NUTR 0326: Food and Agriculture International Trade  
Fall Semester 2018

Class Meetings: Mondays and Wednesdays 10:30-12:00 Jaharis (TBA)
Instructor: Norbert Wilson
Office hours: Tuesdays and Thursdays, 3:00-4:00, Jaharis 264
Phone: 617-636-0900
Email: Norbert.Wilson@tufts.edu
Graduate Credits: 3 SHUs
Prerequisites: NUTR 238 or permission of Instructor

Course Description: The course is an exploration of international trade policy related to food and agriculture. We will review trade theory, trade policy, and value chains. Students will develop policy briefs on topics of interest.

Course Objectives: Upon completion of the course students will be able to

1. Articulate the role of trade in agriculture and the food industry.
2. Identify major trade themes/theories that shape food and agricultural trade.
3. Develop a policy brief (brief, empirical analysis, etc.) explaining a food or agricultural trade policy issue.

Texts or Materials: We will use portions of the following texts:

5. Selected readings will be available on Canvas.

Academic Conduct: Each student is responsible for upholding the highest standards of academic integrity, as specified in the Friedman School’s Policies and Procedures handbook (https://nutrition.tufts.edu/about/policies-and-procedures) and Tufts University policies (http://students.tufts.edu/student-affairs/student-life-policies/academic-integrity-policy). It is the responsibility of each student to understand and comply with these standards, as violations will be sanctioned by penalties ranging from failure on an assignment and the course to dismissal from the school.
**Classroom Conduct:** You are responsible to come to class prepared to discuss texts or presentations. Do not use cell phones or recording devices during class. For meetings outside of class, please visit during office hours. If those hours do not fit your schedule we can arrange for other meeting times (in person or via WebEx). I would prefer for emails and discussions about class to take place on Canvas. If you have questions or comments that can benefit the entire class, please email the entire class via Canvas. Please note, that I will typically respond to messages Monday-Friday during the work day (8-5 pm), exclusive of holidays. After hours or weekends are reserved for personal affairs, if there is an emergency, I may respond the nearest work day.

**Assessment and Grading:** In the course, we will have five types of graded activities. You will develop a policy brief and give a presentation on the brief based on a topic of interest to a relevant stakeholder group. You will base the policy brief on peer-reviewed articles. Your policy brief can cover any topic, but you must touch on at least three of the trade policy topics and reference the trade theory. You will also present news articles related to the trade topics. Ideally, your news articles will concern the topic of your policy brief as well. We will have discussions of Rivoli’s text over the course of the semester. You will have an ungraded one-page proposal along with a 10-minute policy brief pitch.

Assignments received after their deadline will not be accepted or graded unless extension is approved in advance. Students who are unable to complete an assignment or exam on time for any reason should notify the instructor by Canvas email or phone call prior to the deadline, with a brief explanation for why the extension is needed.

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<thead>
<tr>
<th>ASSIGNMENT</th>
<th>POINTS</th>
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<tbody>
<tr>
<td>POLICY BRIEF PAPER</td>
<td>200</td>
<td>20</td>
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<tr>
<td>POLICY BRIEF PRESENTATION</td>
<td>200</td>
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<td>MIDTERM</td>
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<tr>
<td>PRESENTATION OF NEWS</td>
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<td>15</td>
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<tr>
<td>LEAD T-SHIRT DISCUSSION</td>
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<tr>
<td>CLASS PARTICIPATION</td>
<td>100</td>
<td>10</td>
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<td><strong>TOTAL</strong></td>
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A passing grade in the course is B- or better. Course grades will be based on the below (subject to revision during the course):

- A+ 1000-971 points (>97%)
- A  970-941 points (>94- <=97%)
- A- 940-901 points (>90 - <=94%)
- B+ 900-871 points (>87 - <=90%)
- B  870-841 points (>84 - <=87%)
- B- 800-840 points (>80 - <=84%)

**Tufts WebEx:** Friedman’s on-campus courses may be offered by Tufts WebEx ([https://it.tufts.edu/webex](https://it.tufts.edu/webex)) on days when the Boston campus is closed due to weather or a temporary cancellation issue. Students should expect to be notified by email in the event that class is cancelled and will be provided with the WebEx link for students to use for any remote class sessions. Also, any relevant course slides or materials will be made available on Canvas. The WebEx will be recorded and posted on Canvas when completed. If an on-campus Examination/Presentation was scheduled on a day when the Boston campus is closed due to
weather or a temporary cancellation issue, the exam/presentation will be rescheduled for an alternate on-campus class session date.

Assignments and Submission Instructions:

Policy Brief (Presentation and Paper): The final class product is a policy brief. You are to identify an audience (trade group, industry, NGO, etc.) who would benefit from learning about your policy brief. Develop a brief based on peer-reviewed literature, gray literature, and news articles. The brief should identify a policy issue of interest to the audience and it should explain the issue, identify potential responses to the issue supported by the literature. The brief should lay out arguments for or against the issue and explore how the issue will affect the chosen group. An example policy brief would explain the effects of the U.S. departure from NAFTA for corn growers in the U.S. The 400 points of this assignment are evenly divided between the presentation (200) and paper (200). The length of the brief must be no more than 10 pages with at least 8 peer-reviewed articles.

Midterm: You will receive a take home midterm concerning the trade theory and empirical material. You will have one week to complete the exam. You are not to collaborate with others on the exam. Questions of clarification are permitted, but no additional guidance will be provided. The total points for this assignment is 200.

Presentation of News: Based on four of the five trade policy topics, you are to identify long-form news pieces or reports (from The Economist, NYTimes, The Wall Street Journal. Other less-known news sources are permitted with prior approval). You are to present a 10-minute presentation of the news item. The discussion should provide an application of the theory or topic to the news, a real example of what the academic discussion. The Presentation of News assesses comprehension of trade topics. The total points for this assignment are 150. News presentations will be based on the following rubric.

- Preparation—25%
- Relevance and timeliness—25%
- Ability to link discussion of the trade topic—25%
- Overall breadth and depth of discussion—25%

Book Discussion Leadership: We will have four discussions centered on the text The Travels of a T-Shirt in the Global Economy. You are expected to engage in the discussion. Depending on class size, you or a group of you will be responsible for leading the group discussion, which is worth 150 point. Discussion will be based on the following rubric.

- Preparation—25%
- Insightful questions—25%
- Ability to draw discussion of the topics—25%
- Overall breadth and depth of discussion—25%

Class Participation: You are expected to come to class prepared for all the readings over the semester. Active engagement in the discussions includes: attendance with active listening, asking questions, making comments on the readings, etc. The total points for this assignment are 100. The grades will be assigned as followed:

- Present for at least 75% of Weeks—75%
- Present and attentive—85%
- Productive comments/questions—90%
- Productive comments/questions with extra course material—95%
Extra credit is given up to 5 percentage points for exceptional comments, up to full credit (100%).

Ungraded Assignments

One-Page Policy Brief Proposal: You will submit a one-page policy brief proposal. The proposal will explain the target audience, a policy relevant question that they face, and potential approaches to the issue. The brief will include additional pages for potential articles for consideration. You are to have at least 16 references.

Brief Pitch: You will have 5 minutes to give a pitch of the policy brief for the class. We will critique the presentation and give you feedback on the pitch.

Peer-review: You will be assigned one paper for peer-review of another classmate’s policy brief draft. Give an assessment of the draft with suggestions for improvements. Focus the review on the policy question and approaches described.

Diversity Statement: We believe that the diversity of experiences and perspectives of students is essential to the deepening of knowledge in this course. We consider it part of our responsibility as instructors to address the learning needs of all the students in this course. We will present materials that are respectful of diversity: race, color, ethnicity, gender, age, disability, religious beliefs, political preference, sexual orientation, gender identity, socioeconomic status, citizenship, language or national origin among other personal characteristics. Assignments are due as assigned. If this will present a conflict with your religious observances at any point, please let me know as soon as possible so that we can work together to make appropriate arrangements.

Accommodation of Disabilities: Tufts University is committed to providing equal access and support to all students through the provision of reasonable accommodations so that each student may access their curricula and achieve their personal and academic potential. If you have a disability that requires reasonable accommodations, please contact the Friedman School Assistant Dean of Student Affairs at 617-636-6719 to make arrangements for determination of appropriate accommodations. Please be aware that accommodations cannot be enacted retroactively, making timeliness a critical aspect for their provision.
Course Schedule:
This schedule is subject to modification at the instructor’s discretion.

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<th>Week #</th>
<th>Topic &amp; Lecturer</th>
<th>Assignments Due</th>
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<tr>
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<tr>
<td>Labor Day—NO CLASS</td>
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<tr>
<td>#1</td>
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<tr>
<td>Sep 5</td>
<td><strong>Introduction</strong>—Norbert Wilson</td>
<td><strong>No Readings</strong></td>
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<tr>
<td>Trade Theory</td>
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| Sep 10/12 | **Trade and Technology: The Ricardian Model**—Norbert Wilson | **Feenstra & Taylor, Chapter 1 and 2**  
                      **Love and Lattimore** |
| #3     |                  |                 |
| Sep 17/19 | **Gains and Losses from Trade in the Specific-Factors Model**—Norbert Wilson  
                **Book Discussion—Students Group 1** | **Rivioli Section 1**  
                      **Feenstra & Taylor, Chapter 3**  
                      **Submission of paper proposal (08/19)** |
| #4     |                  |                 |
| Sep 24/26 | **Trade and Resources: The Heckscher-Ohlin Model**—Norbert Wilson | **Feenstra & Taylor, Chapter 4 and 5** |
| #5     |                  |                 |
| Oct 1/3 | **Import Tariffs and Quotas under Perfect Competition**—Norbert Wilson  
                **Export Subsidies in Agriculture and High-Technology Industries**—Norbert Wilson | **Feenstra & Taylor Chapters 8, 9, and 10**  
                      **Begin Midterm (10/01)** |
| Indigenous Peoples’ Day—CLASS MONDAY IS TUESDAY |                  |                 |
| #6     |                  |                 |
| Oct 9/10 | **Midterm**  
                      **In class trade activity**  
                      **Paper Pitches--Students** | **Submit Midterm (10/09) by 5:00 PM**  
                      **Students present paper ideas (10/10)** |
| #7     |                  |                 |
| Oct 15/17 | **Book Discussion—Student Group 2**  
                **Gravity Model Overview**—Norbert Wilson | **Read Rivoli Section 2 (10/15)**  
| #8     |                  |                 |

Trade Policy Topics
| #9          | Oct 29/31 | WTO and Trade Agreements—Norbert Wilson | WTO Notes and Feenstra & Taylor 11  
(Supplemental) The WTO and the Spaghetti Bowl of Free Trade Agreements [https://www.cigionline.org/sites/default/files/pb_no.87.pdf](https://www.cigionline.org/sites/default/files/pb_no.87.pdf) |
| #10        | Nov 5/7   | Book Discussion—Student Group 3  
News Presentations—Students  
Paper Check-in—Students | Read Rivoli Section 3 (11/05)  
Discussion of policy briefs (11/05)  
News Presentations (WTO and Trade Agreements) (11/07) |
| Veterans’ Day | NO CLASS NOV 12 |
| #11        | Nov 14    | Non-tariff Measures (SPS/TBT)—Norbert Wilson  
Shepherd, B., & Wilson, N. L. W. (2013). Product Standards and Developing Country Agricultural Exports: The Case of the European Union. *Food Policy, 42*(0), 1-10  
News Presentations (11/14) |
| Thanksgiving | NO CLASS NOV 21 |
| Trade Topics | |
| #13        | Nov 26/28 | Trade and Development—Norbert Wilson | Read Rivoli Section 4 |
Course Topics, Learning Objectives, and Assignments

Week 1: Introduction
Norbert Wilson—Introduction and Overview of Trade Policy and Agriculture

Learning objectives:
Upon completion of this week, students will be able to:
1. Summarize the format and structure of the course, learning objectives and assignments.
2. Explain the foundational issues of agricultural trade and trade theories

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1 This schedule is subject to modification at the instructor’s discretion. As we will lose a day because of Veterans’ Day, I will provide video recorded lecture material to cover for missed time in class. Please check Canvas for supplemental lecture material. Participation in viewing recorded material will be assessed via Discussion Board posts.
Preparation for class:
• No readings

Week 2: Theory 1
Norbert Wilson—Trade and Technology: The Ricardian Model

Learning objectives:
Upon completion of this Week, students will be able to:
1. List assumptions of Ricardian Model
2. Explain gains of trade from model

Preparation for class: Ricardian Model
Readings
• Feenstra & Taylor, Chapters 1 and 2
• Love and Lattimore

Assignments for this Week:
None

Week 3: Theory 2
Norbert Wilson—Gains and Losses from Trade in the Specific-Factors Model
Students—Rivoli Section 1

Learning objectives:
Upon completion of this week, students will be able to:
1. List assumptions of Specific-Factor Model
2. Explain gains of trade from model
3. Critique U.S. cotton market and policies

Preparation for class:
Readings
• Rivoli Section 1
• Feenstra & Taylor, Chapter 3

Assignments for this Week:
Submission of paper proposal
Book Discussion leadership and discussion of Rivoli Section 1

Week 4: Theory 3
Norbert Wilson—Trade and Resources: The Heckscher-Ohlin Model

Learning objectives:
Upon completion of this Week, students will be able to:
1. Explain assumptions of the model
2. Demonstrate outcome of Hecksher-Onlin model with implications for agriculture

Preparation for class:
Readings
• Feenstra & Taylor, Chapters 4 and 5
Assignments for this Week:
Begin Midterm

Week 5: Tariffs, Quotas, and Subsidies Oh, My!
Norbert Wilson—Import Tariffs, Quotas, and Export Subsidies

Learning objectives:
Upon completion of this week, students will be able to:
1. Show the effects of tariffs and subsidies on large and small countries
2. Explain agricultural tariffs and subsidy commitments of WTO member states

Preparation for class:
Readings
- Feenstra & Taylor Chapters 8, 9, and 10

Assignments for this Week:
Begin Midterm (10/01)

Week 6: Midterm and Policy Briefs
- In class trade activity
- Midterm due
- Students—Presentation of policy brief ideas

Learning objectives:
Upon completion of this week, students will be able to:
1. Demonstrate objectives from previous weeks.
2. Orally present trade topic ideas

Preparation for class:
- Presentation of policy brief ideas

Assignments for this Week:
- Submit Midterm on Canvas by 5:00 PM on Tuesday, October 9
- Paper pitches in class Wednesday, October 10

Week 7: Empirical Trade Models and Data 1
Norbert Wilson—Gravity Model
Students—Rivoli Section 2

Learning objectives:
Upon completion of this Week, students will be able to:
1. Read empirical trade literature
2. Critique supply chain of cotton, labor and gender in markets.
Preparation for class:
- Rivoli Section 2

Assignments for this Week:
Book Discussion leadership and discussion of Rivoli Section 2

Week 8: Empirical Trade Models and Data 2
Norbert Wilson—Gravity Model and Data

Learning objectives:
Upon completion of this Week, students will be able to:
1. Read empirical trade literature
2. Identify trade data from reliable sources

Preparation for class:

Assignments for this Week:
None

Week 9: World Trade Organization and Other Trade Agreements
Norbert Wilson—WTO, RTAs, etc.

Learning objectives:
Upon completion of this week, students will be able to:
1. Explain the core tenants of the World Trade Organization
2. Compare costs and benefits of multilateralism versus regionalism in (agricultural) trade

Preparation for class:
Read
- WTO Notes and Feenstra & Taylor 11
  o (Supplemental) The WTO and the Spaghetti Bowl of Free Trade Agreements
  https://www.cigionline.org/sites/default/files/pb_no.87.pdf

Assignments for this Week:
None

Week 10: WTO and Trade Agreements Continuation
Students—Rivoli Section 3 and News Presentations
Students—News presentations
Students—Policy brief check-ins
Learning objectives:
Upon completion of this Week, students will be able to:
1. Explain the core tenants of the World Trade Organization
2. Compare costs and benefits of multilateralism versus regionalism in (agricultural) trade

Preparation for class:
Readings
- Read Rivoli Section 3

Assignments for this week:
- News presentations
- Book Discussion leadership and discussion of Rivoli Section 3
- Discussion of policy briefs

Week 11: Non-Tariff Measures
Norbert Wilson—Non-Tariff Measures
Students—News presentations
Students—Policy brief check-ins

Learning objectives:
Upon completion of this Week, students will be able to:
1. Define non-tariff measures
2. Critique arguments of NTMs as barriers or catalysts of trade
3. Critique supply chain of clothing markets and politics of trade interventions.

Preparation for class:
Readings
- Shepherd, B., & Wilson, N. L. W. (2013). Product Standards and Developing Country Agricultural Exports: The Case of the European Union. Food Policy, 42(0), 1-10

Assignments for this week:
- News presentations
- Discussion of policy briefs

Week 12: Global Value Chains
Norbert Wilson—Global Value Chains

Learning objectives:
Upon completion of this week, students will be able to:
1. Articulate the parameters of global value chains
2. Describe the global value chain of one commodity.

Preparation for class:
Readings

**Assignments for this week:**
None

**Week 13: Trade and Development**
Norbert Wilson—Trade and Development
Students—Rivoli Section 4 and News Presentations

**Learning objectives:**
Upon completion of this week, students will be able to:
1. Assess the effects of interplay of international trade on international development
2. Critique role food safety/quality standards have on developing countries
3. Critique supply chain of used clothing markets and effects on development

**Preparation for class:**
Readings
• Rivoli Section 4

**Assignments for this week:**
News Presentations
Book Discussion leadership and discussion of Rivoli Section 4

**Week 14: Trade and Nutrition**
Norbert Wilson—Globalization and Obesity
Students—News Presentations

**Learning objectives:**
Upon completion of this week, students will be able to:
1. Describe the role that globalization has in obesity internationally.
2. Provide peer-reviews and self-evaluation.

**Preparation for class:**
Readings
Assignments for this Week:
Draft policy brief (and peer-review between weeks)
News Presentations

Week 15: Policy Briefs
Students—Policy Brief Presentations

Learning objectives:
Upon completion of this Week, students will be able to:
1. Communicate trade policy issues to an interested party.
2. Critique policy discussion.

Preparation for class:
Final presentations

Assignments for this Week:
Final policy presentations

FINAL—Policy Briefs
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