

# International Agriculture, Trade, and Policy

AGEC 4880

Fall 2020

Department of Agricultural and Applied Economics

University of Wyoming

On-Line: <https://uwyo.instructure.com/courses/539663>



Photo: On the Adam Smith trail, Edinburgh, Scotland, July 2017

## Meeting Times

The class will meet Tuesday and Thursday from 8:00 a.m. to 9:15 a.m. via Zoom,

<https://uwyo.zoom.us/j/91593732536?from=msft>

### Instructor

Mariah Ehmke, PhD



Assoc. Professor

Agricultural and Applied  
Economics

I am an agricultural economist specializing in food policy, consumer demand, and behavioral economics. My career includes teaching at Purdue University, the University of Wyoming, and the University of Otago in New Zealand. In this course, I enjoy the opportunity to teach advanced economic concepts and international trade theory. Agricultural markets are among the most globalized markets in the world. As a student of international agriculture, I enjoy learning about the many different types of crops and agricultural products produced and consumed across the world. I am fascinated by cultural differences in production and consumption processes around the world. They offer insights into the many ways humans feed and care for each other. I enjoy my research collaborations with other agricultural economists across the nation on agricultural trade policy and international food market issues. As you may discover in this class, the different dimensions of market linkages of producers and consumers around the world is seemingly infinite and mind-blowing.

## Graduate Teaching Assistant

Ellinor Trader



Master's Student

Agricultural and Applied  
Economics

Ellinor Trader is a graduate student in the Department of Agricultural and Applied Economics. Prior to graduate school, she interned for the USDA's Foreign Agricultural Service in Washington, D.C. She completed her undergraduate degree in Agricultural Business with an international concentration from the University of Wyoming. Her research interests include international trade, wine economics, and food fraud. In 2019, she was a graduate teaching assistant for AGECE 4965, Agribusiness Entrepreneurship. She is from upstate New York. You can (try) to find her on regional trails in her free time as she enjoys hiking and skiing.

## Virtual Office Hours

### Dr. Ehmke

M Th 1:15 p.m. to 2:30 p.m. <https://uwyo.zoom.us/j/99970766604>. The waiting room option is activated for office hours. You may be in a waiting room until the student in front of you is done.

If you have additional questions or cannot reach me during office hours, please use the WyoCourses communication tool to send me an e-mail. If you choose to send a direct e-mail, then please write **[AGEC 4880]** at the beginning of your subject line. I receive a high volume of e-mail on any given day and need to be able to identify those coming from students in this class. My e-mail is [mehmke@uwyo.edu](mailto:mehmke@uwyo.edu). I typically check my e-mail at 1 in the afternoon and between 4 and 5 p.m. I will not check it on weekends. My phone number is **(307) 766-5373** if you need to call. I am available for phone calls between 11 a.m. and 5 p.m. most weekdays. I am not available when you call, please leave a message and I will return your call as soon as possible.

### Ms. Trader

Ms. Trader's office hours will be Tuesday and Thursday from 1 to 2:30 p.m. You may reach the office hours via this [Zoom Link](#). You may also reach her using the course messaging system or on e-mail at [etrader@uwyo.edu](mailto:etrader@uwyo.edu).

## Enduring Knowledge Learning Objective

By the end of this course you will be able to predict the agricultural production, consumption, and market outcomes from different trade policy scenarios.

### *Additional Learning Objectives*

1. Outline the general agricultural production areas of the world and their primary production crops and diets.
2. Describe the elements and predictive value of the Gravity, Ricardian, Specific Factors, Heckscher-Ohlin, and Standard Trade models.
3. Predict the agricultural production and consumption outcomes from different trade policy instruments (e.g., non-tariff barriers, tariffs, and quotas).
4. Summarize the role of domestic interests on international trade policy outcomes using political economy principles.
5. Compute country production functions, food balance accounts, import and export demand, relative supply and demand, equilibrium prices, and relative wages using international trade principles.
6. Use library and digital resources to report on international trade policy developments and market data.
7. Recognize the role of international trade relations in your consumption and agribusiness management decisions.

## Course Description

This course is designed to help you use international agricultural market and trade policy information to make agribusiness management or agricultural policy decisions. In Figure 1, you will see there are multiple avenues of connection from global trends and international agriculture to domestic agriculture production and policy. Your international agricultural journey will begin with an overview of agricultural production across the globe. We will delve into 20<sup>th</sup> and 21<sup>st</sup> Century trade and agricultural policies shaping this global trends in agricultural production and food consumption. In the second unit of the course, you will hone your economic skills and develop new analysis tools. We will study five different international trade models, beginning with the Gravity Model. This unit concludes with the development of the Standard Trade Model. It is useful for policy analysis, incorporating diagrams and mathematical measures of consumer and producer welfare losses and gains from different trade policies. In the third course unit, you also have the opportunity to enhance your understanding of international markets and governance. We will study the history and roles of international organizations such as the World Trade Organization. In the final and fourth unit, we explore the role of current and future geopolitical risk on trade and natural hazards, such as climate change.

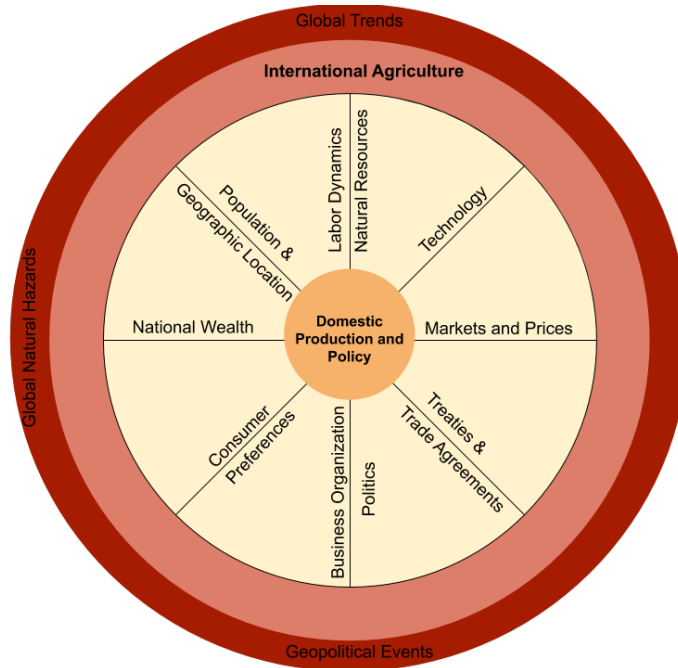


Figure 1. AGEC 4880 course themes and relationships

### Grading and Grades

Grades are based on the total points you earn out of the total course points available, converted to a percentage scale. If you find a computational error in a single assignment grade or your total grade, please notify the instructor within two weeks of receiving the grade. Changing grades for any reasons other than data input or computational (e.g., adding up the total points earned on a single assignment) errors is prohibited and grades are non-negotiable. The grades are assigned using the university grading scale presented in Table 1.

Table 1. University of Wyoming Standard Grading Scale

| Grade | Percentage | Grade Point | Definition                             |
|-------|------------|-------------|----------------------------------------|
| A     | > 90       | 4.00        | Exceptional                            |
| B     | 80 to 89.9 | 3.00        | Very Good                              |
| C     | 70 to 79.9 | 2.00        | Fair                                   |
| D     | 60 to 69.9 | 1.0         | Poor                                   |
| F     | <60        | 0           | Failure                                |
| S     |            |             | Equivalent to C or better              |
| U     |            |             | Equivalent to D or F                   |
| P     |            |             | Passing (for mid-semester grades only) |

The points available in the course vary by assignment and are presented in Table 2.

Table 2. Course assignment categories and estimated points

| <i>Activity</i>                     | <i>Number</i> | <i>Estimated Points</i> |
|-------------------------------------|---------------|-------------------------|
| <i>Problem Sets and Assignments</i> | 6             | 90                      |
| <i>Participation</i>                | 30            | 60                      |
| <i>Quizzes</i>                      | 3             | 30                      |
| <i>News Brief</i>                   | 1             | 10                      |
| <i>Policy Project</i>               | 1             | 100                     |
| <i>Mid-Term Exams</i>               | 2             | 100                     |
| <i>Final Exam</i>                   | 1             | 75                      |
| <i>Total Estimated Points</i>       |               | 450                     |

## General Assignment Categories and Descriptions

**Problem Sets and Assignments:** There will be at least six different individual problem sets you need to complete during the semester. They will be based on your work in the Krugman et al textbook and additional assigned readings. You will upload the completed problems sets to WyoCourses. You may use MSWord or neat handwriting to complete the problem sets. If you do the latter, you will need to take a picture or scan it for upload. This assignment relates to course objectives 1-7.

**Participation:** You are expected to attend and participate in all on-line class meetings. Class participation will be graded as -1 if you are missing or distract the class session; 0 for non-distracting presence; 1 for active contribution; and 2 for active, thoughtful, and meaningful contributions. You will be allowed two un-excused absences during the semester. When you are attending class, I expect you to be fully clothed in appropriate day wear (i.e., not in your pajamas), have your web camera on, and in an upright position. If you are not able to meet these demands due to personal limitations, please contact Dr. Ehmke at the beginning of the semester to make arrangements.

Situation Updates: We must help each other stay abreast of international trade developments affecting food and agriculture. We will begin each class with a 5-10 minute objective update on international trade news. Students will take turns providing daily summaries on international trade developments relevant to food, agriculture, and agribusiness industries in the United States and abroad. The updates analysis needs to be objective and apolitical, with critique based on course concepts. This assignment meets course objectives 3, 4, 6, and 7.

International Trade Policy Project: Whether you are working on a ranch or for the United Nations, at some point in your career you will need to know how international trade policies and challenges shape your opportunities. The objective of this assignment is to develop policy recommendations to address current international trade challenges. You will develop a deep understanding of your topic, presenting your research findings and policy recommendations at the end of the semester. You will present the final recommendations in the last weeks of class. This assignment helps to meet course outcomes five through eight. There are 100 points associated with this project. Your team may have a topic you are already inspired to pursue. Here is a list of examples for possible research topics:

- New tariffs on agricultural imports
- International migration and labor policy in the EU or US
- Food Safety and Phytosanitary Barriers
- Multilateral Trade Negotiations and Disruptions (e.g., TPP, CETA, T-TIP, Brexit, GATT)
- Climate variability and livestock production and trade in sub-Saharan Africa
- Food fraud in global food supply chains
- Pandemic disruptions to international food supply chains and the consumer welfare effects
- Intellectual property and trade with China

The International Trade Policy Project is designed to address all course objectives, especially the enduring knowledge objective.

### Quizzes and Exams

Assessment includes quizzes and exams. Please see the grading chart below for point information. The quizzes and exams will all be administered using the Honorlock technology. Quizzes and exams will be designed to measure your progress toward all course objectives.

### **Course Prerequisites**

This is an upper division course designed for undergraduate students of at least junior class standing. The prerequisites include AGEC 1010 and 1020 and ECON 3020. Students without these prerequisites need to obtain instructor consent to enroll in the course.

## Required Texts

It is important to have the correct guide books for your course journey. Please make sure you have the following by the end of the second week of classes:

- The course textbook is “International Trade: Theory and Practice” by Paul Krugman, Maurice Obstfeld, and Marc Melitz. It is published by Pearson in Upper Saddle, New Jersey. The ISBN-13 is [9780134542591](#). You may [purchase](#) either e-book or hard copy versions of the books. The 11<sup>th</sup> edition is the most preferred, but 10<sup>th</sup> edition may suffice. If you do use the 10<sup>th</sup> edition, be sure to check and make sure all problems are up to date.
- You will write a term paper in this course. To complete it, you will need to have a copy of “[Student's Guide to Writing College Papers, Fifth Edition](#)” by Kate Turabian. It is from the University of Chicago Press in Chicago, Illinois. It is available from the publisher or [University Store](#). It is important to have the Fifth Edition, and not an earlier edition, of this book.
- Additional course readings will be posted on the class WyoCourses site. These will be particularly important for integrating concepts related to agricultural trade into the course. Please check the website regularly (2+ times per week) for updates.
- It is highly recommended you also acquire the following or close substitute products (available at the [University Store](#)):
  1. Pentel Arts 12 Colored Pencil Pack
  2. College of Engineering and Applied Science Graph Paper
  3. Combo Geometry Set (includes 8” ruler, 180° Protractor, 45° and 60° Triangles
  4. Integra pocket pencil sharpener

## Attendance Policy

Excused absences are limited to personal hardship (mainly family tragedies) and university-sponsored activities. Students must obtain authorized absences from the Dean of Student Life’s personnel. Personal trips, vacations, and etc. are not excused absences. Please see University Regulation 731 (Revision 1) for more information.

## Netiquette

It is my goal to provide an on-line environment where you all feel safe to learn together. To sustain this, I also need your help. I ask you to pledge to use the following Netiquette guidelines (adapted from Stravredes 2011):

1. In all of your interactions, remember there is a person behind the written post, who has feelings and can be hurt by what and how you interact with them.
2. Never post anything you wouldn’t say to a person face-to-face. Try to consider if what you have to say will improve the life of those in the class or denigrate it.
3. Act on-line as well as or better than you do in real life. On-line activity effects others even if they are not beside you. It is also recorded for posterity.
4. Respect others’ time and effort.
  - a. Take time to thoroughly read and understand discussion assignments.



- b. Do not fill discussions with irrelevant questions or comments. It wastes your classmates' times. Stay on point.
- c. You will have time when you disagree. Do so respectfully of others' role as students and human beings. Do not attack others.
- d. Make yourself look good online by:
  - i. Checking the spelling and grammar in your posts.
  - ii. Preparing for discussions and contributing information supported by class resources.
  - iii. Refrain from inappropriate language and remarks.
- e. Offer to help others who have questions. We are here to learn together.
- f. Do not post flames or respond to others if they choose to post flames.<sup>1</sup> Display professional behavior.
- g. Forgive other learners' mistakes and be patient and compassionate of all learns in the course.

### **Academic Honesty**

The University of Wyoming is built upon a strong foundation of integrity, respect and trust. All members of the University community have a responsibility to be honest and have the right to expect honesty from others. Any form of academic dishonesty is unacceptable to our community and will not be tolerated.” [excerpted from the UW General Bulletin] All persons should report suspected violations of standards of academic honesty to the instructor, department head, or dean. See UW Regulation 2-114, “Procedures and Authorized University Actions in Cases of Student Academic Dishonesty.” You can read this and all other University regulations at: <http://www.uwyo.edu/regs-policies/>

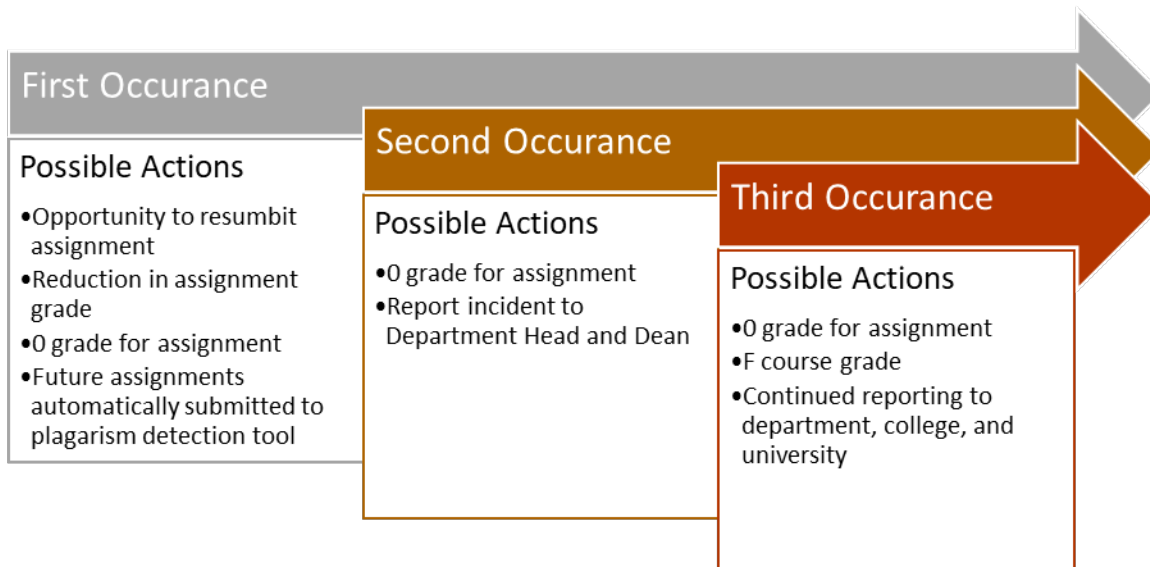
When you are writing, I recommend you test you paper for possible, unintentional plagiarism by putting the text into Google or [Grammarly](#) and making sure you don't bring up close matches. When one of the graders is concerned about plagiarism in a document, it will be investigated using an on-line plagiarism detection tool.

Here are the steps we will take when plagiarism is detected in everyday work:

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<sup>1</sup> Flaming refers to offensive posts typically involving a personal attack, insult, swearing, or intense language and is often highlighted by the use of ALL CAPS.





If you are found to be cheating on a quiz or exam, you automatically receive a failing grade on the assignment and will not have the opportunity to take future quizzes or exams. Your grade will be a zero for those quizzes and exams you miss. If you are found to be cheating on the final exam, you will receive an F in the course.

### Students with Disabilities

Students with disabilities are welcome in this class. If you have a disability that will impede your ability to complete the course requirements in any way, please notify the instructor as soon as possible. She will arrange to meet your needs in a confidential manner. If you would like additional information, you may also look at the University Disability Support Services website: <http://uwadmweb.uwyo.edu/UDSS/student/>

### Statement on Diversity

We will work together to help each other feel welcome in this classroom. The University of Wyoming values an educational environment that is diverse, equitable, and inclusive. The diversity that students and faculty bring to class, including age, country of origin, culture, disability, economic class, ethnicity, gender identity, immigration status, linguistic, political affiliation, race, religion, sexual orientation, veteran status, worldview, and other social and cultural diversity is valued, respected, and considered a resource for learning.

### Sexual Misconduct, Harassment, and Assault – Lauren’s Promise

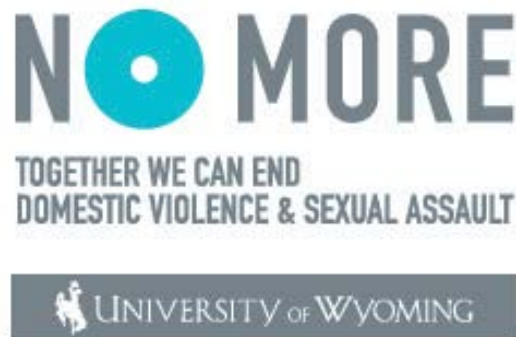
Any form of sexual harassment or violence will not be excused or tolerated in this course. The University of Wyoming has instituted procedures to respond to violations of these laws and

standards, programs aimed at the prevention of such conduct, and intervention on behalf of the victims.

I am adopting Lauren's promise, in honor of Lauren McCluskey. Lauren McCluskey, a 21-year-old honors student athlete, was murdered on Oct. 22, 2018, by a man she briefly dated on the University of Utah campus. ***We must all take actions to ensure that this never happens again.***

If you are in immediate danger, call **911**.

If you are experiencing sexual assault, domestic violence, and stalking, please report it to me and I will connect you to resources or call the University's STOP Violence program at 307-766-3434 or [stopviolence@uwyo.edu](mailto:stopviolence@uwyo.edu) (24-hour crisis hotline). You may also visit the [Report It](#) website to report on-line.



## Writing Support

Writing Support is available in this class at the Writing Center ([www.uwyo.edu/ctl/writing-center](http://www.uwyo.edu/ctl/writing-center)) and the **STEP Tutor Center**. Students who seek academic help in this class tend to receive 10-15% higher final GPA in the classes than students who do not. For best results, use the Writing Support for at least three hours over the course of the semester. Please visit the STEP Tutor Schedule for days and times: [www.uwyo.edu/step](http://www.uwyo.edu/step).

## COVID-19 Policies

During this pandemic, you must abide by all UW policies and public health rules put forward by the City of Laramie (or by Natrona County if at UW-Casper), the University of Wyoming and the State of Wyoming to promote the health and well-being of fellow students and your own personal self-care. The current policy is provided for review at: <https://www.uwyo.edu/alerts/campus-return/index.html>

As with other disruptive behaviors, we have the right to dismiss you from the classroom (Zoom and physical), or other class activities if you fail to abide by these COVID-19

policies. These behaviors will be referred to the Dean of Students Office using the UWYO Cares Reporting Form for Student Code of Conduct processes ([https://cm.maxient.com/reportingform.php?UnivofWyoming&layout\\_id=5](https://cm.maxient.com/reportingform.php?UnivofWyoming&layout_id=5)).

### **Syllabus Changes**

I will alert you to any possible course format changes in response to UW decisions about community safety during the semester through WyoCourses.

### **University HyFlex, Zoom, and WyoCourses expectations:**

As with all UW coursework, this course will be educational and useful to you. I will respond to questions, concerns, and feedback in a timely manner.

Your responsibilities:

- Give and receive feedback from me and your classmates respectfully and constructively in all interactions. This includes in Zoom chats, on WyoCourses boards, and within physical classroom spaces.
- Actively engage in civil discourse in a respectful manner. Use professional language in all course related forums.
- Communicate professionally. Whenever you send class-related email or messages, please include a clear, specific subject line and use the body of the email or message to explain the purpose for the email and any attached materials. Conduct yourself professionally.
- Meet assignment deadlines. We expect that you're interacting with course material multiple times during the week.
- Ask for help when you need it. For academic assistance for this course please contact me for available resources. For Dean of Students assistance please see: <https://www.uwyo.edu/dos/student-resources/covid-19-student-resources.html>
- Please let us know if you notice another student who needs help in our (anonymous) WyoCares referral option (<https://www.uwyo.edu/dos/students-concern/index.html>).

### **Student Attendance Policy**

UW will adhere to UW Regulation 2-108 Student attendance Policy. However, during the COVID-19 pandemic, instructors are encouraged to add additional information on the attendance policy specific for their course and modality of delivery.

**Coronavirus Pandemic Addendum to Attendance Policy:** During the fall of 2020 and for the duration of the coronavirus pandemic, the attendance policy applies as noted below:

- **Self-Quarantine and Isolation:** Any student notified that they have tested positive for covid-19 or that they have been exposed to someone who has tested positive for covid-19 may need to isolate for up to two weeks at a time (<https://www.uwyo.edu/alerts/campus-return/index.html>) Students will

not be penalized for having to self-quarantine for exposure to a known positive. Students who test positive will be told to isolate and should continue to complete course work online for the duration of their isolation as they are able.

- **Illness:** Under no circumstances are students to attend in-person classes if they are experiencing any symptoms of covid-19. Illnesses are covered under the Authorized Absence program managed within the Dean of Students Office (<https://www.uwyo.edu/dos>)

**Note:** All campus community members are requested to use the COVID Pass as a tool to track their personal health symptoms. If a student enters their daily temperature and symptoms and receives a “fail”, they should notify their faculty they will need to participate virtually for that day.

### **Online Absences**

An official student **absence** for this course is when a student meets the following criteria:

- The student does not engage with the week’s course material and/or does not turn in the week’s assignment on time.
- The student or a dedicated representative of the student fails to communicate the reason for not engaging with the course material and/or not turning in the week’s assignment on time within the week of the absence.

### **Information Technology (IT)**

If you have any IT related challenges, please contact the UWIT Service Center: <https://uwyo.teamdynamix.com/TDClient/1940/Portal/Requests/ServiceDet?ID=8890>

### **Subject to Change**

The elements of this syllabus may be changed for clarification throughout the semester. The schedule is tentative and subject to change. It is best to check the WyoCourses website daily during the week for updates.

### **Course Schedule**

The course is divided into four different units, illustrated in Figure 2. The first unit is designed to familiarize you with international agriculture and the historical context of current international trade policies. The second course intense is theory intense—each module focuses on a different international trade theory or model that can be used to predict and explain international trade patterns. It is important to have a firm understanding of the international trade models to support the next unit, Trade Policies and Instruments. This unit focuses on the different types of trade policy tools (e.g.,

tariffs and quotas) that have been used in the past and now to facilitate or inhibit trade. The governmental frameworks that arise around trade negotiations have resulted in numerous regional and global trade groups. Finally, in unit four, we will look at current global events and future concerns adding to international market uncertainty.

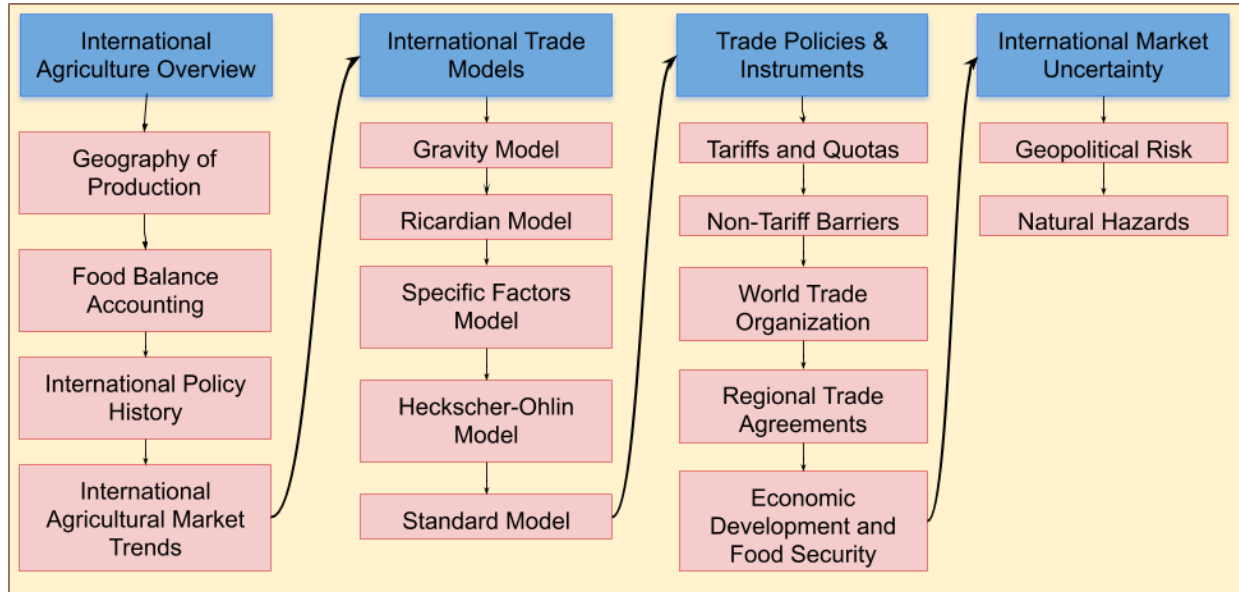


Figure 2. AGEC 4880 course concept map

Table 3. Course meeting topics and dates

| Week | Date   | Unit                               | Module | Topic                                    | Rationale                                                                                                                                                  |
|------|--------|------------------------------------|--------|------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1    | 25-Aug | International Agriculture Overview | 1      | Geography of Agricultural Production     | Provides an orientation to begin to discuss international trade in agriculture. Prepares students to begin thinking about international agriculture issues |
|      | 27-Aug |                                    | 2      | Food Balance Accounting                  | Food balance accounting underlies fundamental measures of countries food production, exports, and imports.                                                 |
| 2    | 1-Sep  |                                    | 3      | International Policy History             | The historical context of trade policy and agriculture will build our vocabular and understanding for discussing modern and future polies.                 |
|      | 3-Sep  |                                    | 4      | International Agricultural Market Trends | Consumption and production patterns inform international trade policy needs.                                                                               |

|   |        |                              |   |                        |                                                                                                                                                                                                                                                  |
|---|--------|------------------------------|---|------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3 | 8-Sep  | International Trade Models   | 1 | Gravity Model          | This is the workhorse of economic analysis of international trade.                                                                                                                                                                               |
|   | 10-Sep |                              |   | Gravity Model          |                                                                                                                                                                                                                                                  |
| 4 | 15-Sep |                              | 2 | Ricardian Model        | The Ricardian Model is based on foundational knowledge of comparative advantage--a concept important across economic and management fields.                                                                                                      |
|   | 17-Sep |                              |   | Ricardian Model        |                                                                                                                                                                                                                                                  |
| 5 | 22-Sep |                              | 3 | Specific Factors Model | The Specific Factors model is fundamental to explaining the role of wealth in trade differences. It is also used to understand and predict agricultural labor migration patterns.                                                                |
|   | 24-Sep |                              |   | Specific Factors Model |                                                                                                                                                                                                                                                  |
| 6 | 29-Sep |                              | 4 | Heckscher-Ohlin Model  | This model is especially important to agriculture as it focuses on natural resources related to land.                                                                                                                                            |
|   | 1-Oct  |                              |   | Heckscher-Ohlin Model  |                                                                                                                                                                                                                                                  |
| 7 | 6-Oct  |                              | 5 | Standard Model         | The Standard Trade model is used extensively in policy instrument implementation (e.g., tariff and quotas). It also provides valuable insights into international commodity price movements.                                                     |
|   | 8-Oct  |                              |   | Standard Model         |                                                                                                                                                                                                                                                  |
| 8 | 13-Oct |                              |   | Review                 |                                                                                                                                                                                                                                                  |
|   | 15-Oct |                              |   | Mid-Term I             |                                                                                                                                                                                                                                                  |
| 9 | 20-Oct | Trade Policies & Instruments | 1 | Tariffs and Quotas     | Nations use tariffs and quotas for a variety of reasons that range from domestic industry support to human rights punishment. The way and extent to which such instruments are implemented can have significant effects on individuals' welfare. |



|    |        |                      |   |                                        |                                                                                                                                                                                                                                                                                  |
|----|--------|----------------------|---|----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|    | 22-Oct |                      |   | Tariffs and Quotas                     |                                                                                                                                                                                                                                                                                  |
| 10 | 27-Oct |                      | 2 | Non-Tariff Barriers                    | When countries cannot openly restrict imports using tariffs or trade using quotas, they may rely on regulatory measures. Such measures may still effect consumer and producer welfare like quotas or tariffs. It is important to understand these implications.                  |
|    | 29-Oct |                      |   | Non-Tariff Barriers                    |                                                                                                                                                                                                                                                                                  |
| 11 | 3-Nov  |                      | 3 | World Trade Organization               | International monitoring and coordination of international trade takes place with the World Trade Organization as an arbiter. In order to understand modern trade, it is essential to understand the institutions, groups, and policies that are used to govern trade relations. |
|    | 5-Nov  |                      |   | Regional Trade Agreements              |                                                                                                                                                                                                                                                                                  |
| 12 | 10-Nov |                      | 4 | Economic Development and Food Security | Throughout the world, international trade policies can facilitate both economic development and better population nutrition. Now, we will look at policies which improve producer and consumer welfare in these areas.                                                           |
|    | 12-Nov |                      |   | Review                                 |                                                                                                                                                                                                                                                                                  |
| 13 | 17-Nov |                      |   | Mid-Term 2                             |                                                                                                                                                                                                                                                                                  |
|    | 19-Nov | International Market | 1 | Geopolitical Risk                      | The world is currently transitioning from a Western European and North American dominated trade environment to one where China and other middle-income developing countries are gaining power. This module                                                                       |

|    |        |  |                    |                   |                                                                                                                                                                                                                                                  |
|----|--------|--|--------------------|-------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|    |        |  |                    |                   | considers how this shifting power may influence future trade.                                                                                                                                                                                    |
| 14 | 24-Nov |  | 2                  | Natural Hazards   | Natural disasters including typhoons, forest fires, floods, hurricanes and cyclones, and volcanic eruptions can have tremendous impacts on trade patterns. Here we consider how such events have shaped trade in the past and may in the future. |
|    | 26-Nov |  | Thanksgiving Break |                   |                                                                                                                                                                                                                                                  |
| 15 | 1-Dec  |  |                    | Review            |                                                                                                                                                                                                                                                  |
|    | 3-Dec  |  |                    | <b>Review</b>     |                                                                                                                                                                                                                                                  |
| 16 | 10-Dec |  |                    | <b>Final Exam</b> |                                                                                                                                                                                                                                                  |

Table 4. Readings, assignments, and time estimations (Note: Time estimates are general and may vary according to student's background knowledge and ability)

| <b>Date</b> | <b>Readings and Resources</b>                                                                                                                                                                                                         | <b>Estimated Hours to Complete Reading</b> | <b>Assignment Due/Event</b>                                                   | <b>Estimated Hours to Complete Assignment</b> | <b>Due Date</b> | <b>Objective Alignment</b> |
|-------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|-------------------------------------------------------------------------------|-----------------------------------------------|-----------------|----------------------------|
| 25-Aug      | Krugman et al., Chapter 1 "World Trade: An Overview" , FAO Food Outlook 2020; Turabian, Chapter 1 "What Researchers Do and How They Think about It"                                                                                   | 0.8                                        | Unit Pre-Assessment, Extra Credit: Post your photo to your WyoCourses profile | 0.3                                           | 27-Aug          | Enduring Knowledge, 1      |
|             |                                                                                                                                                                                                                                       |                                            | What (in) your Bag? Assignment, Unit Pre-Assessment                           | 0.25                                          | 28-Aug          | 1, 7                       |
| 27-Aug      | FAO Food Outlook 2019, FAO World Food and Nutrition Numbers 2014, The state of food security and Nutrition 2020                                                                                                                       | 1.67                                       | Food Balance Sheet Assignment                                                 | 2                                             | 3-Sep           | Enduring Knowledge, 5, 6   |
|             | <a href="https://youtu.be/64KLuGzGxEQ">https://youtu.be/64KLuGzGxEQ</a>                                                                                                                                                               | -                                          |                                                                               |                                               |                 |                            |
| 1-Sep       | <a href="https://cdn-ext.agnet.tamu.edu/wp-content/uploads/2019/05/EL5278-us-agriculture-and-international-trade.pdf">https://cdn-ext.agnet.tamu.edu/wp-content/uploads/2019/05/EL5278-us-agriculture-and-international-trade.pdf</a> | 0.15                                       | Reflection on topics of interest for possible research in Policy Brief        | 0.3                                           | 3-Sep           | Enduring Knowledge, 3      |

|        |                                                                                                                           |     | Assignment<br>(On-Line<br>Discussion) |     |        |                             |
|--------|---------------------------------------------------------------------------------------------------------------------------|-----|---------------------------------------|-----|--------|-----------------------------|
| 3-Sep  | FAO: Crop Prospects and Food Situation on WyoCourses,                                                                     | 0.7 |                                       |     |        | Enduring Knowledge, 4, 1    |
|        | <a href="http://www.fao.org/3/ca9803en/ca9803en.pdf">http://www.fao.org/3/ca9803en/ca9803en.pdf</a>                       | .3  |                                       |     |        |                             |
| 8-Sep  | Krugman et al. Chapter 2 "World Trade: An Overview"                                                                       | 0.8 |                                       |     |        | Enduring Knowledge, 2       |
| 10-Sep | Turabian, Chapter 2 "Finding a Research Question"                                                                         | 0.3 | Gravity Model Assignment              | 1.5 | 14-Sep | Enduring Knowledge, 3       |
| 15-Sep | Krugman et al. Chapter 3 "Labor Productivity and Comparative Advantage"                                                   | 1   |                                       |     |        | Enduring Knowledge, 2, 5    |
| 17-Sep | <a href="http://www.fao.org/state-of-food-agriculture/2018/en/">http://www.fao.org/state-of-food-agriculture/2018/en/</a> | 0.3 | Problem Set 1                         | 1.5 | 21-Sep | Enduring Knowledge, 2, 5    |
| 22-Sep | Specific Factors and Income Distribution                                                                                  | 1   |                                       |     |        | Enduring Knowledge, 2, 5, 7 |
| 24-Sep | Turabian, Chapters 3&4 "Planning for an Answer" and "Finding Useful Sources"                                              | 0.5 | Problem Set 2                         | 1.5 | 28-Sep | Enduring Knowledge, 2, 5, 7 |

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|--------|------------------------------------------------------------------------------|------|---------------------------------------------------------------------|-----|-----------------------------------------------------|---------------------------------|
| 29-Sep | Krugman et al. "Resources and Trade: The Heckscher-Ohlin Model"              | 0.8  |                                                                     |     |                                                     | Enduring Knowledge, 2, 5, 7     |
| 1-Oct  | Globalized Agriculture and Tropical Deforestation by Byerlee (on WyoCourses) | 1    | Problem Set 3                                                       | 1.5 | 30-Sep                                              | Enduring Knowledge, 2, 5, 7     |
| 6-Oct  | Krugman et al, Chapter 6 "The Standard Trade Model"                          | 0.8  |                                                                     |     |                                                     | Enduring Knowledge, 2, 5, 7     |
| 8-Oct  |                                                                              |      | Problem Set 4, Review Assignment, Policy Brief Topic Identification | 4   | PS 4 is due 12 Oct, Policy Brief Topic is Due 9 Oct | Enduring Knowledge, 2, 5, 7     |
| 13-Oct | Review all prior materials                                                   | 8    |                                                                     |     |                                                     |                                 |
| 15-Oct | Mid-Term Exam On-Line using Honorlock                                        | 1.25 |                                                                     |     |                                                     |                                 |
| 20-Oct | Krugman et al., Chapter 9 "The Instruments of Trade Policy"                  | 1    |                                                                     |     |                                                     | Enduring Knowledge, 3, 4, 5, 7. |
| 22-Oct | Turabian, Chapter 5 & 5 "Engaging Sources" and "Planning a First Draft"      | 0.5  | Policy Brief Problem Statement Draft and Annotated Bibliography     | 5   | 26-Oct                                              | Enduring Knowledge, 3, 4, 5, 7  |

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|--------|-----------------------------------------------------------------------------------|------|---------------------------------------------------------------------------|-----|--------|--------------------------------|
| 27-Oct | Krugman et al., Chapter 9 "The Instruments of Trade Policy"                       | 0.5  |                                                                           |     |        | Enduring Knowledge, 3, 4, 5, 7 |
| 29-Oct | <a href="http://www.fao.org/3/a-i8002e.pdf">http://www.fao.org/3/a-i8002e.pdf</a> | 0.25 | Tariffs, Quotas, and Non-Tariff Barriers Problems                         | 3   | 2-Nov  | Enduring Knowledge, 3, 4, 5, 7 |
| 3-Nov  | Krugman et al, Chapter 10 sections on International Trade Agreements              | 0.6  |                                                                           |     |        | Enduring Knowledge, 1, 4       |
| 5-Nov  | On-Line Readings                                                                  | 0.5  | Policy Brief Background Section Draft and Model Identification            | 10  | 4-Nov  | Enduring Knowledge, 1, 4       |
| 10-Nov | Krugman et al, Chapter 11 "Trade Policy in Developing Countries"                  | 0.8  | Reflection on Economic Development and Food Security (On-Line Discussion) | 0.3 | 12-Nov | Enduring Knowledge, 1, 4       |
| 12-Nov | Review all materials since Mid-Term I                                             | 4    |                                                                           |     |        |                                |
| 17-Nov | Mid-Term On-Line Using Honorlock                                                  | 1.25 |                                                                           |     |        |                                |

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|--------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|------------------------------------------------------------------------------------------------------------------------|----|--------|--------------------------------------|
| 19-Nov | Krugman et al, first hal of Chapter 10;<br>Turabian, Chapter 11 "Presenting Evidence in<br>Tables and Figures"                                                                                                                                                | 1    | Policy Brief<br>Model Analysis<br>and Results                                                                          | 5  | 19-Nov | Enduring<br>Knowledge,<br>1, 3, 6, 7 |
|        | <a href="https://www.oecd.org/economy/oecd-sees-rising-trade-tensions-and-policy-uncertainty-further-weakening-global-growth.htm">https://www.oecd.org/economy/oecd-sees-rising-trade-tensions-and-policy-uncertainty-further-weakening-global-growth.htm</a> | 0.5  |                                                                                                                        |    |        |                                      |
| 24-Nov | <a href="https://youtu.be/QYFG_u1D0dM">https://youtu.be/QYFG_u1D0dM</a>                                                                                                                                                                                       | 0.25 | Reflection on<br>Future<br>Concerns for<br>International<br>Trade Policy<br>and Agriculture<br>(On-Line<br>Discussion) | 1  | 30-Nov | Enduring<br>Knowledge 1,<br>7        |
|        | Janssens et al. 2020, <a href="https://doi-org.libproxy.uwyo.edu/10.1038/s41558-020-0847-4">https://doi-org.libproxy.uwyo.edu/10.1038/s41558-020-0847-4</a>                                                                                                   | 1    |                                                                                                                        |    |        |                                      |
| 26-Nov | Thanksgiving Break                                                                                                                                                                                                                                            |      |                                                                                                                        |    |        |                                      |
| 1-Dec  | Final review of all materials                                                                                                                                                                                                                                 | 10   |                                                                                                                        |    |        |                                      |
| 3-Dec  | All course materials                                                                                                                                                                                                                                          |      | Policy Briefs<br>Due                                                                                                   | 10 |        |                                      |
| 10-Dec | Final Exam On-Line                                                                                                                                                                                                                                            | 2    |                                                                                                                        |    |        |                                      |