

PROGRAMA PUENTE

Argentine Regional Agribusiness in the Global Economy

Class Meeting Information

16 weeks
3 hours per week

CV available.

Course Description

The main objective of the Agribusiness Course is to provide an inside of the local Agribusiness in Mendoza (Argentina) as well as to train students to analyze socio-economic interactions among individuals, resources and agriculture markets. Furthermore, enable students to acquire knowledge and tools to contribute to the provision of answers to local agriculture production (e.g. the structure and performance, food chains, food safety, the efficiency of agricultural production).

The course would have theoretical lessons as well as fieldwork and excursions. Students are expected to attend and participate during classes as well as prepare a final presentation on a case study and share their views on this learning experience in Argentina.

Prerequisites — Classes or Knowledge Required for this Course

Basic knowledge of Business Administration and Economics

Course Sequencing

No course sequencing is necessary.

Course Objectives

At the end of this course, students will be able to:

- Have a general knowledge on Agribusiness in the Latin American context
- Identify advantages and disadvantages in the value chain and agriculture sector

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Course Text or Online Resources

Required texts for this course are:

- CEPAL/GTZ (2005), Aglomeraciones en torno a los recursos naturales en América Latina y el Caribe: Políticas de articulación y articulación de políticas. Santiago, Chile: United Nations Publication. Available online: <http://www.cepal.org/publicaciones/xml/6/24276/lcg2285e.pdf>
- FAO (2002), Manual de Capacitación - Certificación de Calidad de los Alimentos Orientada a Sellos de Atributos de Valor en Países de América Latina. Santiago, Chile: United Nations Publication. Available online: <ftp://ftp.fao.org/docrep/fao/005/ad094s/ad094s00.pdf>
- Heinemann, J.A. (2009), Hope Not Hype. Penang, Malaysia: The Third World Network. Available online: <http://www.twinside.org.sg/title2/books/Hope.not.Hype.htm>
- OECD/Food and Agriculture Organization of the United Nations (2012), OECD/FAO Agricultural Outlook 2012, OECD Publishing. doi: 10.1787/agr_outlook-2012-en
- Porter, M. E. (1996). What is strategy? Harvard Business Review, November–December, 61-78. The value chain
- Vermeulen, S.J., Aggarwal, P.K., Ainslie, A., Angelone, C., Campbell, B.M., Challinor, A.J., Hansen, J., Ingram, J.S.I., Jarvis, A., Kristjanson, P., Lau, C., Thornton, P.K., and Wollenberg, E. (2010). Agriculture, Food Security and Climate Change: Outlook for Knowledge, Tools and Action. CCAFS Report 3. Copenhagen, Denmark: CGIAR-ESSP Program on Climate Change, Agriculture and Food Security.

Optional Text Resources (which may be assigned by your instructor):

- CEPAL (2012), Macroeconomic Report on Latin America and the Caribbean. Santiago, Chile: United Nations Publication. Available online: <http://www.eclac.org/publicaciones/xml/6/46986/macroeconomic-report.pdf>
- CEPAL (2007), Visiones del desarrollo en América Latina. Santiago, Chile: United Nations Publication. Available online: <http://www.eclac.org/publicaciones/xml/0/29200/CIDOB-CEPALVisiones.pdf>
- ECLAC/FAO/IICA (2012), The response of Latin America and the Caribbean to higher and volatile food prices and opportunities for regional cooperation. In Newsletter ECLAC/FAO/IICA, Vol. 1 Available online: http://www.eclac.org/publicaciones/xml/7/46247/Boletin_1_2012_Ingles.pdf
- French-Davis, R. (2005), Reformas para América Latina después del fundamentalismo neoliberal. Santiago, Chile: United Nations Publication. Available online: <http://www.eclac.org/cgi-bin/getProd.asp?xml=/publicaciones/sinsigla/xml/0/23270/P23270.xml&xsl=/tpl/p10f.xsl>
- Van Tongeren, F. (2008), Agricultural Policy Design and Implementation: A Synthesis. OECD Food, Agriculture and Fisheries Working Papers, No. 7, OECD Publishing. doi:10.1787/243786286663

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Evaluation and Grading

Evaluation of Student Performance

Class participation	10%
Class assignments	20%
Case Study: report and oral presentation	40%
Final exam	30%
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	100%

Grading Scale

A	=	90%	–	100%
B	=	80%	–	89%
C	=	70%	–	79%
D	=	60%	–	69%
F	=	59%	or less	

Code of Conduct

All participants in the course are bound by the Universidad de Congreso, found at <http://www.ucongreso.org/institucional/la-universidad/bienvenida>

Netiquette

When we have a need for communication that is private, whether personal, interpersonal, or professional, we will use individual email or telephone. Our primary means of communication is written. The written language has many advantages: more opportunity for reasoned thought, more ability to go in-depth, and more time to think through an issue before posting a comment. However, written communication also has certain disadvantages, such a lack of the face-to-face signaling that occurs through body language, intonation, pausing, facial expressions, and gestures. As a result, please be aware of the possibility of miscommunication and compose your comments in a positive, supportive, and constructive manner.

Academic Honesty Policy

The University is an institution of learning, research, and scholarship predicated on the existence of an environment of honesty and integrity. As members of the academic community, faculty, students, and administrative officials share responsibility for maintaining this environment. It is essential that all members of the academic community subscribe to the ideal of academic honesty and integrity and accept individual responsibility for their work. Academic dishonesty is unacceptable and will not be tolerated at the Universidad de Congreso. Cheating, forgery, dishonest conduct, plagiarism, and collusion in dishonest activities erode the University's educational, research, and social roles.

If students who knowingly or intentionally conduct or help another student perform dishonest conduct, acts of cheating, or plagiarism will be subject to disciplinary action at the discretion of Universidad de Congreso.

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Course Outline

Orientation Week (First Week of Course)

Orientation Week Objectives:

- Navigate around the course site
- Post self-introduction message to a discussion forum
- Describe the contents of the course syllabus

Block I: Lessons 1 to 10

Block I provides a broad view on the Latin American Agriculture context, understanding its current food affairs and the sector's relevance (Agriculture is a backbone for many South American countries and especially to their rural local communities). Moreover, the different agriculture production systems are presented and aspects regarding economic, social and ecological issues are discussed. Furthermore, students are motivated to reflect on core matters such as climate change, sustainability in the sector and food security. Finally, the section on International trading is presented and different aspects regarding commodity and agriculture products and markets are analyzed (the degree of market integration and inter-relationship among regions that determine agriculture price stabilization, conditions and policies).

Field Trips Block I (suggested):

- INTA Agriculture research & experimental center
- IDR Agriculture research center
- Faculty of Agricultural Sciences, Universidad Nacional de Cuyo
- Wine institutions (Wines of Argentina, Bodegas de Argentina, COVIAR)
- ProMendoza local export promotion institution

Lessons 1 to 4– Latin American Rural Development: Overview of its History, Theories and Policies

- **Lesson Learning Objectives:**
 - Learn about the Latin American history
 - Agribusiness relevance in the region
 - Theories and Policies in Agriculture
- **Method(s) of Instruction:**
 - Power point presentation
 - Class discussions
 - Research assignments

Lessons 5 to 7 – Agricultural systems: Conventional, Genetically Modified Organisms (GMO) and Organic

- **Lesson Learning Objectives:**
 - Learn about the different Agriculture systems
 - Acknowledge about the impact and effects (sustainability)

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- **Method(s) of Instruction:**
 - Power point presentation
 - Class discussions
 - Research assignments
 - Field trip

Lessons 8 to 10– International Trade: Markets and Opportunities

- **Lesson Learning Objectives:**
 - Overview of the Intl. Markets: commodities and agriculture products
 - Adding value in Agriculture (focus on Certification)
- **Method(s) of Instruction:**
 - Power point presentation
 - Class discussions
 - Research assignments
 - Field trip

Block II: Lessons 11-16

Block II has a more experiential and applied work approach. First, a description and overview of the local sector is presented and key decision factors regarding productive transformation, investment, growth, social fairness, political-institutional, environmental protection and development aspects are addressed. Methods and tools on how to analyze the different local agriculture products in the region are taught and students are assigned a research case study topic. Furthermore, in order to gain a better picture of the sector and the local agribusiness environment and market opportunities, several field trips and excursions are scheduled.

Field Trips Block II (suggested):

- Wineries (Conventional, Organic and Biodynamic wine producers)
- Olive Oil Establishment
- Canned food industries
- Farms

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Lessons 11 to 12– Overview of the local Agribusiness

- **Lesson Learning Objectives:**
 - Learn on the local agribusiness structure and outlet markets
 - Learn on Value Chain Analysis in the sector
 - SWOT Analysis
- **Method(s) of Instruction:**
 - Power point presentation
 - Class discussions
 - Research assignments
 - Field trip

Lessons 13 to 15– Students Case Study Presentations

- **Lesson Learning Objectives:**
 - Comprehend the differences and challenges for agriculture products
 - Gain insides of local Agribusiness
 - Analysis and Recommendations
- **Method(s) of Instruction:**
 - Students power point presentations
 - Class discussions

Lesson 16 – Final Exam