

Agricultural Production, Business, and Trade
in Spain and France
ECON 496

Course Syllabus: Spring 2003

Instructors:

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Course Description:

This course examines production agriculture, business, and trade in Spain and France from a comparative point of view with the United States.

Course Objectives:

This course is designed to equip students with the knowledge and necessary skills to understand, interpret, and analyze issues pertinent to carrying out successful business between the USA and Spain/France. Students will also have an opportunity to compare and contrast agricultural production methods in Spain/France as well as processing, marketing, and risk management of major agricultural commodities and their distribution to significant global markets. Students will gain a better understanding of trade agreements in the EU region.

Specific course objectives are to:

- Help students become familiar with the history, culture, geography, agriculture and economy of Spain and France.
- Study Spain's geographic variability and how it contributes to agriculture and the economy.
- Assist students in understanding and addressing competition and marketing of agricultural products in world markets.
- Observe first-hand commercialization, agricultural business, production and marketing of agricultural products in Spain and Southern France.
- Learn about business and trade in the EU region.
- Understand the relative advantages and disadvantages of US & Spanish agribusinesses.
- Understand the role that culture plays in doing business around the world.

Credits: 3 fulfills College of Agriculture international/multi-cultural requirement

Pre-departure Course work:

Students will be required to attend all class meetings and be active learners, ordinarily 1.5 hours per week. One excused absence will be allowed before points will be deducted. The last class will meet on April 23rd. The following topics will be covered during class sessions:

Date	Topic	Presenter
Jan 15	Introduction; Major cities: Paris and Barcelona	
Jan 22	Syllabus, assignments & groups; miscellaneous paperwork; overview of Spain/France; background information, culture, history, geography, climate, economy	Luvaga Becerra Guests
Jan 29	Comparative analysis of cross country cultures, CDC information Background history, overview of Spain & France, geography, continues....	Becerra Luvaga Guest
Feb. 5	Production agriculture in Spain: Major crops and Livestock Overview of World Trade in agriculture and manufactured products; economic and financial systems, economic integration and trade. Trade Barriers, etc...	Luvaga Lence
Feb. 12	Comparative marketing analysis of commodity marketing in the U.S and Spain/France and the EU. Study of production, farming, handling, storage, processing, distribution, and marketing of raw as well as their value-added products	Lence
Feb. 19	Comparative analysis of pricing institutions, market information, standards and grading, market organizations, market power, costs, and government interventions in commodity markets in the U.S. and EU region	Lence
Feb. 26	Group presentations: Groups 1-4 (Project 1 due at the time of presentation)	
Mar. 5	Group presentations; Groups 5-8 (Project 1 due)	
Mar. 12	Finish group presentations; Final preparations for trip	
Mar 13-25	Travel dates to Spain and France	
April 2	De-briefing, reflection on the trip; peer evaluations; evaluation of the trip; group discussions and reports.	
April 9	Group presentation (Project 2 due) also include comparisons w/ Project 1	
April 16	Group presentation cont.... (Project 2 due) with comparisons on Project 1)	
April 23	Conclusion and course wrap up; course evaluation	
April 30	Reflective Journals due by 5pm in 174 Heady	

Course Assignments:

1. Class Assignments:

Each week for class discussion, students will be required to bring an informative and/or media clipping related to the next speaker's topic. The article should relate to Spain, France or the EU region with special application to Spain and/or France. Each student is expected to give a brief summary to the class and answer questions on the article. During the speaker's session, students are expected to take notes and ask questions.

2. Group Projects and Reports:

There will be two group assignments with students working in teams of 4. One assignment will be completed prior to the trip to Spain/ France, while the other after the trip.

For a selected, and instructor approved, agricultural commodity/product e.g. oilseeds, citrus crops, poultry, livestock, fish, fresh/canned deciduous fruit, specialty crops etc. Each team will be expected to complete the projects discussed on the attached page, etc. Products obtained from agricultural commodities may also be considered, for example, wine, cereals, corn syrup, wheat flour, pet foods, TV dinners, olive oil, etc. Topic ideas can also be found at <http://www.fas.usda.gov/scripts/attacherep/attacherep/out.asp>

3. Interpretive Journal Project:

Compile an interpretive journal (diary) of the study tour. The journal should record the information you learned and your interpretation, contrast/comparison with U.S where applicable, as well as your reflections and impressions gained during the study tour. The Journal should include photos, clippings, or other materials obtained from Spain/France. The journal should also reflect (and will be graded on) **what you learnt about** agriculture, the economy, business, trade, natural resources, and the culture of Spain/France as well as key things to keep in mind when doing business with Spain/France. The journal narrative must be typed; double- spaced, and is due in bound form. This must include a summary of information related to all companies visited in the form of an executive summary of the main issues discussed during each visit.

Grading:

	<u>Percent of Grade:</u>
Class Attendance & individual participation	20%
Group Project # 1	20%
Group Project #2	20%
Interpretive Journal Project	20%
In-Country Professionalism (Instructor & Peer Eval.)	20%

Group Projects:

Project 1: For the selected commodity/product, students should collect relevant trade data (including consumption, production, imports, exports and prices) in the U.S. Also, list all trade barriers, if any. For the selected commodity/product, students should study the total value chain from farm gate to market in the U.S. This includes:

- Production.
- Transportation
- Processing
- Marketing
- Pricing institutions
- Market information
- Standards and grading
- Market organization and market power
- Costs
- Government intervention

Also, from secondary sources assemble relevant information on competitive advantages and disadvantages that the U.S. producers and businesses have in producing, selling, and distributing the commodity/product globally.

As guidance for Project 1, students may find it useful to follow the analyses performed in the textbook:

Kohls, R. L., and J. N. Uhl. *Marketing of Agricultural Products, 8th Edition*. New York: Macmillan Publishing Company, 1998.

The emphasis of the analysis performed in such projects should depend on whether the object of the study is a raw commodity or a commodity product. For example, if a team is working on grapes, they should emphasize on production, transportation, pricing, grading, marketing, market organization, market power, etc. for grapes. In contrast, if a team is working on wine or champagne (grape products), they should center a similar analysis on wine or champagne (as opposed to grapes).

Project 2:

For the same commodity/product as for Project 1, students should conduct a study analogous to Project 1, but for Spain or France instead of the U.S. In addition, Project 2 will include an overall assessment of the relative competitiveness of each country for the commodity/product under analysis. Also include similarities and differences with the U.S. (from Project 1), as well as elements of how the product is marketed (including things like product, promotion, distribution, and prices) in Spain/France.

Successful completion of projects 1 & 2 includes written report and a class presentation. The reports must be written in a professional manner with a table of contents, an executive summary, main body, and conclusion. The body should contain sections with proper headings and sub-headings. If charts and figures are used, they should be labeled properly and referenced in the body of the text. The reports should contain footnotes and references to the borrowed material

The reports should be typed, no smaller than 11 points with at least 1.5 line gap, should have 1” margins, and page numbers, as well as spell-checked, and grammar-checked. Each group needs to submit three reports; one for each instructor. Make additional copies for yourselves. The class presentation should be based on the information in the written report. The presentation of each group should last 20-25 minutes, with all members participating equally.

Peer Evaluation: At the end of the course, individuals will have an opportunity to evaluate each team member’s contribution to the completion and success of the group project. Contribution is measured in terms of one’s effort over the course of Projects 1 and 2. All evaluations are confidential. These peer evaluations will then factor into one's individual grade for each project.