

AREC 310

Agricultural Marketing-SPRING 2019

Instructor:	Dr. Dawn Thilmany	
Campus Office:	B310 Clark	
Office Phone:	970-491-7220	Email: Dawn.Thilmany@colostate.edu
Class Times:	T, Th 9:30-10:45 am Clark A206	Office Hours: 1:00 – 3:00 pm Wednesdays or by appointment
Teaching Assistant:	Mostafa Shartaj Clark B302	E-Mail: Mostafa.Shartaj@colostate.edu Office Hours: Tuesday 1-3 pm or by appt
Prerequisite:	AREC/ECON 202 (Principles of Microeconomics)	Textbook: None

Additional Requirements:

All students are required to sign up for a simulated web-based trading exercise. Cost is approximately \$30 per group. More discussion about this exercise will be provided in the first few weeks of class.

<https://www.stocktrak.com/members/registerstudent?className=CSU-AREC310-Spring2019>

AREC STUDENT LEARNING OUTCOMES:

The Department of Agricultural and Resource Economics has identified learning outcomes that each successful graduate will exhibit.

Professional Development: Graduates will embody a general awareness of issues in agricultural and natural resource management and their implications in a larger societal context.

Technical Competence: Graduates will demonstrate technical competency including the ability to appropriately use economic theory in formulating analytical problems, identifying and gathering appropriate data, and employing appropriate economic methods to analyze those problems, utilizing appropriate available computer technology.

Problem-solving Skills: Graduates will demonstrate the ability to solve real-world problems beyond the context of the classroom.

Communication Skills: Graduates will demonstrate proficiency in oral and written communication in terms of substance, organization, mechanics, documentation, and synthesis.

COURSE OBJECTIVES:

The primary objective is to foster development and understanding of key agricultural marketing issues and concerns, equip you with analytical skills that may be utilized to evaluate different marketing problems and programs from both the industry and firm perspective.

AREC 310 contributes to the following learning outcomes:

- Understand the functions performed and appreciate the importance and the complexity of the agricultural and food marketing system. (Problem-solving Skill and Professional Development Learning Objectives)
- Understand the basic workings of the futures markets for speculators and hedgers, and how these may be used by producers and firms to manage price risk. (Technical Competence Learning Objective)
- Be able to apply the basic economic concepts and analytical tools to understand the market forces that affect prices and to be able to use these tools to evaluate markets, prices, and current agricultural marketing issues. (Technical Competence and Problem-solving Skills Learning Objectives)
- Refine your ability to think critically and be able to justify your position with relevant economic logic by developing an analytical approach and decision-making framework for economic decisions made by producers & firms in the marketing system. (Communication Skills and Problem-solving Skills Learning Objectives)

GRADING:

Exams: Three examinations (including the final) will be offered. All three exams will be worth 150 points each. The lowest exam score will be dropped. Thus, no make-up exams will be given (If you are missing the exam for a university excused absence it is your responsibility to make arrangements with me at least 2 weeks before the exam). The exams will be worth 300 points in total.

Homework/In-class assignments: There will be several homework sets throughout the course that will include problem sets, computer based exercises, etc. The assignments will be worth approximately 200 points in total. **Late assignments will not be accepted.**

Quizzes: There will be several announced quizzes that will be given throughout the semester, but unannounced quizzes may be given in class to encourage attendance. The quizzes will be worth 100 points in total.

Simulation Trading Project: There will be a computer simulation trading project that will provide you with experience speculating in the futures market. Instructions concerning this project will be provided in a separate handout. The simulation trading project will be worth 150 points.

	<u>Total Points Possible</u>
Tests	300
Homework	100
Simulation Trading Project	150
Quizzes	100
In Class Assignments	<u>100</u>
Total Points	750

Grade Scale: **A:** 90-100%, **B:** 80-89%, **C:** 70-79%, **D:** 60-69%, **F:** <60%

(The instructor reserves the right to given pluses and minuses, but it will always favor the student. The total number of points in this course may differ from the 750 points listed below dependent on the number of homework assignments and quizzes that are given)

Additional Important Information for AREC 310:

Academic Integrity:

To achieve the best possible learning experience, students must complete all of the homework, exams, and quizzes on their own (unless otherwise stated). If students fail to complete their own work, they are cheating themselves out of their education. Any form of academic dishonesty (cheating, plagiarism, forgery, etc.) will not be tolerated in this course. This course will adhere to the Academic Integrity Policy of the Colorado State University [General Catalog](#) and the [Student Conduct Code](#).

Attendance Policy:

Although attendance is not mandatory, it is highly recommended that you attend class. In the event you will be absent from class, please inform me of this in person prior to your absence. To receive credit for any missed assignments.

Cell Phones & Other Electronic Devices:

Cell phones, pagers, blackberries, PDA's, etc. must be turned to silent or vibrate mode during class. No texting, emailing, surfing the internet, etc. will be allowed during class.

Accommodations:

Any student with a disability who needs an accommodation or other assistance in this course should make an appointment to speak with me within the first two weeks of class.

Principles of Community: 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.

Mental Health statement: 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 at by calling 970.491.1350 to discuss your concerns with a professional who can discreetly connect the distressed individual with the proper resources (<http://supportandsafety.colostate.edu/tellsomeone>). Rams take care of Rams. Reach out and ask for help if you or someone you know is having a difficult time.

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/need-help-support>.

Tentative Course Outline AREC 310 – Spring 2019 (All topics may not be covered as fully if more time is needed on any specific topics or current market events that arise and are worth discussion)

Week	Assignment
Weeks 1-2	<ul style="list-style-type: none"> • Review <ul style="list-style-type: none"> ○ Syllabus and Simulation Trading Project • Read: Online readings on Marketing Basics and Food Markets • Lecture 1 – Introduction to Ag. Marketing
Weeks 2-3	<ul style="list-style-type: none"> • Lecture 2 – Risk Management and the Futures Market • Begin Simulation Trading Project, February 5th workday with teams
Week 4	<ul style="list-style-type: none"> • Read: ERS Agricultural Contracting Update: Contracts in 2008 • Lecture 3 – Contracts
Weeks 4-5	<ul style="list-style-type: none"> • Read: Online Chapters • Lecture 4 – Demand, Supply, and Elasticities
Week 6	<ul style="list-style-type: none"> • Lecture 5 – Price Discovery • Read: Market and Price Behavior Readings Online <p><i>EXAM I – Tentative Feb 26th</i></p>
Weeks 7-8	<ul style="list-style-type: none"> • Lecture 6 – Derived Demand, Derived Supply, and Marketing Margins • Read: USDA ERS and AMS Readings on Marketing Costs and Margins • Lecture 7 – Food Marketing Costs
Week 10-11	<ul style="list-style-type: none"> • Lecture 8 – Indices • Lecture 9 – Markets Across Space <p>Spring Break week 9</p>
Weeks 12-13	<ul style="list-style-type: none"> • Read: Trade Readings Online • Lecture 10 – Interregional Trade <p><i>EXAM 2 – Tentative April 4th</i></p>
Week 14-16	<ul style="list-style-type: none"> • Lecture 11 – International Trade • Simulation Trading Project Ends • Simulation Trading Project Report Due
Week 17	<ul style="list-style-type: none"> • Speakers and Current Issues <ul style="list-style-type: none"> ○ Lecture 12 – Storage • Review for Final
	<p><i>Final (cumulative) - Tuesday May 14th 9:30 – 11:30 am</i></p>