

AEB4242 - INTERNATIONAL TRADE POLICY IN AGRICULTURE
FALL 2020. MWF 1:55 PM - 2:45 PM (PERIOD 7)
CLASS NUMBER: 10152, 3 CREDITS

INSTRUCTOR

Professor: Dr. Olesya Savchenko
1183 McCarty A
olesya.savchenko@ufl.edu
352.294.7634

TA: Roberto Koenke
1094 McCarty B
rkoeneke@ufl.edu

Office hours: M 2:00 PM – 4:00 PM or by appointment (instructor)
Tue Th 3:00pm – 4:00PM or by appointment (TA)

COURSE DESCRIPTION

This undergraduate course is designed as a lecture-discussion to explore important policy topics related to U.S. agriculture, trade, food and the environment. We will explore the role of international trade policy in agriculture and examine the effects of trade policies on domestic and international prices, consumption, production, trade and government revenues. We will address the impact of current trade issues on the agricultural sector. Economic tools will be used to analyze existing policies and their implications for various stakeholders. This course will provide a broad understanding of how policy actions in agriculture and trade impact not only farmers' 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 broad understanding of the U.S. agricultural, trade, food and environmental policies.
2. Apply economic tools and intuition to analyze contemporary policy issues and measure their impacts on producers, consumers, and 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 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

Due to COVID-19, in the fall 2020 semester this course will be delivered through a combination of asynchronous and synchronous instruction.

- **Lectures** (asynchronous portion of the class): I will record lectures and post them on to the course's Canvas website. You are responsible for the content in these recordings.
- **Live Online Policy Discussions** (synchronous portion of the class): We will meet for live online policy case study discussions via Zoom online conferencing system. See schedule and assignment description for further details. Zoom link will be provided on Canvas. For everyone's benefit, join these sessions in a quiet place whenever possible. Turn on your video whenever possible. Mute your microphone unless you are speaking. Close browser tabs not required for participating in class.

EXPECTATIONS FOR AEB4242 STUDENTS

Our success in this online version of this class will greatly depend on the same commitment we all bring to the physical classroom. We will adopt the same rules and norms (take notes; participate by asking and answering questions; wear classroom-ready clothing).

1. Carefully review posted lecture recordings and attend synchronous discussion sessions.
2. Complete assigned readings prior to the respective lecture(s).
3. Participate in class discussions.
4. Be involved with your team and do your part towards completing team assignments.
5. Study the lecture/posted course materials.

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.

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 in class 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.

Case study method: Students in this class will be exposed to case study analysis and discussion of selected cases 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.

COURSE MATERIALS

- **Course packet:** Available for purchase from Harvard Business Publishing. 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. Website: <https://hbsp.harvard.edu/import/743508>.
- **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). 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>.

Students are expected to complete all assigned reading materials prior to the respective lecture and be prepared to discuss readings in class.

COURSE EVALUATION

- **Due dates:** All assignments must be turned in by midnight on the indicated due date. Assignments received after the deadline will be reduced by **25%** for each day they are late after the deadline.
- **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.** Your final grade will consist of the following components:

Graded Activity	Activity Type	Points	% of Grade
Contribution to live online policy discussion labs	Individual	120	15%
Policy case study analysis questions & memos (4 out 6)	Individual or Team	160	20%
Graded activities (3)	Individual or Team	80	10%
Policy Briefs (2)	Individual	240	30%
Group project	Team	200	25%
TOTAL		800	100%

The following grading scale will be used:

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

Contribution to Live Online Discussions (15%): This is a lecture - discussion class, therefore, thoughtful contribution to class discussions is critical for your success in this course and for creating an active and productive learning environment for all students. Your contribution to in-class discussions will consist of active participation in live online case study discussions.

The quality of your learning experience in this course will directly depend on (1) your preparation, active participation in discussions and listening, and (2) your classmates' preparation, participation and listening our classmates. It is only through your contributions during class discussions that you can demonstrate your knowledge of class material and how it applies to case studies we analyze. *What you will gain in this class directly depends on what you put in.* Discussions of policy analysis 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 graded based on your contribution to the learning process. Therefore, I will evaluate both the quantity and quality of your contribution to class discussion by both expressing your opinions and actively participating in live case study discussions and online forums.

Policy Case Study Analysis Memos (20%): Throughout this course, we will analyze 6 case studies. Case analysis will be conducted in three parts to facilitate learning and guide analysis. Students have to read all 6 cases and be able to participate in discussions. However, students will have to submit case study memos for 4 out of 6 cases selected by students. Case analysis will be conducted in two parts to facilitate learning and guide analysis:

1. Part I (live case discussion on Zoom) – using the questions provided by the instructor, students will participate in depth discussions of the case in group settings and as an entire class during synchronous live sessions.
2. Part II (case study memo)– students will write their final analysis and opinions on the case. This analysis should be 1-2 pages (single-spaced, 12-point Times New Roman font).

Each case will be tailored to the specific material covered in lecture to provide students with an opportunity to analyze real world policy issues. Students have an option of working on these cases individually or in small groups (2 and no more than 3 students per group). I don't require group work for this assignment, but I strongly recommend it as case analysis is challenging and you will benefit greatly from discussing the case with someone. If you choose to work in a group, you will need to let me know who you will be working with by the deadline specified in the course outline below.

Graded activities (10%): Graded activities will consist of variety of questions that test your knowledge of lecture material. These will be short-answer questions and/or problem-sets.

Policy Briefs (30%): You will write two policy briefs on a topic 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 alternative or course of action outlined 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.

Final group project report & presentation (25%): Students will be assigned to teams of 4 students. Each team will work on a project that analyzes a current policy issue of their choice related to international trade, agricultural, environmental or food policies covered in class. This project will require students to select 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, written report, presentation and peer evaluation.

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 OUTLINE AND KEY DATES.

****Dates are subject to change based on progression through the material****

TOPICS COVERED	ASSIGNMENTS & KEY DATES	LIVE ONLINE CLASS SESSIONS
• Introduction to Public Policy & Policy Formation	• 09/04: Introduction video due	• 09/16
• Evolution of Agricultural Policy Overtime	• 09/11: Form groups for case analysis & final projects; Activity 1 due	• 09/21
• Market Failures & Domestic Agricultural Support Policies	• 09/18: Four Creeks Farm Case Memo due	• 09/23
• Domestic Support Policies in International Context	• 09/ 25: WTO case memo due	• 09/30
• Trade Barriers & welfare analysis of their impacts	• 09/30: Activity 2 due	• 10/05
• Trade actors, instruments and stakeholders	• 10/05: Group project proposal due	• 10/07
• NAFTA & USMCA	• 10/09: US-China trade war case memo due	• 10/12
• U.S.- China trade war	• 10/16: NAFTA case memo due	• 10/14
• Food policy	• 10/23: Policy Brief #1 due	• 10/28
• Economics of Food Waste	• 10/30: FIT case memo due	• 11/02
• Overview of environmental policy	• 11/06: Climate change case memo due	• 11/04
• Economics of climate change	• 11/13: Activity 3 due	• 11/18
• International climate agreements	• 11/18: Group presentations start	• 11/20
• Water management policy in the U.S. & Florida	• 12/04: Policy Brief #2 due	• 11/23
	• 12/09: Peer reviews due	• 11/30
	• 12/14: Group project reports due	• 12/02
		• 12/04
		• 12/07
		• 12/09

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.

COURSE NETIQUETTE

This course will you a blend of synchronous and asynchronous instruction. Please remember that online classroom is in fact a classroom, and certain behaviors are expected when you communicate with the instructor and your peers. When communicative online you should always:

- Treat your instructor and classmates with respect in email or any other communication.
- Always use your professors' proper title: Dr. or Prof.
- Unless specifically invited, don't refer to your instructor by first name.
- Use clear and concise language.
- Remember that all college level communication should have correct spelling and grammar (this includes discussion boards).
- Avoid slang terms such as "wassup?" and texting abbreviations such as "u" instead of "you."
- Use standard fonts such as Ariel, Calibri or Times new Roman and use a size 10 or 12 pt. font
- Avoid using the caps lock feature AS IT CAN BE INTERPRETTED AS YELLING.
- Limit and possibly avoid the use of emoticons like :) or 😊.
- Be cautious when using humor or sarcasm as tone is sometimes lost in an email or discussion post and 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.

EMAIL NETIQUETTE

- Always start the subject line with AEB4242, followed by a short, descriptive subject line.
- Always use your professors' proper title: Dr. or Prof.
- Be brief.
- Sign your message with your name and return e-mail address.

PROTECTION OF PRIVACY IN AN ONLINE COURSE

Our class sessions may be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

ONLINE 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. [Click here for guidance on how to give feedback in a professional and respectful manner](#). These evaluations are conducted online

at <https://evaluations.ufl.edu>. 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 ufl.bluera.com/ufl/. [Summaries of course evaluation results are available to students here.](#)

GRADES AND GRADE POINTS

For information on current UF policies for assigning grade points, see <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>.

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

ACADEMIC HONESTY

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/honorcodes/honorcode.php>.

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.

YOU WELLBEING & CAMPUS HELPING RESOURCES

Students experiencing crises or personal problems that interfere with their general well-being are encouraged to utilize the university’s counseling resources. The Counseling & Wellness Center provides confidential counseling services at no cost for currently enrolled students. Resources are available on campus for students having personal problems or lacking clear career or academic goals, which interfere with their academic performance.

- U Matter We Care, www.umatter.ufl.edu
- University Counseling & Wellness Center, 3190 Radio Road, 352-392-575, www.counseling.ufl.edu/cwc

- Sexual Assault Recovery Services, Infirmary Building, 352-392-1161
- Career Resource Center, First Floor JWRU, 352-392-1601, www.crc.ufl.edu
- University Police Department, 352-392-1111

SERVICES FOR STUDENTS WITH DISABILITIES

The Disability Resource Center coordinates the needed accommodations of students with disabilities. This includes registering disabilities, recommending academic accommodations within the classroom, accessing special adaptive computer equipment, providing interpretation services and mediating faculty-student disability related issues. Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center. [Click here to get started 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.