



General Course Information

Agricultural & Applied Economics (AAE 319) Fall 2022 **The International Agricultural Economy**

Credits

3.0 credits

Course Description

The nature of trade in agricultural products, trade policies and practices of importing and exporting nations, agricultural policies of major trading blocks, market instability and other primary commodity problems, recent history and current developments in multilateral trade policy.

Course Designations and Attributes

Social Science; LAS Intermediate level

Requisites

AAE 215, ECON 101 or 111

Meeting Time and Location

Tuesday and Thursday, 1:00-2:15pm, Microbial Sciences Building 1420

Instructional Modality

In-person instruction (subject to change in accordance with University policy)

Specify How Credit Hours are Met by the Course

This class meets for two 75-minute class periods each week over the Fall semester and carries the expectation that students will work on course learning activities (reading, writing, problem sets, studying, etc.) for about 3 hours out of the classroom for every class period. This syllabus provides additional information about meeting times and expectations for student work.

Regular and Substantive Student-Instructor Interaction

This course provides regular and substantive Student-Instructor Interaction through the following:

- Participation in regularly scheduled learning sessions (where there is an opportunity for direct interaction between the student and the qualified instructor).
- Personalized comments (in any medium) for an individual student's assignment or exam.
- Posted announcements, emails, and check-ins about academic aspects of the class

Other Course Information

Instructor:

Dr. Charles (Chuck) Nicholson

Instructor Availability

Office hours Tuesday 11:30-12:30pm or by appointment in advance. (Both in-person and virtual formats may be arranged depending on campus Covid-19 policies.)

Instructor Email:

cfnicholson@wisc.edu

Course Learning Outcomes

This course will draw upon concepts from economics, business and systems modeling to accomplish its objectives. Successful completion of this course means that you will be able to:

- Describe patterns of global international trade in agricultural and food products, the characteristics of US agricultural imports and exports, and describe recent developments affecting those patterns;
- Be familiar with organizations involved in the promotion or regulation of trade, both within the US and globally;
- Use basic components of economic theory to assess the impacts on market outcomes of key trade policies affecting agriculture and food products and the influences of the broader economic context (such as economic growth and exchange rates);
- Understand and describe several basic quantitative methods used for analysis of agricultural trade and trade policies and discuss their applications, strengths and weaknesses;
- Understand the linkages between trade in agricultural and food products and other key economic and social outcomes, such as climate change, food security, economic growth and income inequality;

General Skill-Building Objectives:

This course is also designed to build skills that complement your knowledge of concepts specific to analysis of international agricultural trade). Successful completion of this course implies that you will have improved your ability to:

- Apply key quantitative and qualitative tools and concepts to support decision-making;
- Work in (interdisciplinary) teams to analyze business situations and recommend decisions;
- Communicate effectively present verbally and in writing recommended decisions based on the use of tools and quantitative analysis;

Note the emphasis in the above on the use of concepts and information to support more informed decision making, which is an over-arching theme of this course.

Course Activities and Grading

Course Activities: The activities designed to achieve the learning objectives for this course include pre-class reading and assignments, class presentations, in-class exercises or group discussions, readings (from

other analysts and current (news) sources), homework assignments, quizzes, a midterm exam, a final exam and a case study competition. A detailed course schedule is provided below.

A typical day in class might include a short lecture, an in-class exercise and occasionally a quiz. In general, I will begin each class with a request for any questions of clarification from the previous class and often with a brief review of the previous class' material. This will be followed with short presentation, and then I'll ask you to do an individual or group exercise that could take anywhere from 10 to 30 minutes. The purpose of this exercise typically will be to reiterate the concepts just presented and to give you practice applying them. This will then be followed by additional presentation, class discussion or questions.

Class Presentations: All PPTX presentations will be posted after class and will include the answers to exercises undertaken in class. The presentations are often useful to review for homework assignments and the exams.

Assignments: There will be a number of assignments throughout the semester. These assignments are designed to deepen your understanding of a topic discussed in class, extend the concepts to a new issue and sometimes to make you aware of additional resources available electronically to explore an issue. All assignments are due at the time stated on the assignment. I reserve the right to give no or reduced points for any assignment turned in late.

IMPORTANT: You may collaborate with other students on assignments, **but you must submit work written in your own words.** That is, you are not permitted to copy by hand or in electronic form someone else's work, because you won't learn as much that way. I reserve the right to give no or reduced points if your assignment appears "too similar" to someone else's. (See also the Academic Integrity Statement below.)

IMPORTANT: Any assignments emailed separately to Dr. Nicholson (rather than submitted via Canvas or when appropriate as hard copy in class) without prior approval will incur a 15-point "printing fee" (that is, will have 15 points taken off)

Pre-Class Assignments: Many classes will have short pre-class assignments based on the readings for the class. These assignments will be done in Canvas and help to prepare you to participate actively in the class. There may be more than 100 points worth of pre-class assignments, and any you complete correctly above 100 points will be counted as extra credit. No late submissions of pre-class assignments are permitted.

Quizzes: These are designed to give both you and me some quick feedback about your level of understanding of material in the readings and class presentations. These may be individual or group, or may be in-class exercise. I will often announce a quiz the class meeting before it will be given (to give you some time to prepare) but may also occasionally give an unannounced quiz.

Exams: **There will be one in-class midterm exam in this course, currently scheduled for Week 7 in mid-October.** The specific material to be covered on each exam will be clearly indicated in advance of the exam, as will the format of the exam. My view of exams is that they are best used to indicate your ability to apply the concepts from class to new situations, particularly those with a greater degree of interest at the moment. Each midterm exam will be preceded by an evening review session in which you can ask any questions that you wish to help you clarify concepts and prepare. *I do not "curve" exams, although as noted below, I may modify the total points required to get a specific letter grade for the entire course.* There also will be a comprehensive final exam during the regularly scheduled final exam period (worth 20% of the total course grade—see below).

Case Study Competition (Final Project): During the last week of class you will make team presentations related to a case study on analysis of an agricultural trade policy. More information will be provided a few weeks before the last week of class.

Extra Credit Activities: I will offer occasional extra credit activities, which will be available to all students. Extra credit activities would add to the total number of points you achieve during the semester, so can improve your grade.

Course Grading: Your grade in this course will be determined **based on the cumulative number of points earned throughout the semester (NOT the percentage of your points out of the total possible)**. For undergraduate course participants, evaluation will be based on the following components:

| | |
|------------------------------------------|------------|
| Homework Assignments (5, 50 points each) | 250 |
| Pre-class assignments, Quizzes | 100 |
| Midterm Exam | 150 |
| Case Study Competition (final project) | 200 |
| Final Exam | 200 |
| <u>Class Professionalism</u> | <u>100</u> |
| Total | 1000 |

Letter grades will be assigned as follows, although I reserve the right to lower (but not raise) the number of points required to achieve a particular letter grade in this course for ALL students as I think appropriate to reflect achievement of the learning objectives:

| Points | Grade |
|------------|-------|
| ≥ 930 | A |
| 870-929 | AB |
| 830-869 | B |
| 770-829 | BC |
| 700-769 | C |
| 600-699 | D |
| <600 | F |

Gray areas, of course, are places to stay away from! *Given that I don't grade on a curve, it should be possible for everyone to do well in this course.* To avoid ending up "gray", it will help to keep up on course assignments, but also track your performance over time and talk with me if you feel you are not doing as well as you would like. I'll offer suggestions on how to improve.

Three other important notes about grades:

- 1) For homework assignments and exams, you will have the opportunity to request that I review the grading if you believe there has been an error or misinterpretation as a part of the grading. *Any request for a review must be submitted in writing along with the assignment, within one week of the time that the graded assignment is returned to you. I will not accept requests for reviews for any assignment later than one week after the graded assignment is returned.*
- 2) At the end of each semester I receive requests from students who are close to the cut-offs in the grade table, above asking if there is a way to receive additional points so that they can receive the next highest grade (either through additional work or just the granting of additional points). Although there will be opportunities for extra credit during the semester, **I will not grant these last-minute**

requests, so please do not email or call me with that request. If you are within two points (NOT 2%, 2 actual points out of 1000) of the cut-off point for the next grade, I will review your work to determine if the higher grade is merited. To be considered for the higher grade, you will need to have completed ALL assignments (for example, no missing homework assignments), have shown a high degree of motivation during the semester, and shown continuous improvement in your performance. I reserve the right not to give you the higher grade unless I believe it is fully merited.

- 3) *Cap on Extra Credit Points.* A cap of 40 Extra Credit points earned from all sources (in-class, additional assignments, pre-class assignment points over the 100 that count towards the regular course grade will be applied at the end of the semester. Even if you cannot earn additional extra credit points that directly contribute to your grade once you reach the cap, you should still plan to complete all assignments to ensure that your professionalism grade is as large as it can be. That is, not completing assignments can lower your professionalism grade.

Class Professionalism: Class professionalism assesses whether your actions during the semester are consistent with standards of Excellence, Academic Integrity and Professionalism. Essentially, this evaluation component assesses whether your actions during the semester show professional-level responsibility and a high degree of motivation to make the most of the learning opportunity provided by the course, and demonstrate respect and support the learning of others in the class. This is much more than simply attending most classes—you must be actively engaged in all dimensions of the course by the criteria provided in the rubric shown after the course schedule. **Instances of one or more “<80” performance criteria for any of the categories mentioned in the rubric below can result in a grade of 80 or below, so you should always strive to achieve high professionalism evaluations.**

Another element of class professionalism is “Classroom Civility.” **It is expected that you will be respectful to both the professor and your other classmates in all your activities and communications.** If you choose to be disrespectful in class, you will be asked to leave and your total grade will be affected. Anything that is disruptive to the class is deemed disrespectful, including the following:

- Limited or non-compliance with campus policies related to Covid-19, including inappropriate masking in class if this becomes mandatory
- Use of electronics (other than a calculator)
- Talking to other students during class when that conversation is not related to the course material or in-class assignment
- Packing your bag before class is finished
- Reading materials not related to AAE 319
- Consistently arriving late to class without providing a valid reason in advance
- Verbally attacking another person rather than discussing ideas
- Leaving early without telling the professor beforehand. The only exception to this is if you become ill during class.

If you have any questions about what constitutes appropriate (or inappropriate) behavior, please review the Student Code of Conduct and/or talk with Dr. Nicholson.

Cell Phones: Cell phones and any other electronics must be turned to silent or vibrate mode during class time (as mine will be) and are not permitted for any use at any time during class. If you receive a communication that you must absolutely answer, I expect that you will leave the classroom in a minimally-disruptive way. If I hear your cell phone or other device and am able to identify you in class, **I reserve the option of deducting 50 points from your class professionalism grade for each occurrence.** During exams, cell phones or other electronics are strictly prohibited from use for any

purpose. If your cell phone rings, beeps, sings, chirps, plays a song, etc. during a midterm exam, you will lose 50 points on that exam.

Laptop/Tablet/Cell Phone Policy: **Use of laptops, tablets or cell phones in class is not allowed at any time**, based on evidence that for most students it does not facilitate learning for you or students around you, and from my experience that this is a distraction. **If you use or appear to use a laptop, tablet or cell phone for any purpose, I reserve the right to lower your grade for class professionalism by 50 points for each occurrence.**

Make-Up Policy: You may be permitted to take make-up exams under four circumstances: 1) you are ill or injured to the point where you are unable to perform reasonably on the exam, 2) you have a documented professional engagement (such as a job interview) or other university-approved curricular or extra-curricular activities (such as travel with a sports team), 3) there is a serious medical emergency or death in your family and 4) religious holidays. **Appropriate documentation (in advance for university-approved activities is required) may be requested. For health-related excuses, I reserve the right to request your approval to provide documentation to verify that the condition was serious enough to merit a medical appointment.** Family vacations, any other type of vacations, and basic work commitments are not an acceptable reason for requesting a make-up exam. I reserve the right to offer a make-up exam completely different from that offered your classmates.

“Get out of Jail Free” Card: Most students find that at least one time during the semester they forget a homework assignment or need some other special arrangement made about work in the class. Recognizing this, I will use the concept of a “Get Out of Jail Free” Card (like from the *Monopoly* game). You will have one opportunity this semester to use this “card” in the case of a late homework assignment or selected other special situations allowed at my discretion that would otherwise result in your earning fewer points. **This card allows you to hand in one homework assignment the next class period after it is due¹ and still receive full credit for that assignment. The card does not apply to other assignments such as extra credit or in-class group assignments worth points.** If you do not need to use this during the semester, 10 points will be added to your point total as “extra credit” points.

Course Website, Learning Management System & Digital Instructional Tools

Course Website is on Canvas, access at: <https://canvas.wisc.edu/courses/277586>

Required Textbook, Software & Other Course Materials

Readings for this course will be from the following:

Text: *International Trade: Theory and Policy (Version 2.0)*. Steve Suranovic. Washington, DC: Flat World Knowledge, Inc, 2015.

This text is available from <https://students.flatworldknowledge.com/course/2601981>.

Additional and supplemental readings and other supporting materials will be posted to the Canvas site for the course on occasion during the semester.

¹ Most assignments will be due on Thursday, so the GOofJF card allows you to hand in the assignment the next Tuesday (but not the next Thursday or at any future time in the semester).

Homework & Other Assignments

Assignments: There will be a number of assignments throughout the semester. These assignments are designed to deepen your understanding of a topic discussed in class, extend the concepts to a new issue and sometimes to make you aware of additional resources available electronically to explore an issue. All assignments are due at the time stated on the assignment. I reserve the right to give no or reduced points for any assignment turned in late.

Exams, Quizzes, Papers & Other Major Graded Work

Exams: **There will be one in-class midterm exam in this course, currently scheduled for Week 7 in mid-October.** The specific material to be covered on each exam will be clearly indicated in advance of the exam, as will the format of the exam. My view of exams is that they are best used to indicate your ability to apply the concepts from class to new situations, particularly those with a greater degree of interest at the moment. Each exam will be preceded by an evening review session in which you can ask any questions that you wish to help you clarify concepts and prepare. *I do not “curve” exams, although as noted below, I may modify the total points required to get a specific letter grade for the entire course.* There also will be a comprehensive final exam during the regularly scheduled final exam period (worth 25% of the total course grade for undergraduate students—see above).

Case Study Competition (Final Project): During the last week of class you will present your analysis of a case study that focuses on an agricultural trade policy issue. More information will be provided a few weeks before the last week of class.

General Guidelines for Exam Proctoring

Exams will be in-class and proctored by the instructor or as otherwise noted in advance of the exam. Make-up exams will be arranged by mutual agreement and proctored by the instructor. Enrollment in the course implies agreement to abide by proctoring guidelines communicated by the instructor.

Teaching & Learning Data Transparency Statement

The privacy and security of faculty, staff and students’ personal information is a top priority for UW-Madison. The university carefully evaluates and vets all campus-supported digital tools used to support teaching and learning, to help support success through [learning analytics](#), and to enable proctoring capabilities. View the university’s full [teaching and learning data transparency statement](#).

Privacy of Student Records & the Use of Audio Recorded Lectures Statement

Lecture materials and recordings for this course are protected intellectual property at UW-Madison. Students in this course may use the materials and recordings for their personal use related to participation in this class. Students may also take notes solely for their personal use. If a lecture is not already recorded, you are not authorized to record my lectures without my permission unless you are considered by the university to be a qualified student with a disability requiring accommodation. [Regent Policy Document 4-1] Students may not copy or have lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities. Students are also prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor’s express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university’s policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.

View [more information about FERPA](#).

Other Course Policies

It is my responsibility as an instructor to structure a learning process that allows and facilitates that all students in the course achieve the learning objectives. To ensure that this happens, the following additional policies should be noted:

Syllabus Change Policy

I reserve the right to make changes to this syllabus at any time during the course. If a change is made, a revised syllabus will be posted to the Canvas site and this will be announced via Canvas.

How to Succeed in This Course

It will help to keep up on course assignments and to attend pre-exam review sessions, but also track your performance over time and talk with me if you feel you are not doing as well as you would like. I'll offer suggestions on how to improve.

Other resources to other campus services that may be helpful are:

- [University Health Services](#)
- [Undergraduate Academic Advising and Career Services](#)
- [Office of the Registrar](#)
- [Office of Student Financial Aid](#)
- [Dean of Students Office](#)

Course Evaluations

Students will be provided with an opportunity to evaluate this course and your learning experience. Student participation is an integral component of this course, and your confidential feedback is important to me. I strongly encourage you to participate in the course evaluation.

Digital Course Evaluation (AEFIS)

UW-Madison uses a digital course evaluation survey tool called [AEFIS](#). For this course, you will receive an official email two weeks prior to the end of the semester, notifying you that your course evaluation is available. In the email you will receive a link to log into the course evaluation with your NetID. Evaluations are anonymous. Your participation is an integral component of this course, and your feedback is important to me. I strongly encourage you to participate in the course evaluation.

Students' Rules, [Rights & Responsibilities](#)

You can use the link above to provide your students with information about the university's privacy rights (FERPA).

Diversity & Inclusion Statement

[Diversity](#) is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals. The University of Wisconsin-

Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world.

Academic Integrity Statement

By virtue of enrollment, each student agrees to uphold the high academic standards of the University of Wisconsin-Madison; academic misconduct is behavior that negatively impacts the integrity of the institution. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these previously listed acts are examples of misconduct which may result in disciplinary action. Examples of disciplinary action include, but is not limited to, failure on the assignment/course, written reprimand, disciplinary probation, suspension, or expulsion.

Accommodations for Students with Disabilities Statement

The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform faculty [me] of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. Faculty [I], will work either directly with the student [you] or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA. (See: [McBurney Disability Resource Center](#))

Academic Calendar & Religious Observances

The link above provides information about current and future academic calendars, along with the university's religious observance policy

AAE 319 The International Agricultural Economy

Tentative Course Schedule Fall 2022

| Week | Date | Topic | Reading Prior to Class |
|------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | 8-Sep-22 | Introductory exercises and course description | None. Afterwards: https://www.ifpri.org/blog/how-will-russias-invasion-ukraine-affect-global-food-security ; https://www.ifpri.org/blog/russia-ukraine-grain-agreement-what-stake |
| 2 | 13-Sep-22 | Patterns and Importance of International Trade in Agriculture. (US and global Trade in agricultural Products) <i>Asynchronous online, Dr. Nicholson in workshop at UW.</i> | Jambor and Babu, 2016 (Chapter 4); Gaigné and Gouel 2022 Trade in agricultural and food products Pages 4845-4854 |
| | 15-Sep-22 | Review of Tuesday Class & Current state and issues in international commodity markets | Glauben et al 2022 The War In Ukraine Agricultural Trade and Risks to Global Food Security; FAO State of Agricultural Commodity Markets, Executive Summary. |
| 3 | 20-Sep-22 | Trade policy and trade organizations, Mark Rhoda-Reis, DATCP | Suranovic, Chapter 1 |
| | 22-Sep-22 | Partial equilibrium models of trade (consumer and producer surplus) | Suranovic, Chapter 10 (10.1-10.4) |
| 4 | 27-Sep-22 | PE analysis of import quotas and tariffs | Suranovic, Chapter 10 (10.5-10.16) |
| | 29-Sep-22 | PE analysis of export subsidies and taxes, countervailing duties | Suranovic, Chapter 10 (10.17-10.19; 10.23-10.24) |
| 5 | 4-Oct-22 | Shawna Morris from US Dairy Export Council | TBD |
| | 6-Oct-22 | PE analysis of domestic production supports | Suranovic, Chapter 11 (11.1-11.4) |
| 6 | 11-Oct-22 | PE Analysis of Unemployment, Theory of the Second Best | Suranovic, Chapter 12 (12.1-12.4) |
| | 13-Oct-22 | PE Analysis of Trade and the Environment | Suranovic, Chapter 12 (12.9) |
| 7 | 18-Oct-22 | PE Analysis of Free Trade and Protectionism | Suranovic, Chapter 14 (14.1-14.6) |
| | 20-Oct-22 | Exam 1 | |
| 8 | 25-Oct-22 | Exam 1 Review | |
| | 27-Oct-22 | Partial equilibrium models of food self-sufficiency | Wailes et al 2015 Regional and National Rice Development Strategies for Food Security in West Africa <i>In Food Security in an Uncertain World.</i> |

| Week | Date | Topic | Reading Prior to Class |
|------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 9 | 1-Nov-22 | Analyzing US Milk Protein Imports and Policy Options with a Mixed Complementarity Program (MCP) model | Bishop and Nicholson. 2004. <i>Dairy Market Impacts of US Milk Protein Imports and Policy Alternatives</i> . Cornell Program on Dairy Markets and Policy Information Sheet. |
| | 3-Nov-22 | Introduction to Final Project | Final project materials document |
| 10 | 8-Nov-22 | Analyzing Agricultural Trade with a Multi-Product Partial Equilibrium Model with Biophysical Linkages. Keith Weibe, International Food Policy Research Institute | Wiebe et al. 2022. Modeling biophysical and socioeconomic interactions in food systems with the International Model for Policy Analysis of Agricultural Commodities and Trade (IMPACT). Chapter 10 in <i>Food Systems Modeling</i> , Peters and Thilmany (eds). Elsevier/Academic Press. |
| | 10-Nov-22 | Computable General Equilibrium (CGE) Modeling and Its Application to Agricultural Trade and the Environment. Luis Peña-Lévano, UWRF . | Peña-Lévano et al. 2019. Climate Change Interactions with Agriculture, Forestry Sequestration, and Food Security. <i>Environmental and Resource Economics</i> . 74:653–675. |
| 11 | 15-Nov-22 | Analysis of the Impacts of US Dairy Product Exports on Farm Milk Prices with Statistical and Dynamic Systems Models | Nicholson. 2019. <i>The Impact of US Dairy Product Exports on the US All-Milk Price</i> . Program on Dairy Markets and Policy, Information Letter 19-01. Nicholson and Stephenson 2021. <i>Analyses of Proposed Alternative Growth Management Programs for the US Dairy Industry</i> . Report to the Center for Integrated Agricultural Systems, "Additional Model Description" (pp.34-42) Results related to Exports, p.10. |
| | 17-Nov-22 | Agricultural Trade and the Environment I (Impacts of Agricultural Trade on Climate Change) | Trade effects on climate change (revisit Chapter 12 Suranovic Section 9 on trade and environment) Brenton et al. 2022; Huang et al 2011 |
| 12 | 22-Nov-22 | Agricultural Trade and the Environment II (Impacts of Climate Change on Agricultural Trade) Asynchronous online due to Thanksgiving holiday | Porfirio et al. 2018. Economic shifts in agricultural production and trade due to climate change. <i>Palgrave Communications</i> |
| | 24-Nov-22 | Thanksgiving Holiday (NO CLASS) | NONE |
| 13 | 29-Nov-22 | Agricultural Trade and Food Security | Jambor and Babu, Chapter 2; Dorosh et al. 2016 Enhancing food security in South Sudan: the role of markets and regional trade. <i>Agricultural Economics</i> 47:697–707 |

| Week | Date | Topic | Reading Prior to Class |
|------|-----------|----------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | 1-Dec-22 | Agricultural Trade, Economic Growth and Inequality | Sanjuán-López and Dawson, 2019. Agricultural Exports and Economic Growth in Developing Countries: A Panel Cointegration Approach. Krivanos, 2022. The Role of Agricultural Trade in Reducing Inequality. |
| 14 | 6-Dec-22 | Commodity Issues in Trade: Keenan McRoberts United Soybean Board | TBD |
| | 8-Dec-22 | Final Project Presentations | |
| 15 | 13-Dec-22 | Final Project Review and Wrap-Up | |
| | | | |
| | 21-Dec-22 | Final Exam, 2:45pm | |

*** Note that the course schedule may be modified as needed during the semester.**

Course Objective Areas:

| |
|-----------------------------------------------------------------------------------------------------|
| Patterns and importance of international agricultural trade and organizations |
| Economic theory of trade and trade policies affecting agriculture and food |
| Quantitative methods used for analysis of agricultural trade and trade policies |
| Linkages between trade in agricultural and food products and other key economic and social outcomes |
| Final project |

Class Professionalism Grading Rubric, AAE 319, Fall 2022

| Professionalism Component | 100 | 90 | 80 | <80 |
|--------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|
| Present in Class? | ALWAYS, unless for university-approved absence | Attend nearly all classes, unless for university-approved absence | NEARLY ALWAYS | Noticeably frequent absences without university excuse |
| Prepared by reading text, completing pre-class assignments? | ALWAYS prepared and demonstrate this in obvious ways, completed ALL pre-class assignments | ALMOST ALWAYS prepared and demonstrate this in obvious ways; completed NEARLY ALL pre-class assignments | SOMETIMES prepared and demonstrate this, in obvious ways; completed MOST pre-class assignments | No clear evidence of having reviewed material prior to class; did not complete more than 4 pre-class assignments |
| Willing and able to answer questions raised in class? | ALWAYS, and volunteer to EVERY time | FREQUENTLY, and volunteer to frequently | OCCASIONALLY volunteer, but usually if asked | Rarely ask or answer questions in class, or have to ask me to repeat a question due to inattention |
| Actively engaged and paying attention? | ALWAYS clearly focused on class activities | ALWAYS clearly focused on class activities | NEARLY ALWAYS clearly focused on class activities | Unclear or less than nearly always focused on class activities |
| Contribution to in-class and group exercises? | ALWAYS actively engaged, providing leadership to partner or group, using all time to complete best work or go beyond basic assignment | ALMOST ALWAYS actively engaged, providing leadership to partner or group, using all time to complete best work or go beyond basic assignment | USUALLY actively engaged if not providing leadership to partner or group, usually focused on task the entire time | Not fully actively engaged in task (discussing other topics), doing the minimum required when there is additional time |

| Professionalism Component | 100 | 90 | 80 | <80 |
|-------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Respectful of others' learning? | ALWAYS follow classroom civility, work collaboratively with others, share information, actively explain your work or ideas in small group settings | ALWAYS follow classroom civility, work collaboratively with others, share information, actively explain your work or ideas in small group settings | USUALLY follow classroom civility, work collaboratively with others, share information, actively explain your work or ideas in small group settings | Do not obviously work collaboratively with others or share information; arrive to class late or begin to pack up early; talk during class about non-class topics |
| Respectful in communication with others? | ALWAYS use communication appropriate for business settings when interacting with professor or other students | ALWAYS use communication appropriate for business settings when interacting with professor or other students | ALWAYS use communication appropriate for business settings when interacting with professor or other students | One or more instances of inappropriate (unprofessional) communication inappropriate when interacting with professor or other students |
| Appropriate use of electronics? | NEVER use a cell phone or laptop for a non-class purpose | NEVER use a cell phone or laptop for a non-class purpose | NEVER use a cell phone or laptop for a non-class purpose | Use <i>or appear to use</i> a cell phone or laptop for a non-class purpose at any time, even after you have completed a task and are waiting |

| Professionalism Component | 100 | 90 | 80 | <80 |
|-----------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Take responsibility for your own learning process? | <p>ALWAYS ask for clarification of a concept or task if it is not clear to you; complete all parts of all assignments on time; Complete all EC assignments; Visit every office hour section or make appointment; show progress in understanding throughout the semester</p> | <p>OFTEN ask for clarification of a concept or task if it is not clear to you; complete all parts of all assignments on time; Complete all EC assignments; Visit office hours frequently or make an appointment; show progress in understanding throughout the semester</p> | <p>SOMETIMES ask for clarification of a concept or task if it is not clear to you; complete all parts of all assignments on time; Complete most EC assignments; Occasionally visit office hours or make appointment; show progress in understanding throughout the semester</p> | <p>Do not ask for clarification of concepts or tasks when appropriate, do not complete all parts of all assignments, do not take advantage of EC assignments when offered; rarely or never visit office hours or make appointment to discuss any clarifications, uneven progress during the semester</p> |