AEB 3671
Comparative World Agriculture
Fall 2013, 3 credits

Class Details: Online Course, Material is provided on Sakai Learning Management System. No physical class meeting times are required, however, we will have some live discussion sessions offered at a variety of times of day (minimum 3 per semester).

Professor: Dr. Lisa House
Office: 1083 McCarty Hall B
Phone: 392-1826 ext. 208 Fax: 846-0988
e-mail: lahouse@ufl.edu

Office hours:
Monday, 9 – 11 am in 1083 McCarty, at the same time, I will try to be logged into the chat room on Sakai. These represent times that we should be available; however, feel free to knock on my door anytime. If possible, I will gladly meet with you. Feel free to call or e-mail me to set up an appointment to come see me. Though you can always feel free to visit me with questions, the best thing is to post the questions on the class management system section of the Discussion Boards. If you have the question, probably someone else does too, and this way everyone can see the answers. If you have a more personal question (i.e. about your grades), many students find e-mail is an easy way to reach me.

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

International General Education Objectives:
Content: Know the values, attitudes and norms that shape the cultural differences of peoples who live in countries other than the United States. Know the roles of geographic location and socioeconomic factors on the lives of citizens in other countries.
Critical Thinking: Analyze and evaluate your cultural norms and values in relation to those held by citizens in other countries.

Social Science General Education Objectives:
Content: Know key themes, principles, and terminology within agriculture, economics and policy. Know the history, theory and/or methodologies used within that discipline. Identify, describe and explain social institutions, structures and processes related to economics and international trade in agriculture.
Critical Thinking: Apply formal and informal qualitative and/or quantitative analysis effectively to examine the processes and means by which individuals make personal and group decisions. Assess and analyze ethical perspectives in individual and societal decisions.

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

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

North American Region:
Dr. Lisa House, Professor
University of Florida, Gainesville, FL
E-mail: lahouse@ufl.edu

MERCOSUR (South America trade) Region:
Dr. Daniel Conforte
Professor and Former Head of Department of Agribusiness, Universidad ORT, Montevideo-Uruguay
Specialization: Farm Management

Russia and CIS (Commonwealth of Independent States) Region:
Dr. Pavel Sorokin
Professor, Moscow State Agro-Engineering University, Moscow, Russia
Former Agricultural Attache to Russian and Soviet Union Embassies.
Specialization: Agricultural Economics and foreign agricultural policy

Oceania Region:
Dr. Keith Woodford
Instructor, Lincoln University, Canterbury, New Zealand
Specialization: Farm Management, International Development and Policy

EU (European Union) Region:
Dr. Nicolas Habert
Professor, Ecole Supérieure d’Agriculture de Purpan, Toulouse, France
Specialization: International agricultural finance and trade

Asia Region:
Dr. Ravipim Chaveesuk
Professor, Agro-Industry Technology, Kasetsart University, Bangkok, Thailand
Specialization: Agro-industrial supply chain
Dr. Rajinder Sindu
Professor of Economics, Dean of Postgraduate Studies in Economics, Punjab Agricultural University, Ludhiana India
Specialization: Agricultural policy analysis and farm economics

Sub-Saharan Africa Region:
Dr. Theodora Hyuha
Professor, Department of Agricultural Economics and Agribusiness, Makerere University, Kampala, Uganda
Specialization: Agricultural and Rural Development
**Required Materials**
All required materials will be provided on the website. In lieu of a textbook, there is a set of readings provided for each module. The readings should be treated like a required text, you are expected to read them. In addition to required readings, there will be optional readings listed that can be used to aid in your understanding of the issues presented. Lectures are provided online. These online modules contain video lectures and PowerPoint files that correspond with the lectures.

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

**Class Structure, Readings, etc.**
In this class, you will be watching a series of lectures from instructors from around the world, as well as from Dr. House. They will be teaching you about the economic environment surrounding food and agricultural policy, production, consumption, and trade. These materials will be provided online. Additionally there are readings that will be posted on Sakai Learning Management System and that will be a key part of homework assignments. A list of the readings is included in the course outline.

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

**Grading for AEB 3671**

<table>
<thead>
<tr>
<th>Item</th>
<th>Frequency</th>
<th>Points per assignment</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homework</td>
<td>Weekly (see below for details)</td>
<td>50 per module</td>
<td>300</td>
</tr>
<tr>
<td>Quizzes</td>
<td>One per module (drop the lowest)</td>
<td>40 per module</td>
<td>200</td>
</tr>
<tr>
<td>Creative Project</td>
<td>One per semester</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Introduction Assignment</td>
<td>One per semester</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Live Discussions</td>
<td>Offered each module, 3 required (see below for details)</td>
<td>30</td>
<td>90</td>
</tr>
<tr>
<td><strong>Total Possible</strong></td>
<td></td>
<td></td>
<td><strong>700</strong></td>
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Grading for AEB 3671

- A: 651+ points
- A-: 630 – 650 points
- B+: 609 – 629 points
- B: 581 – 608 points
- B-: 560 – 580 points
- C+: 539 – 559 points
- C: 511 – 538 points
- C-: 490 – 510 points
- D+: 469 – 489 points
- D: 441 – 468 points
- D-: 420 – 440 points
- E: Less than 420 points
Late assignments of any kind will not be accepted. If you are supposed to be taking a quiz today, or you waited until the last day to submit a homework question, but you can't open Sakai Learning Management System or the quiz, what should you do? If you experience a computer problem, call the UF computer help desk (helpdesk.ufl.edu) and report the problem. Keep your ticket number as evidence to your instructor that you took the appropriate steps to try to complete your task. Waiting until the last minute causes increased stress and risk of computer problems. Please don’t wait until the last minute to try to turn in quizzes. If you have a question about a grade, you have 14 days from the day the grade is posted to question the grade. After this point in time, no grade corrections will be made. Please make it a regular practice to check your grades weekly.

Technological tools may be used to detect plagiarism or cheating at the instructor’s discretion. It is the students’ responsibility to understand what constitutes plagiarism (defined below), guidelines for proper citation, and that ignorance of plagiarism does not and will not constitute an excuse for the behavior. It is the responsibility of the student to:

- Review the following document, courtesy of turnitin.com and research resources: [http://www.plagiarism.org/resources/documentation/plagiarism/learning/complete_resources.doc](http://www.plagiarism.org/resources/documentation/plagiarism/learning/complete_resources.doc)
- Use [www.plagiarism.org](http://www.plagiarism.org) as a resource throughout the term
- Contact the teaching assistant or instructor with any questions or concerns.

It is important to realize that cutting and pasting from websites or papers for homework without proper citation does constitute plagiarism.

**Quizzes**

- Quizzes will cover material from both the lectures and the readings. The quiz will be open for a period of at least three days. Once you start the quiz, you will need to finish it during that sitting (maximum time 3 hours). As noted earlier, please do not wait until the last minute to take the quiz as late quizzes will not be accepted. No make-ups are available because you have access to the quiz for three days, therefore sudden events should not prohibit you from taking a quiz. Additionally, you are allowed to drop one quiz grade. Quizzes are online, and you can access your notes while taking the quiz. However, you are not allowed to take the quiz with other students.

**Live Discussions**

- During each course module, at least three live discussion sessions will be available for you to participate in. These live sessions will be scheduled at various times and days of the week to maximize the chance that you can attend a session. However, if you find yourself in a position where you have class or official conflicts regularly, please contact me.

- You are required to attend a live session during the first week of classes to learn about the class and be able to ask questions about expectations and the syllabus.

- You are required to attend two other live sessions during the modules. You may choose any two of the six modules to participate in (so each module will have about 3 live sessions and there are 6 modules, meaning you will select 2 of 18 sessions to participate in). During the live session, I will pick a particular lecture or reading topic (announced ahead of time so you can prepare) and we will discuss that issue in further depth than the homework boards. Come to the discussion prepared to answer questions about that topic.

- I will have a sign up for the live sessions for two reasons. First, I will limit attendance at any live session to 30 students. This will allow everyone in the session a chance to participate. The sign ups will be first come, first serve, so if you wait until the last two modules to complete this assignment, you might find it hard to find a time that fits your
schedule. I strongly advise you take care of this part of your grade throughout the semester, not at the end. The second reason is if nobody signs up ahead of time for a particular session, I will not hold the session. The key thought from this is you need to plan ahead, you can’t “show up” at the last second as the session might be full or cancelled.

- Grading for the live session will be based on your contribution to the discussion, as well as some questions I will ask during the discussion. I will not be lecturing about something you have already watched or read, I will be leading discussion, and this can only work if those in the “room” are prepared on the material.

**Homework**

- For each Course Module, you must research and write quality responses to topics that are related to both readings and lectures. You will be expected to post ‘threaded’ responses to the homework questions frequently for each module. You must answer a minimum of 2-3 homework questions per week (usually works out to 5 per module). Deadlines for the homework questions will be posted on the outline and calendar.

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

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

- To achieve the highest potential grade for your homework, it is important for you to return to the board where you answered a question and make sure you answer any follow up suggestions from the instructor (or answer peer questions about your post). If you post at the last minute, this reduces our ability to provide you feedback, and your ability to improve your grade as a result of this feedback.

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

- Online homework assignments are slightly different than what you might be used to in an in-person class. The first question is merely a starting point. Unlike typical homework, you do not all answer the same question. Once the initial question is answered, you need to do further research to determine what the next step is. This is why it is critical to READ other students posts before preparing your answer. You should read the boards, go research your response, post, and return to make sure there are not further questions about the post from the instructor or other students. Again, to do all of this, you must not post only at the last minute.
Important note about grading of discussion boards: Although the TAs and I will be reading all posts to the discussion boards, for grading, we will randomly choose one of your five main posts to apply the rubric shown below. This means all posts need to be of the minimum quality you would like to receive a grade for. A main post includes both the original post, and any follow up you have added to respond to other students, TA, or instructor comments. In other words, by reading what people post after you post (another reason to post early), you can respond and improve your grade.

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

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<thead>
<tr>
<th>% received</th>
<th>Quality</th>
<th>Relevance</th>
<th>Contribution</th>
<th>Global Picture</th>
<th>Professionalism</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100%</td>
<td>Appropriate comments: thoughtful, reflective, and respectful of other student's postings. Relates new content to what is being learned in the class. Contains critical analysis.</td>
<td>Clear reference to assignment or prior posting being discussed</td>
<td>Furthers the discussion with questions, or statements that encourage others to respond. Participates beyond the required number of postings.</td>
<td>Clearly connects the posting to text or reference points from previous readings, activities, and discussions.</td>
<td>Posts with proper grammar, spelling, and citations. Reads other posts. Posts as part of a discussion, responds. Does not wait until last minute to post.</td>
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<tr>
<td>75-90%</td>
<td>Appropriate comments and responds respectfully to other student's postings. Posts based solely on lecture or reading material, no outside information added. Generally accurate.</td>
<td>Some reference but taken out of context, the reader would not understand.</td>
<td>Participates, but does not post anything that encourages others to respond to the posting.</td>
<td>Possible connection to reference points from previous readings, activities, and discussions, but does not make the links.</td>
<td>Posts with proper grammar, spelling, and citations. Does not read all discussion threads. Posts mostly at end of time period, or all at one time.</td>
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<tr>
<td>50-74%</td>
<td>Appropriate comments, but based more on opinion than fact. Posts based solely on lecture or reading material, no outside information added, or synthesis provided. Does not cite outside information, or cites outside, but does not provide any context, simply cuts and pastes from other information.</td>
<td>Does not cite outside information, or cites outside, but does not provide any context, simply cuts and pastes too much information making it hard for future discussion.</td>
<td>Participates, but does not post anything that encourages others to respond to the posting. Cuts and pastes too much information making it hard for future discussion.</td>
<td>Vague or possible connection to reference points from previous readings, activities, and discussions.</td>
<td>Posts with proper grammar, spelling, and citations. Does not read all discussion threads. Posts mostly at end of time period, or all at one time. Returns rarely to the board.</td>
</tr>
<tr>
<td>50% or lower</td>
<td>Responds, but with minimum effort. (i.e. &quot;I agree with Bob&quot;)</td>
<td>Posting is attached to the right discussion board, but does not clearly reflect the assignment.</td>
<td>Does not further any discussions</td>
<td>Mentions the text or previous activity without logical link to topic.</td>
<td>Does not use proper grammar, spelling, or citations. Does not read other posts.</td>
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**Creative Project**

- Each student will turn in their own unique creative project analyzing (addressing, describing, discussing) a topic related to international agricultural. This is a very broad topic. In essence, I am giving you the freedom to explore and choose the topic, as long as it relates to international agricultural, with a focus on the economic, policy, or food environment. This can focus in more detail on something we covered in the class, or may cover an area of the world or topic we did not address.

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

- Regarding amount of work, think about the time you would spend writing a paper with a minimum of 5 peer-reviewed references, and that’s more or less what I am suggesting you spend working on the project.

- With your creation, you will need to provide a short powerpoint presentation (using video and voiceover) describing and explaining your project, the inspiration behind the project, and how it relates to the international agricultural topic and region of your choice. This presentation should be approximately 3-5 minutes in length. This will be posted with your project for other students to view and respond to.

- There is an alternative for those students who do not wish to tap into their creative ability (yes, we all have some creative ability): Please write a paper on international agricultural and a scientific issue (this last part is added from the regular assignment description). For example, you could write a paper on how a change in policy impacts small farmers in a particular region, or how water pollution problems impact agriculture in a specific region, or how consumers respond to agricultural topics such as genetically modified foods or fair trade products. If you choose to write a paper, the paper should have at least five peer-reviewed references. Please do not forget that APA is required for citations, quotes, and references. You will still need to post a video describing what you found in your paper and answering the same questions as with the creative option (however, you will not post the paper, only the video, you will email the paper to me).

- There will be a section on the discussion board with instructions on how to prepare a voiceover powerpoint presentation if you do not know how to achieve the technical aspect of this project. You presentation will be posted on the class website for other students to view. Feel free to turn in your project anytime during the semester. The final project is due to be posted no later than November 23 (before Thanksgiving). Extra credit of 5% of the assignment is offered to anyone posting between November 1-15. Extra credit of 10% of the assignment is offered to anyone posting before
November. You are also required to review at least five other student projects and rate them. The deadline to complete this portion of the assignment is December 5.

- If you do not want me to use your project in future semesters as an example, please notify me. Also, if you turn in a very good project, there are a variety of possibilities for placing these on public websites (teaching websites). If you are not interested, please let me know, otherwise I will explore opportunities and let you know if yours is published anywhere!
- Grades for this project will be based on the following scale:

<table>
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<tr>
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<th>Points Possible</th>
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<tbody>
<tr>
<td><strong>Creativity</strong></td>
<td>15</td>
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<tr>
<td>Student has taken a concept/idea and applied it in a way that is totally his/her own. The student's “personality/voice” comes through</td>
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<tr>
<td><strong>Content and coherence</strong></td>
<td>40</td>
</tr>
<tr>
<td>The project has a message and is coherent, rich in content, and informative to the observer (reader, listener, etc). The project should demonstrate the following:</td>
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<tr>
<td>1. The historical development of the food and agricultural economy of the region</td>
<td></td>
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<tr>
<td>2. Identify how location and socioeconomic factors relate to a current situation</td>
<td></td>
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<tr>
<td>3. Explain policy, government structures, or processes related to the region and topic</td>
<td></td>
</tr>
<tr>
<td>4. Explain how culture impacts the topic and compare this to different regions</td>
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<tr>
<td><strong>Rigor and Attention to Detail</strong></td>
<td>25</td>
</tr>
<tr>
<td>Appropriate information is used to build/create/prepare the project, and the sources are cited and referenced appropriately</td>
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<tr>
<td><strong>Explanation of Project</strong></td>
<td>10</td>
</tr>
<tr>
<td>Student clearly and sufficiently explained the meaning and inspiration behind her/his project.</td>
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<tr>
<td><strong>Evaluation of Other Student Submissions</strong></td>
<td>10</td>
</tr>
<tr>
<td>Watch and evaluation at least five other student’s submissions.</td>
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</tr>
<tr>
<td><strong>Total Score:</strong></td>
<td>100</td>
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**University Policies**

**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.

**Academic Honesty**
As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge: “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.” You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment."
It is assumed that you will complete all work independently in each course unless the instructor provides explicit permission for you to collaborate on course tasks (e.g. assignments, papers, quizzes, exams). Furthermore, as part of your obligation to uphold the Honor Code, you should report any condition that facilitates academic misconduct to appropriate personnel. It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For more information regarding the Student Honor Code, please see: http://www.dso.ufl.edu/SCCR/honorcodes/honorcode.php.

Software Use:
All faculty, staff and students of the university are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against university policies and rules, disciplinary action will be taken as appropriate.

Campus Helping Resources
Students experiencing crises or personal problems that interfere with their general well-being are encouraged to utilize the university’s counseling resources. The Counseling & Wellness Center provides confidential counseling services at no cost for currently enrolled students. Resources are available on campus for students having personal problems or lacking clear career or academic goals, which interfere with their academic performance.

- University Counseling & Wellness Center, 3190 Radio Road, 352-392-1575, www.counseling.ufl.edu/cwc/
- Counseling Services
- Groups and Workshops
- Outreach and Consultation
- Self-Help Library
- Training Programs
- Community Provider Database

- Career Resource Center, First Floor JWRU, 392-1601, www.crc.ufl.edu/

Services for Students with Disabilities
The Disability Resource Center coordinates the needed accommodations of students with disabilities. This includes registering disabilities, recommending academic accommodations within the classroom, accessing special adaptive computer equipment, providing interpretation services and mediating faculty-student disability related issues. Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation

0001 Reid Hall, 352-392-8565, www.dso.ufl.edu/drc/