



AEB4242: INTERNATIONAL TRADE POLICY IN AGRICULTURE
(aka *Agricultural and Food Policy*)

SPRING 2025. CLASS NUMBER: 19076, 3 CREDITS

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

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



GENERAL COURSE INFORMATION

Instructor: Dr. Olesya Savchenko
1183 McCarty A
olesya.savchenko@ufl.edu

Teaching Assistant: Nick Haley
TBD
nhaley@ufl.edu

Classroom Location: [NZH 0112](#)

Office hours: T 3:00PM – 4:00PM, or by appointment (Instructor)
Th 11:00AM – 1:00PM, or by appointment (TA)

Undergraduate Coordinator: Dr. Misti Sharp
1189 McCarty Hall A
mistisharp@ufl.edu | 352.294.7632 | [Schedule an appointment](#)

Communication: The best way to get a hold of myself or our TA is by emailing us either to our emails or via Canvas. Make sure to [enable emails for course announcements](#) and read this syllabus thoroughly. I will post important announcements on Canvas sparingly and will not answer questions by email that are already answered via canvas announcements or the course syllabus.

COURSE DESCRIPTION

Course catalogue: Explores the role of international trade policy in agriculture and examines the effects of trade policies on domestic and international prices, consumption, production, trade and government revenues. Addresses impact of current trade issues on the agricultural sector. (S)

More detailed: This undergraduate course is designed as a lecture-discussion to explore important policy topics related to the U.S. agriculture, including food, trade and the environmental policies. We will address the impact of current trade, food and environmental issues and policy decisions on the agricultural sector. Economic tools will be used to analyze existing policies and their implications for relevant stakeholders. This course will provide a broad understanding of how policy actions in agriculture and trade impact not only producers' incomes, but also the well-

being of consumers, the economic viability of rural communities, and the quality of environmental resources worldwide.

Prerequisites: [AEB 3103](#) (Principles of Food and Resource Economics) OR [ECO 2023](#) (Principles of Microeconomics) OR Consent of instructor.

COURSE LEARNING OBJECTIVES

Given active participation and engagement throughout the class, at the end of this course students will:

1. Develop a broad understanding of the U.S. agricultural, food, trade, and environmental policies.
2. Apply economic tools and intuition to analyze contemporary policy issues and measure their impacts on prices, producers, consumers, and the government.
3. Evaluate the impacts of alternative policy options to determine how they impact various stakeholders.
4. Understand the role the U.S. government and international institutions, such as the World Trade Organization, play in the design and formation of domestic and international policies.
5. Formulate an objective opinion about current alternative policy options by performing economic analysis of the impacts these policies have on various stakeholders.
6. Develop the ability to make analytical arguments and communicate them in written and oral forms.

COURSE STRUCTURE & TEACHING APPROACH

In class I will act as a lecturer, facilitator, and discussion moderator to help you gain understanding of a range of policy issues, identify linkages between international trade and domestic policies, and apply economic analysis to evaluate policy impacts. The course will consist of a blend of lectures, discussions and group activities, all aimed at helping you learn the material. Your active participation in these activities will create a positive, valuable and productive learning experience.

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

Case study method: Students in this class will be engaged in case study analyses and discussions of selected case studies relevant to policies covered in class. Cases provide a way for students to gain a basis for analysis, problem-solving, and decision-making necessary for successful professional careers. To facilitate learning, case study analysis will be conducted through discussions and written case study memos.

EXPECTATIONS FOR AEB 4242 STUDENTS

To be successful in this course, a student should:

1. Attend every class.
2. Study the lecture and other course materials posted on Canvas.
3. Complete all assigned readings **prior** to the respective lecture(s) and be prepared to discuss readings in class.
4. Participate in class discussions.
5. Be involved with your team and do your part towards completing team assignments.

STUDENT FEEDBACK

I welcome students' feedback about the course, including content, assignments, and the style of lectures and discussions. I am committed to making this course a valuable and positive learning experience for each student. I will be collecting your feedback throughout the semester using anonymous surveys. You are also always welcome to talk to me directly.

COURSE MATERIALS

- **Course packet:** Available for purchase from Harvard Business Publishing. This packet includes policy case studies we will analyze in class. To purchase the packet, you need to first register as a "student" user. This packet contains cases we will be analyzing and discussing in class. The link to the course packet will be provided on Canvas.
- **Canvas:** There is no required textbook for this class. The instructor will cover the material in lectures and will provide students with assigned reading material (e.g. research and news articles, books excerpts, etc.). All relevant class material will be posted on the Canvas course website. To access this course on Canvas login in using your Gatorlink username & password via <http://elearning.ufl.edu>.

COURSE EVALUATION

- **Feedback/evaluation:** Students will receive feedback on the assignments and grades from the instructor and TA. If at any time you fall behind, let me know as soon as possible when you realize this is happening. Do not wait until the end of the semester as I will not be able to do much to help you at that point.
- **Due dates:** All assignments must be turned in by the indicated due date. I will allow a 15 minute grace period after the deadline after which there will be an automatic **10% deduction**. **No assignments will be accepted after the last day of classes.**
- **Re-grade policy:** After any grade is posted, should you believe that your exam/assignment is incorrectly graded or that your grade was posted incorrectly, please contact the instructor within **7 days**. To be considered, you must provide (1) the graded

work in question and (2) a written explanation of why you are requesting the re-grade. **After 7 days have passed, your posted grade will be assumed to be correct and final.**

- **Course grade components:**

Graded Activity	Activity Type	Points	% of Grade
Contribution to policy discussion labs	Individual	140	20%
Discussion Leadership	Team	40	6%
Policy Case Study Analysis Memos	Individual or team	45	6%
Application activities & quizzes	Individual or team	75	11%
Policy Briefs (100 points each)	Individual	200	29%
Group project, consisting of <ul style="list-style-type: none"> • Project proposal: 20 points • Project presentation: 50 points • Presentation peer review: 30 points • Project Report: 100 points 	Team	200	29%
TOTAL		700	100%

- **Grading scale:**

93 – 100%	A	80 – 82.9	B-	66 – 69.9	D+
90 – 92.9	A-	76 – 79.9	C+	63 – 65.9	D
86 – 89.9	B+	73 – 75.9	C	60 – 62.9	D –
83 – 85.9	B	70 – 72.9	C-	≤59.9	E

COURSE ASSIGNMENTS & EXPECTATIONS

Contribution to Policy Discussion Labs & Presentation of Policy News Reports (20%): This is a lecture - discussion class, therefore, thoughtful contribution is critical for your success in this course and for creating an active and productive learning environment for all students. Throughout the semester, we will have several policy discussion labs where we will discuss policy case studies from your course packet. Using the questions provided by the instructor, students will participate in in-depth discussions of the policy issues raised in case studies both in group settings and as an entire class.

The quality of your learning experience in this course will directly depend on your preparation and active participation in discussion labs. Through your contributions during the class and discussion labs, you will have an opportunity to demonstrate your knowledge of class material and how it applies to policy case studies we analyze. *What you will gain in this class directly depends on what you put in.* Discussions of policy issues will necessarily involve different and opposing opinions. Respectful discussions and debates of issues or opposing opinions relevant to policies

covered in class are welcome.

This component of your grade will be based on your contribution to the learning process. Therefore, I will evaluate both the quantity and the quality of your contribution to the discussion labs. The best way to prepare for discussion labs is by thoroughly reading the assigned case study prior to coming to class, by being prepared to answer discussion questions posted for you prior to each lab, and by engaging in discussion with follow up questions/opinions. In other words, I recommend that you follow these steps:

1. Thoroughly read the policy case study before coming to class, following the case study method outlined in the first lecture.
2. Review discussion questions and be prepared to provide your thoughts in response to those questions based on your analysis of the case study and the material covered in lectures.
3. Actively participate in case study labs by providing your thoughts, opinions and analyses of the cases discussed.
4. Active participation means that you not only respond to the discussion questions, but also follow up, evaluate, support or debate opinions provided by your peers.

Presentation of Policy News Updates – in small groups students will have a chance to present on current policy news that correspond to policy topics covered in class. These presentations will be short (1 -2 slides) and 5 minutes long. Given the dynamic nature of current policy changes, these presentations will help everyone in the course keep up with relevant policy updates and discuss them in class.

Policy Case Study Analysis Memo (6%): Throughout this course, we will analyze several policy case studies. Each case is tailored to the specific material covered in lecture to provide students with an opportunity to analyze real world policy issues. In addition to discussing these case studies during policy discussion labs, students will submit one written policy case study memos. Policy case memo should be about 2 pages long (single-spaced, 12-point Times New Roman font). Students will work in small groups (2 students per group) or individually. The choice of group or individual work on case studies is up to the students. Case analysis is challenging, and you will benefit greatly from discussing the cases with your peers.

Written policy case study memo will be graded based on your ability to analyze qualitative and quantitative information provided in the case study, while relying on lecture material, to formulate and argue your position on a policy issue and using the case memo structure provided to you in class. Policy case study analysis memos will be checked for plagiarism and use of AI.

Application activities/quizzes (11%): In-class application activities will require students to work in class using handed out worksheets that will require students to apply and discuss policy questions. Quizzes will be announced in advance and will consist of a variety of short questions that test your knowledge of lecture material. These will include short-answer questions and/or problem-sets that you will complete in class or as take-home assignments. Instructions for these

assignments will be provided ahead of time so that you can prepare to do your best.

Policy Briefs (29%): You will write two policy briefs on a recently proposed policy (the policy and related information will be provided to you). The goal of the policy brief is to convince the target audience of the urgency of the current problem and the need to adopt the preferred policy alternative and therefore, serve as an impetus for action. Policy briefs will require you to synthesize the material covered in class and conduct relevant economic analysis. Policy case study analysis memos will be checked for plagiarism and use of AI.

Group project (29%): Students will be assigned to small teams that will work on a project focused on the analysis of a current policy of their choice related to international trade, agricultural, environmental or food policies covered in class. This project will require students to select a policy of interest, conduct research and economic analysis of the policy to demonstrate how it affects relevant stakeholders. This assignment will consist of a project proposal, project presentation, presentation peer evaluation, and written report.

Experiential learning component: A critical part of this project will be to engage local stakeholders who are directly involved/affected by the policy analyzed by each team (e.g. farmers/consumers/local NGOs, etc.) through stakeholder interviews. Students will present their projects in class and will submit a written report that will be between 3-5 pages long single-spaced, not including figures/tables/references. Stakeholder engagement will be demonstrated through pictures and videos embedded in the presentations. Additional instructions will be provided to help you complete the project. A detailed grading rubric will be also provided to ensure each team understands how the points for this assignment are allocated.

Policy Lab Discussion Leadership (6%): Students in small groups will be assigned to lead one policy lab discussion. As discussion leaders, you will be responsible for generative questions for the discussion based on the assigned readings and/or policy case study, preparing a few slides to introduce the discussion topic, engage students in discussion and group work, including with the use of worksheets. During these sessions we will have a flipped classroom – your job is to educate your fellow classmates and the instructor on the policy topics discussed.

Note: Any and all items presented on this syllabus are subject to change. Any changes and additional announcements will be communicated through canvas and in class as the semester progresses. By enrolling in this class, you agree to the terms outlined in this syllabus.

*****Course schedule is posted on Canvas *****

COURSE & UNIVERSITY POLICIES

This syllabus is a contract between the students and the instructor. Each student can be assured that I will hold everyone to the same standards and policies.

EMAIL NETIQUETTE

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

- Use 'AEB4242' along with a brief description of the email's content as the subject line.
- Always use your professors' proper title: Dr. or Prof.
- Use clear and concise language.
- Remember that all college level communication should have correct spelling and grammar.
- Avoid slang terms such as "wassup?" and texting abbreviations such as "u" instead of "you."
- Avoid using the caps lock feature AS IT CAN BE INTERPRETED AS YELLING.
- Limit and possibly avoid the use of emoticons like :) or emojis 😊.
- Be cautious when using humor or sarcasm as tone is sometimes lost in an email your message might be taken seriously or sound offensive.
- Be careful with personal information (both yours and other's).
- Do not send confidential information via e-mail.

COURSE EVALUATION PROCESS

Student assessment of instruction is an important part of efforts to improve teaching and learning. At the end of the semester, 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.aa.ufl.edu/students>. Students are 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

As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge: "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity." You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit 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."

It is assumed that you will complete all work independently in each course unless the instructor provides explicit permission for you to collaborate on course tasks (e.g. assignments, papers,

quizzes, exams). Furthermore, as part of your obligation to uphold the Honor Code, you should report any condition that facilitates academic misconduct to appropriate personnel. It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For more information regarding the Student Honor Code, please see: http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code_

IN-CLASS RECORDING

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.

STUDENT PRIVACY

There are federal laws protecting your privacy with regards to grades earned in courses and on individual assignments. For more information, please see the [Notification to Students of FERPA Rights](#).

STUDENTS REQUIRING ACCOMMODATIONS

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the [Disability Resource Center](#). 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.

GRADES AND GRADE POINTS

For information on current UF policies for assigning grade points, see <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>.

ABSENCES AND MAKE-UP WORK

Requirements for class attendance and make-up exams, assignments and other work are consistent with university policies that can be found at: <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies>. In general, you are expected to be in class each day and submit all work on time on e-Learning.

ACADEMIC HONESTY

I take academic honesty very seriously and expect that you will too. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge: "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity." You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit 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."

It is assumed that you will complete all work independently in each course unless the instructor provides explicit permission for you to collaborate on course tasks (e.g. assignments, papers, quizzes, exams). Furthermore, as part of your obligation to uphold the Honor Code, you should report any condition that facilitates academic misconduct to appropriate personnel. It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For more information regarding the Student Honor Code, please see: <http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code>.

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. We, the members of the University of Florida community, pledge to uphold ourselves and our peers to the highest standards of honesty and integrity.

CAMPUS HELPING RESOURCES & YOUR WELLBEING

Health and Wellness

- *U Matter, We Care*: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit U Matter, We Care website to refer or report a concern and a team member will reach out to the student in distress.
- *Counseling and Wellness Center*: Visit the Counseling and Wellness Center website or call 352-392-1575 for information on crisis services as well as non-crisis services.
- *Student Health Care Center*: Call 352-392-1161 for 24/7 information to help you find the care you need, or visit the Student Health Care Center website.
- *University Police Department*: Visit UF Police Department website or call 352-392-1111 (or 9-1-1 for emergencies).
- *UF Health Shands Emergency Room / Trauma Center*: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; Visit the UF Health Emergency Room and Trauma Center website.

Academic Resources

- *E-learning technical support*: Contact the UF Computing Help Desk at 352-392-4357 or via e-mail at helpdesk@ufl.edu.
- *Career Connections Center*: Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.
- *Library Support*: Various ways to receive assistance with respect to using the libraries or finding resources.
- *Teaching Center*: Broward Hall, 352-392-2010 or to make an appointment 352-392-6420. General study skills and tutoring.
- *Writing Studio*: 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.
- *Student Complaints On-Campus*: Visit the Student Honor Code and Student Conduct Code webpage for more information.
- *On-Line Students Complaints*: View the Distance Learning Student Complaint Process.

LAUREN'S PROMISE: I will listen and believe you if someone is threatening you.

Lauren McCluskey, a 21-year old honors student athlete, was murdered on October 22, 2018, by a man she briefly dated on the University of Utah Campus. We must all take actions to ensure this never happens again. Any form of sexual harassment or violence will not be excused or tolerated at the University of Florida.

If you are experiencing sexual assault, relationship violence, or stalking, you can take the following actions:

- If you are in immediate danger, call 911.
- Report it to me, and I will connect you to resources.

- Seek confidential sources of support and help:
 - [UFPD Office of Victim Services](#): 51 Museum Road, 352-392-5648
 - [Sexual Assault Recovery Services \(SARS\)](#): Infirmary Building, 352-392-1161
 - Alachua County Rape Crisis Center (confidential): 352-264-6760