

Warrington College of Business Administration

Faculty Meeting Agenda

December 7, 2007 – 102 Stuzin Hall – 10:00 a.m.

1. General Faculty Meeting Minutes
October 30, 2007 minutes presented for approval by the faculty.
2. Undergraduate Committee
The Undergraduate Committee approved the following and requests approval by the faculty:

New Course:

ECO 3106 – Microeconomics for Public Policy Analysis

- ◆ Credits: 4 credits
- ◆ Contact Hours: 4 hours
- ◆ Description: Primarily designed for public policy students in the College of Liberal Arts and Sciences. Not for economics majors in the College of Liberal Arts and Sciences or the Warrington College of Business Administration. This course examines the theory of consumer behavior, production, costs, firm behavior and the allocation of resources in the market system. Welfare economics and market failure with public policy focus are emphasized.
- ◆ Prerequisites: ECO 2023. Students who have credit for ECO 3101 or ECP 3703 cannot get credit for Microeconomics for Public Policy Analysis. Not for ECO or ES majors or majors in the Warrington College of Business Administration.

ECP 4422 – Public Utility Economics: International Infrastructure

- ◆ Credits: 4 credits
- ◆ Contact Hours: 4 hours
- ◆ Description: The course will examine issues in infrastructure industries (telecommunications, energy, water and transportation) that confront policy-makers and managers around the world. It will cover the political economy of regulation, regulatory policy reforms, technology change, market structure and competition, finance (and the activities of multilateral organizations, such as the World Bank), international investment, incentive regulation, performance benchmarking services to the poor, price structures, service quality, cost analysis, regulatory institutions and instruments, energy/environment issues, stakeholder interests, and corporate governance.
- ◆ Prerequisites: ECO 2023

ECS 4110 – Africa in the Global Economy

- ◆ Credits: 4 credits
- ◆ Contact Hours: 4 hours
- ◆ Description: The course aims to examine the African continent position globally, looking both at the challenges as well as at the options available to African nations to get a 'fair and better deal' in the global economy. Main topics: international trade and global value chains; WTO rules and negotiations especially with regard to agriculture; aid to Africa; economic reforms, the World Bank and IMF; the debt crisis; migration and African Diaspora.
- ◆ Prerequisites: ECO 2013 & ECO 2023, students who have credit for ECS 4111 cannot get credit for ECS 4110

ECS 4111 – African Economic Development

- ◆ Credits: 4 credits
- ◆ Contact Hours: 4 hours
- ◆ Description: The course deals with the most pressing issues facing Sub-Saharan African countries in their quest for socio-economic development. Although the main focus is on the contemporary issue and forthcoming challenges, we will also turn to (more or less recent) historical facts whenever necessary, to shed light on the present. Main topics are: economic growth, politics and institutions, international trade, agricultural and industrial development, poverty and inequality, access to basic social services, the environment, and gender issues.
- ◆ Prerequisites: ECO 2013 & ECO 2023, students who have credit for ECS 4110 cannot get credit for ECS 4111

3. Information Item – no action required
 - ◆ The minor in Real Estate is being discontinued and, effective Spring, 2008 no new students will be enrolled in the program.
4. Other
5. Dean's Report

Graduate Faculty Meeting Agenda

December 7, 2007 – 102 Stuzin Hall – (immediately following General Faculty Meeting)

1. Graduate Faculty Meeting Minutes
October 30, 2007 minutes presented for approval by the faculty.
2. Information Item – no action required
 - ◆ The Hough Graduate School of Business is presenting the following (see attachment) for review and discussion.
-A Pre-Proposal for Doctor of Business Administration (DBA) Degree
3. Other
4. Dean's Report

Warrington College of Business Administration

GENERAL FACULTY MEETING MINUTES

October 30, 2007

1. **Guest Speaker** | Rick Yost, Senate Chair visited and talked about Shared Governance.

- Faculty were encouraged to be involved with the Senate and Shared Governance.
- Faculty involved with the Senate play a role in making policies at UF.
- Faculty play a critical role in the continuing development of the Strategic Work Plan.
- Academic Performance is tied to the Strategic Work Plan.
- Faculty should be involved with budget review within their college.
- Two goals approved by the BOT: 1) Salary increase plan with UF funds; 2) Enhance Sabbatical & Leave Program.
- A positive is that there is control of tuition at UF which should mean funds to hire faculty.
- There was \$583 million in grant funding last year brought into UF.
- With 52,000 students on campus; 1.2 million student credit hours per year are taught.
- Information can be found on the Senate website: <http://www.senate.ufl.edu/senate/>

2. **General Faculty Meeting Minutes:**

April 19, 2007 minutes were presented for approval by the faculty. It was pointed out that the minutes reflect incorrect information related to the capacity for the Professional Communication Requirement. A motion was made to approve the minutes. The motion was seconded and the faculty voted to approve the minutes with the following corrections.

- The capacity for GEB 3213 Professional Business Writing is 400
- The capacity for GEB 3218 Professional Speaking in Business is 400

3. **Undergraduate Committee:**

A motion was made to approve GEB 3091 as a new course. The motion was seconded and the faculty voted to approve the following new course.

New Course: (approved)

GEB 3091 – Business Case Analysis

- ◆ Credits: 2 credits
- ◆ Contact Hours: 2 hours
- ◆ Description: This class is designed to introduce the topic of case analysis and to prepare students for national and international case competitions.

A motion was made to approve new prerequisites to MAN 4504. The motion was seconded and the faculty voted to approve the following course change.

Course Change (approved)

MAN 4504 – Operations and Supply Chain Management

- ◆ Prerequisites:
 - OLD: MAC 2233 - Survey of Calculus 1 and STA 2023 Intro to Statistics 1
 - NEW: MAC 2233, STA 2023 and the other 6 core courses (BUL 4310, ECP 3703, FIN 3403, MAN 3025, MAR 3023 and QMB 3250.)

4. **Informational Item:**

The following was presented as informational only. The minor in Entrepreneurship is being discontinued and, effective spring 2008, no new students will be enrolled in the program.

5. **Other** – no items

6. **Dean's Report** – no items

A motion was made to adjourn the General Faculty meeting. The motion was seconded and the meeting adjourned.

GRADUATE FACULTY MEETING MINUTES

October 30, 2007

1. Graduate Faculty Meeting Minutes:

April 19, 2007 minutes were presented for approval by the Graduate Faculty. A motion was made to approve the Minutes. The motion was seconded and the faculty voted to approve the minutes as distributed.

2. Masters Committee:

A motion was made to approve GEB 5213 as a new course. The motion was seconded and the faculty voted to approve the following new course.

New Courses:(approved)

GEB 5213 – Advanced Business Writing

- ◆ Credits: 1
- ◆ Contact Hours: 1
- ◆ Description: Advanced writing techniques, focusing on interdependence between corporate strategy and corporate communication.
- ◆ Prereq: GEB 5214

3. Other – The DBA Program was presented as an information item. Much discussion took place with some negative and some positive comments. The faculty was asked to seriously consider this option and to be ready to vote at the next meeting in December.


4. Dean's Report:

- Jon Cannon accepted the Senior Development Officer position beginning immediately.
- The college's campaign goal is \$112 million.
- The college expects to have raised at least \$66 million by end of year.
- The campaign runs through 2012 and we expect to have raised approximately \$150 million by that time.
- At the upcoming Senate meeting a vote will be taken to establish the School of Business.
- After the Senate vote the College will seek a donor to name the School of Business for \$15 million.
- The naming of the School of Business could be raised to \$20 million in 2009.
- Our goal during the campaign is at least 30 Professorships.
- All campaign money is for enhancements.
- Budget cut \$1.1 million; which is about equal to what we spent on PhD Support.
- We planned to move PhD support to off-book but needed approval from UF.
- UF decided we could not use waivers to support PhD program.
- We made cuts that would not impact teaching.
- Some faculty were placed on the off-book budget with the intention to move back to State budget as soon as possible.
- Long-term new hiring will be on the off-book budget.
- We can support these new demands on the revenue funds in the short run because we have a reserve on the off-book side.
- Bad news is that we could be facing even more cuts.
- Budget cuts resulted in ending the ethics program; minor in entrepreneurship; minor in real estate.
- Further cuts would result in more serious decisions on what to cut.
- Hough Hall should be ready in 2009.
- The architecture firm has been hired.
- Source of funds and breakdown of budget (power point presentation).
- Expected occupancy in January 2010.

A motion was made to adjourn the Graduate Faculty Meeting. The motion was seconded and the meeting adjourned.

Attendance: William Rossi, Doug Waldo, Jonathan Hamilton, Joe Alba, Harold Benson, Gary Koehler, Joel Demski, Subhajyoti Bandyopadaya, Dominique DeSantiago, Scott Fay, Wayne Archer, David Ling, Jinhong Xie, Robyn LeBoeuf, Joel Houston, Alan Sawyer, Jay Ritter, M Nimalendran, Stan Smith, Larry Kenny, Richard Romano, David Figlio, Mark Rush, Mark Flannery, Mike Ryngaert, Donna Johnson, Alan Cooke, Fiona Barnes, Dorothy McCawley, Sanford Berg, Horace Tucker, Robert Thomas, Janice Carillo, Chris Janiszewski, Asoo Vakharia, John Kraft, Andy McCollough, Selcuk Erenguc

PART 1: TO BE COMPLETED BY THE INSTITUTION

Institution Name: University of Florida	Institutional Code: 001535	Instructional Unit or Department Name, Department Code: Economics, 01170500		
Recommended SCNS Course Identification: Discipline (SMA) <u>018</u> Prefix <u>ECO</u> Level <u>3</u> Course Number <u>106</u> Lab Code _____				
Institution's Course Title: <u>Microeconomics for Public Policy Analysis</u>				
Effective Term and year course will first be offered: <u>Fall 2008</u>				
Amount of Credit: <u>4</u>		Contact hour base <u>4</u> or Headcount _____		If Repeatable Credit or Variable Credit: _____ total repeatable credit allowed _____ minimum / _____ maximum _____ credit within a semester
Course Description (attach a course syllabus): Primarily designed for public policy students in the College of Liberal Arts and Sciences. Not for economics majors in the college of Liberal Arts and Sciences or the Warrington College of Business Administration. This course examines the theory of consumer behavior, production, costs, firm behavior and the allocation of resources in the market system. Welfare economics and market failure with public policy focus are emphasized.				Mark all that apply: Rotating Topic <input type="checkbox"/> yes <input checked="" type="checkbox"/> no S/U Only <input type="checkbox"/> yes <input checked="" type="checkbox"/> no Repeatable for Credit <input type="checkbox"/> yes <input checked="" type="checkbox"/> no
Prerequisites: (This form does not update ISIS or registration prerequisite checking.) ECO 2023. Students who have credit for ECO 3101 or ECP 3703 cannot get credit for Microeconomics for Public Policy Analysis. Not for ECO or ES majors or majors in the Warrington College of Business Administration.				
Corequisites:				
All faculty teaching this course have completed at least 18 graduate semester hours in the teaching discipline and hold at least a master's degree. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No				
Degree Type (Mark all that apply.): <input type="checkbox"/> Associate of Arts <input checked="" type="checkbox"/> Baccalaureate <input type="checkbox"/> Graduate Study <input type="checkbox"/> Other (specify):				
Category of Instruction: <input type="checkbox"/> Introductory <input checked="" type="checkbox"/> Intermediate <input type="checkbox"/> Advanced				
Department Contact, Telephone Number, Email Address and PO Box: (Date)		Signature, Department Chair: (Date)		
Doug Waldo, 392-1370 POB 117140		 11/14/07		
College Contact, Telephone Number, Email Address and PO Box: (Date)		Signature, College Dean: (Date)		
Sharon Haughton, 392-2397 x1225, POB 117150				
Signature, Graduate Dean (if applicable): (Date)		Signature, Registrar (institutional contact): (Date)		

PART 2: TO BE COMPLETED BY THE FACULTY DISCIPLINE COMMITTEE REPRESENTATIVE

Approved Course Classification (Prefix, Number, Lab Code):	
If not the same as recommended by institution, please explain:	
SCNS Course Title (if new): _____	
Decade Title (if new): _____	
Century Title (if new): _____	
Signature, Faculty Discipline Committee Representative: _____	Date: _____

PART 3: SCNS APPROVAL USE ONLY

	Date Approved	Correspondence Number
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ECO 3106 - Microeconomics for Public Policy Analysis

Offered- Once a year

Target Group – Students who are part of the Public Leadership Certificate or the proposed BA in Public Policy programs.

Need for Course – This course is aimed at public policy students who need intermediate microeconomics but usually do not have any background in calculus and need more policy applications.

Microeconomics for Public Policy Analysis

INSTRUCTOR: Roger D. Blair

342 Matherly Hall

392-0179

roger.blair@cba.ufl.edu

TEXT: *Microeconomics for Public Decisions*

by Anne Steinemann, William Apgar, and H. James Brown

Handouts – Roger Blair

PURPOSE OF THE COURSE:

The purpose of this course is to provide a sound microeconomic foundation for students interested in public policy issues. The microeconomic theory will be presented at the intermediate level. Throughout the course, public policy issues will be employed to motivate and illustrate the relevance of economic analysis to sound public policy decisions. By the end of the course, a successful student will automatically incorporate the economic way of thinking in analyzing public policy problems and proposals. To this end, we will read most of *Microeconomics for Public Decisions*. This text presents the fundamental tools of microeconomics that inform public policy decisions. I will supplement the text as needed with some handouts. I will also provide some materials that will provide the opportunity for applying these tools to specific public policy issues

such as rent control, pollution taxes, deterring crime, reducing traffic congestion, and a host of other issues.

GRADE DETERMINATION:

I promise to do my best to make the course requirements as clear as possible. If anything is unclear, then it is your responsibility to ask me for clarification. I am also delighted to respond to any questions both in and out of class throughout the semester to help you succeed in this course. Ultimately, however, the grade that you earn in this course is your responsibility. Please note that I do not give you a grade; rather, you earn a grade. You know what grade you need to earn or want to earn for the purposes of honors, graduation, major and minor requirements, and so forth. If, at the end of the semester, you have not earned the grade that you initially set your sights on, I will commiserate with you. I will even shed a tear as I try to console you. But the one thing that I absolutely will NOT do is change your grade because the grade you want is different from the grade that you earned. Note that this policy applies equally to graduating seniors! Again, it is up to you to put forth the effort to earn the grade that you desire.

Final grades will be determined on the basis of each student's performance on three exams (worth 30% each) and a short paper / project (worth 10%).

The exams will involve short essays and problems that will require solving and explanation. There will be no multiple choice, matching, or fill-in-the blank questions.

The exams will be given on the following dates:

Exam 1:

Exam 2:

Exam 3:

Please plan your social calendar around these dates.

PUBLIC POLICY PROJECTS:

Your project will count for 10 percent of your final grade. Each of you must pair up with another student in the class and select one of the projects on the approved list. Since I do not want everyone working on the same project, no more than two teams can work on the same project, so pick the one you want and sign up early. If you have an idea for a project that is not on the list, you must get my approval in advance.

Ground Rules

1. The project must be typed, double-spaced on 8-1/2 x 11 paper on one side only. Use Arial Bold 12 font.
2. You must submit a hard copy: I will not accept a FAX or e-mail version.
3. You must turn in your research materials. Make copies of newspaper articles, online resources, journal articles, books, web pages - - whatever you rely upon.
4. Your project is due in my mailbox along with your research materials, no later than November 15. You have three months to get this done, but time tends to slip away - - get busy now.
5. The November 15 deadline is absolute. If you fear poor health, flat tires, inclement weather, destructive canines, crashing hard drives, or other such calamities, then I suggest that you plan on submitting the required materials prior to the deadline. (Consider the meaning of the word *deadline*: "the date by which

something must be done” and its source: “a line drawn in a military prison, by going beyond which a prisoner makes himself liable to be shot instantly.”

Webster’s New Dictionary and Thesaurus, New York, NY: Windsor Court, 1989.)

You are certainly welcome to complete the project prior to November 15.

Approved Public Policy Projects

1. Eminent domain - - use and abuse
2. Congestion pricing in New York City
3. Provision and location of homeless shelters
4. Recent developments in organ markets
5. Provision of health insurance for poor children
6. Legality of resale price maintenance
7. Alachua County’s panhandling ordinance
8. Federal minimum wage changes
9. Economic impacts of rent control
10. Affirmative action

There is no curve in the class – everyone can earn an “A”. The grading scale is as follows:

A:	90-100
B+:	85- 89
B:	80- 84
C+:	75- 79
C:	70- 74

D+: 65- 69

D: 60- 64

E 0- 59

POLICY MATTERS:

The University requires that I set out my policies on certain matters so you will be fully informed about my expectations.

1. You are required to comply with the University's honesty policy regarding cheating and the use of copyrighted materials.
2. Attendance in class is not mandatory. I believe that you should make choices to maximize your utility. But you are responsible for everything that goes on in class – all lecture materials, homework assignments, handouts, problems, and the like. In my experience, those who do not attend class regularly do not perform as well on the exams as those who do. In addition, if you do not attend class and I have no idea who you are, it is extremely difficult to write a meaningful letter of recommendation. Nonetheless, attendance is entirely up to you.
3. If you have an excused absence, exams can be made up at a mutually agreed date.
4. Each class is a business meeting. You should be prompt and prepared. Please turn off your cell phone to avoid distracting your classmates (and me!).
5. Students with disabilities who require classroom accommodation should contact me early in the semester, so we can discuss individual needs.

6. Please check your e-mail for announcements. This is *your* responsibility.
7. I will go over the exams on the day that they are returned. You have one week to appeal the grades that you receive. If you do not begin the appeal process by that date, your grade will be final. Any appeal must begin with your contacting my TA by e-mail.
8. At the end of the semester, I will *not* respond to any e-mail messages requesting information about course grades or exam grades. You will have to make an appointment to see me in my office.

COURSE OUTLINE:

The following course outline is tentative. It is ambitious and we will try to stick to it, but I will not sacrifice your understanding simply to finish every topic. SAB refers to the text.

1. Introduction

SAB: Chapter 1

2. Demand and Supply

SAB: Chapter 2

Blair handout

Illustrations:

1. The Market for Organs
2. Intervention in Homeowner Insurance Market
3. Common property resources

3. Market Dynamics and Interventions

SAB: Chapter 3

Blair handout

Illustrations:

1. Rent control
2. Minimum wages

4. Choice and Demand

SAB: Chapter 4

Blair handout

Illustrations:

1. Tort damages and utility
2. Transfers in kind: food stamps
3. Ticket scalping

5. Cost and Supply

SAB: Chapter 5

6. Efficiency and Equity

SAB: Chapter 6

Illustrations:

1. Food stamps again
2. Income transfers

3. Discrimination in the market:
 - a. Race
 - b. Gender
 - c. Age
-

7. Welfare Economics

SAB: Chapter 7

Illustrations:

1. Role of contracts
2. Breach of contract
3. Victimless crimes
4. Free trade

8. Monopoly

SAB: Chapter 8

Blair handouts

Illustrations:

1. Antitrust policy toward monopoly
2. Regulation of natural monopoly
3. Eminent domain and the hold up problem
4. Unions and labor law

9. Externalities

SAB: Chapter 9

Blair handout

Illustrations:

1. Zoning laws
2. Noise ordinances
3. Drunk driving laws

10. Public Goods

SAB: Chapter 10

Illustrations:

1. Subsidizing sports facilities
2. Education again

11. Imperfect Information

SAB: Chapter 11, pp. 251-268

Illustrations:

1. Fraud and contract law
2. Role of discovery in litigation
3. Product labeling
4. Insider trading
5. Unconscionability in contract terms
6. Truth in lending laws

12. Economics of Uncertainty

SAB: Chapter 11, pp. 268-297

Blair handout: The Economics of Uncertainty

Illustrations:

1. Insurance markets
2. Settlements of legal disputes
3. Deterring crime
4. Optimal crime rate
5. Gambling

13. Intertemporal Costs and Benefits

SAB: Chapter 12

Blair handout: A Primer on Present Value Calculations

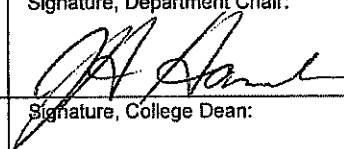
Illustrations:

1. Greenhouse gas problem
2. Public investments in infrastructure

14. Cost – Benefit Analysis

SAB: Chapter 13

PART 1: TO BE COMPLETED BY THE INSTITUTION

Institution Name: University of Florida	Institutional Code: 001535	Instructional Unit or Department Name, Department Code: Economics, 01170500	
Recommended SCNS Course Identification: Discipline (SMA) <u>018</u> Prefix <u>ECP</u> Level <u>4</u> Course Number <u>422</u> Lab Code _____			
Institution's Course Title: <u>Public Utility Economics: International Infrastructure</u>			
Effective Term and year course will first be offered: <u>Fall 2008</u>			
Amount of Credit: <u>4</u>	Contact hour base <u>4</u> or Headcount _____		If Repeatable Credit or Variable Credit: _____ total repeatable credit allowed _____ minimum / _____ maximum credit within a semester
Course Description (attach a course syllabus): The course will examine issues in infrastructure industries (telecommunications, energy, water, and transportation) that confront policy-makers and managers around the world. It will cover the political economy of regulation, regulatory policy reforms, technological change, market structure and competition, finance (and the activities of multilateral organizations, such as the World Bank), international investment, incentive regulation, performance benchmarking, service to the poor, price structures, service quality, cost analysis, regulatory institutions and instruments, energy/environment issues, stakeholder interests, and corporate governance.			Mark all that apply: Rotating Topic <input type="checkbox"/> yes <input checked="" type="checkbox"/> no S/U Only <input type="checkbox"/> yes <input checked="" type="checkbox"/> no Repeatable for Credit <input type="checkbox"/> yes <input checked="" type="checkbox"/> no
Prerequisites: (This form does not update ISIS or registration prerequisite checking.) ECO 2023			
Corequisites:			
All faculty teaching this course have completed at least 18 graduate semester hours in the teaching discipline and hold at least a master's degree.			<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Degree Type (Mark all that apply): <input type="checkbox"/> Associate of Arts <input checked="" type="checkbox"/> Baccalaureate <input type="checkbox"/> Graduate Study <input type="checkbox"/> Other (specify):			
Category of Instruction: <input type="checkbox"/> Introductory <input checked="" type="checkbox"/> Intermediate <input type="checkbox"/> Advanced			
Department Contact, Telephone Number, Email Address and PO Box: (Date)		Signature, Department Chair: (Date)	
Doug Waldo, 392-1370 POB 117140		 <u>10/29/07</u>	
College Contact, Telephone Number, Email Address and PO Box: (Date)		Signature, College Dean: (Date)	
Sharon Haughton, 392-2397 x1225, POB 117150			
Signature, Graduate Dean (if applicable): (Date)		Signature, Registrar (institutional contact): (Date)	

PART 2: TO BE COMPLETED BY THE FACULTY DISCIPLINE COMMITTEE REPRESENTATIVE

Approved Course Classification (Prefix, Number, Lab Code):	
If not the same as recommended by institution, please explain:	
SCNS Course Title (if new): _____	
Decade Title (if new): _____	
Century Title (if new): _____	
Signature, Faculty Discipline Committee Representative:	Date:

PART 3: SCNS APPROVAL USE ONLY

	Date Approved
	Correspondence Number

ECP 4422 - Public Utility Economics: International Infrastructure

Offered- Every other year

Target Group – Undergraduate ECO & ES majors

Need for Course – This course helps us give our majors a wide variety of electives where they can learn and apply the analytical skills used to understand economic decision making.

Public Utility Economics: International Infrastructure Syllabus ECO 4934, Section 5799 (Spring 2007)

Instructor: Sanford V. Berg sberg@ufl.edu
Office: Matherly 318 (Berg)
Office Hours: Tuesday and Thursday (10:00 am - 11:30am)
Location: Matherly 107—classroom, Tuesday and Thursday: 11:45-1:40
Text: *Reforming Infrastructure: Privatization, Regulation, and Competition*
by Ioannis N. Kessides, World Bank/Oxford University Press, 2004.

The course will examine issues in infrastructure industries (telecommunications, energy, water, and transportation) that confront policy-makers and managers around the world. It will cover the political economy of regulation, regulatory policy reforms, technological change, market structure and competition, finance (and the activities of multilateral organizations, such as the World Bank), international investment, incentive regulation, performance benchmarking, service to the poor, price structures, service quality, cost analysis, regulatory institutions and instruments, energy/environment issues, stakeholder interests, and corporate governance.

Format: The class will be highly interactive, with exercises, simulations, case presentations, and contacts with regulatory professionals from around the world. Students will attend several sessions of the *PURC/World Bank International Training Program in Utility Regulation and Management*.

<http://www.purc.ufl.edu> describes the January “event”

Project: Representatives of student teams will interview a regulatory professional from another nation, determine the most important regulatory issues faced by his or her organization, and prepare an evaluation of that country’s regulatory system. The “Consultant’s Report” should be a document that would be useful to regulatory professionals. It need not supply “the” solution to the problem identified by the client, but the report should describe the implications of alternative policy initiatives. The Report will provide a comprehensive set of references to the client. Resource material will be available on countries from Asia, Africa, Latin America, and Central Europe.

Reading: In addition to the text, the course will be based on a comprehensive *Body of Knowledge (BoK)* on utility regulation (developed by the instructor, in collaboration with others at the University of Florida):

<http://www.regulationbodyofknowledge.org/>.

Resources: The *BoK* material provides summaries of key concepts and links to over 300 references and case studies. Required course readings will identify the economic features of network industries and the role of regulatory institutions in promoting good sector performance. Lessons will be drawn from the U.S. and other developed (and developing) countries. The online *BoK* includes an 80+ page glossary plus links to source documents, hyperlinks to definitions and related topics, and a self-testing feature to facilitate learning. You are not expected to read all the

linked studies and papers. However, you will want to refer to some of the documents in your “Consultant Reports”.

This class explores the field of Public Utility Economics in the context of international infrastructure reforms. During the course, we see how market processes, demand patterns, cost structures, market conditions, and pricing policies affect sector performance. The political economy of regulation provides many insights on the causes and effects of policy reforms. Cases and problems will illustrate how economic concepts can be applied to specific industries. We will see how an understanding of consumer valuations, production technologies, governance procedures, and inter-firm rivalry can improve public policy and corporate strategies. Analytical techniques and quantitative tools will link the concepts to measurement and decision-making.

I expect material to be read in advance of class, so you are familiar with the conceptual frameworks to be discussed that day. Obviously, not all the material is of equal importance so follow-up reviews (and problem sets) will tend to focus on basic themes developed in class sessions. I will try to make sure that the pace and content of the course are appropriate for the group. The hyper-linked *Glossary of Terms* is an important resource for this class, since our ability to analyze a situation is constrained by our understanding of technical terminology.

Everyone needs to ask questions if points are unclear. We build upon the same basic principles throughout the course. Missed deadlines or exams should be cleared in advance with professor.

Other Policies: Students are bound by the Student Honor Code and Code of Conduct: www.dso.ufl.edu/stg/Code_of_Conduct.html#HonorCode. Violations will be dealt with in accordance with UF policies. For students with disabilities: students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this material to the Instructor. Regular attendance is expected, with participation providing points in borderline situations.

Grading: A: excellent, B: good; C: solid; D: passing; E: failing. I expect most grades to be in the A to C+ range, while recognizing that a C is not a penalty grade.

	<u>Grading</u>	
Team Project	50	“Consultant’s Report” to a Regulatory Professional
Individual Exercises	50	Five Problems
Individual Quizzes	50	Five Quizzes
Participation	50	Peer evaluations and in-class participation.
Final Exam	<u>100</u>	Sample questions will be posted on the course website
Total	300	

**Public Utility Economics: International Infrastructure
(Berg – Spring 2006)**

<u>Week</u>	<u>Topic (Text pages)</u> (Kessides)	<u>Activity</u> www.regulationbodyofknowledge.org	<u>BoK Reading</u>
January			
9, 11	Overview (1-28)	<u>PURC/WB Sessions (Hilton)</u>	<i>Intro & Overview</i> (normative/positive)
16, 18	Network Utilities (29-41)		1. <i>General Concepts</i> (Reforms, Performance)
23, 25	Assessing Reforms and Regulation (42-78)	<u>Case: Objectives</u>	2. <i>Market Structure</i> (Monopoly/Franchises)
30	Privatization and Private Participation (79-94)		(Unbundling/Competition)
February			
1	Regulatory Institutions (95-111)		3. <i>Financial Analysis</i> (WACC/NPV/Risk/Return)
6, 8	Price and Quality (112-130)	<u>Case: Price</u>	5. <i>Tariff Design</i> (Cost & Price Structures)
13, 15	Advanced Pricing	<u>PURC Conference (15-16)</u>	6. <i>Quality</i> (Service/Environment)
20, 22	Electricity (131-157)		4. <i>Incentive Regulation</i> (Rate of Return & Price Caps)
27,	Electricity Reform Lessons (158-182)		(Cost Allocations) (Subsidies and Access)
March			
1	Transportation: Railroads (183-204)		7. <i>Information Issues</i> (information asymmetries)
5, 8	Transportation: Ports (205-218),	<u>Midterm March 8</u>	
13, 15 Spring Break			
20, 22	Telecommunications		8. <i>Regulatory Process</i> (Innovation, accountability)
27, 29	Telecommunications		(institutional design) (Citizen Participation)
April			
3, 5	Water (219-234)	<u>Benchmarking Exercise (5th)</u>	
10, 12	Water Lessons (235-258)	<u>Team Project Due (12th)</u>	
17, 19	Political Economy of Stakeholders	<u>Negotiation Exercise (19th)</u>	
24	Agenda Assessment (259-278)		
Final Exam: TBA			

NEW COURSE TRANSMITTAL FORM

(explanations on next page)

PART 1: TO BE COMPLETED BY THE INSTITUTION

Institution Name: University of Florida	Institutional Code: 001535	Instructional Unit or Department Name, Department Code: Economics, 01170500		
Recommended SCNS Course Identification:				
Discipline (SMA) <u>018</u>	Prefix <u>ECS</u>	Level <u>4</u>	Course Number <u>110</u>	Lab Code _____
Institution's Course Title: <u>Africa in the Global Economy</u>				
Effective Term and year course will first be offered: <u>Fall 2008</u>				
Amount of Credit: <u>4</u>	Contact hour base <u>4</u> or Headcount _____		If Repeatable Credit or Variable Credit: total repeatable credit allowed _____ minimum / _____ maximum credit within a semester	
Course Description (attach a course syllabus): This course aims to examine the African continent position globally, looking both at the challenges as well as at the options available to African nations to get a 'fair and better deal' in the global economy. Main topics: international trade and global value chains; WTO rules and negotiations especially with regard to agriculture; aid to Africa; economic reforms, the World Bank and IMF; the debt crisis; migration and African Diaspora.			Mark all that apply: Rotating Topic <input type="checkbox"/> yes <input checked="" type="checkbox"/> no S/U Only <input type="checkbox"/> yes <input checked="" type="checkbox"/> no Repeatable for Credit <input type="checkbox"/> yes <input checked="" type="checkbox"/> no	
Prerequisites: (This form does not update ISIS or registration prerequisite checking.) ECO 2013 & ECO 2023, students who have credit for ECS 4111 cannot get credit for ECS 4110.				
Corequisites:				
All faculty teaching this course have completed at least 18 graduate semester hours in the teaching discipline and hold at least a master's degree. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No				
Degree Type (Mark all that apply.): <input type="checkbox"/> Associate of Arts <input checked="" type="checkbox"/> Baccalaureate <input type="checkbox"/> Graduate Study <input type="checkbox"/> Other (specify):				
Category of Instruction: <input type="checkbox"/> Introductory <input checked="" type="checkbox"/> Intermediate <input type="checkbox"/> Advanced				
Department Contact, Telephone Number, Email Address and PO Box: (Date)		Signature, Department Chair: (Date)		
Doug Waldo, 392-1370 POB 117140		<u>10/29/07</u>		
College Contact, Telephone Number, Email Address and PO Box: (Date)		Signature, College Dean: (Date)		
Sharon Haughton, 392-2397 x1225, POB 117150				
Signature, Graduate Dean (if applicable): (Date)		Signature, Registrar (institutional contact): (Date)		

PART 2: TO BE COMPLETED BY THE FACULTY DISCIPLINE COMMITTEE REPRESENTATIVE

Approved Course Classification (Prefix, Number, Lab Code):	
If not the same as recommended by institution, please explain:	
SCNS Course Title (if new): _____	
Decade Title (if new): _____	
Century Title (if new): _____	
Signature, Faculty Discipline Committee Representative:	Date:
_____	_____

PART 3: SCNS APPROVAL USE ONLY

	Date Approved	Correspondence Number
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ECS 4110 - Africa in the Global Economy

Offered - Every two or three semesters

Target Group – Undergraduate ECO & ES majors

Need for Course – This course helps us give our majors a wide variety of electives where they can learn and apply the analytical skills used to understand economic decision making. It is a cross listed course (with African Studies) which lets us make use of economists located in departments outside Economics.

AFRICA IN THE GLOBAL ECONOMY

Syllabus – Fall 2006

Instructor: Dr. Renata Serra

Office: 425 Grinter Hall (Center for African Studies)

Phone/Email: 846-0473; rserra@africa.ufl.edu

Office hours: T. 12.45-1.45 p.m.; F. 11 a.m.-12 noon; or by appointment

Course numbers: AFS 4905 (3718); ECO 4934 (4140)

Credits: 4

Class time and venue: T and R, P 4-5 (NPB 1200).

Course description:

Within a seemingly global world, Africa appears to be the least “integrated” continent: one with declining shares in world trade and foreign direct investment; geographically isolated due to poor transport and insufficient infrastructures; politically and strategically marginal. However, what is too often overlooked are both the global dimension in which many Africans live, and the significant economic contribution that Africa makes to the rest of the world, in the form of highly skilled migrants, huge financial transfers (be they interest payments on debt or capital flights), and lucrative investment and business opportunities in the extractive and natural resource sectors.

This course aims to examine the African continent position globally, and the economic and financial flows taking place in *both* directions, and thus redress the widely held belief that Africa is ‘swamped’ with foreign aid. We will look at the challenges posed by current global economic phenomena, within a context of perpetuating unequal power relationships among world nations, but also at the options available to African nations to improve their position, and get a ‘fair and better deal’.

The aim is to equip students with the analytical and factual instruments to think critically of the various implications of *different modes of globalization*, rather than merely glorifying or demonizing global processes. Particular attention will be paid to US-Africa economic relations, and to specific examples, in order to help students place the broad issues into context.

Course Requirements:

Prerequisites: ECO 2013 and ECO 2023 (or equivalent for non ECO majors).

Final evaluation will depend on how well you do (how many points you score) on the following components:

1. Class presence, participation and interventions in class discussion (up to 20 points);
2. Three class tests (up to 20 points each, for a total of 60);
3. Home assignments (up to 20 points).

The final grade is obtained by totaling your points and assigning the grade as follows:

90-100: A	88-89: B+	80-87: B	78-79: C+
70-77: C	65-79: D	Below 65: fail	

There is no final exam.

- Attendance is essential and you are required to be in class on time. Please let me know, if possible, if you are going to miss a class. Frequent unjustified absences and/or late arrivals, as well as un-respectful class demeanor (see also next point), will lead to a low score for the first component.
- It is very important you participate actively in all class activities, especially during planned class discussions; if you are unsure of what's going on, just ask: no question is irrelevant, and we can all learn more. It is forbidden to use cell phones, use computers for everything but taking notes, or read class unrelated material.
- Class tests (50-60 minutes each) will include two sections: the first requiring definitions or very short answers, the second asking few more in-depth questions. Test dates are in the time schedule below.
- Home assignments (2-3 pages each) consist of answering one particular question based on class reading and discussion (4 assignments up to 5 points each)

Academic Honesty: The University places a high premium on academic honesty. Accordingly, severe penalties are imposed for plagiarism and other instances of deception or fraud. The university's policies regarding intellectual honesty are detailed in the Academic Honesty Guidelines, printed in full in the current Undergraduate Catalog (see <http://www.dso.ufl.edu/judicial/procedures/academicguide.php>).

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Do you like courses with African content and you want to know more? Then learn about the many opportunities UF offers to increase your knowledge of Africa:

- The Center for African Studies offers many courses with an African content. You can pick up a free booklet with details from 427 Grinter, and ask more information.
- Many stimulating opportunities exist, such as Semester and Summer Study Abroad Programs (including the prestigious Lumbardi Program). For more info contact the CAS deputy director Todd Leedy (427 Grinter; email tleedy@afrika.ufl.edu).
- Do you want to meet your foreign language requirement in a different and exciting way? Learn one of several African languages taught by AALL department. For more information contact Dr C. Bwenge at cbwenge@afrika.ufl.edu.
- Are you taking, or planning to take, other courses in African Studies? If so, you may qualify for a Minor in African Studies. Make sure you declare it: in the past, some students who qualified, failed to declare it! Dr Leedy will be happy to help you make the process even easier: he will send the form for you!

Other resources:

- Please note that the syllabus and any useful information and material for the course will be posted on my website <http://www.clas.ufl.edu/users/rserra/>.
- Please try to keep update with international and African affairs: useful internet sources are www.bbc.co.uk/afrika and www.allafrika.com. *The Economist* also covers regularly African affairs.

Required texts:

- Goldin, I and Reinert, K. *Globalization for Development*, The World Bank and Palgrave MacMillan, 2006 (henceforth GfD)
- Course packet (CP) to be purchased at OBT, 13th Street. The CP contains all reading items listed below outside the GfD textbook, except those items for which a full web address is provided, and which should thus be accessed via the internet.

CLASS TIME SCHEDULE: Please consider that the Instructor reserve the right to make minor modifications during the semester

Week 1 Introduction

- *Thu Aug. 24:* Course overview

Weeks 2-4 Globalization: multiple dimensions, players, and outcomes

- *Tu Aug 29:* Economic and other dimensions of globalization
 - GfD, Chs. 1-2
 - CLASS DISCUSSION: Does globalization lead to culture homogeneity?
 - Appiah A, "Cosmopolitan contamination"
 - Hannerz U, "Scenarios for peripheral cultures"
- *Th Aug 31:* Uneven globalization
 - Birdsall N, "Stormy days on an open field"
 - *Case study:* Impact of trade liberalization on Kenya's labor market (see <http://www.gapresearch.org/production/globalizationlabourmarketskenyaOctober2002.pdf> for a good reading on the subject – this is optional!)
- *Tu Sept 5:* The players: international organizations, governments, and civil society.
- *Th Sept 7:* CLASS DISCUSSION: US and global development
 - Read the 3 short documents from CGD *Rich World, Poor World* Series
 - "Why global development matters for the US"
 - "Global trade and development"
 - "Global trade, jobs, and labor standards"
- *Tu Sept 12:* CLASS DISCUSSION: African perspectives
 - Abdul-Raheem T, "An African Perspective on Globalization"
 - Muthethia K, "Africa and Globalization"

Weeks 4-6 International trade

- *Th Sept 14:* The concept of comparative advantages
 - Krugman P, "Myths and Realities of US competitiveness"
 - Ray D, *Development Economics*, pp. 627-36
- *Tu Sept 19:* Trade policies and liberalization reforms
 - GfD, Ch. 3
- *Th Sept 21:* African trade structure and performance
 - Lyakurwa W, "Primary exports and primary processing for export in Sub-Saharan Africa"
- *Tu Sept 26:* CLASS DISCUSSION: Is the Kenya's horticulture industry a success story?
 - English, Jaffee and Okello "Exporting out of Africa. The Kenya horticulture success story"

- Rioba N, "The women behind beautiful roses: solving occupational hazards in cut flower farming in Naivasha, Kenya"
- *Th Sept 28*: Class test 1

Weeks 7-8 FDI and TNCs

- *Tu Oct 3*: FDI to Africa in the global context
 - GfD, Ch. 4
 - UNCTAD, 2005, *Rethinking the Role of FDI*, (Parts A, B and D):
http://www.unctad.org/en/docs/gdsafrica20051_en.pdf
- *Th Oct 5*: OECD, "Foreign Direct Investment" (Ch 7 from Goldstein et al. 2006, *The Rise of China and India: What's in it for Africa?*)
- *Tu Oct 10*: CLASS DISCUSSION: TNCs, local impact and corporate social responsibility
 - Read from the following on 'Oil, Shell and impact on Niger delta':
 - http://www.christian-aid.org.uk/indepth/0401csr/csr_casestudy1nigeria.pdf
 - <http://www.essentialaction.org/shell/issues.html>
 - <http://www.globalissues.org/Geopolitics/Africa/Nigeria.asp>
 - <http://web.amnesty.org/wire/november2005/nigeria>
 - Blowfield, M "Ethical supply chains in the cocoa, coffee and tea industries"

Liberia's rubber industry

Recommended citation:

Roxanne Lawson and Tim Newman, "Stopping Firestone: Getting Rubber to Meet the Road," (Silver City, NM & Washington, DC: Foreign Policy In Focus, December 7, 2006).

Web location:

<http://fpif.org/fpifxt/3766>

Weeks 8-9. WTO negotiations: some contentious issues

- *Th Oct 12*: Subsidies to agriculture
 - Oxfam, 2002, "Cultivating Poverty. The Impact of US cotton subsidies on Africa"
- *Tu Oct 17*: International labor standards
 - Elliott KA, and Freeman R, "Globalization versus labor standards?"
http://www.iie.com/publications/chapters_preview/338/1iie3322.pdf
 - *Case study*: Child Labor in Cocoa Production
 - IITA, "Child labor in the Cocoa Sector of West Africa"
 - IPECL, "Hazardous child labor in agriculture: Cocoa"
 - International Labor Rights Fund "Chocolate and child slavery"
http://www.laborrights.org/projects/childlab/cocoa_063004.htm
- *Th Oct 19*: Intellectual Property Rights:
 - GfD, Ch. 7
 - Attaran and Gillespie-White, 2001, "Do patents for ART drugs constrain access to AIDS treatment in Africa?"

Week 10. The challenges and benefits of regional economic integration

- *Tu Oct 24: Case study: Southern Africa*
 - Gibb R, 1997 "Regional integration in post-apartheid Southern Africa"
- *Th Oct 26: Class Test 2*

Weeks 11-12. International migration

- *Tu Oct 31: Global and African trends*
 - GfD, CH. 6
 - UN DESA, "Overview: World Economic and Social Survey 2004: International Migration"
- *Th Nov 2: Case study: Quartey P 2006, "The impact of migrant remittances on household welfare in Ghana"*
- *Tu Nov 7: Brain drain or brain gain?*
 - Martineau, Decker and Bundred, 2004, "Brain Drain of health professionals: from rhetoric to responsible action"
 - Kapur and McHale, "The global migration of talent: what does it mean for Developing Countries?"

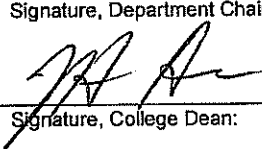
Weeks 12-14. Aid, debt and economic reforms

- *Th. Nov 9: International Aid to poor countries*
 - GFD, Ch. 5
 - Read as much as you can from 'The US and foreign aid assistance': <http://www.globalissues.org/TradeRelated/Debt/USAid.asp>
- *Tu Nov 14: Foreign Debt*
 - Anderson S, "Debt Boomerang"
- *Th Nov 16: Case study: The World Bank and Uganda*
 - *Video* "Our friends at the Bank"
- *Tu Nov 21: Economic reforms and aid*
 - GFD, Ch. 7-8
 - Van de Walle, N., 2001, 'The crisis and foreign aid'
- *Th Nov 23: Thanksgiving NO CLASS*

Weeks 15-16: Final considerations

- *Tu Nov 28: Policy debates: globophiles vs globophobes!*
 - Gibson NC, 2004, 'Africa and globalization: Marginalization and resistance'
 - Rice, S. "Africa's strategic importance to the US" Speech at Reid College, March 20
- *Th Nov 30: In search for global solutions?*
 - Lane JE, "Globalization and the institutional deficit"
- *Tu Dec 6: Class Test 3*

PART 1: TO BE COMPLETED BY THE INSTITUTION

Institution Name: University of Florida		Institutional Code: 001535	Instructional Unit or Department Name, Department Code: Economics, 01170500	
Recommended SCNS Course Identification: Discipline (SMA) <u>018</u> Prefix <u>ECS</u> Level <u>4</u> Course Number <u>111</u> Lab Code _____				
Institution's Course Title: <u>African Economic Development</u>				
Effective Term and year course will first be offered: <u>Fall 2008</u>				
Amount of Credit: <u>4</u>		Contact hour base <u>4</u> or Headcount _____		If Repeatable Credit or Variable Credit: total repeatable credit allowed _____ minimum / _____ maximum credit within a semester
Course Description (attach a course syllabus): The course deals with the most pressing issues facing Sub-Saharan African countries in their quest for socio-economic development. Although the main focus is on contemporary issues and forthcoming challenges, we will also turn to (more or less recent) historical facts whenever necessary, to shed light on the present. Main topics are: economic growth, politics and institutions, international trade, agricultural and industrial development, poverty and inequality, access to basic social services, the environment, and gender issues.			Mark all that apply: Rotating Topic <input type="checkbox"/> yes <input checked="" type="checkbox"/> no S/U Only <input type="checkbox"/> yes <input checked="" type="checkbox"/> no Repeatable for Credit <input type="checkbox"/> yes <input checked="" type="checkbox"/> no	
Prerequisites: (This form does not update ISIS or registration prerequisite checking.) ECO 2013 & ECO 2023, students who have credit for ECS 4110 cannot get credit for ECS 4111.				
Corequisites:				
All faculty teaching this course have completed at least 18 graduate semester hours in the teaching discipline and hold at least a master's degree.			<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Degree Type (Mark all that apply.): <input type="checkbox"/> Associate of Arts <input checked="" type="checkbox"/> Baccalaureate <input type="checkbox"/> Graduate Study <input type="checkbox"/> Other (specify):				
Category of Instruction: <input type="checkbox"/> Introductory <input checked="" type="checkbox"/> Intermediate <input type="checkbox"/> Advanced				
Department Contact, Telephone Number, Email Address and PO Box: (Date) Doug Waldo, 392-1370 POB 117140			Signature, Department Chair: (Date)  <u>10/29/07</u>	
College Contact, Telephone Number, Email Address and PO Box: (Date) Sharon Haughton, 392-2397 x1225, POB 117150			Signature, College Dean: (Date)	
Signature, Graduate Dean (if applicable): (Date)			Signature, Registrar (Institutional contact): (Date)	

PART 2: TO BE COMPLETED BY THE FACULTY DISCIPLINE COMMITTEE REPRESENTATIVE

Approved Course Classification (Prefix, Number, Lab Code):	
If not the same as recommended by institution, please explain:	
SCNS Course Title (if new): _____	
Decade Title (if new): _____	
Century Title (if new): _____	
Signature, Faculty Discipline Committee Representative:	Date:

PART 3: SCNS APPROVAL USE ONLY

	Date Approved	Correspondence Number
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ECS 4111 - African Economic Development

Offered – Every two or three semesters

Target Group – Undergraduate ECO & ES majors

Need for Course – This course helps us give our majors a wide variety of electives where they can learn and apply the analytical skills used to understand economic decision making. It is a cross listed course (with African Studies) which lets us make use of economists located in departments outside Economics.

African Economic Development

Spring 2007

Instructor: Dr. Renata Serra

Office: 425 Grinter Hall (Center for African Studies)

Phone/Email: 846-0473; rserra@africa.ufl.edu

Office hours: Tuesdays and Thursdays 2-3.30 p.m.; or by appointment

Course numbers: AFS 4905 (3265) & ECO 4934 (2525)

Credits: 4

Class time and venue: Tuesdays and Thursdays (P 3-4) in MAT 0002

Course description and objectives:

The course deals with the most pressing issues facing Sub-Saharan African countries in their quest for socio-economic development. Although the main focus is on contemporary issues and forthcoming challenges, we will also turn to (more or less recent) historical facts whenever necessary, to shed light on the present. Main topics are: economic growth, politics and institutions, international trade, agricultural and industrial development, poverty and inequality, access to basic social services, international aid and debt.

By the end of this course, you should:

- know main facts about African economic development
- understand debates about causes of successes and failures
- recognize the value of a historical perspective (many of current policy failures derive from lack of knowledge of even recent past!)
- combine perspectives from different disciplines (in this case especially economics and political science) in order to analyze issues comprehensively
- have a more in-depth knowledge of one African country (since each student will be assigned one country early on in the semester and will focus on the same country for all home assignments, see below).

Course Requirements:

Prerequisites: ECO 2013 and ECO 2023 (or equivalent for non ECO majors).

Final evaluation will depend on how well you do (how many points you score) on the following components:

1. Class presence, participation and interventions in class discussion (up to 15 points);
2. Three class tests (up to 20 points each, for a total of up to 60);
3. Home assignments (in the number of 5 for 5 points each, for a total of up to 25).

The final grade is obtained by totaling your points and assigning the grade as follows:

90-100: A	88-89: B+	80-87: B	78-79: C+
70-77: C	65-79: D	Below 65: fail	

There is no final exam.

- ATTENDANCE is essential and you are required to be in class on time. Please let me know, as soon as possible, if you are going to miss a class or why you have missed a class. After the third unjustified absence, I will take one point off for each subsequent unjustified absence. Please note, frequent late arrivals will also be heavily penalized, as well as un-respectful class demeanor. If you have missed a class, it is your responsibility to find out relevant information from your class mates (do not ask me, please!) – thus make sure you have the contact details of at least one class mate.
- PARTICIPATION in class, through questions and interventions, is valued very highly. If you are unsure of what's going on, just ask: no question is irrelevant. It is forbidden to use cell phones, lab-tops (except for taking notes), or read class unrelated material.
- CLASS TESTS will include two sections: the first requiring very short answers, the second asking few more in-depth questions. Test dates are in the time schedule below.
- HOME ASSIGNMENTS give you the opportunity to specialize on one African country, as you will answer to 5 different questions over the semester on the same country (5 assignments, up to 5 points each). Each home assignment should be 2-3 pages long, and should be equally based on both the relevant class reading and on extra information relative to your particular country that you are required to find by yourself.

Academic Honesty: The University places a high premium on academic honesty. Accordingly, severe penalties are imposed for plagiarism and other instances of deception or fraud. The university's policies regarding intellectual honesty are detailed in the Academic Honesty Guidelines, printed in full in the current Undergraduate Catalog (see <http://www.dso.ufl.edu/judicial/procedures/academicguide.php>).

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- Do you want to meet your foreign language requirement in a different and exciting way? Learn one of several African languages taught by AALL department. For more information contact Dr C. Bwenge at cbwenge@afrika.ufl.edu.
- Are you taking, or planning to take, other courses in African Studies? If so, you may qualify for a Minor in African Studies. Make sure you declare it: in the past, some students who qualified, failed to declare it! Dr Leedy will be happy to help you make the process even easier: he will send the form for you!

REQUIRED TEXTS:

- Moss, Todd *African Development. Making Sense of Issues and Actors*, Lynne Rienner, Boulder and London (henceforth AD), 2007
- Course packet (CP) to be purchased at OBT, 13th Street. The CP contains all reading items listed below outside the AD textbook, except those items for which a full web address is provided, and which should thus be accessed via the internet.

Other resources:

- Please note that the syllabus and any useful information and material for the course will be posted on my website <http://www.clas.ufl.edu/users/rserra/>.
- Please try to keep update with international and African affairs: useful internet sources are www.bbc.co.uk/africa and www.allafrica.com. *The Economist* also covers regularly African affairs.

CLASS TIME SCHEDULE: Please consider that the Instructor reserve the right to make minor modifications during the semester.

Week 1: Introduction

January 9th: Course Overview

- The maps of Africa!

January 11th: African realities and Western perceptions

Do the reading before class: we will have a class debate!

- Hultman T, "Dateline: Africa" *Africa News Service*, 12/01/1990, <http://allafrica.com/stories/200101080381.html>
- Easterly W, "The West can't save Africa", *Washington Post*, 02/13/06 <http://www.washingtonpost.com/wp-dyn/content/article/2006/02/12/AR2006021201150.html>
- Showers K, "The Ivory story, Africans and Africanists" *Issue*, 22 (1): 41-46 (e-journal: www.uflib.ufl.edu/ej)

Week 2: Key historical phases

January 16th: From pre-colonial to post-colonial times

- AD, "History and Legacy of Colonialism", Ch. 2

January 18th: A look at the last forty years

- AD, "Political change and Democratization", Ch 5

Weeks 3-4: Development and economic growth

January 23rd: The concepts of development 1st Home Assignment due

- Nnadozie, "Why study African Economic Development?"; "Overview of African development", "Definition and measurement of growth and development"

January 25th: AD, "Poverty and human development ", Ch. 10

January 30th: Understanding the determinants of economic growth

- AD "Africa's Slow Growth Puzzle", Ch. 6

February 1st: Economic growth and development

- Ranis et al. 2000, "Economic growth and human development" *World Development*, 28 (2): 197-219 (available from www.uflib.edu/ej)

Week 5-6: Politics and Institutions

February 6th: AD, Chs. 3-4 2nd Home Assignment due

February 8th: AD, "Economic Reform and Politics of Adjustment" Ch. 7

February 13th: Case study: Botswana

- Abdi Ismail Samatar, "Translating class unity and autonomy into an effective institution: The Botswana Meat Commission"

February 15th: Class Test 1

Weeks 7-8: Industrial development, trade and FDI

February 20th: Industrial development

- Rodrik, "Industrial policy"

February 22nd: Industrial sectoral strategies

- Cramer "Can Africa industrialize by processing primary commodities?"

February 27th: International trade

- AD, "Africa and World Trade", Ch. 12

March 1st: Foreign Direct Investment

- AD, "Private investment and the business environment" Ch. 13
- Soludo, C., 2003, "Export-oriented industrialization and FDI in Africa"

Week 9: Agricultural development

March 6th: Agriculture performance and policy 3rd Home Assignment due

- Stock, R, "Agrarian development and change"

March 8th: Agriculture and food security

- Peters P. and Herrera, M.G., 1994, "Tobacco cultivation, food production and nutrition among smallholders in Malawi"

Spring Break - March 12nd-26th

Week 10: Land and the environment

March 20th: Land tenure and property rights

- Schroeder, "Reclaiming land in the Gambia: Gendered property rights and environmental intervention"

March 22nd: Test 2

March 27th: Conservation of the environment

- Turner, "Communities, Conservation and tourism based development"

Weeks 11-12: Social services

March 29th: Health

- Azevedo "Health and Economic Development"

April 3rd: Education 4th Home Assignment due

- Azevedo and Nnadozie "Education"

- April 5th: State responsibilities and failures in delivering social services
- World Bank, WDR 2004, Ch. 1 “Services work for poor people but too often they fail”
 - Francis et al. “Bitter Harvest. Social costs of state failure in rural Kenya”

Weeks 13-15: International issues and debates

April 10th: Regional institutions

- AD, “Regional institutions and NEPAD” Ch. 11

April 12th: Economic reforms and conditionalities

- AD, “Economic reforms and the politics of adjustment” Ch. 7
- “Kicking the habit” Oxfam Briefing Paper 96, 2006 - online at:
http://www.oxfam.org/en/files/bp96_kicking_the_habit_061127.pdf/download

April 17th: International aid system 5th Home Assignment due

- AD, “The international aid system” Ch. 8

April 19th: Foreign Debt

- AD, “Debt burdens and debt relief” Ch 9

April 24th: Test 3

A Pre-Proposal for Doctor of Business Administration (DBA) Degree

Name of the proposed degree: Doctor of Business Administration (DBA)

Description and rationale for the proposed degree: The DBA degree is a professional degree which aims at integrating the theory and practice of business within the context of today's emerging and pressing global issues. The DBA program will be available to a small, select group of experienced executives in senior leadership positions who hold a master's degree in a business or related field and are committed to pursuing a formal, rigorous program as practitioner-scholars. The program is designed to meet the special requirements of working professionals. Students meet the program's requirements by completing courses in-residence and online and successfully defending their final project. The program consists of 53 credit hours and is expected to take 3 years to complete. Of the 53 required credit hours, 16 are dedicated to foundation courses, 20 to research in foundation topics, 9 to research methods and 8 to a supervised final project. (See Appendix A.)

The DBA degree is significantly different from a PhD degree in that whereas PhD is a research-oriented degree with a specific focus, designed to train people to assume roles as faculty or researchers in particular academic areas, the DBA degree has a much more interdisciplinary orientation and stresses the application of existing knowledge to real-world business situations. The DBA degree has more emphasis on the testing and application of existing theory on particular sets of cases and less emphasis on the development of theory. Unlike PhD research, which tends to start from an identified gap in the literature, the starting point of DBA research is likely to be a problem or an issue arising from the professional practice of management. As such, the DBA final project is expected to demonstrate the usefulness of its results to one or more organizations, and is likely to be more interdisciplinary.

The DBA degree will enable the graduates to:

- Acquire faculty positions in academic institutions
- Advance in senior management
- Launch successful careers in management consulting

The Doctoral Faculty Commission (DFC), which was commissioned by the Board of Directors of AACSB International to analyze past and future trends in the supply and demand of business doctoral faculty, and offer solutions in the event of market imbalances, issued its report in December 2002. The DFC report concluded that there was a significant shortage of business PhDs and this shortage is expected to grow. The Commission estimated a shortage of 1,100 by 2007 and 2,400 by 2012. Under the worst case scenarios, expected shortages are 3,043 and 5,689, respectively.

The reasons for the expected shortage in doctoral faculty are two fold: (a) reduction in the production of business PhD's and (b) increased demand for individuals with business PhD's. The production of new business PhD's declined from 1,327 in 1994-95 to 1,071 in 1999-2000. The trend is especially more noticeable among the top 50 accredited doctoral producers in the US, the world's largest producer of business PhD's. The DFC report identified the following as the most important reasons for decline:

- High cost of financial support for doctoral students
- High cost of faculty resources to support doctoral programs
- The time required to complete a full-time PhD program (usually four to six years) discourages many good candidates from applying.

The DFC identified the following reasons for increased demand for doctoral faculty:

- The growth in undergraduate and graduate business school enrollment in the US and worldwide.
 - The number of business bachelor's degrees in the US is expected to rise to 302,000 in 2011-2012 from 253,000 in 1999-2000.
 - The number of business master's degrees in the US is expected to rise to 125,250 in 2011-2012 from 111,664 in 1999-2000.
 - Worldwide expansion of MBA programs
 - Under the 1999 Bologna Agreement, college degrees in the EU would follow the Anglo-American undergraduate and master's style of degree programs.
- More and more business schools have sought to become more research-oriented, resulting in desire to hire more doctoral faculty.
- AACSB International and EQUIS accreditation require schools with global aspirations to exceed minimum standards for faculty qualifications.

To address the doctoral faculty shortage, the DFC included the following as one of their recommendations:

“Different models of Ph.D. programs to address faculty shortages, e.g., “teaching doctorates”, “professional doctorate,” or executive PhD's”, may be viable to address the needs of alternative segments of the business school industry, e.g., those with a non-research mission, and to augment the teaching capacity of research faculties.”

The proposed DBA program is our response to the doctoral faculty shortage problem in the industry and is in accordance with the above DCF recommendation. Many business schools in the US have already established clinical faculty positions. A typical clinical faculty position is non-tenure accruing with little or no research obligations.

Although an important objective of the proposed program is to train individuals who will be able to acquire faculty positions in academic institutions, the potential value of the degree in training senior executives and consultants should not be overlooked. The DBA program will help candidates to develop proficiency in applied research,

methodological and analytical skills and thus enable them to apply research-based practice in business and management. The analytical and research skills of the candidates will help them advance in their career paths as senior managers and consultants. (See for example Appendix B, for the 2005 and 2006 roster of Executive Doctor of Management program at the Weatherhead School of Management of Case Western Reserve University.)

Relationship to existing campus programs: CD/DVD's that have been developed for our Internet MBA programs will, after some modifications, be used for the foundation courses.

Planned Implementation Date: January 2010.

SUS institutions offering similar programs : There is no SUS institution offering a similar degree. However, there are a few schools in the US offering a similar program and more schools in the UK. In fact, there are at least sixteen schools in the UK which offer professional doctoral programs in business. The most notable schools offering a similar degree include:

- Weatherhead School of Management-Case Western Reserve University
- University of Maryland
- Manchester Business School - UK
- University of St. Gallen – Switzerland

Expected Enrollment: We expect an annual enrollment of 20 students. Therefore in steady state total DBA enrollment is expected to be 60.

Admission: Applicants must hold a master's degree in a business or related field from an accredited educational institution. Applicants for admission must submit recent official scores from the Graduate Management Test (GMAT) as well as official transcripts for all previous academic work. A minimum of twelve years of professional work experience performed after receiving their bachelor's degrees is required of all applicants. Applicants whose native language is not English are also required to submit scores for the Test of English as a Foreign Language.

Program Fees: The total price of the program is \$70,000. Books and other teaching materials are included in the program cost.

Annual Program Finances (in steady state): Enrollment in the DBA program is expected to reach steady state within 4 years. In steady state, we expect an annual intake of 20 students which would result in a steady state total enrollment of 60. Once in

steady state, the program will be self-supporting. The funds required to support the program until it reaches steady state will be provided from the College's DOCE funds.

Starting with the third year of implementation, twenty DBA candidates will need project supervision every year. This is roughly equivalent to seven 3 credit hour courses. In order to cover the additional workload created by project supervision, we plan on hiring 2.0 FTE adjunct faculty/lecturer. The annual cost of the 2.0 FTE adjunct faculty is expected to be \$234,000 (= \$90,000 x 2.0 x 1.30) including the fringe benefits.

The DBA Program will be offered in an off-book format. Project supervision will be done on an in-load basis.

Gross Revenue:		
	20 x \$70,000 =	\$1,400,000

Costs:

DBA coordinator (faculty): 0.25 FTE, including 30% for fringes:		
	0.25 x \$140,000 x 1.30 =	\$45,500

DBA coordinator (staff) : 1 FTE, including fringes:		
	1.00 x \$50,000 x 1.30 =	\$65,000

1.5 FTE lecturer, including fringes:		\$234,000
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Overload faculty payments (8 foundation courses)		
	\$5,000 x 8 =	40,000

Overload faculty payments (29 credit hours in Research in foundation and research methods courses		
	\$7,000 x 29 =	203,000

Books, teaching materials, lunches,snacks:		
	\$2,000 x 20 =	40,000

University overhead (14% of gross)		196,000
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Total Costs =		<u>\$823,500</u>
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Net Revenue		\$576,500
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Benefits of the program to the University and the Warrington College of Business

The most important benefits of the program to the University of Florida and the Warrington College of Business include the following:

- Increased graduate enrollment
- Make the University and the College a leader in Professional doctoral education in business
- Provide important financial support to the College's PhD program: The funds generated from this program will be used to support the College's PhD program.

Appendix A

Curriculum and timeline for the proposed DBA program

1. **Foundation courses.** Send the students CD/DVD and other material to review the following Internet courses:

Managerial Economics
Organizational Behavior
Finance
Marketing
Business Policy
International Business
Entrepreneurship
Operations Management/SCM

Students should complete an exam with a passing grade in each of the above topics. Students will earn $2 \times 8 = 16$ credit hours for this work. The foundation courses will prepare the students for Research in Foundation Topics.

2. **Research in Foundation Topics.** In each of the above subject areas students will be given a reading list and for each course two 3-4 hour videoconference seminars will be conducted in which the students will meet with the faculty member (and the rest of the class) to discuss the assigned readings. Each student will write a research paper for each of the 8 courses and earn $2 \times 8 = 16$ credit hours for this work.

3. **Research Methods.** In the beginning of the program there will be a two week in residence component in which the students will take the following two three credit courses ($2 \times 3 = 6$):

- a. Statistics and research methods
- b. Research Methods 1 (management)

4. There will be another two-week in residence component (in the middle of the program) in which the students will take the following three courses for 7 credit hours ($3 + 2 \times 2 = 7$) :

- 4.1. **Research Methods** (week 1)
Research methods 2 (marketing)

- 4.2. **Research in Foundation Topics**
 - a. Research in business ethics and corporate governance
 - b. Research in leadership

5. Final component of the program is the final project for which the student will earn eight credits. The final project will entail a thorough analysis of a practice-based business problem/case. The candidate is expected to apply the existing theories and tools to provide a set of viable solutions to the problem/case at hand. The subject of the project will typically come from the candidate's work environment. The final project will be supervised and evaluated by at least two Academically Qualified Faculty.

6. Total credits: $16 + 16 + 6 + 7 + 8 = 53$

DBA Program Timeline and payment schedule

YEAR 1

Term 1: (two weeks in Residence)

Statistics and Research Methods (3)
Research Methods – 1 (management) (3)

Term 2: Managerial Economics (2)

Readings in Managerial Economics (2)
Organizational Behavior (2)
Readings in Organizational Behavior (2)

End of term campus visit: examination and paper presentations: Two days

Term 3: Marketing (2)

Readings in Marketing (2)
Finance (2)
Readings in Finance (2)

End of term campus visit: examination and paper presentations: Two days

YEAR 2

Term 4: (two weeks in Residence)

Research Methods -2 (marketing) (3)
Research in business ethics and corporate governance (2) -week 1
Research in leadership (2) – week 2

Term 5: Operations and Supply Chain Management (2)

Readings in SCM (2)
International Business (2)
Readings in International Business (2)

End of term campus visit: examination and paper presentations: Two days

Term 6: Entrepreneurship (2)
Readings in Entrepreneurship (2)
Business Policy (2)
Readings in Business Policy/Strategy (2)
End of term campus visit: examination and paper presentations: Two days

YEAR 3

Term 7 : Final Project-Independent Study (4)

Term 8: Final Project-Independent Study and Completion of the degree (4)

Payment Schedule:

Candidates will pay a \$2,000 deposit upon admission to hold their place and \$8,500 at the beginning of each of the 8 terms. .

Total price of the program is \$70,000. This price includes books/cases/readings and lunches/snacks during campus visits.

Terms 1 through 6 are off- book and terms 7 and 8 are on-book. The College will pay the tuition and fees to the University for terms 7 and 8.

Appendix B



Weatherhead
Home
EDM Home
Curriculum
Program
Features
Admission
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EDM Research
The
EDM Experience
Faculty
Online
Viewbook
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2005 ROSTER

Richard R. Clune, Jr.
Assistant Professor, Department of Accounting
Kennesaw State University
Kennesaw, Georgia

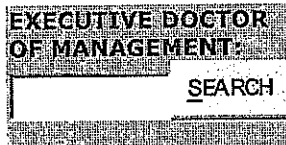
James L. Hill
Managing Partner
Entara Technology Group
Cleveland, Ohio

R. Robertson Hilton
President & Chief Executive Officer
The A.M. McGregor Group
East Cleveland, Ohio

Brian W. Kenny
Applied Anthropologist
Phoenix, Arizona

Franklin T. Kudo
Chairman and CEO
Hawaii Nissan DBA New City Nissan
Honolulu, Hawaii

Nesly Metayer
Director of Community Development and Capacity Building



Center Community Health Education and Research
Dorchester, Massachusetts

Beverley J. Morgan

Managing Director
Blooming Things Limited
Kingston, Jamaica

Randall D. Oostr, FACHE

Corporate Vice President, Strategic Business Development
President, North Region & Lenawee Health Alliance
Promedica Health System
Toledo, Ohio

Michael G. Stull

Director
Inland Empire Center for Entrepreneurship (IECE)
California State University San Bernardino
San Bernardino, California

Jane A. Van Buren

Executive Director
Vermont Alliance of Nonprofit Organizations
Burlington, Vermont

Gary A. Walker

President
ChemPak International L.L.C.
Chagrin Falls, Ohio

Susan D. Williams

Chief Financial Officer and Treasurer
Dowling College
Oakdale, New York

2006 ROSTER

Class of 2005

|

Class of 2006

|

Class of 2007

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Alumni Roster

Maurice Apprey

Professor of Psychiatry & Associate Dean, Student Support
School of Medicine

University of Virginia
Charlottesville, Virginia

Larry W. Ettner

Chairman
Trinity Capital Partners, LLC
Lincolnshire, Illinois

Anna H. Gibson

President/CEO
APEX BioTech Services, Inc.
Aurora, Colorado

Surendra S. Khambete

President
3D Solutions
Troy, Michigan

Robert M. Krug

Vice President
Consumer Financial Services
JPMorgan Chase Bank
New York, New York

Suzanne K. Moore

Director of Business Affairs
Central Office
West Chester Area School District
West Chester, Pennsylvania

Elizabeth Lada Morse

Director, Outpatient Medical Services
Lawrence & Memorial Hospital
New London, Connecticut

Schalon H. Newton

Vice President Strategic Marketing and Business Development
Santen, Inc.
Napa, California

James B. Ogundele

Director, Manufacturing Engineering
Corning Environmental Technology
Corning Incorporated
Corning, New York

Daniel M. Oruoch

Executive Director
Kenya College of Accountancy
Nairobi, Kenya

Carmen A. Simmons

Executive Director
Sudbury Community Foundation
Sudbury, Ontario Canada

Eric C. Woychik
President
Strategy Integration, Oakland, California