

**Spring 2008: AREc 461 Agricultural and Food Policy Issues  
Tuesday/Thursday 10:00 to 11:50 (Strand 203)**

**Larry Lev**

**Department of Agricultural and Resource Economics  
221C Ballard Extension Hall**

**737-1417**

[larry.lev@oregonstate.edu](mailto:larry.lev@oregonstate.edu)

**Contacting me & office hours:** Email is an excellent way to communicate with me. I travel frequently **but I have an open door policy so if I am in I will meet with you.** My scheduled office hours are the best times to find me:

**Tuesday 4:00 - 5:00**

**Friday 2:00 - 3:00**

My secretary is Tjodie Richardson in Ballard 208 (737-1399)

**Statement Regarding Students with Disabilities**

"Accommodations are collaborative efforts between students, faculty and Services for Students with Disabilities (SSD). Students with accommodations approved through SSD are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through SSD should contact SSD immediately at 737-4098."

**Link to Statement of Expectations for Student Conduct, i.e., cheating policies**  
<http://oregonstate.edu/admin/stucon/achon.htm>

**Course description:** Principles of agricultural and food policy formulation; agricultural adjustment processes; agricultural price and income policies in relation to land use, water, and food policies; interrelationships among U.S. and foreign agriculture and trade policies. **Designated *writing intensive course*. Prerequisite AREc 300 or Econ 311. If you haven't had the prerequisite, you MUST have my permission to take the course.**

AREc 461 serves as the writing intensive course (WIC) for students who pursue the Agricultural Business Management (ABM) degree and is only offered as a WIC course. AREc 461 is part of the OSU Baccalaureate Core and fulfills the requirement for study related to Contemporary Global Issues (CGI).

**Course Objectives/Student Learning Outcomes**

1. Understand the historical, political, social, cultural and economic context in which U.S. food and agricultural policy has evolved and is evolving and how this relates to the global agricultural system

2. Identify and assess primary policy goals and objectives with respect to food and agriculture.
3. Understand the public policy process as it affects the food and agricultural sector in the U.S. and to a more limited extent in other countries
4. Improve your ability to utilize economic theory and concepts to read and evaluate specific public policy initiatives.
5. Improve your abilities to compare and analyze policy alternatives and to write clearly and concisely. Through these written outputs and a series of in-class exercises students will develop their critical thinking, reading, and writing skills.
6. Demonstrate the knowledge and use of specialized vocabulary, format, and documentation as used in agricultural policy analysis.
7. Recognize that understanding public policy is a lifetime challenge.

Taken as a set, these learning outcomes address all six of the CGI criteria. The course will encourage students to cross disciplinary boundaries in searching for diverse opinions and perspectives on agricultural policy issues and then prepare their own clearly written analyses. Most of these issues have significant international implications.

**Texts:**

*Agriculture and Food Policy*. Knutson, Penn, Flinchbaugh, and Outlaw. Prentice Hall. Sixth Edition. 2007. At bookstore and on 2-hour reserve at the Valley Library.

**Course Reading packet – available at the bookstore. We will use these readings very intensively.**

**Additional readings or links will be provided in class**

**Exams, Quizzes & Grading Policy**

**Exams:** First Midterm in class on May 6<sup>th</sup>.

Final as scheduled during Exam week

Both exams have equal weight in the final grade (20% for each). In the past, each exam has been about 75 minutes long for most students.

**Grading will be on a straight scale:**

A/A-:	100-90	D+/D/D-:	69-60
B+/B/B-:	89-80	F:	59 and below
C+/C/C-:	79-70		

**Distribution of points**

Homework	60 (5 @ 12 points each)
In class writing	75 (17 @ 5 points each; 2 are extra-credit)
Summaries	20 (2 @ 10 points each)
Midterm Exam	100 points
Worksheet	15 points
Paper 1: Getting Started	30 points (includes 2 summaries)
Paper 2A: 1 <sup>st</sup> Version	40 points
Paper 2B: Final	30 points

Paper 3: Condensed Version	30 points
Final Exam	<u>100 points</u>
<b>TOTAL POINTS</b>	<b>500 points</b>

*I will provide significant guidance in class as to what is required to successfully complete all assignments and exams. It is your choice whether to follow this guidance.*

**CLASS OUTLINE**

<b><u>Date</u></b>	<b><u>Topics</u></b>	<b><u>Reading**</u></b>	<b><u>Assignment Due</u></b>
4/1	Introduction		
4/3	Policy Forces	Ch.1 <b>Kuchler et al.</b>	<b>SUMMARY 1</b>
4/8	Govt. Involvement	Ch. 2 <b>Doering/Outlaw Babcock</b>	
4/10	Policy Process	Ch. 3 <b>Kuchler/Golan</b>	<b>SUMMARY 2</b>
4/15	<b>Geopolitical</b>	Ch. 4 <b>Jerado Shane/Liefert</b>	<b>WORKSHEET</b> (includes 2 summaries)
<b>4/17#</b>	WTO	Ch.5 <b>Effland et. al. Schnepf Haley Shane/Sundell Haley</b>	
4/22	<b>COOL.</b>	<b>Becker Brester et al Umberger Anderson/Hudson</b>	
<b>4/24#</b>	Trade and dev	Ch. 6 <b>Hornbeck</b>	<b>PAPER 1</b>
<b>4/29</b>	US Farm Policy	Ch. 7 <b>Schnepf Johnson</b>	
<b>5/1#</b>	<b>US Farm Policy</b>	<b>Ogg/Kooten Offutt/Kuhn/Morehart</b>	
<b>5/6</b>	<b>MIDTERM</b>		
<b>5/8</b>	<b>US Farm Policy</b>	<b>Dimitri/Oberholzer</b>	
5/13	Limited Resources	CH 8 <b>Abdalla et. al Claassen/Aillery Hansen/Hellerstein</b>	
<b>5/15#</b>	Limited Resources	<b>Lambert/Sullivan Smith/Weinberg</b>	<b>PAPER 2A(Initial)</b>
5/20	Env. Policy	Ch. 9	

5/22	Env. Policy	<b>Conner Coyle</b>	
<b>5/27#</b>	Food Safety	Ch. 10 <b>Unnevehr Carter/Gruere Golan et. al.</b>	<b>PAPER 2B (FINAL)</b>
5/29	Food Assistance	CH. 11 <b>Shapouri/Rosen LeBlanc et. al.</b>	
6/03	Immigration	<b>Martin Emerson</b>	
<b>6/5#</b>	"What I Learned"	<b>Chapter 12</b>	<b>PAPER 3</b>

#Date that paper assignment is due

**Written Assignments (including homework):**

Writing intensive courses (WIC courses) serve to acquaint students with writing as practiced in their chosen academic discipline. Each WIC course must meet certain requirements for the length and type of written assignments. This course will encourage students to integrate major concepts and important facts about ABM and to communicate this information in a professional manner. **The website for the WIC program (<http://wic.orst.edu/>) provides useful references for students who have questions about their writing.**

All written assignments need to be typed (unless otherwise specified). Spelling and grammar will represent 20% of the grade so it will pay to make sure that your papers are error-free.

**\*\*\*Late assignments that are handed in within of one week of the due date will receive an automatic 20% reduction in the potential points available. Assignments that are more than one week late will receive an automatic deduction of 30% in the potential points available AND THE STUDENT MUST COME SEE ME DURING OFFICE HOURS.**

\*\*\*\*\*  
**Plagiarism is a serious offense. Remember, if you use someone else's ideas without referencing them, you are committing an act of plagiarism. Even if you put the ideas into your own words, you must give the originator of the ideas credit for them! All acts of plagiarism will result in severe penalties.**  
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**Article Summaries:**

The ability to understand and summarize diverse viewpoints is essential for the type of analytical policy work that we will be undertaking this term. To develop this skill, you

will write summaries of two assigned articles during the quarter AND you will write summaries of four of your sources for the policy project. Each summary will have the following **4-sentence format**:

**Heading:** Name of author, title of work, where published, date (in parentheses),

**Sentence 1:** name of author, verb (such as "assert", "argue", "suggest", "claim", "imply") and a THAT clause containing the major assertion (thesis statement) of the work.

**Sentence 2:** Explain how the author supports and/or develops the thesis (a bulleted list of three to four items is the easiest way to do this).

**Sentence 3:** State the author's purpose in writing the article. A good purpose statement provides a precise answer to the question "Why did the author write this article?" This needs to be different from Sentence 1.

**Sentence 4:** Identify as specifically as possible the audience whom the author was addressing. Do this by using the format *Audience: group 1, group 2*

**\*\*Finally, list all ideas or phrases that you couldn't understand in the article.**

### Definitions of Policy

**Policy is a guiding principle leading to a course of action or specific program that is pursued by government (text page 1).**

**Whatever governments chose to do or not to do. (Thomas Dye)**

**Public policy consists of political decisions for implementing programs to achieve societal goals.**

**(Charles Cochrane and Eloise Malone)**

**Policy is defined as a deliberate course of action, as contrasted with a haphazard or capricious type of activity, chosen and followed by a public body, private firm, family, or individual... Distinguishing public policy from private policy rests on how the policy is made rather than whom it affects. Public policy is made by individuals in their roles as citizens; in groups and organizations with a public objective or goal; and in participatory governments at local, state, or national levels. By contrast, private policy is made by individuals, families, firms, and policy makers of authoritarian governments.**

**(Halcrow, Spitze, and Allen-Smith)**

**Agriculture and food policies embody the principles that guide government programs that influence production, the resources utilized in production; the**

**domestic and international markets for commodities and food products food consumption and nutrition, food safety, and the conditions under which people live in rural America (text page 1)**

## **AREc 461: Policy Worksheet and Papers**

You will complete two sets of worksheets and a series of three related papers **on a single policy topic that you select**. For the second paper in this series you will write both a first and a final version. The third paper will be a condensed version of the final version of the second paper. Each of these assignments will be graded independently.

I will give you a detailed description of each assignment. Below is an overview of all of the components.

### **Choosing an issue:**

Each of you should select a topic area from the list of six I have provided. These are broad topic areas and you may want to work on a subtopic within the broad area. ***Your key responsibility is to summarize and analyze what other individual and groups have written about the issue.*** You need to be able to produce all the documents that you cite, including all documents from the web.

- Newspaper articles **ARE NOT USEFUL** and therefore **ARE NOT ACCEPTABLE** materials for your research papers.
- **All three papers are research papers so you need to identify and use relevant resource materials.** Part of your grade will be tied directly to strength of your references. The best papers cite materials from stakeholder groups on multiple sides of the issue as well as “neutral analysts”. You **MUST** include some **academic/government, peer-reviewed literature.**
- Provide a bibliography with each paper that correctly cites all of your sources.

<b><u>DUE DATE</u></b>	<b><u>ASSIGNMENT</u></b>	<b><u>LENGTH</u></b>
4/15	Worksheet	NA
4/24	Paper 1	750-1000 words
5/15	Paper 2A (initial)	2000-2500
5/27	Paper 2B (final)	2000-2500 (revised)
6/5	Paper 3	1000 words

**Worksheet:** can be handwritten or typed. The worksheet serves to insure that you are on the right track. **Be sure to choose a topic that will allow you to successfully complete all three papers.**

**Paper 1:** Introducing the topic.

- ❖ Length: 750-1000 words (1.5 to 2 pages single spaced)
- ❖ Make sure that your paper is well organized and uses appropriate subheadings.
- ❖ ***The reader should be unable to decipher your personal perspective on this policy issue.***

- ❖ Summary of the policy issue as you perceive it. – be sure to include a discussion of the key areas of disagreement
- ❖ Short description of the main types of stakeholders.
- ❖ Short discussion of why you selected this topic and what your learning objectives are.

### Paper 2

- ❖ **Length: 2000 to 2500 words (about 5 pages single spaced)**
- ❖ Make sure that your paper is well organized and uses appropriate subheadings.
- ❖ ***The reader should be unable to decipher your personal perspective on this policy issue.***
- ❖ Provide background to the issue by describing the history and context. Provide a short discussion of the current legal status of the issue.
- ❖ Provide a detailed discussion of the specific stakeholders who play a role in the current debate over the issue.
- ❖ Analyze at least two alternative approaches to the issue. A continuation of the status quo probably should represent one alternative. Make it clear how the various stakeholder groups view these proposals. Provide your own **analysis** of the economic, social and (where applicable) other implications of each proposal. *You need to use economic tools and concepts to accomplish this.*
- ❖ **Look back at Course Objectives 1 – 4 (first page of the syllabus) – you should be addressing each of them in your paper.**

### Paper 3: 1000 words maximum

- ❖ This assignment requires you to write a short paper that will be read by a busy decision-maker. It must follow exactly the format. Write this paper in a bulleted style but continue to provide citations where needed.
- ❖ ***The reader should be unable to decipher your personal perspective on this policy issue until the last section.***
- ❖ Boil down everything in papers 1 & 2 to fewer than 1000 words. Ordinarily this paper should not contain any new information.
- ❖ ***In the final one or two paragraphs describe your own position and justify that position.***

## **Class Survival Guide**

- **Have an open mind – it helps to see multiple sides of issues**
- **Start on paper early**
- **Follow outlines when doing assignments**
- **In your writing, get to the point**
- **Make sure you get the easy points throughout the quarter.**
- **Use the vocabulary in assignments**
- **The same concepts come up multiple times over the quarter – learn them**