Class Details: Online Course, Material is provided on Canvas Online Learning Management System. No physical class meeting times are required, however, ***we will a live discussion session offered at a variety of times of day the first week of class.***

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Office hours: Wednesday, 2-3:30, 1171 McCarty A or zoom (link in Canvas)
The best way to reach me is via email to set up a time. You are welcome to stop by my office anytime, but if you email first, then you know whether or not I will be there!

TA: Moonwon Soh, moonwon.soh@ufl.edu, 1199 McCarty A
Office hours: Monday, 3-4:30 on Zoom in Canvas

Course Description:
Catalog: The study of the business and economic situations of the food and agriculture sector around the world. The course will focus on the historical development, the current situation and the future outlook of the food and agriculture sector.
Further information: The course will cover the European Union, Russia and the Former Soviet Union, MERCOSUR (trading region in South America), East Asia, Oceania, Sub-Saharan Africa, and India regions. The course will focus briefly on the historical development, the current situation, and the future outlook of the food and agriculture sector before delving more deeply into the economic and trade environment surrounding agricultural policy. As economies become more integrated globally, the success of the food and agriculture sector will rest upon comparative advantage. To accurately assess comparative advantage, it is necessary to have a broad understanding of the global food and agriculture sector. In that light, faculty who bring a wealth of experience from each region will team teach this course. This course meets the general education criteria for international and social sciences. Specific objectives related to these areas are shown in the course objectives.

International General Education Objectives:
Content: Know the values, attitudes and norms that shape the cultural differences of peoples who live in countries other than the United States. Know the roles of geographic location and socioeconomic factors on the lives of citizens in other countries.
Critical Thinking: Analyze and evaluate your cultural norms and values in relation to those held by citizens in other countries.
Social Science General Education Objectives:
Content: Know key themes, principles, and terminology within agriculture, economics and policy. Know the history, theory and/or methodologies used within that discipline. Identify, describe and explain social institutions, structures and processes related to economics and international trade in agriculture.
Critical Thinking: Apply formal and informal qualitative and/or quantitative analysis effectively to examine the processes and means by which individuals make personal and group decisions. Assess and analyze ethical perspectives in individual and societal decisions.

Specific Course Objectives:
1)   *Discuss the historical development* of the food and agricultural economy in *different regions* of the world.
2)   *Evaluate the current situation* of the food and agricultural economy in different regions of the world. Be able to *identify how geographic location and socioeconomic factors relate to the current situation* in the regions studied.
3)   Critically discuss the outlook for the food and agricultural economy in different regions of the world.
Identify and explain policy, structure of related government and industries, and processes related to agriculture in each region studied.
4)   Assess *comparative advantage of different regions* within the agricultural economy. *Develop an understanding of how culture impacts the agricultural industry and food consumption* in different regions of the world and *compare to the United States*.

International Instructors: All instructors are part of the Global Agribusiness Education Network. Lectures will be provided both by Dr. House, various faculty from UF, as well as the international instructors. Dr. House is the only instructor involved in grading, setting requirements, and facilitating the course. The other UF and international instructors may be available to answer specific questions about their regions and provide current information on the agricultural economy and related policies in their regions*.*

Required Materials
All required materials will be provided on the website. In lieu of a textbook, there is a set of readings provided for each module. The readings should be treated like a required text, you are expected to read them. In addition to required readings, there will be optional readings listed that can be used to aid in your understanding of the issues presented. Lectures are provided online. These online modules contain video lectures and PowerPoint files that correspond with the lectures.

Course Format
Lectures will be viewed online. It is your responsibility to keep up with the lectures, so plan to spend at least 2-3 hours of viewing time per week which serves to replace normal class periods. In addition to the time spent watching the lectures, you are expected to work additional time to read the material provided and complete homework assignments. This class is asynchronous (we don't all watch the lecture at the same time), but it is not correspondence or self-paced (where you can do the work anytime before the end of the semester). Students are expected to log into Canvas, a password-protected authentication Learning Management System, at least ***three times per week***, on separate days throughout the term.

Class Structure, Readings, etc.
In this class, you will be watching a series of lectures from instructors from around the world, as well as from Dr. House. They will be teaching you about the economic environment surrounding food and agricultural policy, production, consumption, and trade. Additionally, there are readings that will be posted on Canvas that will be a key part of homework assignments.

Participation policy
As ongoing collaboration and dialogue are essential for effective online courses, it is imperative that students participate regularly. Those who do not may receive no credit for participation and assignments and may fail the course.

Grading for AEB 3671

Item	Frequency	Points per assignment	Total Points
Homework	Weekly (see below for details)	40 per module	240
Quizzes	Questions after most lectures (drop the lowest module grade)	40 per module	200
Creative Project	One per semester	100	100
Syllabus Quiz	One per semester	15	15
Introduction Post	One per semester	15	15
Introduction Live Session	One per semester	30	30
Total Possible			600

Grading for AEB 3671	A	558+ points	A-	540 – 557 points
B+ 522 – 539 points	B	498 – 521 points	B-	480 – 497 points
C+ 462 – 479 points	C	438 – 461 points	C-	420 – 437 points
D+ 402 – 419 points	D	378 – 401 points	D-	360 – 377 points
E Less than 360 points				

Late assignments of any kind will not be accepted. Do not wait until midnight to submit, if you have a problem, it will be late.

If you experience a computer problem, call the UF computer help desk (helpdesk.ufl.edu) and report the problem. Keep your ticket number as evidence to your instructor that you took the appropriate steps to try to complete your task. Waiting until the last minute causes increased stress and risk of computer problems. Please don't wait until the last minute to try to turn in quiz questions or homework posts. *If you have a question about a grade, you have 14 days from the day the grade is posted to question the grade. Corrections (including missed live session points) will not be made after 14 days.* Please make it a regular practice to check your grades weekly.

Technological tools may be used to detect plagiarism or cheating at the instructor's discretion.
It is the students' responsibility to understand what constitutes plagiarism (defined below), guidelines for proper citation, and that ignorance of plagiarism does not and will not constitute an excuse for the behavior. It is the responsibility of the student to:
• Review the following document, courtesy of turnitin.com and research resources:
http://www.plagiarism.org/resources/documentation/plagiarism/learning/complete_resources.doc
• Use www.plagiarism.org as a resource throughout the term
• Contact the teaching assistant or instructor with any questions or concerns.
It is important to realize that cutting and pasting from websites or papers for homework without proper citation *does* constitute plagiarism.

Quizzes
Quizzes will cover material from both the lectures and the readings. At the end of most lectures, there will be 1-3 questions. In total, there will be 20 questions per module (spread across the lectures and readings), for a total of 40 points. These will be available the entire time the module is open, and you do not have to complete them all at one time. I suggest you watch a lecture, then answer the questions while the material is fresh. Once you start any set of quiz questions, you will need to finish it during that sitting (maximum time 5 minutes per question). No make-ups are available because you have access to the quiz questions for the entire module, therefore sudden events should not prohibit you from taking any questions. Additionally, you are allowed to drop one quiz grade (in other words, one set of questions for one entire

module). Quizzes are online, and you can access your notes while taking the quiz. However, you are not allowed to take the quiz with other students.

Homework

- For each Course Module, you must research and write quality responses to topics that are related to both readings and lectures. You will be expected to post 'threaded' responses to the homework questions frequently for each module. **You must answer a minimum of 2 homework questions per week (4 per module).** Deadlines for the homework questions will be posted on the due dates document and the module pages. It is your responsibility to post in time, canvas will not remind you of the first deadline and 5 points per late post will be deducted (this only applies to the first deadline, no posts are accepted after the end of the module.

- Homework for this class is slightly different than what you might be used to. The first question is merely a starting point. Unlike typical homework, you do not all answer the same question. Once the initial question is answered, you need to do further research to determine what the next step is. This is why it is critical to READ other students posts before preparing your answer. You should read the boards, go research your response, post, and return to follow up.

- Homework is due approximately every week. You can answer more than the minimum number, however, quality, not quantity, is graded. It is common for students to follow up on an initial answer with additional information as a result of postings by other students or the instructor. These follow up posts count toward the original answer (think of this as a chance to improve your grade), and not as a new answer. Take advantage of this opportunity to add to your posting. If the instructor, TA, or another student asks about your post, follow up. This means it is important to check back after you post your answer.

- Homework responses can be in response to the question posted by the instructor or to peer posts, or instructor follow-up threads. A grading rubric for homework is found below. *NOTE: The homework responses are turned in online, and should be thought of as a discussion. This means you can't only participate at one point in time. You are expected to be online at least three times a week, and should check the homework boards regularly.*

- In the homework, the **quality** of your responses is more important than the length of the answer. Contributions should be thoughtfully considered and based on one's personal reflections, observations from the readings, lectures, external research, and/or synthesis and consideration of the merits of other student's comments. Homework posts that repeat previous responses do not count. A homework post needs to contain your own analysis of the situation - merely cutting and pasting from a source (even with citation) is not enough to get credit. It is good to cite sources when posting, but please make sure you contribute why the other source is relevant to the discussion. *Please fashion responses using correct grammar and spelling.*

- I look for three basic things in each post: new information; response to other students/threads already posted; and your thoughts on the topics.

- Important note about grading of discussion boards: Although the TAs and I will be reading all posts to the discussion boards, for grading, we will randomly choose one of your four main posts to apply the rubric shown below. This means all posts need to be of the minimum quality you would like to receive a grade for.

- Although you will receive one grade per module for your homework, **there are two distinct deadlines for your homework**. This is done to help the discussion as it is much better when everyone participates throughout the module, not just on the last day or just on one day. From my past experience in this class, the more frequently you are on the homework boards, the more you will get from the class (both in learning experience and grading).

Homework post Grading information	Excellent	Good/Fair	Poor
Content 4 pts possible	**4 pts:** Relates new content to what is being learned in class and cites sources.	**2 pts:** Includes outside information, but mainly as cut and paste, OR includes content, but mainly from lecture and readings.	**0 pts:** Does not bring in outside information.
Critical Analysis 3 pts possible	**3 pts:** Contains critical analysis. Adds own thoughts to the material and how it relates. Discusses and adds own opinions with explanations. Contains critical analysis. Adds own thoughts to the material and how it relates. Clearly connects the posting to text or reference points from previous readings, activities, and discussions.	**1.5 pts:** Adds opinions, but doesn't tie them to the information. Or post answers question but does not relate to the bigger picture.	**0 pts:** Only states opinion, doesn't support with facts, or doesn't state any opinions, just posts information. Or only repeats what has already been discussed.
Contribution 2 pts possible	**2 pts:** Furthers the discussion with questions or statements that encourage others to respond. Responds directly to other posts. (Uses phrases such as I agree, I disagree, adding to what xx says…)	**1 pt:** Participates, and sometimes interacts with others.	**0 pts:** Posts without interacting.
Professionalism 1 pt possible	**1 pt:** Posts with proper grammar, spelling, and citations. Does not wait until last minute to post.		**0 pts:** Does not use proper grammar, spelling, or citations. Does not read other posts.

Live Discussions and Extra Credit
• You are required to attend **a live session during the first week** of classes to learn about the class and be able to ask questions about expectations and the syllabus.
• In the second half of the semester, we will offer additional live sessions on current topics related to class. You will be able to attend one for **extra credit (10 points)**.

• Grading for the live session will be based on your contribution to the discussion, as well as some questions I will ask during the discussion. I will not be lecturing about something you have already watched or read, I will be leading discussion, and this can only work if those in the "room" are prepared to "talk" (can use the chat function and type).
• You can attend more than one extra session (some students enjoy the "live" part of this and participate in more than required), however, this will not change your overall course grade.

Creative Project
• Each student will turn in their own unique **creative project** analyzing (addressing, describing, discussing) a topic related to international agricultural. This is a very broad topic. In essence, I am giving you the freedom to explore and choose the topic, as long as it relates to international agricultural, with a

focus on the economic, policy, or food environment. This should cover an area of the world or topic we did not address in class (or have not yet addressed).

• Examples of creative projects include posters, paintings, board games, collages, a map with case studies, mobiles, poems, songs, recipes (as long as the key ingredients are tied to a region and explained from an agricultural importance perspective), and videos. The possibilities are truly endless. If you like education, a possibility is to prepare a lesson for K-12 or even college students (lesson plan and lesson materials). Examples of previous projects are posted online.

• Regarding amount of work, think about the time you would spend writing a paper with a minimum of 5 peer-reviewed references, and that's more or less what I am suggesting you spend working on the project. It is worth 15% of your grade, so please take it seriously.

• With your creation, you will need to have audio and video components. You may use PowerPoint, but you are welcome to use other methods (such as a YouTube video) to provide the presentation. *Make sure that you present the creative portion, the inspiration behind the project, and how it relates to the international agricultural topic and region of your choice (the content).*

• Your presentation will be posted on the class website for other students to view. Feel free to turn in your project anytime during the semester. The final project is due to be posted no later than **November 1**. You are also required to review at least five other student projects and rate them. The deadline to complete this portion of the assignment is November 15.

• If you do not want me to use your project in future semesters as an example, please notify me.

Grades for this project will be based on the following scale:	Points Possible
Creativity Student has taken a concept/idea and applied it in a way that is totally his/her own. The student's "personality/voice" comes through **(the presentation is more than a PowerPoint or Prezi lecture with pictures inserted).**	15
Content and coherence The project has a message and is coherent, rich in content, and informative to the observer (reader, listener, etc). The project should demonstrate the following: 1. The historical development of the food and agricultural economy of the region 2. Identify how location and socioeconomic factors relate to a current situation 3. Explain policy, government structures, or processes related to the region and topic 4. Explain how culture impacts the topic and compare this to different regions	40
Rigor and Attention to Detail Appropriate information is used to build/create/prepare the project, and the sources are cited and referenced appropriately. Audio and/or visual components are included.	25
Explanation of Project Student clearly and sufficiently explained the meaning and inspiration behind her/his project.	10
Evaluation of Other Student Submissions Watch and evaluation at least five other student's submissions.	10
Total Score:	**100**

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

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 feedback on the quality of instruction in this course using a standard set of university and college criteria. 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.aa.ufl.edu/public-results/.

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.

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 requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation 0001 Reid Hall, 352-392-8565, https://disability.ufl.edu/

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.

• **University Counseling & Wellness Center, 3190 Radio Road, 352-392-1575,**
www.counseling.ufl.edu/cwc/
Counseling Services; Groups and Workshops ; Outreach and Consultation; Self-Help Library; Wellness Coaching
• **U Matter We Care**, www.umatter.ufl.edu/
• **Career Connections Center**, First Floor JWRU, 392-1601, https://career.ufl.edu/
• **Student Success Initiative,** http://studentsuccess.ufl.edu

Student Complaints, http://www.distance.ufl.edu/student-complaint-process