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Secretary: Denise Davis  
Office: B-321 Clark Building  
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Class Meeting Time and Location: C-364 Clark Building from 1:00-1:50 p.m. MWF.

Office Hours: by appointment. The instructor maintains an open door office policy. However, it is a good idea to call or email first. I am also willing to meet informally outside of class hours to discuss readings, home works, and the methodology applied in class, research, and science.

Course Objective:

Marketing techniques, industrial organization/competition for agricultural products in U.S. domestic, international trade, and developing country markets.

This is a course in applied agricultural product marketing. Agricultural product marketing includes such diverse topics as supply/demand analysis, marketing margins, and market equilibrium. The main objective of the course is to initiate students to the practice of reading and conducting applied agricultural marketing research. The course will emphasize development of logical and analytical skills. The process of practicing applied agricultural marketing research involves understanding and integrating economic theory, analytical methods, and problem-solving methodology.

Prerequisites:

Students need some familiarity in microeconomic theory, statistical and optimization methods, and differential calculus. An introductory agricultural marketing course (e.g., EA 310) is beneficial.

Texts:

The texts are useful supporting resources. Much other required reading will come from a reading list provided by the instructors from journal articles available electronically.


Grading:

Grades are computed on a total points basis with 400 possible points available. Points are distributed as follows:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problem Sets</td>
<td>100</td>
</tr>
<tr>
<td>Readings Leader</td>
<td>100</td>
</tr>
<tr>
<td>Readings Participant</td>
<td>100</td>
</tr>
<tr>
<td>Term Paper</td>
<td>100</td>
</tr>
<tr>
<td>Total Points</td>
<td>400</td>
</tr>
</tbody>
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The instructor reserve the right to alter the relative weight of assignments within the total point framework as deemed appropriate.

Assignments:

Problem sets will be used to integrate classroom concepts into practical agricultural marketing analysis. Students will be assigned at least two problem sets that are designed to introduce analytical and empirical methods. Problem sets will include data analysis and/or manipulation of data sets provided by the instructor. Problem set questions will focus on the modeling technique, results, and interpretation of results. Students will perform the analysis, write a report describing the results and answering relevant questions. Students will need to become familiar with at least one spreadsheet and statistical regression software package.

Teams of students will be required to lead the discussion of assigned journal articles in the classroom. Discussion presentations need not be a formal presentation, but students should be prepared to discuss the article’s problem statement, contribution, methods and results. Teams should strive to avoid reading the article, but rather focus on salient points, critical analysis and suggestion for extension.

Students will also write a term paper. The length will be no more than 12 pages. The paper will be a forecasting model – or an explaining model. The assignment is cumulative. The first draft of the paper will present the Problem Statement, Objectives, and Hypotheses if applicable. The second draft will present an econometric model, data requirements, and anticipated results. The final version will demonstrate applied research and will the base of a paper to be submitted for presentation at professional meetings. All term paper assignments must be completed on schedule.

Students will have varying responsibilities when it comes to the research project. Ph.D. students will be asked to read related topical journal articles and write a brief synthesis of the research. The synthesis should discuss the problem addressed by the literature, summarize the contribution of each article, discuss methods and suggest opportunities for additional work. The articles should be marketing related but not of topics covered in the course. MS students will prepare the same synthesis, but can review extension articles as well as journal articles. All papers should be no more than twelve pages and formatted with double-spaced lines, 12 point font, one-inch margins.
Course Philosophy:

My approach to teaching agricultural marketing is to teach theory, applications, and examples. Theory is important. Theory is the constant – it evolves slowly. Well-learned theory can be applied to many problems. And forgetting your theory will lead you to make enormous mistakes. But, I believe students can be motivated to learn theory through applied problem solving. You probably chose the profession you did because of a desire to do something good, rather than because you wanted to be a scholar. Further, I am an applied economist and this is a Land Grant university. We are supposed to do applied research. I want you to leave this course with a set of technical skills, an ability to read available research, and conduct applied agricultural marketing research using basic and current models and methods. This goal will be addressed through the two types of graded out-of-class assignments, readings, and the material covered in lectures.

The problem sets are to expose the student to a breadth of topics. Different economic problems require different models and methods.

The term paper is designed to get the student to think in depth about thesis or some other publishable research. Sometimes research problems require very simple methods. However, agricultural marketing research has experienced technical progress. Practitioners have to develop more numerous and more complex skills. Why publishable research? Any research worth doing is worth writing about. Any written publication is worth circulation among ones peers. Furthermore, writing is thinking.

The reading and discussion assignments are to get the student thinking like a scientist. It is important to develop an interest in (marketing) economic problems, develop the habit of reading scientific research outlets, and develop skills communicating with peers.
Name: 

Department: 

Degree Sought and Years in Program: 

Previous Course Work (List graduate or highest level undergraduate courses):

Agricultural Economics

Economics

Statistics

Programming

Mathematics

List spreadsheet, statistical, and programming software with which you are familiar: