

## KIIS Paris-Munich Winter 2021-2022 Program



### **AGEC 475: AGRIMARKETING & FOOD ECONOMICS IN EUROPE**

**Professor:** Dr. Dominique Gumirakiza

[dominique.gumirakiza@wku.edu](mailto:dominique.gumirakiza@wku.edu)

Professor's office hours: on-site and by appointment.

*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.

#### **Overall KIIS Program Student Learning Outcomes:**

##### KIIS Study Abroad Mission Statement:

KIIS provides high-quality education abroad programs for students from all diverse backgrounds that promote deep international learning, are integrated into the curriculum, and encourage critical and creative thinking. Our goal is to help students understand the wider world and develop personal and professional skills for lifelong enrichment. We strive to go beyond generalizations and cultural stereotypes to help foster a nuanced appreciation of the world in which we live.

Students participating on KIIS study abroad programs aim to:

- 1) Understand contemporary issues of their host country/countries (i.e. KIIS program location).
- 2) Develop skills to interact comfortably in a global setting.
- 3) Understand other cultures.

Prior to your KIIS study abroad program, and again at the conclusion of your program, KIIS will ask each student to a) answer a few multiple-choice questions, and b) write a short reflective essay (two paragraphs in length) related to the elements detailed above. There is no right or wrong answer, and your responses will not affect your grade in any way. The purpose of the exercise is to help KIIS measure the effectiveness of its study abroad programs.

#### **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.

### Major Topics covered in the course:

- Consumer preferences for food products based on various production practices
- Role of Wholesaling and retailing within Food Supply Chain: A case of Supermarkets in Germany.
- Role of Food Processing and Packaging in the Agrimarketing system.
- The Away-from-Home Food market: Fast Food in Germany and France.
- Economic Principles at Farmers Markets and other Direct-to-Consumer Market Outlets.

### Required Course Text

None

### Recommended Textbook:

1. Rhodes, V.J., Dauve, J.L., and Parcell, J.L. 2015. *The Agricultural Marketing System*, 7<sup>th</sup> edition. University of Mi Publishing. ISBN: 978-1-61600426-2
2. Cliff Ricketts and Kristina Ricketts. 2009. *Agribusiness: Fundamentals and Applications*, 2<sup>nd</sup> 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.

### Grade categories and distribution of total points:

Class/Excursion/Tour Participation	20%
Assignments/Essays	40%
Oral Presentation	20%
Exam	20%
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.
- 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.
- 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
<b>Comprehension</b>	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
<b>Timeliness</b>	Submits on time (10)	Submits one day late (7)	Submits two days late (4)	Submits three days late (0-3)	10
<b>Real-World Application</b>	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
<b>Writing style</b>	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
<b>Total Points</b>					<b>100</b>

### 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
<b>Organization (10 points)</b>	Information is presented in a good sequence	10
	Quality of PowerPoint slides and/or other documents presented	10
<b>Content (45 points)</b>	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
<b>Appearance (40 points)</b>	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
<b>Total Points</b>		<b>100</b>

#### Attendance Policy:

KIIS program participants are expected to be punctual to and in attendance at all classes, presentations, meetings and required excursions, and to remain with the program for the full academic period. Unexcused absences from classes and/or mandatory meetings will result in a lowering of the student's final grade, as will excessive tardiness. Multiple unexcused absences could result in expulsion from the program. Any absence from an academic class session must be excused for medical reasons.

#### Disability Accommodation:

KIIS will make every reasonable effort to provide accommodations for program participants with special needs or disabilities, but we cannot guarantee that we will be able to do so. Be aware that many foreign countries do not have comprehensive legislation comparable to the Americans with Disabilities Act (ADA). As a result, businesses and other establishments operating in foreign countries may not be able to provide accommodations.

If you have a disability accommodation need, we recommend you contact your KIIS Campus Representative, <https://www.kiis.org/about-kiis/contact-us/campus-representatives/> early in your program selection process so that s/he has time to discuss any specific needs, including which KIIS programs may be best suited. You also are welcome to contact KIIS Assistant Director, Maria Canning, [maria.canning@wku.edu](mailto:maria.canning@wku.edu), to discuss your disability accommodation needs (e.g. housing, transportation, excursions, class schedule, etc.).

Immediately after acceptance, notify KIIS Assistant Director, Maria Canning, or KIIS Office Manager, Haley McTaggart, [haley.mctaggart@wku.edu](mailto:haley.mctaggart@wku.edu), if you have a special need or disability that might require any form of accommodation abroad. Failure to notify KIIS may prevent you from participating on your KIIS program.

If you require any accommodations abroad, you must provide KIIS Assistant Director, Maria Canning, or KIIS Office Manager, Haley McTaggart, an accommodation letter from your home campus' disability accommodation office that lists the accommodations you are eligible to receive. Please do not request accommodations directly from your KIIS Program Director or other KIIS Faculty; the KIIS Office will notify your KIIS Program Director and/or Faculty after we have received your above accommodation letter.

In some cases, you may need to make arrangements for a caregiver to join you on your KIIS program, should your physician, campus disability accommodation office, or KIIS make such a recommendation or require it.

### **Title IX / Discrimination & Harassment:**

Recent attention to gender discrimination and sexual harassment at colleges and universities reminds us of the importance of adhering to standards of ethical and professional behavior. KIIS Study Abroad is committed to supporting and encouraging safe and equitable educational environments for our students, faculty, and program directors. Students, faculty, and program directors are required to be civil and treat each other with dignity and respect. As such, harassment and/or discrimination of any kind will not be permitted or tolerated.

Sexual misconduct (sexual harassment, sexual assault, and sexual/dating/domestic violence) and sex discrimination are violations of KIIS policies. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to a) KIIS Assistant Director Maria Canning (+1-859-200-1000) or KIIS Executive Director, John Dizgun (+1-270-227-2288), b) WKU's Title IX Coordinator, Deborah Wilkins (270-745-5396 / [deborah.wilkins@wku.edu](mailto:deborah.wilkins@wku.edu)) or WKU's Title IX Investigators, Michael Crowe (270-745-5429 / [michael.crowe@wku.edu](mailto:michael.crowe@wku.edu)) or Joshua Hayes (270-745-5121 / [joshua.hayes@wku.edu](mailto:joshua.hayes@wku.edu)). Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a KIIS program director and/or faculty member, KIIS program directors and faculty are considered "Responsible Employees" of Western Kentucky University and MUST report what you share to WKU's Title IX Coordinator or Title IX Investigator.

If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's Counseling and Testing Center, <https://www.wku.edu/heretohelp/> at 270-745-3159.

For more information on KIIS Title IX, see <https://www.kiis.org/students/health-safety/title-ix-clery/>; additional Title IX resources can be found here <https://www.wku.edu/eeo/titleixbrochure2020.pdf>.

Everyone should be able to participate on a KIIS program, attend a KIIS event, or work in a KIIS environment (e.g. KIIS office) without fear of sexual harassment or discrimination of any kind. Be respectful of each other.

## 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. Highlight and take notes of the key concepts that are linked to the learning objectives.
4. Participate in the "Walking Tour" as indicated on the Program Itinerary.
5. Complete assignment #01.

### Gradable Assessment:

1. Assignment #01: Based on your reading and additional research, prove that you achieved the learning objectives for this topic. 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.

### Gradable Assessments:

1. Assignment #02: Based on our group discussion and your reading, make at least one-page paper to demonstrate your understanding of the materials related to the learning objectives for this topic.

2. Essay #1: 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.

Gradable Assessments:

1. Assignment #03: Based on our group discussion and reading, make a creative Agribusiness Mix for one of the visited agribusiness companies.
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.
4. Ask questions and take notes.
5. Essay writing #03.

6. Design a short interview questionnaire for managers of farmers markets to be visited on days 8-9.

Gradable Assessment:

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

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

Gradable Assessments:

1. Essay #04: In your own words, make a 1-page reflection on your visit to farmers markets and the short interview with market managers.
2. Oral presentation: Present your reflection to the class.