

# 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

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### **Class Meetings**

Summer B 2025

100% online with additional (optional) synchronous Zoom Q&A sessions throughout the semester

Location <http://lss.at.ufl.edu>

### **Instructor**

Dr. Jennifer Clark

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

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

Phone: (352) 294-7636

Office Hours:

Tuesday & Thursdays 2:00 pm – 4:00 pm (in person or via Zoom). If these times do not work for you, please feel free to email me to arrange an alternative meeting time.

### **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

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.
- Apply principles of positive and normative policy analysis to assess how parts of the U.S. food economy are inter-related and further develop an ability to analyze current economic issues and problems related to food that are both local and global in context.

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 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 if you have any questions, foresee any difficulty, or would like to discuss specific concerns. Complete citations are included at the end of this syllabus.

## 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 Fundamental Theory of Economics	L1	Economics of resources, agriculture, and food
	L2	Economics of demand
	L3	Economics of supply
2 Markets I	L4	Theory of markets
	L5	Agribusiness organization and forms of market competition
	L6	Elasticity of demand and supply
3 Markets II	L7	Welfare (well-being) economics and introduction to economic policy
	L8	Public goods and environmental markets
	L9	International trade
4 The Economy in Aggregate	L10	Introduction to macroeconomics: GDP and measuring the cost of living
	L11	GDP & Fiscal policy
	L12	GDP & Monetary policy
5 Factor Resources and Financial Flows	L13	Brief overview of finance and value of time
	L14	Productivity and economic growth
	L15	Business cycles and the tradeoff between unemployment and inflation
6 The Food Economy	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
<b><u>Discussion Post (part a) &amp; Discussion Response (part b); Modules (1-5) drop lowest score</u></b>	1 hour total; 45 minutes for (part a) and 15 minutes for (part b)	Each module includes one discussion topic that applies key terms and methods to scarce resource decision-making. An original post is worth 70 points. After posting, students reply to two classmates. Two responses are worth 30 points total. Each discussion is worth 100 points. The lowest score from Modules 1–5 is dropped. <b>Total possible points: <math>[(5 \times 100) - 100] = 400</math> points.</b>	400
<b><u>Modules (1-5) Activities, “My Economic Policy Statement”; drop lowest score</u></b>	1 hour	Each module includes one Activity assignment that builds toward the final e-Portfolio project in Module 6. Students choose a food-related economic issue early in the semester that connects to their major, background, or interests. Activities are designed to promote higher-order thinking, including application, analysis, evaluation, and creation.  Activities from Modules 1–5 lead into the Module 6 My Economic Policy Statement Final e-Portfolio. Each Activity is worth 100 points, and the lowest score from Modules 1–5 is dropped.  See page 15, Section V, for additional details. <b>Total possible points: <math>[(5 \times 100) - 100] = 400</math> points.</b>	400
<b><u>Modules (1-5) Homework (HW); drop lowest three scores</u></b>	Approximately 2 hours to complete each Lesson (lecture, reading, HW questions) with 3 Lessons per Module totals 6 hours per Module.	Each module includes three Lessons, and each Lesson contains graded components from the lecture videos and textbook readings. Each Homework is worth 30 points. With five modules in total, there are 15 Homework assignments ( $15 \times 30 = 450$ points). The lowest three scores are dropped. <b>Total possible points: <math>[(15 \times 30) - (3 \times 30)] = 360</math> points.</b>	360

<b>Modules (1-5) Quizzes; drop lowest three scores</b>	Plan for 30 minutes for each Lesson Quiz and 3 Lessons per Module totals 1.5 hours per Module	Each module includes three chapter quizzes (one per lesson). Quizzes are open-book and open-notes, with no proctoring required. Question formats include multiple choice and/or True/False. Each Quiz is worth 30 points. There are 15 quizzes total across Modules 1–5 ( $15 \times 30 = 450$ points). The lowest three scores are dropped. <b>Total possible points: <math>[(15 \times 30) - (3 \times 30)] = 360</math> points.</b>	360
<b>Reflection Video; Modules (1-5) drop lowest score</b>	15 minutes each module	Each module includes one Reflection Video assignment that connects module content to your own reflections on Economic Issues and Food, as well as your final project. Each Reflection Video is worth 20 points. The lowest score from Modules 1–5 is dropped. <b>Total possible points: <math>[(5 \times 20) - 20] = 80</math> points.</b>	80
<b>Module 6 Assignments:</b> <ul style="list-style-type: none"> <li>• Not eligible for drops in the final grade calculation.</li> <li>• Students should contact the Instructor in the event of extenuating circumstances to discuss the possibility of an Incomplete Grade, in accordance with university policy.</li> </ul>	Similar to Modules 1-5	Module 6 builds on the content and learning objectives from earlier modules—drawing on principles, models, and activities—as both a <b>formative and summative assessment</b> of course goals at the end of the term. All graded assignments in Module 6 <b>count toward your final grade</b> and are <b>not eligible for drops</b> in the grading calculation. Time on task and point values are consistent with earlier modules: <ul style="list-style-type: none"> <li>• <b>Discussion and Responses</b> – 100 points</li> <li>• <b>Activity (Final e-Portfolio)</b> – 100 points</li> <li>• <b>Homework</b> – 3 assignments <math>\times</math> 30 points = 90 points</li> <li>• <b>Quizzes</b> – 3 quizzes <math>\times</math> 30 points = 90 points</li> <li>• <b>Reflection Video</b> – 20 points</li> </ul> If you anticipate missing any graded work in Module 6, <b>you must contact the instructor as soon as possible</b> to discuss options. Late work cannot be accepted after the last day of the semester unless a formal <b>Incomplete Grade</b> is approved. Refer to the <b>Missed Assignments Policy on page 16</b> for details.	400
<b>Total Points</b>			<b>2000</b>

\* 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	Demonstrates a clear response to the topic with some complexity; includes critical thinking and synthesis of sources; provides at least an adequate discussion showing basic understanding of the material.	Lacks a clear or relevant central idea; provides minimal, off-topic, or underdeveloped discussion; may use insufficient or inappropriate sources.
ORGANIZATION AND COHERENCE	Exhibits a recognizable structure with a thesis statement and logical paragraphing; may require some effort to follow the progression of ideas.	Lacks clear organizational structure; ideas may be disjointed or lack logical flow; missing transitions or coherence that guide the reader.
ARGUMENT AND SUPPORT	Presents ideas with confidence and uses appropriate evidence for support. At the lower end of this range, discussion may be general or rely on weaker supporting material.	Relies on vague or unsupported generalizations; lacks critical analysis; may read as a summary or narrative with little argumentative focus.

STYLE	Uses language and tone appropriate to the context, genre, and discipline; sentences generally show complexity and control. At a minimum, word choice may be imprecise or sentence structure inconsistent.	Uses language that is inappropriate or inconsistent with academic or professional expectations; sentence construction may be awkward, overly simplistic, or incorrect.
MECHANICS	Generally free of major errors in grammar, spelling, or punctuation. Minor issues may be present but do not interfere with meaning or credibility.	Contains frequent mechanical errors that disrupt understanding or significantly reduce the writer's credibility.

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

### III. Annotated Weekly Schedule

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*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.*

**\*Grace period: The Canvas "Available Until" dates are provided to accommodate unexpected events. No late penalty applies if your assignment is submitted by that date. Please contact the instructor via email in the event of extenuating circumstances preventing you from submitting timely assignments. Refer to the Missed Assignments policy on page 16 of this Syllabus for additional information.**

## Introduction Module – Course Overview & Orientation

Summary: This module introduces you to AEB 2014 and prepares you to navigate the course successfully. You'll meet your instructor, review key assignments and expectations, and become familiar with essential tools like Canvas, communication channels, and virtual meeting options. A brief Math Review is also included to refresh foundational skills that will support your success in upcoming lessons. By the end of this module, you'll be ready to engage with the content and apply economic thinking to real-world food and resource issues.

DAY	MONDAY	The remainder of Week 1 schedule is located on the next page.				
DATE	6/30/25					
<b>WEEK 1</b>	Examine the Introduction materials in Canvas.  <b>Due:</b> <b>Syllabus Quiz</b>					

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

This module introduces foundational economic concepts used to analyze resource allocation in food systems. You'll explore how scarcity influences individual and societal decisions, how consumer demand shapes markets, and how producers respond through supply. Lessons cover key topics such as opportunity cost, economic modeling, and the use of mathematical tools to evaluate benefits and trade-offs. By the end of this module, you'll be equipped to apply both positive and normative economic thinking to real-world food and resource issues.

DAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT/SUN
DATE	6/30/25	7/01/25	7/02/25	7/03/25	7/04/25	7/05-06/25
<b>WEEK 1</b>	Work on Lesson 1 (Chapter 1)	Work on Lesson 2 (Chapter 2)	Work on Lesson 3 (Chapter 3)	<b>Due: HW (Lessons 1-3)</b> <i>(Allocate time during the week to work on lessons for</i>	HOLIDAY	<b>Due SAT: Quizzes (Lessons 1-3)</b> <i>(approximately 30 minutes for each Quiz).</i>



	<b>Due: Discussion 1 Post (part a)</b> <i>(approximately 30-45 minutes, depending on if you've posted in Canvas before).</i>	<b>Due: Discussion 1 Response (part b)</b> <i>(approximately 15 minutes).</i>	<b>Due: Activity 1</b> <i>(approximately 60 minutes).</i>	<i>maximum schedule flexibility – approximately 2 hours per lesson).</i>		<b>Due SAT: Reflection Video 1</b> <i>(approximately 15 minutes).</i>
<b>Module 2 – Markets I: Theory, form, and sensitivity to change (Lessons 4-6)</b>						
This module focuses on how markets operate and respond to change within the food and agribusiness sectors. You'll begin by exploring market theory and how interactions between producers, consumers, and institutions shape food system outcomes. Then, you'll examine different forms of market competition and organizational structures in agribusiness, highlighting how food reaches consumers through various channels. The module concludes with an in-depth look at elasticity—how changes in price affect supply and demand. Together, these lessons provide essential tools for analyzing market dynamics and informing resource allocation and policy decisions in agriculture and food systems.						
<b>DAY</b>	<b>MONDAY</b>	<b>TUESDAY</b>	<b>WEDNESDAY</b>	<b>THURSDAY</b>	<b>FRIDAY</b>	<b>SAT/SUN</b>
<b>DATE</b>	<b>7/07/25</b>	<b>7/08/25</b>	<b>7/09/25</b>	<b>7/10/25</b>	<b>7/11/25</b>	<b>7/12-13/25</b>
<b>WEEK 2</b>	Work on Lesson 4 (Chapter 4)  <b>Due: Discussion 2 Post (part a)</b> <i>(approximately 30-45 minutes, depending on if you've posted in Canvas before).</i>	Work on Lesson 5 (Chapter 5)  <b>Due: Discussion 2 Response (part b)</b> <i>(approximately 15 minutes).</i>	Work on Lesson 6 (Chapter 6)  <b>Due: Activity 2</b> <i>(approximately 60 minutes).</i>	<b>Due: HW (Lessons 4-6)</b> <i>(Allocate time during the week to work on lessons for maximum schedule flexibility – approximately 2 hours per lesson).</i>	<b>Due: Quizzes (Lessons 4-6)</b> <i>(approximately 30 minutes for each Quiz).</i>  <b>Due: Reflection Video 2</b> <i>(approximately 15 minutes).</i>	
<b>Module 3 – Markets II: Applications of economic principles (Lessons 7-9)</b>						

This module explores how economic principles apply to real-world issues in agriculture, resource management, and global trade. You'll examine how markets contribute to societal well-being through the concepts of producer and consumer surplus, and how taxes influence market outcomes. Lessons on public goods and environmental markets introduce policy tools for managing shared resources sustainably. The module concludes with an analysis of international trade, highlighting how specialization, competition, and price volatility impact global food systems. These lessons provide a broader perspective on how economic theory informs agricultural policy and international decision-making.

DAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT/SUN
DATE	7/14/25	7/15/25	7/16/25	7/17/25	7/18/25	7/19-20/25
<b>WEEK 3</b>	Work on Lesson 7 (Chapter 7)  <b>Due: Discussion 3 Post (part a)</b> <i>(approximately 30-45 minutes, depending on if you've posted in Canvas before).</i>	Work on Lesson 8 (Chapter 8)  <b>Due: Discussion 3 Response (part b)</b> <i>(approximately 15 minutes).</i>	Work on Lesson 9 (Chapter 9)  <b>Due: Activity 3</b> <i>(approximately 60 minutes).</i>	<b>Due: HW (Lessons 7-9)</b> <i>(Allocate time during the week to work on lessons for maximum schedule flexibility – approximately 2 hours per lesson).</i>	<b>Due: Quizzes (Lessons 7-9)</b> <i>(approximately 30 minutes for each Quiz).</i>  <b>Due: Reflection Video 3</b> <i>(approximately 15 minutes).</i>	

#### Module 4 – The economy in aggregate: Fiscal & Monetary policies (Lessons 10-12)

This module introduces students to key macroeconomic concepts and policy tools that influence overall economic performance. You'll explore how indicators like GDP, inflation, and the cost of living help measure the health of the economy. Lessons examine the role of fiscal policy—government spending and taxation—in shaping growth and stability, as well as the impact of monetary policy, including interest rate adjustments and money supply control by central banks. Together, these topics provide the foundation for understanding how macroeconomic forces affect agriculture, resource markets, and long-term economic sustainability.

DAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT/SUN
DATE	7/21/25	7/22/25	7/23/25	7/24/25	7/25/25	7/26-27/25

<b>WEEK 4</b>	Work on Lesson 10 (Chapter 10)  <b>Due: Discussion 4 Post (part a)</b> <i>(approximately 30-45 minutes, depending on if you've posted in Canvas before).</i>	Work on Lesson 11 (Chapter 11)  <b>Due: Discussion 4 Response (part b)</b> <i>(approximately 15 minutes).</i>	Work on Lesson 12 (Chapter 12)  <b>Due: Activity 4</b> <i>(approximately 60 minutes).</i>	<b>Due: HW (Lessons 10-12)</b> <i>(Allocate time during the week to work on lessons for maximum schedule flexibility – approximately 2 hours per lesson).</i>	<b>Due: Quizzes (Lessons 10-12)</b> <i>(approximately 30 minutes for each Quiz).</i>  <b>Due: Reflection Video 4</b> <i>(approximately 15 minutes).</i>	
<b>Module 5 – Production Factors and Financial Flows in a Circular Economy (Lessons 13-15)</b>						
This module introduces core financial concepts essential for evaluating investments and making strategic decisions in food and agricultural systems. You'll begin with an overview of financial markets and the time value of money, learning how timing affects the value of income, costs, and investments. The module continues with lessons on productivity and long-term economic growth, followed by an exploration of business cycles, highlighting the tradeoffs between inflation and unemployment. These concepts equip you to conduct cost-benefit analyses and understand how economic fluctuations influence resource use, production decisions, and food system sustainability.						
<b>DAY</b>	<b>MONDAY</b>	<b>TUESDAY</b>	<b>WEDNESDAY</b>	<b>THURSDAY</b>	<b>FRIDAY</b>	<b>SAT/SUN</b>
<b>DATE</b>	<b>7/28/25</b>	<b>7/29/25</b>	<b>7/30/25</b>	<b>7/31/25</b>	<b>8/01/25</b>	<b>8/02-03/25</b>
<b>WEEK 5</b>	Work on Lesson 13 (Chapter 13)  <b>Due: Discussion 5 Post (part a)</b> <i>(approximately</i>	Work on Lesson 14 (Chapter 14)  <b>Due: Discussion 5 Response (part b)</b>	Work on Lesson 15 (Chapter 15)  <b>Due: Activity 5</b> <i>(approximately 60 minutes).</i>	<b>Due: HW (Lessons 13-15)</b> <i>(Allocate time during the week to work on lessons for maximum schedule flexibility –</i>	<b>Due: Quizzes (Lessons 13-15)</b> <i>(approximately 30 minutes for each Quiz).</i>  <b>Due: Reflection Video 5</b>	

	30-45 minutes, depending on if you've posted in Canvas before).	(approximately 15 minutes).		approximately 2 hours per lesson).	(approximately 15 minutes).	
<b>Module 6 – The food economy...everybody needs to eat! Agriculture &amp; Development (Lessons 16-18)</b>						
This module explores how agricultural policy shapes development, pricing, and sustainability in the global food economy. You'll begin by examining how advances in agriculture contribute to broader economic development and the transition to modern, technology-driven practices. Lessons also cover agricultural price and income policies, focusing on how government programs and market tools stabilize farm incomes and promote food security. The module concludes with a focus on environmental and resource policies that support long-term sustainability in food systems. These lessons provide critical insights into how agricultural policy drives growth, manages risk, and protects resources.						
<b>DAY</b>	<b>MONDAY</b>	<b>TUESDAY</b>	<b>WEDNESDAY</b>	<b>THURSDAY</b>	<b>FRIDAY</b>	<b>SATURDAY</b>
<b>DATE</b>	<b>8/04/25</b>	<b>8/05/25</b>	<b>8/06/25</b>	<b>8/07/25</b>	<b>8/08/25</b>	<b>8/09/25</b>
<b>WEEK 6</b>	Work on Lesson 16 (Chapter 16)  <b>Due: Discussion 6 Post (part a)</b> (approximately 30-45 minutes, depending on if you've posted in Canvas before).	Work on Lesson 17 (Chapter 17)  <b>Due: Discussion 6 Response (part b)</b> (approximately 15 minutes).	Work on Lesson 18 (Chapter 18)  <b>Due: Activity 6</b> (approximately 60 minutes).	<b>Due: HW (Lessons 16-18)</b> (Allocate time during the week to work on lessons for maximum schedule flexibility – approximately 2 hours per lesson).	<b>Due: Quizzes (Lessons 16-18)</b> (approximately 30 minutes for each Quiz).  <b>Due: Reflection Video 6</b> (approximately 15 minutes).	
<b>Conclusion Module – Final Thoughts</b>						
As the semester wraps up, this module invites you to reflect on how economic principles influence food-related decisions—personally, organizationally, and globally. Consider how the concepts you've explored connect across modules and how they shape your understanding of food systems and policy communication. If you have lingering questions about the material, or						

would like to explore undergraduate research or TA opportunities related to course topics, please reach out. Your course feedback and participation in the UF Course Evaluation are also appreciated and help strengthen future learning experiences.						
<b>DAY</b>					<b>FRIDAY</b>	
<b>DATE</b>					<b>8/08/25</b>	
<b>WEEK 6</b>					<p>Last day of classes.</p> <p>Please complete the Course Evaluation!</p>	

## IV. Student Learning Outcomes (SLOs)

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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

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### 1. Bringing Economics to Life: “My Economic Policy Statement” e-Portfolio Project

Over the course of the semester, you’ll engage in a series of six interconnected activities that build toward your final project: My Economic Policy Statement. This project invites you to dive deep into a real-world food-related issue that matters to you and apply the tools of economic analysis to better understand and recommend science-based solutions.

You'll have the opportunity to:

- Choose a topic you're passionate about—one that connects to your personal, professional, or academic interests.
- Explore how that issue plays out locally or globally.
- Analyze it using economic principles, models, and data.
- Craft a thoughtful, evidence-based policy recommendation.
- Showcase your ideas in a final e-Portfolio that highlights your learning, research, and communication skills.

By the end of the semester, you’ll not only have a polished policy statement, you’ll have created a professional, shareable document that demonstrates your ability to think critically, communicate clearly, and engage with complex agricultural and food system challenges.

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	<b>Storytelling a food-related economic issue I’m concerned about</b> Use storytelling to introduce the issue that matters most to you.
A_02	<b>My Economic Policy Statement: Data-Driven Insights on a Food-Related Issue</b> Gather and interpret relevant data and statistics that deepen your understanding.
A_03	<b>Where in the world is my food-related economic issue?</b> Explore the geographic, cultural, or environmental context behind the issue.
A_04	<b>Applying Policy to My Economic Statement (First Draft)</b> Start crafting a solution with clear, evidence-based policy ideas.
A_05	<b>Evaluating Science-Based Thinking (Peer Review)</b> Give and receive thoughtful feedback to improve your draft.
A_06	<b>“My Economic Policy Statement” Final e-Portfolio Project</b> Finalize your project into a polished, digital document you can share.

#### Why This Project Matters

This isn’t just a writing assignment—it’s a chance to develop and demonstrate skills that matter in the real world. Through these activities, you’ll:

- Apply positive and normative economic reasoning to a topic you care about.
- Develop a science-based policy argument grounded in economic theory and real data.
- Communicate your ideas clearly through writing, visuals, and storytelling.
- Strengthen career-ready skills in research, analysis, and policy communication, aligned with the [APLU's employability competencies](#) for agriculture and natural resources students.

The final e-Portfolio reflects your progress over the semester and serves as a powerful example of your ability to think strategically and communicate effectively about important issues in the food system.

### Grading Expectations: Annotated Rubric Overview

Your work will be assessed based on thoughtfulness, clarity, and alignment with course materials and objectives. Rubric details for each assignment are available in Canvas, but here's a general overview:

Performance Level	Description	Points
Full Credit	Thorough, on-point and well-developed responses that directly engage with course concepts and materials.	80-100
Partial Credit	Competent and complete, but may lack specific detail, clarity, or depth.	50-70
Marginal Credit	Incomplete or underdeveloped; shows limited engagement with the material.	10-40
No Credit	No submission	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 Canvas project.

## VI. Policies

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### 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>

### Missed Assignments Policy: Grace with Communication

Life can be unpredictable, and I understand that managing your time across classes, work, and personal responsibilities isn't always easy. If you find yourself falling behind or struggling to meet a due date, please don't hesitate to reach out—I'm here to support your learning, not penalize you for life's challenges.



Each assignment has a clearly stated due date, but you'll notice there's also an "available until" date—typically 48 hours later. This short grace period is built in for flexibility. You do not need to provide an excuse, and there's no penalty for submitting within that window.

However, after the "available until" date passes, the assignment will close in Canvas. If you need additional time beyond that, please email me as soon as possible so we can discuss your situation and make a plan. I'm always willing to work with you if you communicate early and respectfully.

### **A Gentle Caution**

If you find yourself regularly submitting work during the grace period, that's a signal to pause and check in. Last-minute submissions can increase stress, limit your ability to revise, and create bigger challenges if something unexpected comes up. I'm always happy to talk with you about strategies for time management, planning ahead, or getting back on track.

### **Important Note for Final Module (Module 6)**

For Module 6, no additional extensions are possible after the last day of regular classes. If an unexpected situation arises that prevents you from completing the course on time, you must contact me before the last day of class to discuss the possibility of a formal incomplete grade ("I"), which is subject to university policies.

You can learn more about UF's Incomplete Grade Policy here:

<https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/#gradetext-otp1>

In short:

- Due dates help you stay on track.
- "Available until" dates (48 hours later) offer flexibility—no questions asked.
- After that? Reach out early—I'm here to help.
- Final assignment? No late work after the last day of class unless an incomplete grade is arranged.

Let's stay in touch and work together to keep things manageable.

## **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.aa.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.ua.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.

## **Open-source Textbook Citations**

Greenlaw, S.A., Shapiro, D. MacDonald, D. (2022, Dec 14). Principles of Economics 3e, OpenStax, Houston, Texas. Book URL: <https://openstax.org/books/principles-economics-3e/pages/1-introduction>

Greenlaw, S.A., Shapiro, D. MacDonald, D. (2022, Dec 14). Principles of Microeconomics 3e, Houston, Texas. Book URL: <https://openstax.org/books/principles-microeconomics-3e/pages/1-introduction>

Greenlaw, S.A., Shapiro, D. MacDonald, D. (2022, Dec 14). Principles of Macroeconomics 3e, Houston, Texas. Book URL: <https://openstax.org/books/principles-macroeconomics-3e/pages/1-introduction>

Cooper, R, John, A. (2011) Microeconomics: Theory Through Applications, Saylor Foundation, Book URL: <https://open.umn.edu/opentextbooks/textbooks/microeconomics-theory-through-applications>