

Application for General Education and/or Gordon Rule Writing Certification

I. A.) Course Number and Title: ___AEB 3671 Comparative World Agriculture

B.) Credit Hours: ___3_____

C.) Prerequisites: __None _____

D.) Current Classification

1. General Education Code: B C D H M N P S None

2. Gordon Rule (Writing): E2 E4 E6 None

3. Gordon Rule (Math): M None

Requests:

II. General Education

A.) Requested Classification: B C D H M N P S

B.) Effective Date: Fall Spring Summer ___2011___(year)

Or

1-time Approval _____ (year)

C.) General Education purpose and learning outcomes for the course? [Detailed attached response requested.]

The goal of this course is to introduce students to agriculture and policy from an international perspective. Students will learn about the historical development of the food and agricultural economy of different regions of the world; be able to evaluate the food and agricultural economy in different regions and discuss how geographic location and socioeconomic factors related to the current situation; and be able to relate what they know and learn about food and agricultural economy in the United States to other regions of the world.

From a social science perspective, students will be learning about governmental policies, institutions, and industries surrounding the food and agricultural sector in each region. They will be able to evaluate how these structures impact each region, with a specific focus on economic concepts.

III. Gordon Rule

A.) Requested Classification for course E2 E4 E6

B.) Writing Requirements:

- 1.) Number of papers, essays, etc. with word count specified.
- 2.) Due Dates? Returned with feedback dates?
- 3.) What type of feedback will be provided the student (in reference to writing skill)?
_____Grade _____Corrections _____Drafts _____Other
- 4.) Assessment
 - a.) Will the written work be evaluated for grammar, punctuation and proper usage of standard written English?
 - b.) Will written work be evaluated for an effectiveness, organization, clarity and coherence of writing?
 - c.) Will a published rubric be used?

IV. Syllabus

Courses that offer students General Education and/or Gordon Rule credit must provide clear and explicit information for the students about the classification and requirements.

A.) For courses with a General Education classification, the syllabus should include:

- Statement of the General Education Purpose of the Course with attention to the General Education Classification requested
- List of assigned General Education Student Learning Outcomes
- List of any other relevant Student Learning Outcomes
- List of required and optional texts
- Weekly course schedule with sufficient detail (e.g. topics, assigned readings, other assignments, due dates)

B.) For courses with Gordon Rule (writing) classification, the syllabus should include:

- A description/list of Gordon Rule expectations for students (word count, page lengths and deadlines for assignments).
- A statement to the effect that students written assignments will be evaluated with respect to grammar, punctuation, and usage of standard written English, as well as clarity, coherence, and organization. Reference rubric.
- A statement indicating that students will receive feedback on written assignments prior to the last class meeting.

- Assessment note to include basis for grading (rubric) and a statement identifying the two components of the grading, letter grade for course and approved completion of the writing portion of the course.

V. Submission and Approvals

A.) Submitted by (Signature of Instructor): Len Now
Date 6/14/10

B.) Department Approval: Ray J. Haffala

C.) College Approval: R. Elia Turner

D.) Committee Action: Approved Denied Tabled Date _____

AEB 3671
Comparative World Agriculture
Spring 2011, 3 credits

Class Details: Online Course, Material is provided on E-learning. No class meeting times are required.

Professor: Dr. Lisa House

Office: 1083 McCarty Hall B
Phone: 392-1826 ext. 208 Fax: 846-0988
e-mail: lahouse@ufl.edu

Program Assistant

Rosemarie Herman
Office: 1081 McCarty Hall B
Phone: 392-1826 ext. 450

Office hours:

Monday, Wednesday, 10 am – noon.

These represent times that we should be available; however, feel free to knock on my door anytime. If possible, I will gladly meet with you. Feel free to call or e-mail me to set up an appointment to come see me. You do not need an appointment, but that way you can make sure I am there when it is convenient for you. Though you can always feel free to visit me with questions, the best thing is to post the questions on the class management system section of the Discussion Boards. If you have the question, probably someone else does too, and this way everyone can see the answers. If you have a more personal question (i.e. about your grades), many students find e-mail is an easy way to reach me.

Course Description:

Catalog: The study of the business and economic situations of the food and agriculture sector around the world. The course will focus on the historical development, the current situation and the future outlook of the food and agriculture sector.

More information: The course will cover the European Union, Russia and the Former Soviet Union, MERCOSUR (trading region in South America), East Asia, Oceania, Sub-Saharan Africa, and India regions. The course will focus briefly on the historical development, the current situation, and the future outlook of the food and agriculture sector. As economies become more integrated globally, the success of the food and agriculture sector will rest upon comparative advantage. To accurately assess comparative advantage, it is necessary to have a broad understanding of the global food and agriculture sector. In that light, faculty who bring a wealth of experience from each region will team teach this course. This course meets the general education criteria for International (N) and Social/Behavioral Sciences (S). Specific objectives related to these areas are shown in the course objectives.

International General Education Objectives:

Content: Know the values, attitudes and norms that shape the cultural differences of peoples who live in countries other than the United States. Know the roles of geographic location and socioeconomic factors on the lives of citizens in other countries.

Critical Thinking: Analyze and evaluate your cultural norms and values in relation to those held by citizens in other countries.

Social Science General Education Objectives:

Content: Know key themes, principles, and terminology within agriculture, economics and policy. Know the history, theory and/or methodologies used within that discipline. Identify, describe and explain social institutions, structures and processes related to economics and international trade in agriculture.

Critical Thinking: Apply formal and informal qualitative and/or quantitative analysis effectively to examine the processes and means by which individuals make personal and group decisions. Assess and analyze ethical perspectives in individual and societal decisions.

Specific Course Objectives:

- 1) *Discuss the historical development of the food and agricultural economy in different regions of the world.*
- 2) *Evaluate the current situation of the food and agricultural economy in different regions of the world. Be able to identify how geographic location and socioeconomic factors relate to the current situation in the regions studied.*
- 3) *Critically discuss the outlook for the food and agricultural economy in different regions of the world. Identify and explain policy, structure of related government and industries, and processes related to agriculture in each region studied.*
- 4) *Assess comparative advantage of different regions within the agricultural economy. Develop an understanding of how culture impacts the agricultural industry and food consumption in different regions of the world and compare to the United States.*

International Instructors:

North American Region:

Florida:

Dr. Lisa House

University of Florida, Gainesville, FL

E-mail: lahouse@ufl.edu

Kansas: Dr. Allen Featherstone

Kansas State University, Manhattan, Kansas

E-mail: afeather@agecon.ksu.edu

MERCOSUR (South America trade) Region:

Dr. Daniel Conforte

ORT, Montevideo-Uruguay

E-mail: danielconforte@gmail.com

Russia and CIS (Commonwealth of Independent States) Region:

Dr. Pavel Sorokin

Moscow State Agro-Engineering University,

Moscow, Russia

E-mail: pavelsorokin@hotmail.com

Oceania Region:

Dr. Keith Woodford

Lincoln University, Canterbury, New Zealand

E-mail: woodfork@lincoln.ac.nz

South Asia Region:

Dr. Rajinder Sindu

Punjab Agricultural University, Ludhiana India

E-mail: sidhurajinger@gmail.com

EU (European Union) Region:

Dr. Nicolas Habert

Ecole Supérieure d'Agriculture de Purpan,
Toulouse, France

E-mail: habert@esa-purpan.fr

East Asia Region:

Dr. Yann Duval

United Nations, Bangkok, Thailand

E-mail: ylduval@yahoo.com

Dr. Ravipim Chaveesuk

Kasetsart University, Bangkok, Thailand

E-mail: fagirpc@ku.ac.th

Sub-Saharan Africa Region:

Dr. Theodora Hyuha

Makerere University, Kampala, Uganda

E-mail: thyuha@yahoo.com

Required Materials

All required materials will be provided on the website. The most important material for the class will be the videotextbook. These online modules contain the lectures and powerpoint files used by the international instructors.

Calendar

January 5 – First Day of AEB 3671

January 17 – MLK Jr. Day, No classes

March 5 – March 12 – Spring Break, no classes

April 20 – Last Day of Classes

Course Format

Lectures will be viewed online. It is your responsibility to keep up with the lectures, so plan to spend at least 2-3 hours of viewing time per week which serves to replace normal class periods. This class is asynchronous (we don't all watch the lecture at the same time), but it is not correspondence or self-paced (where you can do the work anytime before the end of the semester). Students are expected to log into E-learning at least **three times per week**, on separate days throughout the term. Extended absences, defined as failure to post on the discussion board for more than five consecutive days must be coordinated with the instructor.

Class Structure, Readings, etc.

In this class, you will be watching a series of pre-taped lectures from instructors from around the world. They will be teaching you about agriculture, policy, and other issues from their region. These materials will be provided online. These lectures constitute the book for the class, plus the course will include readings that will be posted on E-learning and that will be discussed via discussion boards. Information on the readings are included in the course outline.

Participation policy

As ongoing collaboration and dialogue are essential for effective online courses, it is imperative that students participate regularly. Those who do not may receive no credit for participation and assignments and may fail the course.

Grading for AEB 3671

Item	Frequency	Points per assignment	Total Points
Discussion Boards – Lectures	Minimum 3 posts per module	50 per module	350
Discussion Boards – Readings	Minimum 2 posts per module	35 per module	245
Online quizzes	One per module (drop the lowest)	60 per module	360
Final evaluation quiz		45	45
Total Possible			1,000

Grading for AEB 3671

	A	930+ points	A-	900 – 929 points
B+	B	830 – 869 points	B-	800 – 829 points
C+	C	730 – 769 points	C-	700 – 729 points
D+	D	630 – 669 points	D-	600 – 629 points
E		Less than 600 points		

For information about UF's grading policies for assigning grade points, go to <http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html>

Late discussion posts will not be accepted. If you are supposed to be taking an online quiz today, or you waited until the last day for your last post, but you can't open E-learning or the quiz, what should you do? If you experience a computer problem, contact the UF computer help desk (<http://helpdesk.ufl.edu>) or call (352) 392-HELP or email helpdesk@ufl.edu and report the problem. Keep your ticket number as evidence to your instructor that you took the appropriate steps to try to complete your task. Waiting until the last minute causes increased stress and risk of computer problems. Please don't wait until the last minute to try to turn in quizzes. If you have a question about a grade, you have 14 days from the day the grade is posted to question the grade. After this point in time, no grade corrections will be made. Please make it a regular practice to check your grades weekly.

Technological tools may be used to detect plagiarism or cheating at the instructor's discretion.

It is the students' responsibility to understand what constitutes plagiarism (defined below), guidelines for proper citation, and that ignorance of plagiarism does not and will not constitute an excuse for the behavior. It is the responsibility of the student to:

- Review the following document, courtesy of turnitin.com and research resources:
http://www.plagiarism.org/resources/documentation/plagiarism/learning/complete_resources.doc
- Use www.plagiarism.org as a resource throughout the term
- Contact the teaching assistant or instructor with any questions or concerns.

It is important to realize that cutting and pasting from websites or papers to the discussion board without proper citation does constitute plagiarism.

Quizzes

- Online quizzes will cover material from both the lectures and the readings. You will have at least one week to complete each quiz. As noted earlier, please do not wait until the last minute to take the quiz as late quizzes will not be accepted. No make-ups are available because you have one week to complete the quiz, and you are allowed to drop one quiz grade.

Discussion Boards

- For each Course Module (see course schedule), there will be **TWO** graded Discussion Boards. You will be expected to post 'threaded' responses to the topic and other student's comments frequently for each Board. I expect at least 2-3 postings per Board (see grading scale). One posting should be in response to a topic question posted by the instructor. Other threads can be posted by each student in response to peer threads, instructor follow-up threads or a new thread (related to topic). A grading rubric for discussion posts is found below. *NOTE: Discussion boards should be a discussion, this means you can't only participate at one point in time. Points will be subtracted for posting only on the last day of the module, or, posting all of your threads only on any single day. You are expected to be online at least three times a week, and should check the discussion boards regularly.*
- In the Discussion Boards, the quality of your responses is as important as the quantity of responses. Contributions should be thoughtfully considered and based on one's personal reflections, observations from the readings (assigned and optional readings), and/or synthesis and consideration of the merits of other student's comments. Comments such as "I agree" do not count and are not productive to the dialogue. Posts of single sentence answers or answers that do not further the discussion (i.e. repeat what has already been posted) do not count. Grades are based on quality of post, timeliness of post (posting all on the same day, or all in the last two days will result in a deduction). A discussion post needs to contain your own analysis of the situation, merely cutting and pasting from a source and citing the source is not enough to get credit for your post. It is good to cite sources when posting, but please make sure you contribute why the other source is relevant to the discussion. *Please fashion posts using correct grammar and spelling, as points will be subtracted for sloppy work.*

Online Discussion Grading Rubric

% received	Quality	Relevance	Contribution	Global Picture	Professionalism
90-100%	Appropriate comments: thoughtful, reflective, and respectful of other student's postings. Relates new content to what is being learned in the class. Contains critical analysis.	Clear reference to assignment or prior posting being discussed	Furthers the discussion with questions, or statements that encourage others to respond. Participates beyond the required number of postings.	Clearly connects the posting to text or reference points from previous readings, activities, and discussions.	Posts with proper grammar, spelling, and citations. Reads other posts. Posts as part of a discussion, responds. Does not wait until last minute to post.
75-90%	Appropriate comments and responds respectfully to other student's postings. Posts based solely on lecture or reading material, no outside thought or information added. Generally accurate, but not a large contribution to discussion.	Some reference but taken out of context, the reader would not understand.	Participates, but does not post anything that encourages others to respond to the posting. Participates with the required number of postings.	Vague or possible connection to reference points from previous readings, activities, and discussions.	Posts with proper grammar, spelling, and citations. Does not read all discussion threads. Posts mostly at end of time period, or all at one time. Returns rarely to the board.
50-74%	Appropriate comments, but based more on opinion than fact. Posts based solely on lecture or reading material, no outside information added, or synthesis provided. Does not move discussion forward.	Does not cite outside information, or cites outside, but does not provide any context, simply cuts and pastes from other information.	Participates, but does not post anything that encourages others to respond to the posting. Participates with the required number of postings.	Vague or possible connection to reference points from previous readings, activities, and discussions.	Posts with proper grammar, spelling, and citations. Does not read all discussion threads. Posts mostly at end of time period, or all at one time. Returns rarely to the board.
50% or lower	Responds, but with minimum effort. (i.e. "I agree with Bob")	Posting is attached to the right discussion board, but does not clearly reflect the assignment.	Less than required number of postings. Does not further any discussions	Mentions the text or previous activity without logical link to topic.	Does not use proper grammar, spelling, or citations. Posts only on the last day or only on one day. Does not read other posts.

Tentative Course Outline:

Dates	Topic	Instructor	Quiz and Discussion Due Dates	Lecture and Reading Assignments
January 5	Introduction	House	N/A	Introduction lectures of each module
1/5-1/21	Russia & the FSU	Sorokin	Quiz: 1/21 D.B. 1/20	<p>Lectures: Session 1: Two Decades of Transition Session 2: Russian Agro-Industrial Complex Session 3: Russia: Agricultural Production Session 4: Land Reform and Farm Restructuring Session 5: Financing Russian Agriculture Session 6: Russian Poultry Industry Session 7: Russian Grain Industry Session 8: Agricultural Policy Issues</p> <p>Readings: <i>Required:</i> Vassilieva, Y. "Russian Federation Agricultural Situation, Russia: Doctrine of Food Security, 2008." USDA, Foreign Agricultural Service, GAIN report number RS8089. (9 pages) Mustard, A. "Russian Federation Agricultural Situation: Progress of the National Priority Project in Agriculture 2007." USDA, Foreign Agricultural Service, GAIN report number RS7020. (9 pages) Wegren, S. "The Food Problem in Russian Agriculture." Russian Analytical Digest, 52/08. (12 pages) <i>Optional:</i> Barmore, C. "Russian Federation Organic Products Developments in the Russian Organics Market 2008." USDA, Foreign Agricultural Service, GAIN report number RS8060. (10 pages) Mustard, A. "Russian Agriculture: At the Crossroads or at the Barricades?." Lecture presented at USDA World Food 2004. (5 pages)</p>

1/22 – 2/4	Oceania	Woodford	Quiz: 2/4 D.B. 2/3	<p>Lectures: Session 1: Introduction to Agribusiness in Oceania Session 2: The Australian Agribusiness Environment Session 3: The Agribusiness Industries of Australia Session 4: New Zealand Agribusiness Environment Session 5: Farming without Subsidies Session 6: The Role of Co-operatives in New Zealand Session 7: Fonterra: a mega co-operative Session 8: Innovation within New Zealand Agriculture Session 9: The Agribusiness Environment of the South Pacific Session 10: Agribusiness Export Industries in the South Pacific</p> <p>Readings: <i>Required:</i> New Zealand Trade Consortium. “Farming subsidy reform dividends.” NZ Trade Consortium working paper no 45, July 2006. (24 pages) Woodford, K. “New Generation Co-operatives and Related Business Structures.” Prepared for the Co-operative Directors’ Seminar held by the New Zealand Cooperatives Association, Wellington. September 2003 (9 pages)</p>
2/5 – 2/18	South Asia	Singh	Quiz: 2/18 D.B. 2/17	<p>Lectures: <i>Required:</i> Session 1: South Asia Agriculture and Food Systems Session 2: Agriculture in India Session 4: Agricultural Growth & Rural Poverty Session 5: Agricultural Price Policy in India Session 7: Agricultural Trade in India Session 8: High Value Agriculture in India</p> <p><i>Optional:</i> Session 3: Livestock Economy of India Session 6: Agricultural Credit and Indebtedness in India Session 9: Food Retail in India Session 10: Horticulture in India</p> <p>Readings: <i>Required:</i> USDA. “Agricultural Policy, Investment, and Marketing Efficiency in India.” Economic Research Report, ERR-89, Washington DC., Dec. 17, 2009.</p>

Landes, M. "The Environment for Agricultural and Agribusiness Investment in India." USDA, Economic Research Service, Economic Information Bulletin #39, July 2008. (7 pages)

2/19 – MERCOSUR Conforte Quiz: 3/4
3/4 D.B. 3/3

Lectures:

Required:

Session 1: Overview of Regional Economics
Session 2: Soy and Corn Trends Compared to USA
Session 3: Agriculture in Brazil
Session 5: Agriculture in Argentina
Session 6: Beef in the Americas
Session 8: Brazil's Development Potential
Session 10: Sugarcane
Session 11: Institutional Mercosur

Readings:

Required:

USDA. "The Amazon: Brazil's Final Soybean Frontier." USDA, Foreign Agricultural Service, Production Estimates and Crop Assessment Division." 2004.

USDA. "Brazil: Future Agricultural Expansion Potential Underrated." USDA, Foreign Agricultural Service, Production Estimates and Crop Assessment Division." 2004.

Donovan, J. and B. Krissoff. "The U.S. Orange Juice Industry in the FTAA." USDA, Economic Research Service, Chapter 5 in *U.S. Agriculture and the Free Trade Area of the Americas*, 1998.

Optional:

Costa, F. "The Competitiveness of the Mercosur Meat Industry." Industry Note, Food and Agribusiness Research, 084-2003, Rabobank International, 2003.

3/14 – European Habert Quiz: 3/25
3/25 Union D.B. 3/24

Lectures:

Session 1: Construction of the E.U.
Session 2: Economic Overview of the EU
Session 3: Agriculture in the EU
Session 4: Main agricultural productions
Session 5: The First 15 Members
Session 6: The 12 Newcomers

Session 7: Agribusiness and Food Systems in the EU
Session 8: The CAP
Session 9: Current Issues in Agriculture and Agribusiness
Session 10: Welcome to France!

Readings:

Normile, M.A., Effland, A, and C. Young. "U.S. and EU Farm Policy – How Similar?" USDA, Economic Research Service, WRS-04-04. 2004 (14 pages)
OECD. "Challenges for the Agro-food Sector in European Transition Countries." 2001.
Europa. "The Treaty at a Glance." Treaty of Lisbon, Taking Europe into the 21st Century. 2009. (2 pages)
Europa. "EU institutions and other bodies." (2 pages)

3/26 – Sub-Saharan Hyuha Quiz: 4/1
4/1 Africa D.B. 3/31

Lectures:

Session 1: Brief History of sub-Saharan Africa
Session 2: Macroeconomic situation in Sub-Saharan Africa
Session 3: Country Profiles
Session 4: Uganda
Session 5: Trade Arrangements
Session 6: Agribusiness in Uganda: Case Studies
Session 7: HIV/AIDS Pandemic

Readings:

Rosen, S. and S. Shapouri. "Rising Food Prices Intensify Food Insecurity in Developing Countries." Amber Waves, USDA, ERS, February 2008.
Shapouri, S. and S. Rosen. "Fifty Years of U.S. Food Aid and Its Role in Reducing World Hunger." Amber Waves, USDA, ERS, September 2004.
Shapouri, S. and S. Rosen. "Toll on Agriculture from HIV/AIDS in Sub-Saharan Africa." USDA, Economic Research Service, Agricultural Information Bulletin No. 765-9, 2001.

4/2 – East Asia Duval & Quiz: 4/15
4/15 Chaveesuk D.B. 4/14

Lectures:

Session 1: Comparative Macroeconomic Perspective of East Asia
Session 2: Regional Cooperation and Integration in East Asia
Session 3: Culture and Business Practices in East Asia
Session 4: Overview of Agriculture and Trade in E.A.
Session 5: Agricultural Production in Thailand

Session 6: Food Processing in Thailand and China
Session 7: Food Consumption and Retail Trends in East Asia
Session 8: Rice in East Asia and Thailand
Session 9: Shrimp Industry in East Asia and Thailand
Session 10: Poultry Industry in East Asia and Thailand

Readings:

Required:

Lohmar, B. and F. Gale. "Who Will China Feed." Amber Waves, USDA, ERS, June 2008.

Rosen, S. and S. Shapouri. "Obesity in the Midst of Unyielding Food Insecurity in Developing Countries." Amber Waves, USDA, ERS, September 2008.

Asian Development Bank. "Soaring Food Prices: Response to the Crisis." 2008.

Optional:

FAO. "The state of food and agriculture in Asia and the Pacific region 2008." FAO of the United Nations, Regional Office for Asia and the Pacific, 2008.

Gale, F. and J. Buzby. "Imports From China and Food Safety Issues." USDA, Economic Research Service. Economic Information Bulletin No. 52, July 2009.

University Policies

Academic Honesty, Software Use, Services for Students with Disabilities, UF Counseling Services

The University of Florida requires all members of its community to be honest in all endeavors. Cheating, plagiarism, and other acts diminish the process of learning. When students enroll at UF they commit themselves to honesty and integrity. Your instructor fully expects you to adhere to the academic honesty guidelines you signed when you were admitted to UF.

As a result of completing the registration form at the University of Florida, every student has signed the following statement:

"I understand the University of Florida expects its students to be honest in all their academic work. I agree to adhere to this commitment to academic honesty and understand that my failure to comply with this commitment may result in disciplinary action up to and including expulsion from the University." Furthermore, on work submitted for credit by UF students, the following pledge is either required or implied:

"On my honor, I have neither given nor received unauthorized aid in doing this assignment."

It is to be assumed all work will be completed independently unless the assignment is defined as group project, in writing by the professor. This policy will be vigorously upheld at all times in this course.

Software Use:

All faculty, staff, and students of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate.

Campus Helping Resources

Students experiencing crisis or personal problems that interfere with their general wellbeing are encouraged to utilize the university's counseling resources. Both the Counseling Center and Student Mental Health provide confidential counseling services at no cost for currently enrolled students. Resources are available on campus for students having personal or lacking clear career and academic goals, which interfere with their academic performance. The Counseling Center is located at 301 Peabody Hall (next to Criser Hall). Student Mental Health is located on the second floor of the Student Health Services in the Infirmary.

1. *University Counseling Center*, 301 Peabody Hall, 392-1575; personal and career counseling: **www.counsel.ufl.edu**
2. *Student Mental Health*, Student Health Care Center, 392-1171, personal counseling: **www.hsc.ufl.edu/shcc/smhs.htm**
3. *Sexual Assault Recovery Services (SARS)*, Student Health Care Center, 392-1161, sexual assault counseling; and
4. *Career Resource Center*, Reitz Union, 392-1601, career development assistance and counseling.

Students with Disabilities Act

The Dean of Students Office coordinates the needed accommodations of students with disabilities. This includes the registration of disabilities, academic accommodations within the classroom, accessing special adaptive computer equipment, providing interpretation services, and mediating faculty-student disability related issues.

Dean of Students Office, 202 Peabody Hall, 392-7066, **www.dso.ufl.edu**.