

**AREC 710**  
**Advanced Agricultural Marketing Issues**

**Instructor:** Joshua Berning  
**Office Hours:** [TEAMS](#), T, H 2:00p – 3:00p or by appointment  
**Meeting time:** T, H 3:30p – 4:45p  
**Location:** Eddy 106 and on Microsoft Teams (contact instructor for link)

**Course Description:**

The successful student in this course will be able to:

- Summarize and discuss theoretical foundations and methodological tools of research in applied and agricultural economics.
  - Critically and constructively evaluate current research in agricultural economics
  - Develop their own research proposals in applied and agricultural economics
  - Carry out their own analysis using these methods
  - Present their research ideas to an academic audience
  - Constructively criticize their peers' research ideas
- Broadly, the focus will be given to consumer behavior, household decision making and strategic marketing by firms.

**Readings:**

Select articles will be covered each week (see schedule below)

**References:**

The Oxford Handbook of the Economics of Food Consumption and Policy

Kenneth Train. Discrete Choice Methods with Simulation. Cambridge University Press. 2003.  
 E-book available at <http://elsa.berkeley.edu/books/choice2.html>.

Other select articles

**Grade Determination:**

<i>Percentage of points</i>	<i>Grade</i>	<i>Percentage of points</i>	<i>Grade</i>
100.00%-96.67%	A+	<83.33%-80%	B-
<96.67%-93.33%	A	<80%-76.67%	C+
<93.33%-90%	A-	<76.67%-70%	C
<90%-86.67%	B+	<70%-60%	D
<86.67%-83.33%	B	<60%	F

**Grading:**

Paper summaries	15%
Working paper presentation	5%
Homework	30%
Research Proposal	30%
Proposal Presentation	10%
Peer-review of proposals	10%

Paper summaries

Provide a brief written summary of the readings for each week that:

- Briefly and succinctly summarizes the primary research question (~2 – 3 sentences)
- Discusses the economics motivating the question (~2 – 3 sentences)
- Summarizes the data that is being used for the analysis (~2 – 3 sentences)
- Clearly explains the empirical methodology used to analyze the data (~2 – 3 sentences)
- Discusses the primary research findings (~3 – 4 sentences)
- Identifies any criticisms you have of the paper, and/or
- Future research opportunities building off this work

**~1 page single spaced for each paper**

Working paper presentation

Each student will identify a recent (last 2 years) ag econ or econ working paper dealing with agriculture or food. The paper must be approved by the instructor by week 4

The student will provide an oral critique of the paper which includes:

- A description of the problem being discussed: This includes the key issue, the stakeholders, and any related policy.
- An overview of the “economics” of the problem: What is the fundamental economic question being evaluated and what makes this question interesting?
- A review of the methodology being used in the study? What data is being used? What theory (if any) is being employed? What empirical methods are being used? (Are these new/innovative? If not, what prior research is this drawing upon?)
- What do the results suggest? What are the implications of the results? (Refer to bullet one: stakeholders, policy)
- What are the limitations of this paper?
- What future research can build off of this work

**IMPORTANT:** You will have 15 minutes to present this work. You must be clear and concise in discussing the work being done! Two places to start working for papers include:

<https://ageconsearch.umn.edu/> and <https://www.nber.org/papers.html>, or check out the websites of your favorite economists!

Homework

There will be several homework assignments provided throughout the semester. You are encouraged to work together, but you must provide your own submission. Note: homework assignments should be submitted in a professional manner or they will not be graded. This includes a cover page, clear and complete answers listed on separately their own page. Typed.

Research proposal requirements:

*Each student will develop an original research proposal (i.e. not a paper you have already developed) dealing with some aspect of agricultural or food marketing or policy from the perspective of the consumer, household, or firm.*

Pre-proposal: 5 questions

Each student will provide at least 5 potential research questions prior to selecting a research topic. They must focus on some topic related to agriculture or food and

emphasize marketing or related policy. I will provide feedback to these questions and there *may be* several iterations of this process. These are short descriptions (2 – 3 sentences) that should spark interest and clearly state what will be examined.

*Paper requirements:*

*Introduction*

You should largely follow the “Introduction Formula” developed by Keith Head at UBC: <http://blogs.ubc.ca/khead/research/research-advice/formula>

*Literature Review/Motivation*

This should explain how your research proposal fits with the existing literature. That is: what do we currently know and how does your proposal fill any gaps in knowledge?

*Data*

You don’t necessarily have to have the data, but you do need to discuss the data in detail. In particular, you must discuss topics such as the sample frame, the variables of interest, the nature of the data set (i.e. cross-section, panel, time-series), advantages/disadvantages of the data, etc.

*Empirical Approach/Methods*

You will provide a detailed discussion of your analytical approach/methods. Importantly, this should build off your discussion of the literature and your data. That is, how will this paper come together to make a relevant contribution. We will discuss many different methods in this class. However, you do not have to limit yourself to methods we discuss in this class. But, you do need to be sure anyone (i.e. your instructor) can understand the methods.

*Anticipated outcomes/implications*

What will we learn if you were to actual complete the proposed research?

*Presentation Requirements:*

Students will provide an *oral presentation* of their proposal at the end of the semester. This is a pitch (but not shark tank!) and should convince the audience that the research is important and relevant. You will have 15 minutes to discuss:

- Motivation
- Research Question
- Data
- Proposed methods
- Expected findings/implications of findings

This is not a lot of time, so you must be thoughtful in setting up your story. I recommend looking at some examples in economics, including:

[https://www.brown.edu/Research/Shapiro/pdfs/applied\\_micro\\_slides.pdf](https://www.brown.edu/Research/Shapiro/pdfs/applied_micro_slides.pdf)

*Proposal Review*

Each student will provide a concise, constructive review of a classmate’s research proposal. This will include:

*Summary*

What is the purpose of the proposal? That is, what does it promise to do?

*Motivation*

Does the proposal adequately cover the literature? Is it clear how this proposal fits in with existing literature?

*Data/Empirical approach/methods*

Does the data make sense and seem appropriate for this proposal? Do the methods make sense and seem appropriate?

*Overall Review*

Is the proposal complete and make sense? Does it sound like they're going to do what they promise to do in the introduction?

Be sure to highlight the positives of the proposal as well as any weaknesses.

**Course Outline (subject to change)**Week 1: Agricultural Economics overview: Breadth and Depth of Research

No required readings

Week 2 – 4: Consumer choice/demand analysis

Readings week 2, Product space demand models:

- Teisl, M. F., Bockstael, N. E., & Levy, A. (2001). *Measuring the welfare effects of nutrition information*. *American Journal of Agricultural Economics*, 83(1), 133-149.
- Boonsaeng, T., & Carpio, C. E. (2020). *Budget Allocation Patterns of US Households across Income Levels in the 21st Century*. *Journal of Consumer Affairs*, 54(1), 342-387.

Readings week 3, Characteristic space demand models:

- Lusk, J. L. (2017). *Consumer research with big data: applications from the food demand survey (FoodDS)*. *American Journal of Agricultural Economics*, 99(2), 303-320.
- Taylor, R., & Villas-Boas, S. B. (2016). *Food store choices of poor households: A discrete choice analysis of the National Household Food Acquisition and Purchase Survey (FoodAPS)*. *American Journal of Agricultural Economics*, 98(2), 513-532.

Readings week 4, Models of discrete choice:

- Lusk, J. L., & Briggeman, B. C. (2009). *Food values*. *American journal of agricultural economics*, 91(1), 184-196.
- 2<sup>nd</sup> paper TBD

Week 5 – 8: Behavioral models

Readings week 5, Unitary household models:

- Hamermesh, D. S. (2007). *Time to eat: Household production under increasing income inequality*. *American Journal of Agricultural Economics*, 89(4), 852-863.
- Aguiar, M., & Hurst, E. (2007). *Life-cycle prices and production*. *American Economic Review*, 97(5), 1533-1559.

Readings week 6, Collective household models:

- You, W., & Davis, G. C. (2010). *Household food expenditures, parental time allocation, and childhood overweight: An integrated two-stage collective model with an empirical application and test*. *American Journal of Agricultural Economics*, 92(3), 859-872.

- Dunbar, G. R., Lewbel, A., & Pendakur, K. (2013). *Children's resources in collective households: identification, estimation, and an application to child poverty in Malawi*. *American Economic Review*, 103(1), 438-71.

Readings week 7, *Behavioral economics and food choice*:

- List, J. A., & Samek, A. S. (2015). *The behavioralist as nutritionist: Leveraging behavioral economics to improve child food choice and consumption*. *Journal of health economics*, 39, 135-146.
- Just, D. R., & Wansink, B. (2011). *The flat-rate pricing paradox: conflicting effects of “all-you-can-eat” buffet pricing*. *The Review of Economics and Statistics*, 93(1), 193-200.

Readings week 8, *Biological factors and food choice* :

- Smith, T. G. (2004). *The McDonald's equilibrium. Advertising, empty calories, and the endogenous determination of dietary preferences*. *Social choice and welfare*, 23(3), 383-413.

### Week 9: Oral Critiques of working papers

### Week 10 – 12: Policy Evaluation

Readings week 10: none

Readings week 11, *Social welfare programs*:

- Hoynes, H., Schanzenbach, D. W., & Almond, D. (2016). *Long-run impacts of childhood access to the safety net*. *American Economic Review*, 106(4), 903-34.
- Si, X., & Leonard, T. (2020). *Aging Out Of Women Infants And Children: An Investigation Of The Compensation Effect Of Private Nutrition Assistance Programs*. *Economic Inquiry*, 58(1), 446-461.

Readings week 12, *Marketing and nutrition*:

- Chandon, P. (2013). *How package design and packaged-based marketing claims lead to overeating*. *Applied Economic Perspectives and Policy*, 35(1), 7-31.
- Berning, J. P., Huang, R., & Rabinowitz, A. (2014). *An evaluation of government and industry proposed restrictions on television advertising of breakfast cereals to children*. *Journal of Consumer Policy*, 37(4), 507-525.

### Week 13 – 14: Firm conduct and structural policy analysis

Readings week 13, *Menu approach analysis*:

- Nevo A. 2001. "Measuring Marketing Power in the Ready-To-Eat Cereal Industry." *Econometrica*, 69, 307-342.

Readings week 14, *Vertical structure analysis*:

- Berto Villas-Boas, S. (2007). *Vertical relationships between manufacturers and retailers: Inference with limited data*. *The Review of Economic Studies*, 74(2), 625-652.

### Week 15: Proposal Presentations

### Week 16: Proposal reviews due

**My Plan:** Prior to break, I will continue doing lectures in person as long as I can and assuming enough students can attend. If necessary, we can switch to live online lectures using Teams or Echo360. All lectures will be recorded and posted on Canvas. If you cannot make it to class, or decide you don't want to be on campus, please email me to let me know what is going on and

watch the lectures online. You are still required to keep up with the reading and submit your assignments on time, assuming you are healthy.

After break, we will be entirely online. If everyone is able, we will continue lectures live at the same time using Teams or Echo360. The final presentations will be presented live on Teams. If you cannot make it, a recorded presentation will be sufficient.

**Soapbox:** You are all intelligent and capable. As such, your opportunity cost for grad school is high. I therefore expect you are motivated to do well. This means *you* will invest in your learning and *your* research interests. I will help guide you the best I can, but the work will come from you.

**Important information for Students:** All students should fill out a student-specific symptom checker each day before coming to class (<https://covidrecovery.colostate.edu/daily-symptom-checker/>). In addition, please utilize the symptom checker to report symptoms, if you have a positive test, or exposed to a known COVID contact. If you know or believe you have been exposed or are symptomatic, it is important for the health of yourself and others that you report it through this checker. You will not be in trouble or penalized in any way for reporting. If you report symptoms or a positive test, you will receive immediate instructions on what to do and CSU's Public Health Office will be notified. Once notified, that office will contact you and most likely conduct contact tracing, initiate any necessary public health requirements and/or recommendations and notify you if you need to take any steps. For the latest information about the University's response, please visit the CSU COVID-19 site (<https://covidrecovery.colostate.edu/>).

### **Copyrighted Course Materials:**

Please do not share material from this course in online, print, or other media. Course material is the property of the instructor who developed the course. Materials authored by third parties and used in the course are also subject to copyright protections. Posting course materials on external sites (commercial or not) violates both copyright law and the CSU Student Conduct Code. Students who share course content without the instructor's express permission, including with online sites that post materials to sell to other students, could face appropriate disciplinary or legal action.

### **Principles of Community**

In this course we strive to follow and extend Colorado State's University's Principles of Community, and welcome spirited discussion, lively debate and pursuit of knowledge in a manner that respects each of us as individuals.

The Principles of Community support the Colorado State University mission and vision of access, research, teaching, service and engagement. A collaborative and vibrant community is a foundation for learning, critical inquiry, and discovery. Therefore, each member of the CSU community has a responsibility to uphold these principles when engaging with one another and acting on behalf of the University.

**Inclusion:** We create and nurture inclusive environments and welcome, value and affirm all members of our community, including their various identities, skills, ideas, talents and contributions.

**Integrity:** We are accountable for our actions and will act ethically and honestly in all our interactions.

**Respect:** We honor the inherent dignity of all people within an environment where we are committed to freedom of expression, critical discourse, and the advancement of knowledge.

**Service:** We are responsible, individually and collectively, to give of our time, talents, and resources to promote the well-being of each other and the development of our local, regional, and global communities.

**Social Justice:** We have the right to be treated and the responsibility to treat others with fairness and equity, the duty to challenge prejudice, and to uphold the laws, policies and procedures that promote justice in all respects.

**Need Help? Rams Take Care of Rams:**

Reach out and ask for help if you or someone you know is having a difficult time. Always feel free to come and talk to me; I will always make myself available to help connect you with any resources you need. CSU is a community that cares for you. If you are struggling with drugs or alcohol and/or experiencing depression, anxiety, overwhelming stress or thoughts of hurting yourself or others please know there is help available. Counseling Services has trained professionals who can help. Contact 970-491-6053 or go to <http://health.colostate.edu>. If you are concerned about a friend or peer, tell someone by calling 970-491-1350 (or visit <http://safety.colostate.edu/tell-someone.aspx> ) to discuss your concerns with a professional who can discreetly connect the distressed individual with the proper resources. Rams take care of Rams.

**Academic Integrity:**

Academic misconduct (see examples below) undermines the educational experience at Colorado State University, lowers morale by engendering a skeptical attitude about the quality of education, and negatively affects the relationship between students and faculty/instructors.

Faculty/Instructors are expected to use reasonably practical means of preventing and detecting academic misconduct. Any student found responsible for having engaged in academic misconduct will be subject to academic penalty and/or University disciplinary action. Students are encouraged to positively impact the academic integrity culture of CSU by reporting incidents of academic misconduct.

Examples of academic misconduct include (but are not limited to):

1. Cheating – Cheating includes using unauthorized sources of information and providing or receiving unauthorized assistance on any form of academic work or engaging in any behavior specifically prohibited by the instructor in the course syllabus or class presentation.
2. Plagiarism – Plagiarism includes the copying of language, structure, images, ideas, or thoughts of another, and representing them as one's own without proper acknowledgment, and is related

only to work submitted for credit. Also included is the failure to cite sources properly; sources must always be appropriately referenced, whether the source is printed, electronic or spoken.

3. Unauthorized Possession or Disposition of Academic Materials – Unauthorized possession or disposition of academic materials includes the unauthorized selling or purchasing of examinations, term papers, or other academic work; stealing another student's work; and using information from or possessing exams that an instructor did not authorize for release to students.

4. Falsification – Falsification encompasses any untruth, either verbal or written, in one's academic work.

5. Facilitation of any act of Academic Misconduct – Facilitation of any act of academic misconduct includes knowingly assisting another to commit an act of misconduct. Plagiarism and Academic Integrity

We take the issue of academic integrity very seriously in this course. You are expected to do your own work and to not access notes or the web during an exam, copy from someone else's exam or to provide exam answers to another student during an exam. We reserve the right to proctor all exams and will take actions to ensure that all students are following this policy.

**Plagiarism:**

"Plagiarism includes the copying of language, structure, ideas, or thoughts of another, and representing them as one's own without proper acknowledgment. Examples include a submission of purchased research papers as one's own work; paraphrasing and/or quoting material without properly documenting the source" (CSU Policies and Guiding Principles, 2017-2018).

Our motivation for rigorously enforcing a no-plagiarism policy is twofold: First, plagiarism is a form of theft. Taking someone else's words or ideas without attribution is stealing someone else's work. Second, copying someone else's work does not fulfill the purpose of the assignment, which is for you to develop critical thinking and analysis skills. You demonstrate this by presenting your own, new, synthesis and analysis in your writing. Simply copying or paraphrasing from source materials does not demonstrate this, however insightful the source(s) may be. Good writing generates new knowledge. This should be your goal in this class, in other courses at CSU and in your career after you leave here.

In this course all written work will be spot checked for plagiarism issues by both instructors and originality checking software such as VeriCite. If you are caught plagiarizing materials you will receive a 0 for the assignment/exam/project, and depending upon the severity of the offense, an F in the course. All examples of plagiarism or academic dishonesty and will be reported to the Office of Conflict Resolution and Student Conduct Services for additional disciplinary action as outlined in the student handbook under the heading "academic integrity/Misconduct" (<http://catalog.colostate.edu/general-catalog/policies/students-responsibilities/> ).

**Canvas Email System Utilization:**

Using the University's systems or networks for personal gain; for example, by selling access to your eID or to university systems or networks, or by performing work for profit with university resources (e.g. selling your notes or promoting a personal agenda) in a manner not authorized by the University is strictly forbidden within the CSU Code of Conduct and also CSU's policy for

Acceptable Use for Computing and Networking Resources. All cases of this type of code violation will be reported to the Office of Conflict Resolution and Case Management and dealt with following CSU legal counsel guidance.

**Lauren's Promise:**

*I will listen and believe you if someone is threatening you.*

*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 National Alternatives to Violence at 877-334-2887 (24-hour crisis hotline).

**Sexual Assault and Violence Elimination:**

CSU's Student Sexual Harassment and Violence policy, following national guidance from the Office of Civil Rights, requires that professors follow CSU policy as a "mandatory reporter" of any personal disclosure of sexual harassment, abuse, and/or violence related experiences or incidents shared with the professor in person, via email, and/or in classroom papers or homework exercises. These disclosures include but are not limited to reports of personal relational abuse, relational/domestic violence, and stalking. While professors are often able to help students locate appropriate channels of assistance on campus (e.g., see the CSU Health Network link below), disclosure by the student to the professor requires that the professor inform appropriate CSU channels to help ensure that the student's safety and welfare is being addressed, even if the student requests that the disclosure not be shared.

For counseling support and assistance, please see The CSU HEALTH NETWORK, which includes a variety of counseling services that can be accessed at: <http://www.health.colostate.edu/>. And, The Sexual Assault Victim Assistance Team is a confidential resource for students that does not have a reporting requirement and that can be of great help to students who have experienced sexual assault. The web address is <http://www.wgac.colostate.edu/support> .