

# AEB 2014: Economic Issues, Food, and You



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“Economics is a study of cause-and-effect relationships in an economy. Its purpose is to discern the consequences of various ways of allocating resources which have alternative uses.”

Sowell, T. (2000)

## I. General Information

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### Class Meetings

Spring 2023

100% online

Location <http://lss.at.ufl.edu>

Primary General Education Designation: [Social and Behavioral Sciences](#)

### Instructor

Dr. Jennifer Clark

1191 McCarty Hall A (MCCA)

TU 5:30 – 6:30 pm (Zoom); W 8:30 – 9:30 am (Zoom); TH & FR 11 – 12 noon (office)

[tspartin@ufl.edu](mailto:tspartin@ufl.edu)

### Teaching Assistants (TA)

- TA office hours and contact information will be Posted in Canvas > Syllabus > TA Contact & Office Hours after drop/add period ends

## Course Description

The role of agriculture and economics: the how's and why's of their influence on food prices and the world food situation, the environment, natural resources, and government policy; and economic issues, including inflation and money.

## Course Goal

The primary goal of this course is to explore economic concepts that will enable critical analysis of food-related choices from the context of individual consumers and as global citizens. At the conclusion of this course, the student who successfully meets the course objectives will be able to:

- Use analytical models to generalize economic decision-making associated with food supply and demand, productivity gains from investment and technological advances, market failures associated with pollution and common resources, the situation of income inequality and unemployment, as well as the basic tools of fiscal, monetary, and agricultural policy analysis influencing society's well-being.
- Apply principles of positive and normative policy analysis to assess how parts of the U.S. economy are inter-related and further develop an ability to analyze current economic issues and problems related to food that are both local and global in context.

Additional information about structure of the course is provided in Canvas > Syllabus > Course Map.

*This course accomplishes the [General Education](#) objectives of the subject areas listed above. A minimum grade of C is required for General Education credit. Courses intended to satisfy General Education requirements cannot be taken S-U.*

## Required Course Materials

The required textbook for this class is an eBook: McConnell, C.R., Brue, S.L., and Flynn, S.M., Economics, McGraw-Hill, Ed. 22, New York, NY. The learning platform called "Connect" contains the eBook and homework assignments and is integrated with Canvas. UF All-Access registration is required to access these resources and additional information is found in Canvas > Syllabus > 0.2 Required Materials (McGraw-Hill Connect) > UF All Access Registration Instructions.

Payment is not immediately required to register and begin using materials in this course; fees will be transacted through your UFL student account. You may contact the UF Bookstore through [Gator1 Central Portal](#) for textbook questions.

***\*The Connect discounted price ends shortly after the semester begins. Do not delay your registration!***

Adobe Acrobat Reader is required to access supplemental readings on Canvas in pdf format. Links are provided below for downloading the most current (free) version of this software to your computer:

- Adobe Reader [for PC &](#)
- Adobe Reader [for Mac](#)

Collaboration tools are required to edit Word and PowerPoint templates provided in Canvas for some graded activities. UFIT provides free access to full downloads of Office 365 in GatorCloud (which

includes Word and PowerPoint) for all UF students, faculty, and staff for personal computer and mobile devices. You may locate the download for these collaboration tools through [University of Florida Information Technology \(UFIT\) GatorCloud](#). Use your Gatorlink email address to access these resources.

eTextbook Readings (McConnell, Brue, Flynn) for each Lesson (L)

- L 1: Read Chapter 2 The Market System and the Circular Flow (pp. 37-45)
- L 2: Read Chapter 3 Demand, Supply, and Market Equilibrium (pp. 49-57)
- L 3: Read Chapter 6 Elasticity (pp. 86-93)
- L 4: Read Chapter 34 Money, Banking, and Financial Institutions (pp. 439-448)
- L 5: Read Chapter 35 Money Creation (pp. 452-459)
- L 6: Read Chapter 36 Interest Rates and Monetary Policy (pp. 463-472)
- L 7: Read Chapter 9 Businesses and Cost of Production (pp. 125-133)
- L 8: Read Chapter 18 Rent, Interest, and Profit (pp. 241-250)
- L 9: Read Chapter 15 Technology, R&D, and Efficiency (pp. 195-204)
- L 10: Read Chapter 4 Market Failures Caused by Externalities and Asymmetric Information (pp. 66-72)
- L 11: Read Chapter 5 Public Goods, Public Choice, and Government Failure (pp. 76-81)
- L 12: Read Chapter 20 Public Finance: Expenditures and Taxes (pp. 265-275)
- L 13: Read Chapter 26 An Introduction to Macroeconomics (pp. 336-345)
- L 14: Read Chapter 27 Measuring Domestic Output and National Income (pp. 349-357)
- L 15: Read Chapter 42 The Economics of Developing Countries (pp. 542-549)
- L 16: Read Chapter 22 Agriculture: Economics and Policy (pp. 290-297)
- L 17: Read Chapter 40 International trade (pp. 542-549)
- L 18: Read Chapter 31 The Aggregate Expenditures Model (pp. 396-406).

Materials and Supplies Fees: n/a

## II. Graded Work

### Description of Graded Work

The table below provides descriptions of all major assignments.

Work item	Estimated time on task	Description	Points
<b>Discussion &amp; Discussion Response; Modules (1-5) drop lowest score</b>	1 hour	Each module contains one motivating discussion topic that applies analytical and critical thinking about key terms and methodologies covered in the modules that are used in scarce resource decision making. After an original post is developed, students will respond to others in the class to share feedback (5 x 100 points each; lowest score is dropped).	400

<p><b>Modules (1-5) “My Economic Statement” Activities; drop lowest score</b></p>	<p>2 hours</p>	<p>Each module contains one activity designed as a building block towards an end-of-semester infographic poster to be uploaded as a ePortfolio in Module 6. Each “My Economic Policy” activity is based on a food related scarce resource issue of personal concern identified by the student early in the semester that can be related to their major, background, or interest. Higher order learning outcomes are achieved through these activities associated with using information in new situations (application), drawing conclusions among ideas (analysis), justify a stand or decision (evaluate), and produce new or original work (create). At the end of the semester, the successful student will be able to apply positive and normative policy analysis, analyze quantified data in this context, evaluate sources and provide APA citations that create an infographic poster (using curated templates provided) to understand how current economic issues related to food are both local and global in context (5 x 100 points each; lowest score is dropped).</p>	<p>400</p>
<p><b>Modules (1-5) Lessons (Chapters) Lecture videos, SmartBook (SB) Readings, and Check your understanding Questions; drop lowest three scores for each item</b></p>	<p>Lecture videos approximately 20 minutes, SB readings 1 hour, and check your understanding questions 10 minutes (total 1.5 hours each lesson).</p>	<p>Each Module contains three Lessons and each Lesson (i.e., textbook chapter) contains graded items including watching a lecture video (5 points x 3 lessons), a SmartBook (SB) textbook chapter reading (20 points x 3 lessons), and check your understanding questions (5 points x 3 lessons), for a total of 90 lesson points per Module. With a total of five (5) Modules in Modules 1-5, there are a total of fifteen (15) lessons with each worth 30 points (15 x 30); the lowest three scores for each category (e.g., lecture video, SB reading, questions) are dropped (-90 points).</p>	<p>360</p>
<p><b>Quiz</b></p>	<p>30 minutes each lesson</p>	<p>Each lesson contains a brief open-book (notes) quiz with 10 multiple choice, T/F, and short-answer questions. The quizzes are open-book and designed to demonstrate recall of facts and basic concepts (remember), explain ideas or concepts (understand), and use information in new situations (apply) related to quantitative and qualitative applications of economic principles through learning objectives in each</p>	<p>360</p>

		lesson for Modules 1-5 (30 points x 15 lessons); drop lowest three (3) quizzes (-90 points).	
<b>Reflection video; Modules (1-5) drop lowest score</b>	30 minutes each module	Each module contains one reflection video prompting students to share something learned within the Module that they have not been asked, thus reinforcing elements of learning objectives that lead to higher order cognitive processing of connections between key terms and analytical concepts, as well as connectivity between multiple learning objectives and building economic models. (5 x 20 points each; lowest score is dropped).	80
<b>Module 6 contains a Discussion/Response, Activity, Lesson (e.g., Lecture video, SB Reading, Check your understanding Questions,&amp; Quiz) and Reflection video; Module 6 item scores are not dropped.</b>	Similar to Modules 1-5	Module 6 builds upon information and learning objectives from earlier modules (e.g., principles, models, activities) as both formative and summative assessment of course goals at the end of the term. Module 6 graded assignments are not dropped in the grading calculation. Time on task and point values are similar to the information described for Modules 1-5 (e.g., discussion 100 points; activity 100 points; lecture videos (5 points x 3); SB reading (20 points x 3); check your understanding Q's (5 points x 3); Quiz (30 points x 3); Reflection video (20 points). Any missed work in Module 6 must be arranged with the instructor prior to the last day of classes and be completed during final exam week or to receive an Incomplete grade until the missing work is received.	400
<b>Total Points</b>			<b>2000</b>

\* An Excel-based formulated spreadsheet is provided in Canvas > Syllabus for entering grades and tracking your real-time semester grade throughout the semester. The “lowest dropped grades” are not fully incorporated in Canvas > Grades until after all Module 5 assignments are completed and grades entered into Canvas.

## Grading Scale

For information on how UF assigns grade points, visit: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

A	94 – 100%		C	74 – 76%
A-	90 – 93%		C-	70 – 73%

B+	87 – 89%		D+	67 – 69%
B	84 – 86%		D	64 – 66%
B-	80 – 83%		D-	60 – 63%
C+	77 – 79%		E	<60

A student must score a grade of C or higher to satisfy the Gen Ed requirement.

## Grading Rubric(s)

### General Writing Expectations for Assessment Rubrics

	SATISFACTORY (Y)	UNSATISFACTORY (N)
CONTENT	Papers exhibit at least some evidence of ideas that respond to the topic with complexity, critically evaluating and synthesizing sources, and provide at least an adequate discussion with basic understanding of sources.	Papers either include a central idea(s) that is unclear or off-topic or provide only minimal or inadequate discussion of ideas. Papers may also lack sufficient or appropriate sources.
ORGANIZATION AND COHERENCE	Documents and paragraphs exhibit at least some identifiable structure for topics, including a clear thesis statement but may require readers to work to follow progression of ideas.	Documents and paragraphs lack clearly identifiable organization, may lack any coherent sense of logic in associating and organizing ideas, and may also lack transitions and coherence to guide the reader.
ARGUMENT AND SUPPORT	Documents use persuasive and confident presentation of ideas, strongly supported with evidence. At the weak end of the Satisfactory range, documents may provide only generalized discussion of ideas or may provide adequate discussion but rely on weak support for arguments.	Documents make only weak generalizations, providing little or no support, as in summaries or narratives that fail to provide critical analysis.
STYLE	Documents use a writing style with word choice appropriate to the context, genre, and discipline. Sentences should display complexity and logical sentence structure. At a minimum, documents will display a less precise use of vocabulary and an uneven use of sentence structure or a writing style that occasionally veers away from word choice or tone appropriate to the context, genre, and discipline.	Documents rely on word usage that is inappropriate for the context, genre, or discipline. Sentences may be overly long or short with awkward construction. Documents may also use words incorrectly.
MECHANICS	Papers will feature correct or error-free presentation of ideas. At the weak end of the Satisfactory range, papers may contain some spelling, punctuation, or grammatical errors that remain unobtrusive so they do not muddy the paper's argument or points.	Papers contain so many mechanical or grammatical errors that they impede the reader's understanding or severely undermine the writer's credibility.

\*Additional rubric criteria are provided for each assignment specific to formatting instructions.

## “My Economic Statement” Activities

The My Economic Statement Activities 1-6 are an opportunity for students to demonstrate engagement with building an economic model to use for a self-selected food-related scarce resource issue of concern for making a policy recommendation. Students are guided through the scientific process of positive economic analysis of identifying a food-related scarce resource issue of personal interest, researching data associated with the issue, documenting their findings, and making a normative policy recommendation of “what we should do” to resolve the issue. The set of activities scaffold the process of building a model by identifying an issue to research, documenting annotated summary citations, locating an area in the world where the issue is occurring, submitting a first draft for peer review, reviewing peers’ scarce resource drafts, finalizing their semester project into an infographic template using a template that is provided, and presenting the final infographic as an ePortfolio with video narrative. The course readings, videos, activities, and discussions assigned for this class support the model-building and together, synthesize the concepts covered in this course. They also provide an opportunity to engage with the materials in a personal way. The following general rubric will be used for grading “My Economic Statement” Activities with additional rubric detail provided specifically for each assignment in Canvas.

Rubric	Points
Thorough on-point and substantive contribution to prompts based on the materials.	Full credit (80-100)
Competent and complete, but may lack clarity, focus, specific detail, and/or development of thoughts.	Partial credit (50-70)
Incomplete, with no evidence of careful consideration, appears rushed and shows little involvement with the materials.	Marginal credit (10-40)
No submission	No credit 0

## III. Annotated Weekly Schedule

*The schedule is tentative and subject to change. Check Canvas for any updates*

Week	Monday	Wednesday	Friday
Introduction Module – Overview of the course and introduction to the instructor			
Topic: Introduction to the instructor & overview of course Summary: An introduction to AEB 2014 and the instructor including a tour of technology used in the course, communication methods available, Canvas tools, expectations, and registration for the eBook and McGraw-Hill Connect. The practice activities are not graded by provide familiarity with graded assignments during the semester.			

1	1/09  Read Syllabus Register for Connect Begin Introduction Module – Block time during the week for specific activities of reading, studying, and writing to pace yourself with activities and workload this semester.	1/11  Complete Practice Discussion	1/13  Complete Practice Activity
<p>Topic: The concept of scarcity in economic decisions  Summary: Lecture and reading introduce the fundamental principle that resources are not available in unlimited quantities to satisfy society’s demand for them. Critical issues related to resources and food are introduced and discussion about how agriculture plans an integral role in economic policy decisions to evaluate costs and benefits of outcomes.</p>			
2	1/16  MLK, Jr Holiday	1/18  Complete Practice Discussion Response  Due: Intro Lesson Lecture video, SB reading & check your understanding Q’s	1/20  Due: Syllabus Quiz and Reflection video
Module 1 – The fundamental theory of markets			
<p>Topic: Concepts of positive and normative economic thinking  Summary: This module focuses on the principle that our resources are not available in unlimited quantities and therefore a basic situation of resource allocation exists in every society. In this module, the concepts of resource allocation are addressed.</p>			
3	1/23  Begin Module 1 – Block time during the week and pace yourself to complete the three lessons.	1/25  Due: Discussion 1 (~1 hour)	1/27  Due: Activity 1 (~2 hours)
<p>Topic: Applications of positive and normative economic thinking  Summary: After completing this module, you will have an understanding of applications associated with some of the critical issues related to resources and food, specifically: how agriculture plays an integral role in our decision-making process, how models are built by economists to explain human interactions, and how mathematics can be used as a tool to evaluate the costs and benefits of outcomes.</p>			



4	1/30  Due: Disc. Response 1 (~15 minutes)	2/01  Due: Module 1 Lecture videos, SB readings & check your understanding Q's (~3 hours each lesson; 3 lessons each module; total ~9 hours).	2/03  Due: Quiz 1 & Reflection 1 (~2 hours)
<b>Module 2 – Show me the money</b>			
<p>Topic: Concepts of monetary policy  Summary: Have you ever wondered, what is money? Sure, it provides us with numbers in a bank account that are countable and is the mechanism that firms use to compensate us for the use of our factors of production (e.g., land, labor, capital, entrepreneurship). However, economists use the term "money" in a specific sense. In this module, the concepts of understanding money and monetary policy are addressed.</p>			
5	2/06  Begin Module 2 – Block time during the week and pace yourself to complete the three lessons.	2/08  Due: Discussion 2 (~1 hour)	2/10  Due: Activity 2
<p>Topic: Applications of monetary policy  Summary: After completing the module, you will be able to apply concepts of economic thinking economists use to engage in the market for goods and services to purchase items we want and need. This module provides an overview of the characteristics of the asset we call "money", an overview of the institutions that operate to create money in the financial markets you learned about in the Circular Flow Model of the economy, and use of the Supply and Demand model to analyze and discuss quantity and price relationships of money circulating in the economy.</p>			
6	2/13  Due: Disc. Response 2 (~15 minutes)	2/15  Due: Module 2 Lecture videos, SB readings & check your understanding Q's (~3 hours each lesson; 3 lessons each module; total ~9 hours).	2/17  Due: Quiz 2 & Reflection 2 (~1 hour)
<b>Module 3 – Business incentives and capital asset allocation [Private Solutions]</b>			
<p>Topic: Concepts of private economic solutions  Summary: This module focuses on markets, specifically the decision makers associated with the supply chain, otherwise known as business owners. Recall that business owners, like all decision makers, weigh the marginal benefits and the marginal costs to allocate resource decisions. In this module, the concepts of private solutions for providing goods and services to society are addressed.</p>			

7	2/20  Begin Module 3 – Block time during the week and pace yourself to complete the three lessons.	2/22  Due: Discussion 3 (~1 hour)	2/24  Due: Activity 3
<p>Topic: Applications of private economic solutions  Summary: After completing this module, you will have an applied understanding of the costs associated with business production decisions and how the concepts associated with profit, interest, and rent factor into these decisions (warning: rent is not what you typically think it is in this lesson!), as well as discovering applications of technological advance that is evidenced by new and improved goods, services (i.e., innovations), as well as production and distribution processes explaining why research and development (R&amp;D) efforts are an investment made by the firm for long-term competitive advantages.</p>			
8	2/27  Due: Disc. Response 3 (~15 minutes)	3/01  Due: Module 3 Lecture videos, SB readings & check your understanding Q's (~3 hours each lesson; 3 lessons each module; total ~9 hours).	3/03  Due: Quiz 3 & Reflection 3 (~1 hour)
<p>Module 4 – What happens when markets fail? [Fiscal Policy]</p>			
<p>Topic: Concepts of fiscal policy  Summary: This module focuses on concepts addressing the situation when markets fail to operate effectively and public spending is used to correct allocation responses, as well as the responsiveness of consumers and producers to price changes in the market. Additionally, we will see how society's "well-being" is analyzed through economic supply and demand models based on reactions to price changes for substitute goods or changes in income levels. Using economic models to analyze resource allocations will increase your skills in economic thinking to advise economic policy. In this module, the concepts of fiscal policy are addressed to form an understanding of what is necessary for society to consider when allocating their stock of scarce resources and factors of production when environmental and other non-market factors are considered.</p>			
9	3/06  Begin Module 4 – Block time during the week and pace yourself to complete the three lessons.	3/08  Due: Discussion 4 (~1 hour)	3/10  Due: Activity 4
<p>Topic: Time allocated for rest and relaxation.  Summary: Be safe and have fun!</p>			

10	3/13 Spring Break Holiday	3/15 Spring Break Holiday	3/17 Spring Break Holiday
<p><b>Topic:</b> Applications of fiscal policy  <b>Summary:</b> Fiscal policy is the decisions that affect taxes paid in society (as owners of factors of production and as owners of businesses). Using your learned skills of supply and demand, in this module you will consider applications of business incentives and the fiscal policies that fund government decisions that sometimes are used to address market failures caused by externalities and public goods needed in society but not provided through incentives found in private markets.</p>			
11	3/20 Due: Disc. Response 4 (~15 minutes)	3/22 Due: Module 4 Lecture videos, SB readings & check your understanding Q's (~3 hours each lesson; 3 lessons each module; total ~9 hours).	3/24 Due: Quiz 4 & Reflection 4 (~1 hour)
Module 5 – The national and global economy [Development Policy]			
<p><b>Topic:</b> Concepts of development policy  <b>Summary:</b> This module represents a shift in perspective from the examination of individual decision making, to the aggregate behavior of the economy as a whole. Macroeconomics is the study of economy-wide phenomena, including inflation, unemployment and economic growth. The goal of macroeconomics is to explain the stock of physical, human, and natural resources in an economy driving a standard of living, as well as economic changes that affect many households, firms, and markets simultaneously. In this module, the concepts of development policy are addressed.</p>			
12	3/27 Begin Module 5 – Block time during the week and pace yourself to complete the three lessons.	3/29 Due: Discussion 5 (~1 hour)	3/31 Due: Activity 5
<p><b>Topic:</b> Applications of development policy  <b>Summary:</b> After completing this module, you will apply data that economists and policymakers use to evaluate economic performance and changes happening within the nation's income that you learned about using the circular flow model earlier in the semester. We also use the basic tools of supply and demand to evaluate economic productivity and growth from the allocation and investment in society's factors of production. Using your new knowledge of measuring aggregate economic behavior from this module, you will be able to discuss economic prosperity (as measured by GDP) and how investments in technology and factor resources affect a population's standard of living in their economy..</p>			

13	4/03  Due: Disc. Response 5 (~15 minutes)	4/05  Due: Module 5 Lecture videos, SB readings & check your understanding Q's (~3 hours each lesson; 3 lessons each module; total ~9 hours).	4/07  Due: Quiz 5 & Reflection 5 (~1 hour)
<b>Module 6 – The food economy...everybody's got to eat! [Agricultural Policy]</b>			
<b>Topic:</b> Concepts of agricultural policy <b>Summary:</b> In this module, the concepts of agricultural policy are addressed as an overview of the food supply in the U.S. from farm to fork (i.e., the flow of food resources from producer to consumer), then we consider how the international economy works together to import and export products of value.			
14	4/10  Begin Module 6 – Block time during the week and pace yourself to complete the three lessons.	4/12  Due: Discussion 6 (~1 hour)	4/14
<b>Topic:</b> Applications of agricultural policy <b>Summary:</b> Trade is considered to be important for a variety of reasons including the ability to analyze resource flows that are available to developing countries to effectively participate in economic activity and improve society's standard of living. The application of economic tools is the process by which we evaluate economic policy decisions related to food issues and consider tradeoffs associated with scarcity, efficiency, and equity in society.			
15	4/17  Due: Disc. Response 6 (~15 minutes)	4/19	4/21  Activity 6
<b>Topic:</b> Final reflection & Make up work <b>Summary:</b> The last section in the semester provides dedicated time for reflection through course discussion, writing a letter of reflection to next semester's students, and wrapping-up any missing activities discussed with the instructor prior to the last day of classes.			
16	4/24  Due: Module 6 Lecture videos, SB readings & Check your understanding Q's (~3 hours each lesson; 3 lessons each module; total ~9 hours).	4/26  Last day of class  Due: Quiz 6 & Reflection 6	

## IV. Student Learning Outcomes (SLOs)

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At the end of this course, students will be expected to have achieved the [General Education](#) learning outcomes as follows:

**Content:** *Students demonstrate competence in the terminology, concepts, theories and methodologies used within the discipline(s).*

- Identify, describe, and explain key themes, theoretical principles, and terminology of economics including the history, theory, and empirical methodologies used for economic decisions through discussions, activities, lessons, quizzes and reflections that culminate in a final “My Economic Statement” narrated ePortfolio infographic. (S)

**Critical Thinking:** *Students carefully and logically analyze information from multiple perspectives and develop reasoned solutions to problems within the discipline(s).*

- Apply formal and informal qualitative or quantitative analysis using economic concepts and methods to examine the models and tools that form the processes by which individuals make personal and group decisions through discussions, activities, lessons, quizzes, and reflections that culminate in a final “My Economic Statement” narrated ePortfolio infographic. (S)
- Assess and analyze diverse perspectives associated with food-related resource allocations associated with production efficiency and allocative equity affecting individuals and groups making societal decisions through discussions, activities, lessons, quizzes, and reflections that culminate in a final “My Economic Statement” narrated ePortfolio infographic. (S)
- Critically analyze and evaluate quantitative data for informing food-related resource allocations associated with production efficiency and allocative equity affecting individuals and groups making societal decisions through discussions, activities, lessons, quizzes, and reflections that culminate in a final “My Economic Statement” narrated ePortfolio infographic. (Q2)

**Communication:** *Students communicate knowledge, ideas and reasoning clearly and effectively in written and oral forms appropriate to the discipline(s).*

- Develop and present clear and effective oral, written, and presented work that demonstrates critical engagement with course texts, videos, and experiential learning through discussions, activities, lessons, quizzes, and reflections that culminate in a final “My Economic Statement” narrated ePortfolio infographic. (S)

**Connection:** *Students connect course content with meaningful critical reflection on their intellectual, personal, and professional development at UF and beyond.*

- Connect course content with their intellectual, personal, and professional lives at UF and beyond through information and peer sharing that culminate in a final “My Economic Statement” narrated ePortfolio infographic.
- Reflect on their own and others’ experience in allocation decisions following principles of positive/normative economic analysis to develop a final “My Economic Statement” narrated ePortfolio infographic CBA Portfolio project.

## V. Learning Positive and Normative Economic Policy Analysis

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### 1. Details of “My Economic Statement” Activities

For experiential learning opportunities, students will select a food-related topic of personal interest to research during the semester that will culminate in an digitally-archived final positive/normative “My Economic Policy” narrated ePortfolio project. Students’ selected food-related topic can be applied to any number of academic disciplines for which the student has a personal interest. Students will engage in a variety of research, communication, peer feedback, and reflection assignments designed to build upon course concepts and to provide an understanding of using analytical models to formulate policy recommendations that are based in data researched about their scarce resource issue and economic tools that relate to solutions offered to problems that are both local and global in context. The following six activity descriptions provide an overview of the components included in developing students’ policy recommendations and sharing through peer-review process:

- A1: Storytelling a food-related issue I’m concerned about
- A2: Objective analysis of a food-related issue I’m concerned about
- A3: Where in the world? Describing an area affected by a food-related issue I’m concerned about
- A4: My Economic Statement FIRST DRAFT
- A5: Evaluating science based thinking via PEER REVIEW
- A6: Presenting My Economic Statement FINAL DRAFT & ePortfolio

The final My Economic Statement ePortfolio project is intended to showcase students’ analytical and communication abilities and what they’ve learned about economic principles as evidence of [employability skills in agriculture and natural resources](#) as identified by the Association of Public Land-Grant Universities (APLU).

### 2. Details of Self-Reflection Component

Self-reflection is build into each module and My Economic Statement activity culminating in the final My Economic Statement ePortfolio project.

## VI. Required Policies

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### Attendance Policy

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

## **Students Requiring Accommodation**

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

## **UF Evaluations 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/>.

## **University Honesty Policy**

UF students are bound by 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 (<https://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.

## **Counseling and Wellness Center**

Contact information for the Counseling and Wellness Center: <http://www.counseling.ufl.edu/>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

## **The Writing Studio**

The writing studio is committed to helping University of Florida students meet their academic and professional goals by becoming better writers. Visit the writing studio online at <http://writing.ufl.edu/writing-studio/> or in 2215 Turlington Hall for one-on-one consultations and workshops.

## **In-Class Recordings**

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.

Sample Syllabus