AGEC 5011
Seminar in Agricultural Economics and Agribusiness
Fall 2015 - Spring 2016

AGEC 5011 is a required course of the M.S. program. The goals and objectives of this course are to:

1. Have students start thinking like economists
   a. Develop a thorough working understanding of economic and business management concepts
   b. Integrate & synthesize economic concepts to public policy issues & current events
2. Communicate economic concepts and information to professional and lay audiences

Seminar activities span both fall and spring semesters, and all students are expected to participate in seminar activities both semesters regardless of when they enter the program. Students actually register for AGEC 5011 during their second semester, so students who enter the M.S. program summer or fall register for AGEC 5011 spring semester, and students who enter the program spring semester, register for AGEC 5011 fall semester.

Fall semester, all M.S. students will meet together for a series of discussions, presentations and assignments as outlined below. Spring semester, thesis and non-thesis students will meet together and separately as directed to work on their capstone projects.

This course will have three elements.

1. Participation/presentation
2. Writing/editing/review/critique
3. Capstone project
   a. Case Study
   b. Thesis proposal

Students are expected to attend and participate by being prepared to: (1) discuss assigned readings, (2) frame policy issues in economic terms and articulate alternative approaches to issues and possible consequences of each approach, and (3) engage colleagues in discussion of issues based on economic principles. Students will be prepared to discuss the assigned article(s) and how it applies to their program of study and potential careers. In addition, students are expected to be attentive listeners and engaged members of the audience during student presentations.

The fall 2015 seminar schedule is outlined below – subject to change.

August 27  Seminar Orientation  
September 3  Library resources  
September 10  Professionalism discussion – Negroni article  
September 24  Research Inspiration – Ladd article  
October 1  Writing tips and first writing assignment  
October 8  Review of first writing assignment  
October 12  Policy Forum – extra credit – Attendance STRONGLY encouraged  
October 15  Alternatives/consequences approach to policy issues – group assignments  
October 29  Group policy discussions  
November 5  Group policy discussions  
November 12  Group policy discussions and second writing assignment  
November 19  Second writing assignment due – no class
December 3 Review of second writing assignment and overview of spring activities

The first writing assignment will be a short (750 word max) memo to your future boss about an issue related to the future of your company/organization. You will have 24 hours (or less) to complete this assignment. The second writing assignment will be a “work related problem” that you are asked to provide input for your supervisor. This memo can be 2,500 words in length and you will have one week to complete the assignment. Both assignments will be made in class. These writing assignments are individual assignments and not group projects. The policy discussion exercise is a group assignment.

The spring semester will be devoted to capstone projects. Thesis students will work with Dr. Nalley to develop their thesis proposal. Non-thesis students will work with Dr. Halbrook and other faculty on a case study. The case study project will be a team effort. Typically, these are three-person teams, but that can vary depending on the number on non-thesis students each semester.

Thesis proposals and case studies will be presented by the students in a public forum/seminar before the end of the spring semester. Case study presentations will be judged by a faculty panel. Students with the best presentations will be invited to participate in the AAEA Graduate Student Case Study Competition at the summer meeting in Boston, expenses paid by the department.

January 21 Project orientation – thesis and non-thesis students meet separately

Thesis students and non-thesis student will meet with Dr. Nalley and Dr. Halbrook respectively throughout the semester as announced.

April 7-8 Case Study presentations
April 14-28 Thesis proposal presentations

Thesis students will complete and present their thesis proposal and a draft of their literature review section by the end of the semester. This work will be done under the guidance of Dr. Nalley and in consultation with their major professor.

The expected grade in this course is A. This grade can be earned by regular attendance and completing all assignments on time and following instructions.

There will be 100 possible points to be earned, allocated to the three elements as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation/presentation</td>
<td>30</td>
</tr>
<tr>
<td>Writing/editing review/critique</td>
<td>30</td>
</tr>
<tr>
<td>Capstone project</td>
<td>40</td>
</tr>
</tbody>
</table>

Grades will be assigned based on total points as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>90+</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
</tr>
<tr>
<td>No credit</td>
<td>79 or below</td>
</tr>
</tbody>
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There will be periodic opportunities for extra points throughout the year.

**Academic Honesty**
As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail. Each University of Arkansas student is required to be familiar with and abide by the University’s ‘Academic Integrity Policy’ which may be found at [http://provost.uark.edu/](http://provost.uark.edu/). Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor.

**Inclement Weather**
All seminar events are covered by the University policy on inclement weather [http://vcfa.uark.edu/Documents/2100.pdf](http://vcfa.uark.edu/Documents/2100.pdf).

**Students With Disabilities:**
If you want to request reasonable accommodations for this class due to a disability, you must first register with the Center for Educational Access (CEA). The CEA will notify the instructor but the student still has the obligation to meet with the instructor to plan the procedures required for adequate accommodation.

**EMERGENCY PROCEDURES**
Many types of emergencies can occur on campus; instructions for specific emergencies such as severe weather, active shooter, or fire can be found at emergency.uark.edu.

**Severe Weather** (Tornado Warning):
Follow the directions of the instructor or emergency personnel. Seek shelter in the basement or interior room or hallway on the lowest floor, putting as many walls as possible between you and the outside. If you are in a multi-story building, and you cannot get to the lowest floor, pick a hallway in the center of the building. Stay in the center of the room, away from exterior walls, windows, and doors.

**Violence / Active Shooter** (CADD):
CALL - 9-1-1
AVOID - If possible, self-evacuate to a safe area outside the building. Follow directions of police officers.
DENY - Barricade the door with desk, chairs, bookcases or any items. Move to a place inside the room where you are not visible. Turn off the lights and remain quiet. Remain there until told by police it’s safe.
DEFEND - Use chairs, desks, cell phones or whatever is immediately available to distract and/or defend yourself and others from attack.