



University of Wisconsin – Madison

I. General Information

Course Title: International Agricultural Trade
Course Subject/Number Ag and Applied Economics 319
Class meetings: Tuesday and Thursdays 2:30-3:45
Class Location: Babcock 119
Credit Hours: 3
Course URL: <https://canvas.wisc.edu/courses/124304>

Instructor contact information (preferred contact), and office hours**

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II. Instructional Information

Learning Objectives: The general purpose of this course is to provide a sound understanding of international economics and agricultural trade. The course learning objectives are to:

- 1) Gain proficiency in theories of international trade for large and small nations;
- 2) Understand trade policy under perfect competition and in presence of oligopolies/monopolies; and
- 3) Apply our training to understand major economic issues and problems facing food and fiber industries operating on an international scale.

We will discuss and study the impact of globalization on agricultural trade pricing, production and incomes. As the ties between agriculture and other sectors of the economy have grown stronger (i.e., energy, climate change, health care), international agricultural trade has moved to the forefront on many hotly debated topics around the world. We will use the foundational tools of international economics to provide useful content in group/class discussions on such topics.

Instructional Mode: All face-to-face, flipped

OFFICIAL COURSE DESCRIPTION

Official 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.

How 3 credits are earned: the class is organized based on an expected time investment of 45 hours of work per credit hour. One credit is the learning that takes place in at least 45 hours of learning activities, which include time in lectures or class meetings, in person or online, labs, exams, presentations, tutorials, reading, writing, studying, preparation for any of these activities, and any other learning activities.

Grading: Grading will be based on your weighted performance in three distinct areas: **attendance** (20%), **Quizzes** (60%), and **class participation in small groups** (20%).

Graded Item	Number of items	Points per item	Total possible points
Pre-Quizzes/Attendance	?		200
Post-quizzes	6	100	600
Small Group Activities	?	Varies	200
Total			1000

Grades are earned based on the following ranges:

% of Base*	
90-100	A
85-89.99	AB
80-84.99	B
75-79.99	BC
70-74.99	C
60-69.99	D
< 60% of base	F

Base= mean score of top 5% of all final grades

Example: 44 students in the class. $44 \cdot .05 = 2.2$. $\text{Base} = (\#1 + \#2 + [\#3 \cdot .2]) / 2.2$ Let $\#1 = 95\%$, $\#2 = 93.5\%$, $\#3 = 93.1\%$,

$\text{Base} = (95 + 93.5 + [93.1/5]) / 2.2 = 94.15$ Thus, the A-range for the class is 84.73-100, AB-range is 80.02-84.72, and so on.

NOTE: Scaling of the class using the Base IS the final adjustment. If you want a certain grade, please work hard enough to avoid close calls in the grading procedure.

I only adjust grades during the semester shortly after the grade has posted. Thus, do not approach me in December asking me to look over problem sets that were graded far earlier: that is too late.

Details about Pre- and Post-Quizzes:

Attendance and Pre-Quizzes: About 10-15 times throughout the semester, I will take attendance by having you sign in or take an unannounced pre-quiz.

On “sign-in” days, your quiz score is 100% if you happen to be there. Other days, I could have you take a quiz covering the material you should have read before coming to class. The attendance grade is the simple average of all the “sign-in” and pre-quiz scores after dropping the lowest score. There are no excused absences for a missing a single class. If a personal issue arises that causes you to miss several classes (i.e. accident, prolonged illness), please contact me and we will work out something that is fair.

Post-quizzes: There is a quiz about every two weeks for total of seven in the semester. Each quiz is on Tuesday and will last about 25-30 minutes. Each quiz will be based on assigned material from the textbook and other assigned readings. Quizzes are taken online through Canvas. They are timed and involve multiple-choice type questions. Each quiz must be completed in class. You are expected to bring a laptop, ipad or some device that allows you to take the quiz in class. We will have a practice quiz on 9/13 before the first quiz so that you can test your technology.

Post-Quiz policies and information: If you have a university-excused absence for the date of the post-quiz, I will calculate the average quiz score based on your other quiz scores. Students with an unexcused absence on the day of the post-quiz receive a 0%.

READINGS. The required text for the course is International Trade: Theory and Policy by Steve Suranovic. The e-ISBN is: **978-1-4533-7334-7**. There are several ways to obtain the text and additional materials. The options are explained at the following URL:

<https://students.flatworldknowledge.com/course/2586857>. If you are unsure about remaining in the class, there is an option to preview the first three chapters without charge.

You can also search on “Stiegert” at students.flatworldknowledge.com and find the above URL. Students have options on what they purchase. I would purchase the package that runs \$54.95.

Learning vs Thinking: No tutor, web site or friend can substitute for the time it takes to synthesize the learned materials into a framework for thinking about problems and issues. Economic thought is a comprehensive framework built upon powerful and simple ideas. For example, phrases such as “behavior is largely driven by incentives” or “product value is determined by scarcity” represent the simplicity and power of these foundations. If you understand these principals, you should be able to explain precisely the forces that drive all sorts of economic phenomena. By the end of the semester, you should have a good understanding of the impacts of trade and trade policy on markets, firms, and consumers.

I encourage you to connect what you learn in this class to the broader world around you. Expand your understanding by paying greater attention to the details in news reports of economic, social, and political events and tie them to the course material. Economic issues and economic concepts often seem baffling to the beginner and expert alike. When confused, the best way to learn what's going on is to ask questions and seek explanations from classmates, friends, professionals or anyone that will engage.

Student Background: This is a beginning course in international agricultural economics. I presume no previous knowledge or training in the theory or applications of international trade. However, I presume a foundational understanding of introductory microeconomics. Students that did well in a course such as AAE215 or its equivalent are in good position to take this course. For students with a high level of curiosity about international business and/or a career goal of working in some international context should be properly motivated to tackle the material in this class. For some students, this class may act to trigger a long-term investment in international economics training and work.

Organization: For most class sessions, we will have an integrated lecture-discussion in which I will stop class to confront you with a thought-question or a problem. At times, we will break into small groups to discuss more deeply a current event or issue that is related to the course content. During lecture, you are free to ask questions about the material presented. Each class member will also be required to participate in Harvard-style case studies and student presentations.

III. Tentative Schedule

Date	Topic	Readings
Sept 6	Getting Started	Syllabus, chapter 1
Sept 11	History, institutions, laws	chapter 1
Sept 13	Ricardian Theory (SGA1)	chapter 5
Sept 18,20	Factor Mobility and Income	chapter 7
Sept 25th	Quiz 1 covering chapters 1, 5	
Sept 25,27	H-O Model (SGA2)	chapter 8
Oct. 2 nd	Quiz 2 covering chapter 1,5,7,8	
Oct 2,4	H-O Model (SGA)	chapter 8
Oct 9,11	Economies of Scale	chapter 9
Oct. 16 th	Quiz 3 covering chapter 8,9	
Oct 16,18	Trade policy, Domestic Policy	chapters 10, 11
Oct 23,25	Trade policy, Domestic Policy	chapters 10, 11
Oct. 30th	Quiz 4 covering chapter 8, 10, 11	
10/30, 11/1	Market imperfections and distortions	chapter 12
Nov 6,8	Market imperfections and distortions	chapter 12
Nov 13th	Quiz 5 covering chapter 10, 11, 12	
Nov 13,15	Political Economy/case #1	chapter 13
Nov 20	Review	
Nov 27 th	Quiz 6 covering chapter 11, 12	
Nov 27,29	Groups Prepare and Present	
Dec 4,6,11	Group Prepare and Present	

IV. Other information and statements

Plagiarism: Plagiarism is a serious offense. All sources and assistance used in preparing your papers 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 web creates 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>

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 comprises 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. If you have any questions about what constitutes academic misconduct, please read the following information <http://students.wisc.edu/doso/acadintegrity.html> or come talk with one of the instructors.

Accommodations for students with disabilities: "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>