

**AEB 3300: AGRICULTURAL AND FOOD MARKETING
SPRING SEMESTER 2018**

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COURSE DESCRIPTION: Examination of agricultural and food marketing from a system and individual firm perspective. Explores problems and issues associated with marketing functions and institutions at the industry level and with objectives and strategies of farms and agribusiness firms that market agricultural commodities and food products.

COURSE LEARNING OBJECTIVES: Understand principles of marketing, how agricultural markets behave, how agricultural prices behave, and how firms in the agribusiness industry can use economics to understand prices and employ marketing strategies. After completion of this course, you should:

1. understand the food marketing channel (how food gets from farm to fork)
2. understand some of the complexities of decisions made along the food marketing channel
3. know where to find statistics for commodities that can help when making decisions
4. know production statistics for a specific commodity
5. have a basic understanding of futures trading
6. understand the basics of traditional marketing, including concepts and strategies

COURSE MATERIALS:

Recommended Text (not required): Agricultural Marketing and Price Analysis, F. Bailey Norwood and Jayson L. Lusk. Pearson Prentice Hall, Publishers, 2008 (ISBN 0-13-221121-1).

GRADING:

Quizzes	30%
Discussions	
Opinions	20%
Data-Based	20%
Projects	
Futures Project	15%
Experiential Learning Project	15%

MAKE UP WORK WILL NOT BE ALLOWED IF I AM NOTIFIED OF A CONFLICT AFTER A DUE DATE. THERE IS NO PARTIAL CREDIT FOR ASSIGNMENTS SUBMITTED LATE.

COURSE WORK:

Quizzes: There will be many quizzes during the semester. The lowest score will be dropped.

Discussions: Discussions are broken into two categories: **opinion** and **data-based**. Thoughtful contribution to class discussion is essential for successful completion of the course. It is only through contribution that you show command of the issues addressed in class discussions. For a student to receive full credit for each discussion, the

student must communicate with other students within the discussion and be an active participant. Grading for this participation will be based on assessment of your contribution to the learning process.

Opinion: The purpose of the opinion discussions is to give each of you some experience with relating your own experiences to the food marketing channel. The opinion discussions are open to the entire class and you have the option to “like” other student’s posts. The lowest score will be dropped.

Data-Based: The purpose of the data-based discussions is to give each of you some experience with the food marketing channel and so that you begin thinking as a marketing decision maker, as well as locating data. For the data-based discussions, you will be in a smaller group and the discussion are not open to the entire class. The lowest score will be dropped.

Projects: Students will complete **two** projects during the semester. More information about the projects are provided in separate files.

- 1) **Futures Project:** The purpose of this individual project is to give each of you some experience with trading agricultural commodity futures contracts. For this assignment, we will be using a simulated commodity trading game in which each student is “given” \$100,000. The objective is for you to purchase future contracts (i.e., “open market positions”) and then offset these contracts (i.e., “close market positions”) and try to “profit” from your trades. Refer to the handout and view tutorial videos for more specific details.
- 2) **Experiential Learning Project:** The purpose of this individual project is to give each of you the experience of visiting and learning more about a player in the marketing channel. For this assignment, you will visit an input supplier, producer, assembler, processor, or manufacturer. While visiting one of the previous mentioned players, you will ask several questions and take pictures to document your visit. Refer to the handout and view tutorial videos for more specific details.

MAKE UP WORK WILL NOT BE ALLOWED IF I AM NOTIFIED OF A CONFLICT AT THE END OF A MODULE OR AFTER IT HAS CLOSED.

Course grades will be assigned based on the following lower bounds (note, “rounding up” is not done):

A	92%	B-	79%	D+	66%
A-	89%	C+	76%	D	62%
B+	86%	C	72%	D-	59%
B	82%	C-	69%	E	0%

CAMPUS HELPING RESOURCES:

Your well-being is important to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact umatter@ufl.edu so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at 352-392-1575. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1.

Several resources are available on campus for students, especially if academic performance is at stake. In general, the Dean of Students Office provides a hub for these services: Location: P202 Peabody Hall Dean of Students Office (<http://www.dso.ufl.edu>) Telephone: 392-1261

Students with disabilities are encouraged contact the Disability Resource Center and coordinate the needed accommodations. 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. Please contact this office at 0001 Reid Hall, 392-8565, www.dso.ufl.edu/drc/.

Students experiencing crises or personal problems that interfere with their general well-being are encouraged to utilize the university's counseling resources (<http://www.dso.ufl.edu/supportservices/campuscounseling.php>). Resources are available on campus for students having personal problems or lacking clear career or academic goals, which interfere with their academic performance. These resources include:

Counseling and Wellness Center (<http://www.counseling.ufl.edu/cwc/>) Location: 3190 Radio Road Telephone: 392-1575

Student Health Care Center (<http://shcc.ufl.edu/>) Location: SHCC Infirmary Building Telephone: 391-1161

Career Resource Center (<http://www.crc.ufl.edu>) Location: 1st Floor (CR-100), Reitz Union CR-100 Telephone: 392-1602

Academic Honesty:

Academic Honesty (<http://www.dso.ufl.edu/sccr/honorcodes/conductcode.php>). The academic community at UF prides itself on intellectual growth as well as stimulating and encouraging moral development. This is accomplished through nurturing and maintaining an environment of honesty, trust and respect. The responsibility to maintain this environment falls with student as well as faculty members.

Students who enroll at UF commit to holding themselves and their peers to the high standard of honor required by the Honor Code: We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity. Thus, on all work submitted for credit, the following pledge is implied: "On our honor, I have neither given nor received unauthorized aid in doing this assignment." Moreover, any individual who becomes aware of a violation of the Honor Code is bound by honor to take corrective action.

Violations of the Academic Honesty Guidelines shall result in judicial action and a student being subject to the sanctions in paragraph XIV of the Student Conduct Code. For example, conduct such as cheating and plagiarizing constitutes a violation of the Academic Honesty Guidelines (University of Florida Rule 6C1-4.017), which will be vigorously upheld at all times in this course.

Student Responsibility: Students should report any condition that facilitates dishonesty to the instructor, department chair, college dean or Student Honor Court.

Faculty Responsibility: Faculty members have a duty to promote honest behavior and to avoid practices and environments that foster cheating in their classes. Teachers should encourage students to bring negative conditions or incidents of dishonesty to their attention. In their own work, teachers should practice the same high standards they expect from their students.

Administration Responsibility: As highly visible members of our academic community, administrators should be ever vigilant to promote academic honesty and conduct their lives in an ethically exemplary manner. (Source: 2016-2017 UF Undergraduate Catalog).

On-Line Students Complaints: <http://www.distance.ufl.edu/student-complaintprocess>

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. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open for students to complete during the last two or three weeks of the semester; students will be notified of the specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results>.