

**AAE746**  
**Frontier in Agricultural Economics I (part II)**  
**Syllabus**

Fall 2025  
M/W, 3:00 – 4:15pm  
113 Taylor Hall

**Instructor:** Guanming Shi  
334 Taylor Hall  
Email: [gshi@wisc.edu](mailto:gshi@wisc.edu)

**Office Hours:** T/Th: 12 – 1:00pm

**Credit hours: 3 credits**

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 classroom for every class period. The syllabus includes more information about meeting times and expectations for student work.

**Instructional mode: Face to face**

**Prerequisites:**

Econ 709 and 711, or instructor's consent.

**Learning Goals and Outcomes:**

This course has two main learning goals: (i) to expose students to a range of topics related to frontier research in agricultural economics and (ii) to prepare PhD students to conduct original research in agricultural economics. We will spend the first week discussing recent trends in papers published in top economics journals related to agricultural economics. We will dissect selective research papers that use a wide range of research designs, identification strategies, and estimation techniques. By doing so, students are expected to develop a understanding of (i) what makes a successful research question, and (ii) what makes a credible analysis and empirics.

Learning outcomes:

- Understand methods, topics and contributions of high quality research works in agricultural economics
- Develop proficiency with theoretical, computational, and empirical tools that will be valuable for future self-directed research;
- Gain experience in reading, presenting, and discussing modern research in agricultural economics.

**References:**

This course will rely on selective published and unpublished papers and discussions notes as the primary study materials.

### **Assignment and Grade:**

Each student is expected to do a presentation, which will be based on the student's own research (if applicable) and discussed in connection with a paper of selection.

Grades will be based on the following rubrics.

	<b>Outstanding (100 pts)</b>	<b>Good (70 pts)</b>	<b>Poor (40 pts)</b>	<b>Unsatisfactory (20 pts)</b>
Non verbal	<ul style="list-style-type: none"> <li>○ Holds attention of audience with direct eye contact and limited use of notes/aids</li> <li>○ Strong posture, body movement, and presence.</li> <li>○ Is poised and confident</li> </ul>	<ul style="list-style-type: none"> <li>○ Consist use of eye contact but returns to notes/aids</li> <li>○ Posture, movement, and presence good.</li> <li>○ Makes mistakes but recovers with little tension.</li> </ul>	<ul style="list-style-type: none"> <li>○ Little eye contact and heavy reliance on notes/aids</li> <li>○ Weak presence and body language</li> <li>○ Displays tension and has trouble recovering from mistakes</li> </ul>	<ul style="list-style-type: none"> <li>○ Does not make eye contact.</li> <li>○ Reads off of notes/aids</li> <li>○ no presence or effective body language</li> <li>○ tension prevents execution of talk</li> </ul>
Verbal	<ul style="list-style-type: none"> <li>○ Uses clear voice and precise pronunciation</li> <li>○ Appropriate volume for audience</li> <li>○ Enthusiastic and positive about topic</li> </ul>	<ul style="list-style-type: none"> <li>○ Voice is clear and pronunciation acceptable.</li> <li>○ Volume mostly appropriate for audience</li> <li>○ Positive about topic</li> </ul>	<ul style="list-style-type: none"> <li>○ Voice is shaky and pronunciation has limitations</li> <li>○ Volume too quiet or too loud for most of audience</li> <li>○ Not engaged in positive way with topic</li> </ul>	<ul style="list-style-type: none"> <li>○ Unable to articulate ideas</li> <li>○ Volume to quiet or loud for all of audience</li> <li>○ Negative towards material and task.</li> </ul>
Content	<ul style="list-style-type: none"> <li>○ Demonstrate full knowledge of subject</li> <li>○ Answers questions accurately</li> <li>○ Presents in logical and interesting sequence</li> </ul>	<ul style="list-style-type: none"> <li>○ Demonstrates good knowledge of subject with some limited uncertainties</li> <li>○ Answers questions acceptably</li> <li>○ Logical presentation sequence</li> </ul>	<ul style="list-style-type: none"> <li>○ Is uncomfortable with subject and makes information errors</li> <li>○ Does not answer questions well.</li> <li>○ Presentation is disorganized</li> </ul>	<ul style="list-style-type: none"> <li>○ Does not grasp material</li> <li>○ Cannot answer questions</li> <li>○ Presentation incomplete, unorganized, and incomplete</li> </ul>

Grading Scale: 100-90 A, 89-80 AB, 79-70 B, 69-65 BC, 64-60 C, 59-40 D, 39-0 F

## **ACADEMIC INTEGRITY**

By enrolling in this course, each student assumes the responsibilities of an active participant in UW-Madison's community of scholars in which everyone's academic work and behavior are held to the highest academic integrity standards. Academic misconduct compromises the integrity of the university. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. This includes but is not limited to failure on the assignment/course, disciplinary probation, or suspension. Substantial or repeated cases of misconduct will be forwarded to the Office of Student Conduct & Community Standards for additional review. For more information, refer to [studentconduct.wiscweb.wisc.edu/academic-integrity/](http://studentconduct.wiscweb.wisc.edu/academic-integrity/).

## **PLAGIARISM**

Plagiarism is a serious offense. All sources and assistance used in preparing documents must be precisely and explicitly acknowledged. Ignorance of what constitutes plagiarism or academic misconduct is not a defense. It is your responsibility to be sure. The internet and artificial intelligence create special risks. Cutting and pasting even a few words from a web page or paraphrasing material without a reference constitutes plagiarism. If you are not sure how to refer to something you find on the internet, you can always give the URL. It is generally better to quote than to paraphrase from material on the web, because in the absence of page numbers it can be hard to find passages that are paraphrased rather than quoted. For more information on writing and source citation, the following may be helpful:

<http://writing.wisc.edu/Handbook/Documentation.html>

## **ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES**

McBurney Disability Resource Center syllabus 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." <http://mcburney.wisc.edu/facstaffother/faculty/syllabus.php>