

KIIS Paris-Munich Winter 2020-2021 Program



AGEC 475: AGRIMARKETING & FOOD ECONOMICS IN EUROPE

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Syllabus subject to change

Course Description:

Agrimarketing mix strategies for food products in Europe. The course also covers consumer preferences for food products, supermarkets in Germany and France, economics of Away-from-Home food markets, and marketing utilities. Finally, the course looks at direct-to-consumer market outlets for food products in Europe. Students will be actively engaged in several learning activities aimed at deepening their understanding of agrimarketing and food economics in Europe. In learning about agrimarketing and food economics in France and Germany; which are the heart of Europe, students will gain a deeper comprehension of European culture in general and food market system in particular. In addition to assigned reading and in-class assignments, the bulk of learning experience will occur through various experiential, interactive, and observational learning gained from guided tours, directed excursions, and site visits in the host countries. Participants will familiarize themselves with the characteristics of Germany and France by visiting Munich and Paris, respectively.

Course Outcomes:

1. Explain consumer preferences for food products based on various production practices.
2. Illustrate a “Food Supply Chain” and discuss functions of wholesaling and retailing using a case of Supermarkets in Germany.
3. Describe the role food processing and packaging in the agrimarketing system using a case of bread and bakeries in both Germany and France.
4. Explain economic principles related to Away-from-Home Food market focusing on fast food sub-industry.
5. Discuss farmers’ markets and other direct-to-consumer market outlets identify their similarities and/or differences between the USA and France.

Required Course Text

None

Recommended Textbook:

1. Rhodes, V.J., Dauve, J.L., and Parcell, J.L. 2015. *The Agricultural Marketing System*, 7th edition. University of Mi Publishing. ISBN: 978-1-61600426-2
2. Cliff Ricketts and Kristina Ricketts. 2009. *Agribusiness: Fundamentals and Applications*, 2nd edition. Cengage Learning. ISBN-13: 978-1418032319.
3. Norwood, F. Bailey, and Jayson L. Lusk. 2008. *Agricultural Marketing and Price Analysis*. Pearson Prentice Hall. ISBN: 0132211211.
4. You are highly recommended to download and install the AgriMarketing App on your smart phone. This App provides updated information about agricultural market prices, weather, and various agribusiness news.

Course Outline:

Day 1: Consumer preferences for food products based on various production practices

Learning Objectives:

1. Identify various food production practices.
2. Describe practices followed for organically-grown produce.
3. Explain consumer characteristics with significant influence on consumption of organically-grown produce.

Learning Activities

1. Assigned reading. I will upload in the Blackboard three journal articles about consumer preferences for food products based on various production practices and ask students to read them.
2. Group discussions: Students participate in faculty-led discussion (Lecture) about the topic.
3. Participate in the “Walking Tour” as indicated on the Program Itinerary.
4. Complete assignment #01.

Assessments:

1. Assignment #01: Based on your reading and additional research, prove that you achieved the learning objectives for this topic.
2. In your own words, make a 1-page summary of the assigned reading.

Day 2: Role of Wholesaling and retailing within Food Supply Chain: A case of Supermarkets in Germany.

Learning Objectives:

1. Illustrate the food supply chain.
2. Explain marketing functions performed at food wholesaling and retailing level of food supply chain.
3. Discuss various pricing and promotional strategies observed within supermarkets in Germany.
4. Identify and explain similarities and differences between U.S. and Germany Supermarkets.

Learning Activities:

1. Group discussions: Students participate in faculty-led discussion (Lecture) about the topic. I will provide/upload PowerPoint slides.
2. Walking Tour as indicated on the Program Itinerary. Special attention on “Supermarkets” and “Organic Market Activities.” Ask questions and take notes.
3. Complete assignment #02.
4. Essay writing #01.

Assessments:

1. Assignment #02: Based on our group discussion, prove that you achieved the learning objectives for this topic.
2. Essay #01: In your own words, make a 1-page essay on “Similarities and differences between U.S. and Germany supermarkets.”

Day 3-4 & 7: Role of Food Processing and Packaging in the Agrimarketing system.

Learning Objectives:

1. Explain how and why food processors add value to farm products using an example of bread and bakeries visited in Munich, Germany and Bakery Activity in Paris, France.
2. Discuss utilities of agrimarketing.
3. Discuss food processors’ 8 Ps of Agrimarketing Mix.
4. Explain how food processing and packaging strategies influence purchasing decisions among consumers.

Learning Activities:

1. Group discussions: Students participate in faculty-led discussion (Lecture) about the topic. I will provide/upload PowerPoint slides.
2. Participate in the Bread & Bakeries Activities (in Munich, Germany) and Bakery Activity (in Paris, France) as indicated on the Program Itinerary.
3. Participate in the “Neighborhood Food Study”
4. Ask questions and take notes during Bread & Bakeries Activities.
5. Complete assignments #3.
6. Essay writing #02.

Assessments:

1. Assignment #03: Based on our group discussion, prove that you achieved the learning objectives for this topic
2. Essay #02: Write an essay on this topic: “Forces of demand and supply within bread and bakery market. Market sizes in the USA, Germany, and France”

Day 5&10: The Away-from-Home Food market: Fast Food in Germany and France.

Learning Objectives:

1. Identify market alternatives for Away-from-Home food.
2. Illustrate historical trends and predictions in fast food as part of the Away-from-Home food markets.
3. Discuss various pricing and promotional strategies observed in fast food market both Germany and France.
4. Identify and explain major similarities and differences in fast food market between U.S., Germany, and France.

Learning Activities:

1. Assigned reading: I will provide a link to USDA data and other information about the Away-from-Home Food industry and its market alternatives.
2. Group discussions: Students participate in faculty-led discussion (Lecture) about the topic. I will provide/upload PowerPoint slides.
3. Participate in the program activities (Fast Food Germany and Fast Food-Ethnic Food in France) as indicated on the Program Itinerary. Ask questions and take notes.
4. Complete assignment #04.
5. Essay writing #03.
6. Design a short interview questionnaire for managers of farmers markets to be visited on days 8-9.

Assessments:

3. Assignment #04: Based on our group discussion, prove that you achieved the learning objectives for this topic
4. Essay #03: In your own words, make at least a 1-page essay on “Similarities and differences between U.S. and Germany fast food market”

Days 8-9: Economic Principles at Farmers Markets and other Direct-to-Consumer Market Outlets

Learning Objectives:

1. Identify and explain various market outlets for locally-grown fresh produce
2. Forces of demand and supply within direct-to-consumer market outlets
3. Identify and describe market attributes/features and consumer characteristics which influence attendance to farmers markets.
4. Document pricing and promotional strategies observed at the visited farmers markets in Germany and France.

Learning Activities

5. Assigned reading. I will upload in the Blackboard four journal articles about farmers' markets; including mine entitled "Who Attends Farmers' Markets and Why"?
6. Group discussions: Students participate in faculty-led discussion (Lecture) about the topic.
7. Visit farmers markets in France as indicated on the Program Itinerary
8. Conduct a short interview with market managers about their consumer characteristics, pricing, and promotional strategies.
9. Complete assignment #05.
10. Essay writing #4.

Assessments:

3. Assignment #05: Based on your reading and additional research, prove that you achieved the learning objectives for this topic
4. Essay #04: In your own words, make a 1-page reflection on your visit to farmers markets and the short interview with market managers.

Grade categories and distribution of total points:

Class/Excursion/Tour Participation	20%
Assignments/Essays	40%
Oral Presentation	20%
<u>Exam</u>	<u>20%</u>
Total	100%

Class Participation

There will be classroom exercises and discussions, field trips/excursions. Each student is expected to actively participate with insightful comments and/or opinion.

Class Participation Assessment

- 0 – Absent or 15 minutes late to class
- 2 – Present but does not actively participate
- 3 – Asks and/or answers a basic question or engage in productive discussion with other classmates
- 4 – Shares an analysis using data or evidence from the case or reading
- 5 – Provides meaningful insights into a problem and/or asks a question that furthers the understanding of the case or reading.

Rubric for Gradable Assignments/Essays

The main purpose for these individual assignments/essays is to give students an opportunity read course content, summarize key concepts in their own words, and most importantly illustrate how the content is applied in real-world, upon completion of guided excursions/tours.

Instructions:

- Read the learning objectives and use them as a guide toward your studying.
- Highlight and take notes of the key concepts that are linked to the learning objectives.
- Write a page (3 to 5 paragraphs) summarizing the material in your own words and most importantly illustrate how the content is applied in real-world based on your observations, interactions, and/or experience during the excursions/tours.
- Write your paper in a format of an essay. Use times Roman font, 12 font size, 1-2 space lines.

The following table is a rubric showing how your submitted paper will be graded:

Elements	Distinguished	Proficient	Emerging	Not Evident	Points
Comprehension	Produces a paper with an organized, clear ideas with significant details (36-40)	Produces a paper with adequate details (32-35)	Produces a paper with some gaps and few details (28-31)	Produces a paper with irrelevant ideas (0-27)	40
Timeliness	Submits on time (10)	Submits one day late (7)	Submits two days late (4)	Submits three days late (0-3)	10
Real-World Application	Provides relevant and meaningful real-world examples (25-30)	Provides relevant examples (24-20)	Provides somewhat relevant examples (19-15)	Provides no examples (0-15)	30
Writing style	Writes understandable, clear, and concise paper with minimum grammatical errors (18-20)	Writes understandable paper with few grammatical errors in citations (16-17)	Writes a paper with a number of grammatical errors (14-15)	Writes a paper that is not understandable with lots of grammatical errors (0-13)	20
Total Points					100

Rubric for Gradable Oral Presentation

Students will have an opportunity to present their overall learning experience at the end of the program. The following table illustrates how oral presentations will be graded. Notice that there is high emphasis on a reflection on how learned theoretical concepts are applied in the real-world.

Category	Scoring Criteria	Total Points
Organization (10 points)	Information is presented in a good sequence	10
	Quality of PowerPoint slides and/or other documents presented	10
Content (45 points)	Introduction is attention-getting, lays out the topic well, and establishes a framework for the rest of the presentation	5
	Technical terms are well-communicated to the target audience	10
	Presentation contains accurate and relevant information	15
	Appropriate amount of material is prepared, and points made reflect well their relative importance	10
Appearance (40 points)	Maintains good eye-contact with the audience and is appropriately animated (e.g., gestures, moving around, etc.)	10
	Uses a clear, audible voice, and takes the presentation seriously	10
	Delivery is poised, controlled, smooth, and timely	10
	Professional appearance (dress, conduct...)	10
Total Points		100