, limitations, biases, and logical fallacies in discussions of food, agriculture, and public policy.

Systems Thinking & Applied Problem-Solving

7. Use systems-thinking approaches to examine connections across food supply chains, markets, institutions, and policies, including interactions among producers, consumers, governments, and global trade partners.
8. Evaluate tradeoffs and unintended consequences of economic and policy decisions related to food production, environmental management, and agricultural development.

9. Integrate microeconomic and macroeconomic concepts to interpret complex food-system challenges involving growth, inflation, unemployment, sustainability, and resource constraints.

Communication & Professional Skills

10. Communicate economic ideas clearly and professionally by analyzing contemporary news through course assignments and discussions, using written, visual, and oral or digital formats.
11. Develop evidence-based economic arguments through research and policy analysis that integrate course readings, historical case studies, and contemporary news.
12. Engage in collaborative learning through discussions, structured debate, and peer feedback that strengthen analytical reasoning, evidence-based argumentation, and respectful dialogue.

Personal, Experiential, and Civic Development

13. Reflect on personal consumption choices and lived experiences to better understand how individual decisions connect to broader economic outcomes and food-system challenges.
14. Apply economic concepts to contemporary food and agricultural issues, including sustainability, environmental stewardship, food security, trade, and development.
15. Demonstrate economic literacy for everyday life and informed citizenship, including the ability to interpret policy debates, economic data, and media claims related to food and the economy.

The course learning objectives above describe what students will be able to do in AEB 2014. The outcomes below align these objectives with the University of Florida's General Education Social and Behavioral Sciences requirements.

General Education Student Learning Outcomes (SLOs)

By the end of this course, students will have achieved the following General Education learning outcomes:

Content: *Students demonstrate competence in the terminology, concepts, methodologies, and theories used within the subject area.*

- Identify, describe, and explain key economic concepts, principles, methodologies, and terminology—including scarcity, opportunity cost, supply and demand, market structures, externalities, and macroeconomic indicators—as they relate to food systems, agriculture, and resource use.
- Describe how economic institutions, markets, and policies shape food production, consumption, and resource allocation within local, national, and global contexts.

Critical Thinking: *Students carefully and logically analyze information from multiple perspectives and develop reasoned solutions to problems within the subject area.*

- Apply qualitative and quantitative economic reasoning to analyze how individuals and groups (including firms and governments) make food-related decisions under conditions of scarcity, uncertainty, and competing objectives.
- Analyze tradeoffs and unintended consequences associated with economic and policy decisions related to food production, environmental management, and agricultural development.
- Assess ethical perspectives and societal implications of food-system decisions, including issues related to sustainability, equity, food security, and public policy.

Communication: *Students clearly and effectively communicate knowledge, ideas and reasoning in written or oral forms appropriate to the subject area.*

- Communicate economic ideas clearly and effectively through written assignments, discussions, data-informed visuals, and oral or digital presentations.
- Develop evidence-based arguments that integrate economic concepts, data, historical case studies, and contemporary news to explain and evaluate food-related economic issues.

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

- Connect economic concepts to real-world contexts, including personal experiences, community issues, and professional interests, to understand how economic forces shape food choices and societal outcomes.
- Demonstrate the ability to apply economic thinking beyond the classroom by interpreting media, public discourse, and policy information related to food and resource issues in everyday life and civic engagement.

Textbooks, Learning Materials, and Supply Fees

Canvas serves as the central hub for this course and can be accessed at elearning.ufl.edu using your Gatorlink username and password. After reviewing the syllabus, students should complete the **Orientation and Introduction Module** in Canvas which provides detailed information about the course structure, lessons, assignments, and learning activities.

There is **no required textbook** for this course. Readings are drawn from **open-source textbooks available online**, along with additional articles and resources provided within Canvas for each lesson. All materials are selected with **accessibility and affordability** in mind and include (but are not limited to) the following open-source texts, as well as additional resources linked directly within Canvas lesson pages:

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

Please feel free to reach out to the instructor if you have questions, anticipate any difficulty accessing course materials, or would like to discuss specific learning needs or concerns. Support is always available.

Materials and Supplies Fees: None

Graded Work

The table below summarizes all major graded assignments for this course. Each assignment is designed to support course learning objectives and General Education outcomes.

All assignment deadlines are listed in Eastern Time (ET). Please plan accordingly if you are in a different time zone.

Work item	Estimated time on task	Description	Points
In-Class Discussions	Scheduled double-block class period	Course discussions will take place during scheduled class periods and are designed to deepen understanding of course concepts through guided conversation, debate, and applied examples. Students are expected to come prepared, participate actively, and engage respectfully with classmates and course materials (6 × 100 points). Due in class. Students who must miss a class session should contact the instructor to discuss appropriate make-up options when feasible.	600
Course Project: "My Economic Policy Statement" Via Activities 1-6	1 hour	Each module includes an applied activity focused on student-selected food-related issues. Activities emphasize higher-order learning by applying economic concepts, analyzing ideas, evaluating policy positions, and creating original work. By the end of the semester, students will compile this work into a Final Economic Policy Statement e-Portfolio that integrates positive and normative analysis, quantitative data, and APA-supported sources addressing local and global food issues (6 × 100 points). Due in Canvas by 11:59 PM.	600
Think Pieces (In-Class Lesson Activities)	Scheduled single-block class period	Think Pieces are short, in-class activities completed during lesson time that ask students to apply economic concepts, interpret data, reflect on real-world examples, or engage in structured problem solving. These activities are designed to reinforce lesson content, encourage active learning, and provide opportunities for immediate feedback (18 × 30 points). Due in class. Students who must miss a class session should contact the instructor to discuss appropriate make-up options when feasible.	540

Quiz	30 minutes per Lesson	Each lesson includes an open-book, open-notes quiz . No proctoring is required. (18 × 30 points). Due in Canvas by 11:59 PM.	540
Reflection video	15 minutes	After each Module, record a short video reflection connecting course concepts to your own experiences, observations, or perspectives. Due in Canvas by 11:59 PM.	120
Total Points			2,400

Course Project: My Economic Policy Statement (e-Portfolio Project)

1. Overview of the My Economic Policy Statement Activities (Module 1 Activity – Module 6 Activity)

The My Economic Policy Statement project is a semester-long e-Portfolio composed of six connected activity assignments designed to bring economic principles to life through experiential learning.

Throughout the semester, students investigate a food-related economic issue of personal interest, building toward a polished policy statement supported by economic reasoning, data, and credible sources.

Students will select a topic early in the semester and return to it across multiple activities. Project components include identifying and framing an issue, documenting sources, examining where the issue occurs in the world, drafting and revising a policy statement, engaging in peer review, and finalizing the work as a digital e-Portfolio with a reflective narrative.

Topics may be local or global in scope and may connect to a student's major, background, or career interests. Students are encouraged to apply economic principles and data to analyze real-world food and agricultural challenges and to communicate science- and evidence-based policy recommendations.

2. Activity Sequence and Project Components

The six activities listed below guide students step-by-step through the development of their My Economic Policy Statement:

Module	Activity Title	Purpose/Focus
1	Storytelling a Food-Related Economic Issue	Identify and frame a food-related economic issue of personal interest
2	Data-Driven Insights on a Food-Related Issue	Locate, interpret, and summarize relevant data and evidence
3	Where in the World Is My Food-Related Economic Issue?	Analyze the geographic and global context of the issue
4	Applying Policy to My Economic Statement (First Draft)	Apply economic reasoning to draft a policy-focused analysis
5	Evaluating Science-Based Thinking (Infographic Peer Review)	Provide and receive peer feedback on evidence and communication
6	"My Economic Policy Statement" Final e-Portfolio Project	Synthesize research, analysis, and reflection into a polished portfolio

Each activity builds on prior work, allowing students to refine their ideas, strengthen their analysis, and improve clarity through feedback and revision.

3. Why These Activities Matter

These activities are designed to help students **think and work like applied economists** in food, agriculture, and policy contexts. Rather than completing isolated assignments, students engage in a structured process that mirrors real-world analytical and professional workflows.

Through this project, students will:

- Identify and frame a food-related economic issue connected to their interests or field of study

- Collect, interpret, and analyze data within broader food and agribusiness systems
- Apply positive and normative economic analysis to evaluate policy alternatives
- Draft, revise, and refine work through structured peer review and feedback
- Create a final Economic Policy Statement e-Portfolio that communicates economic reasoning using APA-supported sources
- Demonstrate career-ready skills in strategic thinking, evidence-based communication, and policy interpretation, consistent with employability competencies identified by the Association of Public Land-Grant Universities (APLU)

4. Project Grading Expectations: Annotated Rubric Overview

Student work for the My Economic Policy Statement e-Portfolio will be evaluated based on thoughtfulness, clarity, engagement with course materials, and alignment with course objectives. The final project is expected to synthesize and integrate work completed in Activities A_01 through A_06 into a cohesive and well-supported policy statement, rather than presenting activities as separate or disconnected components.

Successful projects clearly demonstrate how the issue was identified and framed, how data and evidence were gathered and analyzed, how geographic and contextual factors were considered, how policy alternatives were evaluated, and how peer feedback informed revision and refinement over the course of the semester. Students are encouraged to revise earlier activity submissions based on feedback before incorporating them into the final e-Portfolio.

Detailed rubrics for each activity are provided in Canvas. The general performance framework for the final project is outlined below:

Performance Level	Description	Points
Full Credit	Thorough, well-developed work that integrates all project components and directly engages with course concepts, data, and materials.	85-100
Partial Credit	Complete and competent work that incorporates most project components but may lack clarity, depth, integration, or specific detail.	51-84
Marginal Credit	Incomplete or underdeveloped work showing limited engagement with course materials and weak integration across activities.	1-50
No Credit	No submission.	0

Grading Scale

Final course grades are assigned according to the scale below. For additional information on how the University of Florida assigns grade points, please visit [UF Grades and Grading Policies](#).

A	94%-100%	C	74%-76.99%
A-	90%-93.99%	C-	70%-73.99%
B+	87%-89.99%	D+	67%-69.99%
B	84%-86.99%	D	64%-66.99%
B-	80%-83.99%	D-	60%-63.99%
C+	77%-79.99%	E	<60%

A grade of C or higher is required to satisfy General Education requirements.

General Writing Expectations for Assessment

The following rubric describes baseline expectations for written assignments in this course. Assignment-specific rubrics and formatting requirements are provided in Canvas.

Criterion	Satisfactory (Y)	Unsatisfactory (N)
Content	Addresses the topic with appropriate depth and complexity; demonstrates critical evaluation and synthesis of sources; shows a clear understanding of key concepts.	Central idea is unclear or off-topic; discussion is minimal or inaccurate; sources are missing, inappropriate, or insufficient.
Organization & Coherence	Has a clear structure and identifiable thesis; ideas generally progress logically with appropriate transitions.	Lacks clear organization or logical flow; coherence is missing or difficult to follow.
Argument & Support	Presents ideas persuasively with evidence; analysis goes beyond summary.	Makes unsupported claims or broad generalizations; relies primarily on summary or narrative without analysis.
Style	Word choice and tone are appropriate for the discipline and audience; sentences are generally clear and well constructed.	Word choice is inappropriate or unclear; sentences are awkward, overly simple, or confusing.
Mechanics	Mostly free of grammatical, spelling, or punctuation errors; minor issues do not interfere with meaning.	Frequent mechanical errors interfere with clarity or undermine credibility.

Additional rubric criteria and formatting instructions are provided with individual assignments in Canvas.

Weekly Course Schedule

The instructor will make every effort to adhere to the course schedule as outlined below. However, adjustments may occasionally be necessary due to unforeseen circumstances or instructional needs. Any changes to the schedule will be communicated clearly and promptly through Canvas Announcements.

Students are responsible for monitoring Canvas regularly as it is the primary source of course updates and communication.

Introduction Module – Overview of the course and introduction to the instructor						
DAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT/SUN
DATE	1/12/26	1/13/26	1/14/26	1/15/26	1/16/26	1/17-1/18
WEEK 1	Classes Begin				Due: Orientation Module & (all) Introduction Assignments	
Module 1 – The fundamental theory of economics: resources & choices [Lessons 1-3]						
DAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT/SUN

DATE	1/19/26	1/20/26	1/21/26	1/22/26	1/23/26	1/24-1/25
WEEK 2	HOLIDAY: Martin Luther King, Jr.	Think Piece: Lesson 1		Think Piece: Lesson 2		
DAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT/SUN
DATE	1/26/26	1/27/26	1/28/26	1/29/26	1/30/26	1/31-2/01
WEEK 3		Think Piece: Lesson 3	Due: Activity 1	Discussion 1 In-Class	Due: Lessons 1-3 Quiz Reflection video 1	

Module 2 – Markets I (Lessons 4-6)

Topic: Market dynamics, agribusiness structure, and responsiveness of supply and demand in food systems.

Summary: This module explores how markets organize food production, distribution, and consumption. You'll begin with the **theory of markets** and the circular flow, examining how households, firms, and institutions interact across the food system.

The focus then shifts to **agribusiness organization and market competition**, where you'll learn how different market structures influence prices, availability, and the distribution of agricultural resources. The module concludes with **elasticity of supply and demand**, a key tool for understanding how responsive consumers and producers are to changes in prices.

Together, these lessons help you analyze market behavior, anticipate market outcomes, and evaluate how economic forces and policy choices affect food security and economic sustainability.

DAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT/SUN
DATE	2/02/26	2/03/26	2/04/26	2/05/26	2/06/26	2/07-2/08
WEEK 4		Think Piece: Lesson 4		Think Piece: Lesson 5		

DAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT/SUN
DATE	2/09/26	2/10/26	2/11/26	2/12/26	2/13/26	2/14-2/15
WEEK 5		Think Piece: Lesson 6	Due: Activity 2	Discussion 2 In-Class	Due: Lessons 4-6 Quiz Reflection video 2	
Module 3 – Markets II (Lessons 7-9)						

Topic: Market value, market failures, and international trade in food and agriculture.

Summary: This module examines how economists evaluate market outcomes, societal well-being, and global trade within food and agricultural systems. You'll begin with **welfare (well-being) economics**, learning how consumer and producer surplus are used to assess who benefits from markets and how policies—such as taxes—affect overall economic outcomes.

The module then turns to **public goods and environmental markets**, where you'll explore why some resources are not efficiently managed by markets alone and how market-based and policy solutions can promote sustainable resource use. The module concludes with **international trade**, highlighting how specialization and trade can expand agricultural output while also introducing challenges such as price volatility and global competition.

Together, these lessons provide tools for understanding how global forces, environmental constraints, and policy decisions shape agricultural markets, sustainability, and economic efficiency.

DAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT/SUN
DATE	2/16/26	2/17/26	2/18/26	2/19/26	2/20/26	2/21-2/22
WEEK 6		Think Piece: Lesson 7		Think Piece: Lesson 8		
Module 3 – Markets II (Lessons 7-9)						
DAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT/SUN
DATE	2/23/26	2/24/26	2/25/26	2/26/26	2/27/26	2/28-3/01

WEEK 7		Think Piece: Lesson 9	Due: Activity 3	Discussion 3 In-Class	Due: Lessons 7-9 Quiz Reflection video 3 Please complete mid-semester feedback.	
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Module 4 – The economy in aggregate (Lessons 10-12)

Topic: Macroeconomic performance, key economic indicators, and policy tools that influence the broader economy and agriculture.

Summary: This module introduces the **big-picture view of the economy**, focusing on how economies function at a national level and how macroeconomic conditions affect agriculture and food systems. You'll begin with an **introduction to macroeconomics**, exploring core indicators such as GDP, inflation, and the distinction between nominal and real values. The module then examines **fiscal policy**, highlighting how government spending and taxation influence economic growth, employment, and stability. You'll also study **monetary policy**, learning how central banks use tools such as interest rates and money supply to manage economic performance. Together, these lessons provide essential tools for understanding macroeconomic challenges and evaluating policy decisions that shape economic stability, food prices, and agricultural outcomes.

DAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT/SUN
DATE	3/02/26	3/03/26	3/04/26	3/05/26	3/06/26	3/07-3/08
WEEK 8		Think Piece: Lesson 10		Think Piece: Lesson 11		
DAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT/SUN
DATE	3/09/26	3/10/26	3/11/26	3/12/26	3/13/26	3/14-3/15

WEEK 9		Think Piece: Lesson 12	Due: Activity 4	Discussion 4 In-Class	Due: Lessons 10-12 Quiz Reflection video 4							
DAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT/SUN						
DATE	3/16/26	3/17/26	3/18/26	3/19/26	3/20/26	3/21-3/22						
WEEK 10	HOLIDAY: SPRING BREAK											
Module 5 – Production Factors and Financial Flows in a Circular economy (Lessons 13-15)												
<p>Topic: Financial decision-making, the value of time, and economic cycles in food systems.</p> <p>Summary: This module introduces key financial concepts used to evaluate production, investment, and policy decisions in agriculture and food systems. You'll begin with a brief overview of finance and the value of time, learning why timing matters when comparing costs, benefits, and returns. The module then examines productivity and economic growth, focusing on how investment and productivity support long-term economic improvement. It concludes with business cycles and the tradeoff between unemployment and inflation, highlighting how economic expansions and downturns affect agriculture, food markets, and policy choices. Together, these lessons provide tools for understanding financial flows, long-term decision-making, and the economic conditions shaping food systems.</p>												
DAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT/SUN						
DATE	3/23/26	3/24/26	3/25/26	3/26/26	3/27/26	3/28-3/29						
WEEK 11		Think Piece: Lesson 13		Think Piece: Lesson 14								

		Mid-semester feedback period closes.				
DAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT/SUN
DATE	3/30/26	3/31/26	4/01/26	4/02/26	4/03/26	4/04-4/05
WEEK 12		Think Piece: Lesson 15	Due: Activity 5	Discussion 5 In-Class	Due: Lessons 13-15 Quiz Reflection video 5	
Module 6 – Public policy and agriculture (Lessons 16-18)						

Topic: Agricultural policy, development, and resource management in a sustainable food economy.

Summary: This module examines how **agricultural policy shapes development, prices, and resource use** within food systems.

You'll begin with **agriculture and development**, exploring how technological change and productivity growth support economic development and food security. The module then focuses on **agricultural price and income policies**, analyzing how government programs and market mechanisms influence farm incomes, price stability, and food availability. The final lesson addresses **resource and environmental policies**, emphasizing sustainable management of land, water, and other natural resources to reduce environmental impacts. Together, these lessons highlight how economic policy can promote agricultural growth, economic stability, and long-term sustainability in the food economy.

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT/SUN
DATE	4/06/26	4/07/26	4/08/26	4/09/26	4/10/26	4/11-4/12
WEEK 13		Think Piece: Lesson 16		Discussion 6 In-Class		
DAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT/SUN
DATE	4/13/26	4/14/26	4/15/26	4/16/26	4/17/26	4/18-4/19

WEEK 14		Think Piece: Lesson 17	Due: Activity 6	Think Piece: Lesson 18	Due: Lessons 16-18 Quiz Reflection video 6	
DAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT/SUN
DATE	4/20/26	4/21/26	4/22/26	4/23/26	4/24/26	4/25-4/26
WEEK 15			Last Day of Classes Please complete UF Course Evaluation.	READING DAYS		

Conclusion Module – Final Thoughts

Topic: Reflecting on how economics shapes food-related decisions and your role in those systems.

Summary: As the semester comes to a close, this module invites you to reflect on how economic thinking influences food-related decisions at personal, organizational, and global levels—and how these layers are interconnected. Consider how the tools and perspectives from this course shape the way you interpret food issues and communicate about them moving forward. If you have questions, would like to discuss your work further, or are interested in research or professional development opportunities, please feel free to reach out.

End-of-Semester Feedback: Please remember to complete the UF Course Evaluation at the end of the semester. Your feedback is valued and helps improve this course for future students.

DAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	
DATE	4/27/26	4/28/26	4/29/26	4/30/26	5/01/26	
WEEK 16	SCHEDULED MAKE UP ASSIGNMENTS			UF Course Evaluation period closes. Reach out to discuss potential undergrad research Projects or professional development opportunities!		

Course Policies

The policies below outline expectations specific to this course. University-wide policies and required resources are listed in the following section.

Communication Guidelines (In-Person Course)

Clear and respectful communication helps us make the most of our time together in an in-person learning environment. Because much of the learning in this course occurs through in-class discussion and collaboration, students are expected to be present, prepared, and engaged during scheduled class periods. Please keep the following expectations in mind:

- **Be present and engaged in class.** Active participation during discussions, Think Pieces, and group activities is essential to learning in this course.
- **Monitor Canvas consistently.** Canvas is used to share announcements, resources, deadlines, and feedback. Students are expected to check Canvas consistently and keep notifications enabled.
- **Communicate early and proactively.** If you anticipate challenges, conflicts, or periods of limited availability, please reach out as soon as possible. Waiting until the end of the semester to reconnect will limit the support that can be provided.
- **Engage with purpose.** In-class discussions and Think Piece activities are designed to deepen understanding of course concepts. Contributions should be thoughtful, focused on course content, and grounded in evidence when appropriate.
- **Communicate respectfully and professionally.** Respond to ideas rather than individuals, listen actively, and help maintain a respectful and inclusive learning environment.
- **Reach out when needed.** If you have questions, concerns, or need clarification at any point during the semester, please contact me. I want to support your learning and help you stay on track.

Bottom line: In-person courses require intentional engagement. Showing up, participating actively, and communicating regularly will help you get the most out of this course and avoid falling behind.

Class Demeanor & Expectations

This course is designed to be an **engaging, respectful, and inclusive in-person learning environment**. Students are expected to approach class activities, discussions, and collaborative work with **curiosity, professionalism, and openness to learning**.

Differences in viewpoints are expected and encouraged; however, all interactions should remain **civil, constructive, and evidence-based**. Active participation, thoughtful listening, and a willingness to engage seriously with complex economic and food-system issues are essential to creating a positive learning experience for everyone.

Professional Communication and Growth

Developing the ability to respond in a **dispassionate, logical, and evidence-based manner** is an important part of professional growth. In academic and workplace settings, you will not always agree with everyone on your team and learning how to communicate respectfully and analytically in those situations is an **acquired skill**. This course provides a supportive space to practice engaging with differing

perspectives, focusing on ideas rather than individuals, and strengthening professional communication skills.

Attendance & Participation (In-Person)

Regular attendance and active participation are expected during scheduled class periods. Because learning in this course occurs through in-class discussion, Think Pieces, and applied activities, attendance matters – not only for your own learning, but for the learning community we are building together.

Students are expected to:

- Attend class consistently and arrive prepared
- Participate meaningfully in discussions, Think Pieces, and course activities
- Complete assignments on time or within the designated grace period
- Respond to instructor communication when outreach is initiated

Students who miss class should contact the instructor as soon as possible to discuss missed work or participation opportunities, when appropriate.

Late Work, Extensions, and Make-Up Work

This course is designed to be **supportive, flexible, and fair**, while also maintaining clear expectations that allow the class to move forward together.

48-Hour Grace Period

Each assignment includes a **48-hour grace period** after the posted due date in Canvas (referred to as the “Available Until” date). Work submitted within this window will **not receive a late penalty**. This grace period is intended to accommodate short-term disruptions, busy weeks, or unexpected challenges.

After the Grace Period

Assignments submitted after the grace period may receive a **20% deduction**, unless you have communicated with the instructor in advance or as soon as possible. Early communication provides the greatest flexibility.

Make-Up Options for In-Class Activities

Because much of the learning in this course occurs during scheduled class time, make-up work is handled on a **case-by-case basis** and depends on timely communication.

Think Pieces (In-Class Lesson Activities)

If you must miss a class session, you may be permitted to **make up a Think Piece by viewing the recorded lecture and completing the associated lesson activity**, when available. Eligibility and instructions for Think Piece make-ups must be confirmed with the instructor and are subject to timely communication.

In-Class Discussions

In-class discussions are a central component of this course. Students who miss a scheduled discussion should **contact the instructor as soon as possible** to discuss whether an **online discussion alternative** is available. Make-up discussion opportunities are not guaranteed and depend on the nature of the activity and timing of the request.

Exenuating Circumstances and Extensions

The University of Florida recognizes that **extenuating circumstances** may significantly interfere with a student's ability to complete coursework. These may include, but are not limited to:

- Serious illness or medical concerns
- Personal or family emergencies
- Mental health challenges
- Official university activities
- Religious observances
- Military obligations
- Severe weather

If an extenuating circumstance affects your ability to complete an assignment, please **contact the instructor as early as possible** so we can discuss appropriate accommodations, extensions, or make-up work when warranted. Documentation may be requested depending on the situation.

Ongoing Engagement and Communication Matter

This course emphasizes **steady engagement across the semester**. Students who attend class regularly, participate actively, submit work consistently, and respond to instructor outreach are in the strongest position to receive support when challenges arise.

Requests for extensive make-up work or exceptions **at the very end of the semester**, particularly from students who have not been attending class, participating, or responding to instructor communication, generally cannot be accommodated. Late requests made without prior engagement significantly limit the available options.

Bottom line: Use the grace period when life gets busy, communicate early —especially in the case of extenuating circumstances—and stay engaged throughout the semester. Reaching out sooner rather than later allows us to work together in a way that is fair to you and to the rest of the class.

Course expectations regarding attendance, late work, and make-up assignments are consistent with university policy: <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>

Instructor Interaction Plan

Email is the most effective way to reach me. For the fastest response, please send all course-related questions to my **UF email address**. While Canvas messages do forward to my inbox, they are not threaded, which can make conversations harder to track. Canvas inquiries may also be handled by the Teaching Assistant.

When emailing, please include:

- The course number (**AEB 2014**) in the subject line
- A brief description of your question or topic
- All follow-up questions within the **same email thread**

Response Time Expectations

I strive to respond to emails within **24 hours, Monday through Friday**. Emails sent over the weekend will typically receive a response by Monday. If you do not receive a response within 24 hours, please resend your email so it returns to the top of my inbox.

Assignment Feedback Timeline

Assignment grades and written feedback are generally returned within **72 hours** of the due date. Longer assignments or major projects may occasionally require additional time; if so, I will communicate expected timelines clearly.

Meetings and Support

If you would like to discuss grades, accommodations, or personal matters, please email me to schedule a **private meeting**. Students are also encouraged to attend scheduled **office hours** for academic support, project guidance, or general questions.

Canvas Announcements

Course announcements will be posted regularly in **Canvas**. Please ensure your Canvas notification settings are enabled, as announcements are the primary method of communication outside of class.

Teaching Assistant Support

The Teaching Assistant assists with Canvas messages and general course logistics. If a message requires my direct attention, it will be forwarded to me promptly.

Required Technology & How to Obtain the Technology

To be successful in this course, you will need regular access to a **reliable computer and internet connection**. The University of Florida provides several resources to help ensure you have the technology and support needed to complete coursework efficiently.

- [**UF Student Computer Recommendations**](#) outline minimum and recommended device specifications needed to effectively support coursework, required software, and online learning tools.
- [**UF Cloud Services**](#): Access to **Microsoft Office 365**, GatorCloud storage, and other required software resources.
- **Adobe Acrobat Reader** is required to view PDF files used for course readings, project templates, and instructions. The software is free to download and compatible with all major devices.

[Download Adobe Reader](#)

If you have concerns about accessing required technology, please contact the instructor as early as possible so we can work together to identify available support options.

Technical Skills

To fully participate in this course, students should be comfortable with basic digital and academic skills commonly used across UF courses. These skills support successful completion of assignments, projects, and course activities.

Expected skills include:

- **Word processing**, including creating, editing, and formatting documents using Microsoft Word or Google Docs
- **Presentation design** using PowerPoint or similar presentation tools
- **Canvas navigation**, such as accessing modules, submitting assignments, viewing grades, and participating in discussions

- **Basic algebra skills** for interpreting data, working with simple formulas, and applying quantitative concepts in economic analysis
- **File management**, including saving, uploading, and organizing course materials in standard formats such as PDF, DOCX, and PPTX

If you need support with any of these skills, UF offers assistance through the [UF Computing Help Desk](#), the [Writing Studio](#), and other campus resources. Students are encouraged to seek guidance early in the semester and are always welcome to ask questions.

Digital Information Literacy Skills

Throughout the semester, students will be expected to **locate, evaluate, and use high-quality information** to support economic analysis, policy discussions, and course assignments. Developing strong digital information literacy skills will help you distinguish credible evidence from opinion, misinformation, or unsupported claims—an essential skill for academic work and informed citizenship.

To support this learning, you will use the following digital literacy tools and UF library resources:

- [Evaluating Sources \(UF Libraries Guide\)](#)
This guide helps you assess whether a source is credible, accurate, and appropriate for academic and policy-related work. You will apply these skills when selecting news articles, research studies, data sources, and evidence for assignments, discussions, and projects.
- [Google Scholar](#)
Google Scholar provides access to scholarly articles, reports, and research across many disciplines. It is a valuable tool for locating peer-reviewed work related to economics, food systems, agriculture, sustainability, and public policy.
Tip: Log in using your GatorLink to enable full-text access through UF Libraries.
- [UF Library Course Guide for AEB 2014](#) (Research Support)
This course-specific guide offers step-by-step support for developing research strategies, finding academic articles, using library databases, and citing sources correctly. The tools and examples are designed to directly support the research, writing, and data analysis activities in this course.

If you have questions about research, sources, or citations at any point during the semester, please reach out early. Library staff, course resources, and the instructor are all available to support you as you build confidence in using economic information responsibly and effectively.

Technical Support: UF Computing Help Desk

For any technical issues related to **Canvas**, **UF e-Learning services**, **GatorLink**, **Wi-Fi**, **software access**, or **other UF systems**, students must contact the **UF Computing Help Desk** and obtain a **Help Desk ticket number**. The Help Desk is available **24 hours a day, 7 days a week**, and provides support by phone, email, and live chat.

UF Computing Help Desk

Website: <https://helpdesk.ufl.edu/>

Phone: (352) 392-4357

Email: helpdesk@ufl.edu

Please retain your ticket number, as it may be requested when communicating with the instructor about technical issues affecting coursework.

Academic Policies and Resources

Academic policies for this course are consistent with university policies. See

<https://syllabus.ufl.edu/syllabus-policy/uf-syllabus-policy-links/>

Campus Health and Wellness Resources

Visit <https://one.uf.edu/whole-gator/topics> for resources that are designed to help you thrive physically, mentally, and emotionally at UF.

Please contact [UMatterWeCare](#) for additional and immediate support.

Software Use

All faculty, staff and students of the university are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against university policies and rules, disciplinary action will be taken as appropriate.

Privacy and Accessibility Policies

- Instructure (Canvas)
 - [Instructure Privacy Policy](#)
 - [Instructure Accessibility](#)
- Zoom
 - [Zoom Privacy Policy](#)
 - [Zoom Accessibility](#)

Additional Information

Thank you for taking the time to review this syllabus and prepare for our semester together. I'm genuinely excited to learn with you, explore new ideas, and see the perspectives and creativity you bring to your work in this course. **AEB 2014** is designed to challenge you while also providing support—helping you grow not only as a student, but as a critical thinker, collaborator, and future professional.

Please know that you are always welcome to reach out if you have questions, concerns, or simply want to talk through an idea. Your success matters, and I'm here to support you as you navigate the material, build confidence in your economic reasoning, and connect course concepts to your interests and goals.

I look forward to getting to know you and to a rewarding and engaging semester ahead. Let's make this a great learning experience—together.