

AEB 4673 International Agricultural Trade Spring 2022

Instructor: Dr. Jaclyn D. Kropp, Associate Professor
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Zoom: <https://ufl.zoom.us/j/3522947631>

Time/Location: Tuesdays period 5 & 6 (11:45 am – 1:40 pm) MCCA 2196
Thursdays periods 6 (12:50 – 1:40 pm) MCCA 2196

To help protect yourself and others, students are expected to wear masks during class. Please do not come to class if you are exhibiting COVID-19 symptoms or if you have been exposed to COVID-19.

Office Hours: In-person: Tuesdays and Thursdays 9:15am–10:15am;
Tentatively, Zoom: Mondays and Wednesday 10:30 am–11:30 am;
or by appointment

A mask is required if you come to my office. If you cannot comply with this request, I am happy to meet with you via Zoom.

Credits: 3

Prerequisites:

AEB 3103 and AEB 3510 or the equivalent. It is assumed that students are familiar with basic microeconomic analysis and elementary calculus.

Required Materials:

International Economics, 8th Edition by Dennis R. Appleyard and Alfred J. Field, Jr. McGraw-Hill/Irwin Publishers. 2014. ISBN: 978-0-07-802167-1.

*Older editions of the book may suffice. However, students are responsible for ensuring that they are studying the correct material.

Houck, J. *Elements of Agricultural Trade Policies*, Waveland Press (1992). Note: This book is out of print. I have a copyright release and will provide you with a pdf version of the relevant chapters.

REEF polling by iClickers and associated polling device

Recommended Materials:

A webcam, speakers, microphone and reliable internet connection are necessary to participate in office hours held via Zoom. If you are having difficulties with your computer set up, please contact the UF Computing Help Desk by calling (352)-392-HELP or email helpdesk@ufl.edu.

E-Learning Canvas:

There is an E-learning Canvas webpage for this course. To access the website, you will need your Gatorlink username and password. E-learning Canvas can be accessed via <http://elearning.ufl.edu>. If you are having difficulties accessing the website, please contact the UF Computing Help Desk directly by calling (352) 392-HELP or via e-mail helpdesk@ufl.edu. You will need your UFID when contacting them.

Course Navigation:

The Course Home page of Canvas contains quick links to five key pages: 1) Syllabus; 2) Assignments; 3) Lecture Notes; 4) Course Documents; and 5) Zoom Recordings. The complete course syllabus can be found on the Syllabus page; the Syllabus page also contains a listing of all lectures, assignments and activities in chronological order with associated due dates. The assignments listed on the Syllabus page link to assignments and activities on the Assignments page, where more detailed instructions and rubrics for each assignment can be found. PowerPoint slides for each lecture can be found on the Lecture Notes page. Other important resources such as tips for writing term projects and a pdf of the Houck can be found on the Course Documents page. Links to recording of prior lectures can be found on the Zoom Recordings page.

Additionally, the Home page contains a link to a Getting Started page where you will other important information. Once assignments are graded, grades will be posted on the Grades page. Occasionally, important information will be post on the Announcements page; however, the majority of essential information is contained within the syllabus.

Communication:

Having a dialog is important to fostering learning hence I encourage students to ask questions in class. Outside of class, I typically have an open-door policy however COIVD-19 has made this more difficult. I encourage students to attend schedule office hours; I also encourage students to communicate with me via email or via the email function in Canvas. If you email me during the workweek, please allow 24 hours for me to response; typically, I respond much sooner. If you email me on a holiday or weekend, I will respond on the next normal business day (but typically sooner). I frequently work from home on days that class does not meet. If you wish to meet with me outside of office hours, please email me requesting a meeting. I will do my best to accommodate meetings but honoring same day requests will be difficult, particularly on Tuesdays and Thursdays as I am teaching two other courses.

Course Catalog Description:

Examines the economic forces associated with trade in food and agricultural products between the U.S. and other countries. Applies economics principles and analytical techniques to international agricultural trade and multi-national markets.

Course Overview:

In this course, we will employ economic principles and models to predict the flow of trade between nations. We will also consider how policy interventions such as quotas, tariffs, and domestic subsidies affect international trade.

Course Format:

This course is intended to provide a *senior-level capstone experience* for students pursuing the International Food and Resource Economics specialization within the major. As such, the course will be taught with the assumption that students are highly motivated, diligent, and have a level of economic sophistication expected of a senior within the major. The course culminates with the completion of comprehensive integrated research project, required of all students (see Term Project).

AEB4931 is an *analytical* course. Thus, it will be delivered via traditional lectures with opportunities for experiential and hands-on learning. Theories and frameworks will be presented in class and we will discuss their *derivations* as well as *applications* to the ‘real world.’ Quantitative reasoning and analytical methods are used extensively. Therefore, knowledge of economic principles and concepts is necessary. Keeping up with news, in general, and economic news, in particular, is imperative to get the most out of your experience in this course.

This course will proceed at a fairly rapid pace. Therefore, it is expected that students keep up with reading the textbook, preferably before coming to class. Furthermore, the class will be designed such that classroom participation (not only attendance but also active participation) and individual study and preparation outside the classroom are necessary for learning and performing well in the exams. Lectures will cover the major points of assigned readings. However, unless otherwise told, *students are required to read and understand all assigned readings.*

Course objectives:

This course focuses on issues relating to agricultural trade, international trade policy, globalization, economic development and political economy. The course will equip students with the tools necessary to analyze the impacts of agricultural policies on agricultural consumers and producers, agribusiness firms, taxpayers and international trade. The course will focus on the policies of the European Union and United States with an emphasis on U.S. agricultural policies. Thus, after the successful completion of this course, students should be able to:

- 1) Evaluate past, current, and proposed agricultural policies effects on international trade, prices, consumer surplus, producer surplus and taxpayers.
- 2) Predict trade flows using comparative advantage and factor endowments.
- 3) Explain why international agricultural trade is often regulated.
- 4) Critique the major international organizations that influence the formation of agricultural domestic support and trade policies.
- 5) Compare and contrast the key international trade agreements that influence agricultural trade policies.
- 6) Analyze the interaction between economic goals and social goals and evaluate the ability of agricultural policies to accomplish these goals.
- 7) Relate international economic events to the operations of agribusiness firms.

These objectives are accomplished by developing an understanding of...

- ... the economic foundations governing the analysis of international trade;
- ... the nature (and shortcomings) of early trade theories and approaches to international commerce;

- ... the insight gained from the classical model of international trade;
- ... the insight gained from the neo-classical model of international trade;
- ... the effects of international trade on an economy;
- ... the determinants of trade patterns between nations;
- ... the determination of prices in international markets;
- ... the gains from international trade;
- ... the winners and losers from international trade;
- ... the interaction and interdependence of national economies;
- ... the dynamics of international factor movements;
- ... the economic analysis of agricultural trade policy;
- ... the arguments for and against protectionism;
- ... the motivation behind enacting agricultural trade agreements and treaties;
- ... the process and implications of international economic integration;
- ... the roles of the World Bank, The International Monetary Fund, and the World Trade Organization in the global economy.

Attendance Policy:

Students are expected to attend all classes. Regular and punctual attendance at all classes is the responsibility of each student. In the event of an absence, it is the responsibility of the student to make up any resulting deficiencies.

I will inform the class in advance if I am unable to attend a particular class; arrangements will be made for a substitute instructor or other alternatives such as meeting via Zoom.

In-class Recording:

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third-party note/tutoring services. A student

who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

Grading:

Two in-class exams (20% each)	40%
Three in-class debates (4% each)	12%
Skill-building activities	6%
Participation and effort	5%
Reflection journal	5%
Term project	15%
Presentation	5%
Presentation peer evaluations	2%
Homework	<u>10%</u>
	100%

Unless otherwise stated, **all assignments are due at the start of class**. In general, **late assignments will NOT be accepted**. The instructor reserves the right to determine if a student shall be permitted to submit an assignment late (see excused absences and late assignment policy below).

Excused Absences and Late Assignment Policy:

To be excused from class, activities, or allowed to submit an assignment late, you **must** notify me in advance and secure my permission. The only acceptable reasons to request an excuse are:

- Medical emergency (ordinary doctor's visit is not acceptable; proper documentation justifying the excuse will be required).
- Significant personal or professional commitment (e.g., field trip for another course; military duty; interview; religious holidays; participation in official university activities such as music performances, athletic competition or debate; court-imposed legal obligations (jury duty or subpoena; court appearance for traffic tickets or arrests will not be excused). Eligibility depends on instructor's judgment, and hence *prior permission is a must*. Assignments are due on their due date and assignments must be submitted on their due date or prior to their due date even if the student is excused from class on the assignment due date unless otherwise arranged.
- Genuine family emergency (again, proper documentation/verification from will be needed).
- Under certain circumstances, I will allow make-up assignments or extensions when the assignment is missed due to official university sporting events pending ample *written* notification in advance (at least 7 days prior). Club/recreational sports are not granted the same courtesy.
- To minimize the potential spread of COVID-19, students will also be excused from class when they are exhibiting symptoms of COVID-19 or other respiratory infections or have been exposed to COVID-19.
- Students who are excused from class will be able to make up the associated participation and REEF polling points by completing and submitting the make-up abstract exercise discussed below.

- Excused students will be permitted to make up Skill-Building Assignments/Activities.
- Students should contact Dr. Kropp on the first day that they return to class after their absence to make arrangements to make-up missed assignments/activities.

Documentation must be submitted no later than the first day you return to class. Simply emailing Dr. Kropp that you will not be in class does not count as documentation.

Should you experience a significant hardship/illness (e.g. COVID; diagnosis of a terminal/chronic disease of you or a close family member; e.g., depression; Crohn's disease, cancer, etc.) during the semester that negatively affects your performance in the course or has the potential to negatively affect your performance in the course, you must inform Dr. Kropp as soon as possible such that appropriate accommodations can be made. You will be asked to obtain documentation from the Dean of Students Office regarding your circumstances. Providing documentation at the end of the semester and seeking retroactive accommodations will not be well received. Special arrangements regarding making up assignments, REEF polling points and participation points will be made for students with extended absences due to COVID or other illnesses. These arrangements may include receiving an incomplete in the course.

In-class Exams:

There will be two in-class exams. The exams will consist of short-answer, essays, and analytical problem-solving questions.

Exam 1: Tuesday, Feb. 22, 2022

Exam 2: Tuesday, April 5, 2022

Closed Book Exams:

All exams are closed book and closed notes. No formula sheets or any other aids are allowed. A simple calculator may be used. However, graphing calculators, cell phones, touch screen devices, tablets, laptops, or other devices with the capability to store information or formulae or access the internet are not allowed. Sharing calculators during an exam is not allowed.

Exam day policy:

It is expected that all students be on time to exams. Please arrive early, if possible, to get seated and get your books/bags stowed away so that the exam can be started at the stated time.

Make-up Exams:

The exam dates are presented in this course syllabus, so please plan your semester accordingly.

- Make-up exams are not given except in cases of excused absences as discussed above. Make-up exams will be arranged on a case-by-case basis and will occur as close to the scheduled exam as possible. In some cases, the make-up exam may be given prior to the scheduled exam date.
- Individuals absent in any exam will receive a score of **zero** (0) on that exam unless there is an excused absence or valid, medically related, excuse for missing the exam.
- In order to be excused from an exam, you **must** notify the instructor in advance and secure instructor's permission.
- University athletes are allowed make-up exams missed due to official university sporting events pending ample written notification in advance (at least 7 days prior to a scheduled exam). Club/recreational sports are not granted the same courtesy.

In-class Debates:

There will be three in-class debates. During each debate, students will be assigned to one of three roles: Pro Side, Con Side and Moderator. Each student will get to play a different role for each debate, and thus will cycle through all roles over the course of the semester. Students assigned to the role of Pro Side and Con Side will individually prepare a short (1 page) Position Brief providing some background on the topic and outlining their key points and arguments prior to the debate. These Position Briefs should be used for reference during the debate. Students assigned to Pro Side or Con Side should plan to coordinate ahead of time with other students who are arguing on the same side to ensure that the group presents a cohesive and logical argument on the debate day. They should also think about who will say what, and in what order. Students assigned to the role of Moderator should individually prepare a list of questions to ask each side; students assigned to Moderator should plan to coordinate ahead of time with other Moderators to determine the final list of questions. Moderators will be asked to individually write a short (1 page) summary of the debate that indicates which side they believe won the debate and why.

Skill-Building Assignments/Activities:

To encourage “learn by doing”, there will be several skill-building activities and assignments. While these activities are designed to be completed during the allotted class time, students will have 24 hours after the class period to complete them. Unless otherwise stated, students may work together to complete these assignments and activities. Typically, we will start these assignments together as a class, then students will break into groups. The lowest skill-building grade will be dropped when calculating final grades. Students will be permitted to make up skill-building assignments only if their absence was excused. In other words, students will not be permitted to make-up these assignments/activities due to unexcused absences (again, prior permission is essential). Individuals absent from a skill-building assignment/activity will receive a score of zero (0) unless there is an excused absence or valid, medically related, excuse.

Class Participation and Effort:

As previously stated, students are expected to attend all classes. In addition to attending class, students are expected to participate and exert effort in learning the material both in class and outside of class. While you must attend class to be able to participate, simply showing up will not suffice. Thus, class participation and effort will be based on:

Participation: Attending class and **actively** participating in activities, asking questions, and providing comments. Obviously, you cannot participate if you do not attend class. Contributing to conversations in other classes and on the job is a critical skill. You can take steps to improve your participation. If you tend to be a non-participant, I encourage you to prepare questions or jot down a few key points before class and make an effort to speak up in class/use the chat function to ask questions or comment. If you tend to 'dominate' discussions, learn to let other people contribute.

Arriving on time: Arriving late impedes your learning as well as the learning of your classmates. Tardiness will be noted and will negatively affect your grade.

Engagement: Use of cell phones, laptops, etc. for non-note taking purposes during class impedes your learning as well as the learning of your classmates. Engaging in these activities will negatively affect your grade.

Energy spent on assignments: The in-class assignments and case study assignments are designed to be learning experiences. To learn you must get outside your comfort zone, and hence the assignments are designed to be challenging and make you uncomfortable. The case study assignments cannot be completed the night before. Rushed, sloppy, and incomplete assignments indicate a lack of effort.

Utilizing office hours/seeking assistance from Dr. Kropp: Office hours are designed to give students an opportunity to obtain additional assistance and clarification. Students are encouraged to attend office hours; however, it is expected that students exerted some effort in attempting to find the answer prior to arriving at office hours. Students are expected to have read the assignment and required readings, attempted the assignment, and come with specific questions. I recognize that my office hours may not be convenient to all students, and hence I encourage students to also ask questions in class or via email or request a meeting outside of office hours.

REEF Polling by iClickers:

REEF polling will be used to test knowledge of topics already covered in class or the assigned readings. In-class polling helps me understand what you know and allows you to review the material after class. Some of the polling questions will be graded for correctness and incorporated into your participation grade while others will only be scored on participation. You will need to create a REEF Polling account to respond to questions in class using your laptop, smart phone, or tablet connected to the University's Wi-Fi.

It is each student's responsibility to come to class prepared. This includes having your polling account activated and updated, and your polling device (smartphone, tablet, laptop, etc.) charged. You will not be allowed to make up polling questions or be excused from them due to not having the program updated, having your device, or your device charged.

The polling questions are individual questions and collaboration is not allowed. I take academic honest very seriously. Sharing your answers with other students, submitting votes for a fellow student or voting in a class in which you are not present violates the University's Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. If you are caught sharing answers, voting for another student or have votes in a class that you did not attend, **you will receive a zero for your class participation and effort grade for the entire semester and you will be reported to the Dean of Students Office for further disciplinary action.**

Abstract Exercise to Make-up Participation and REEF Polling Points:

Students with valid excuses for missing a class (including COVID symptoms or exposure) will be permitted to make-up associated class participation and effort and REEF polling points by submitting an abstract summary of the missed class. The abstract must be no longer than 150 words and clearly summarize the main takeaways of the lecture. To receive full credit, it must be clear from the abstract that the student reviewed the associated lecture notes, watched the recording of lecture, and read the associated readings. Simply copying verbiage from the post PowerPoint slides will not be well-received and no credit will be awarded for doing so. To receive credit, the make-up abstract must be submitted within one week of the student returning to class following the absence.

Text Messaging, Instant Messaging, Facebook, Smokeless Tobacco, Etc.

Students caught engaging in these activities during class will receive a one percentage point penalty on their final class participation grade for **each** offense. *This policy will be strictly enforced.*

Reflection Journal:

Students are required to maintain a reflection journal throughout the semester. After each lecture and assignment, students should complete the RSVP (Respond, Summarize, Vocabulary, Pose a New Question) exercise (see the assignments section of Canvas for additional detail). Journal entries associated with the week's activities will be due each week.

Term Project:

Each student will be required to complete a 10 page typed (double spaced, 12pt Times New Roman font, one-inch margins throughout) term paper on an agricultural international trade topic of his/her choice. The paper must be properly referenced and cited and must relate to the topics covered in class. Students are encouraged to use numerical data in analyzing their topic. While data and figures will enrich your paper, the 10 pages do NOT include lengthy data tables and figures; these would be in addition to the 10 pages. The title page does not count as part of the 10 page requirement. Project citations should include only credible sources (not Wikipedia or other open source websites or blogs).

The purpose to this paper is for you to display your mastery of the material covered in this course and demonstrate how well you can synthesize these concepts via an independent research project. Students are welcomed to take an interdisciplinary approach to their topic by incorporating concepts from other Food and Resource Economics courses into their paper and relating these concepts to the material covered in this course.

Please make arrangements to meet with Dr. Kropp to select a topic. Only one student per topic is permitted as these papers are individual assignments; thus, once a topic is taken, no other student can pursue the same topic. It is entirely Dr. Kropp's discretion to determine whether a topic is taken or whether a proposed topic is 'sufficiently different' from an already spoken for topic. Further details and guidelines will be provided in class.

Past topics have included: WTO Canadian Dairy Dispute; Brazilian Cotton Case; Trade Implications of the STAX Program for Cotton; Dairy Margin Protection; WTO U.S. Shrimp Dispute; Country of Origin Labeling; Britain Leaving the EU

You must turn in a two-page summary (typed, double-spaced, 12pt font, one-inch margins throughout) of your proposed topic no later than **Thursday, March 3**. The two-page summary does not count towards the 10 pages of the final paper. Students must outline their topic, research methods, and how the topic relates to the class and how it contributes to the learning experience for the class as a whole. In addition to a summary of the topic, you also need to include a tentative list of references used for the final paper, properly referenced and cited, including journal articles, articles from the popular press, books, databases, web-pages, etc. Note that Wikipedia or blogs are NOT considered credible references and may not be used.

The final term paper is due no later than Tuesday, April 12. Late papers will not be accepted. Students are encouraged to submit completed projects in advance.

Presentation:

Each student will be required to give a 10-minute presentation of their paper to the class. The presentation should be professional in nature and should utilize PowerPoint. The 10 minutes should incorporate a couple of minutes for questions and answers from the class. Presentations will be given class on **April 12, April 14, and April 19**, tentatively.

Attendance at all presentations is required. Students will be asked to complete peer-evaluations of their classmates' presentations. Out of courtesy and respect to your fellow classmates and students making presentation, arriving late on presentation days is not allowed and will result in the loss of all participations points allocated for that day.

Homework:

There will be several homework assignments (approximately 4 or 5) to assist learning. Homework must be turned in by the due date. Homework turned in after the due date will not be accepted. Homework will not be accepted once the solutions have been posted. Student will generally have one week to complete assignments.

Re-grades:

If you feel that an error has been made in the grading of an assignment/exam you are encouraged to submit the assignment/exam for a re-grade. Please note that the **entire** assignment/exam will be reviewed for accuracy.

Re-grade requests must be submitted no more than one week after the assignment/exam in question was returned to you. Please put the assignment in an envelope along with a typed explanation of the issue in question.

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> .

Final grades:

Final grades will not be posted on the course website. Students may obtain their final course grade once grades have been posted by the University Registrar. I will not respond to emails or other inquiries regarding grades between the final and when final grades are posted by the registrar.

Grade	Range
A	93 - 100
A-	90 - 92.99
B+	87 - 89.99
B	83 - 86.99
B-	80 - 82.99
C+	77 - 79.99
C	73 - 76.99
C-	70 - 72.99
D+	67 - 69.99
D	63 - 66.99
D-	60 - 62.99
E	0 - 59.99

If necessary, a curve may be added when calculating final grades. The curve will be determined based on current semester's students' performance.

Academic Honesty:

As a student at the University of Florida, you have committed yourself to uphold 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 (<http://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.

It is assumed that you will complete all work independently 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.

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.

Campus 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.

Health and Wellness

- U Matter, We Care: If you or a friend is in distress, please contact umatter@ufl.edu or 352-392-1575 so that a team member can reach out to the student.
- Counseling and Wellness Center: <https://counseling.ufl.edu/>, 392-1575
- University Police Department: 392-1111 or 9-1-1 for emergencies. <http://www.police.ufl.edu/>
- Sexual Assault Recovery Services (SARS): Student Health Care Center, 392-1161

Academic Resources

- E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learningsupport@ufl.edu; <https://lss.at.ufl.edu/help.shtml>
- Career Connections Center, Reitz Union, 392-1601. Career assistance and counseling. <https://career.ufl.edu/>
- Library Support, <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources.
- Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring. <http://teachingcenter.ufl.edu/>
- Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers. <http://writing.ufl.edu/writing-studio/>
- Student Complaints On-Campus: <https://sccr.dso.ufl.edu/policies/student-honorcode-student-conduct-code/>
- On-Line Students Complaints: <http://distance.ufl.edu/student-complaint-process/>

Student with Disabilities Act:

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, www.dso.ufl.edu/drc/

Online Course Evaluation 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.aa.ufl.edu/public-results/>

Lauren’s Promise: I will listen and believe you if someone is threatening you.

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

- If you are in immediate danger, call 911.
- Report it to me, and I will connect you to resources.
- Seek confidential sources of support and help:
 - UFPD Office of Victim Services: 51 Museum Road, 352-392-5648
 - Sexual Assault Recovery Services (SARS): Infirmary Building, 352-392-1161
 - Alachua County Rape Crisis Center (confidential): 352-264-6760

Diversity, Equity, and Inclusion

The University of Florida’s College of Agricultural and Life Sciences (CALs) supports the University of Florida’s commitment to diversity, equity, and inclusion. By fostering a sense of belonging for students, staff, and faculty, while leveraging the uniqueness of the people who study and work at the university, we believe our campus community is enriched and enhanced by diversity, including but not limited to, race, ethnicity, national origin, gender, gender identity, sexuality, class, and religion. This course will support an understanding of the diversity of our distance and campus communities as well as our agricultural and natural resource communities, locally and globally. This course will strive to create a learning environment for students that supports a diversity of thoughts, perspectives, and experiences while honoring your identities. In this class we will take the following approaches to help achieve this:

- All course participants will use the names and pronouns provided by students for use in class. If these differ from those that appear in official university records, you can change your Display Name at One.UF.
- If your performance in this course is being impacted by your experiences inside and/or outside the classroom, do not hesitate to contact the instructor and/or teaching assistant (TA). Instructors in CALs are a great resource for you, and you may provide feedback anonymously. Feedback may result in general announcements to the class, if necessary, or reporting to appropriate UF personnel to address your concerns.
- CALs instructors and TAs like many people, are still in the process of learning about diverse perspectives and identities. If something was said in class (by anyone) that makes you feel uncomfortable, please discuss with your instructor or TA or contact the CALs Dean’s Office (cals-dean@ufl.edu).

Tentative Course Outline:

The instructor reserves the right to change this outline as appropriate.

<i>Date</i>	<i>DOW</i>	<i>Topics</i>
Jan. 6	Thursday	Administrative, Objectives, Introduction to Agricultural Trade, Early Trade Theories (AF Chapters 1 & 2)
Jan. 11	Tuesday	Classical World of David Ricardo and Comparative Advantage (AF Chapter 3)
Jan. 13	Thursday	Skill-building 1: Comparative Advantage with Two Factors of Production
Jan. 18	Tuesday	Review of Consumer Theory (AF Chapter 5)
Jan. 20	Thursday	Review of Consumer & Producer Theory (AF Chapter 5)
Jan. 25	Tuesday	Debate 1: Should the US ease guest work restrictions? & Review of Producer Theory (AF Chapter 5)
Jan. 27	Thursday	Neoclassical Trade Theory - Gains from Trade (AF Chapter 6)
Feb. 1	Tuesday	Neoclassical Trade Theory - Gains from Trade (AF Chapter 6)
Feb. 3	Thursday	Skill-building 2: Gains from Trade
Feb. 9	Tuesday	Neoclassical Trade Theory - Offer Curves and Terms of Trade (AF Chapter 7)
Feb. 11	Thursday	Neoclassical Trade Theory - Offer Curves and Terms of Trade (AF Chapter 7)
Feb. 15	Tuesday	Factor Endowment and Hecksher-Olin Model (AF Chapter 8)
Feb. 17	Thursday	Skill-building 3: Hecksher-Olin Model
Feb. 22	Tuesday	Exam 1
Feb. 24	Thursday	WTO: Agreement on Agricultural
Mar. 1	Tuesday	Debate 2: Is the WTO dead? & Partial Equilibrium Analysis (Houck Chapters 4)
Mar. 3	Thursday	Two-page Summary of Term Project Due & Protection by Importers - Tariffs and Quotas (Houck Ch. 5)
Mar. 8	Tuesday	Spring Break
Mar. 10	Thursday	Spring Break
Mar. 15	Tuesday	Protection by Importers - Tariffs and Quotas (Houck Chapters 5)
Mar. 17	Thursday	Skill-building 4: Protection by Importers
Mar. 22	Tuesday	Protection by Importers - Subsidies, Price Guarantees and Deficiency Payments (Houck Chapters 6 & 7)
Mar. 24	Thursday	Protection by Exporters - Export Subsidies and Dumping (Houck Chapters 10)
Mar. 29	Tuesday	Debate 3: Should social concerns be part of trade agreements?
Mar. 31	Thursday	Protection by Exporters - Production Subsidies and Price Guarantees (Houck Chapters 10)

Apr. 5	Tuesday	Exam 2
Apr. 7	Thursday	No Class - Work on Term Projects
Apr. 12	Tuesday	Term Project Due & Presentations
Apr. 14	Thursday	Presentations
Apr. 19	Tuesday	Presentations, Wrap-up, and Reflection

The schedule, policies, procedures and assignments in this course are subject to change in the event of extenuating circumstances, by mutual agreement, and/or to ensure better student learning.