

Global Encounter-Brazil: Making a Difference

Political Economy, Commerce, and Global Relations

Individual Written Responses to Questions Related to the Topic

Procedure used to generate this document:

This document represents the summary of responses individuals wrote to questions related to their self-selected area of interest/expertise within six topic areas (Bio-economy and Development; Cultural Hybridizations; Environment, Technology, and People; Global Relations; Health, Education, and Social Disparities; Institutional Planning and Support and Political Economy, Commerce). All responses received are included and are typed verbatim with some explanation of acronyms. There is no significance in the ordering of the topics or comments as presented in this report.

A. What are your *current or future focused areas of teaching, research and/or outreach* related Brazil?

1.
 - I hope to help develop a study abroad program to Brazil in the College of Agriculture and Natural Resources.
 - Strong interest in human capital development as it relates to access to higher education for all individuals
2.
 - I have been working with Brazilian political institutions for about 20 years. I am developing several researches (sic) on executive – legislative relations, electoral success, corruption, political competition, public utility regulation, etc.
 - I am building a research project on cost of governing in comparative perspective in Latin America.
3.
 - Electoral systems and voting patterns in Brazil in comparative perspective
 - Racial, ethnic relations and policies (e.g., “affirmative action”, censuses and identities) in Brazil in comparative perspective
4.
 - Freedom of expression/press
 - Access to information
 - Institutional building
5.
 - Consumer behavior
 - Teenagers
 - Consumption of luxury products

- Levels of materialism (cross-cultural)
 - Marketing
 - International marketing
 - Advertising
 - Cross – cultural studies
6.
 - I am co –director of Institute for Entrepreneurship and director of Venture Capital, Private Equity and Entrepreneurial Finance.
 - I teach a course on Venture Capital and Private Equity to our MBA’s that has a component on South America (2 lectures).
 - I do research on venture capital investments (domestic and international) and on institutions and transitions in emerging market economies. Brazil has one of the most developed equity markets in South America but in terms of venture capital and financial markets there is a lot of knowledge that we have and we can benefit from.
 - I have some Brazilian co-authors and I have been in Brazil on a conference a few years ago.
 - I am also a research fellow at the Davidson Institute at the University of Michigan. (Note: The William Davidson Institute is a non-profit, independent, research and educational institute dedicated to developing and disseminating expertise on issues affecting firms in transition & emerging market economies. Integrating research, executive education, and practical project-based assistance, the Institute generates knowledge and offers unique educational opportunities to individuals as well as indigenous and multinational companies operating in transitional economies.)
 7.
 - None, I am here as a representative of the Dean of Social Science.
 8.
 - Studying Portuguese
 - Cross-cultural opportunities
 9.
 - Although I mainly study Central America, I see how an understanding of the “other half” of Latin America can refine my interest in politics and populate participation in the political process.
 10.
 - Teach SSC 490: Strategies for Reducing Global Poverty
 - In this course, Brazil is a referral country with Gini Index = approximately 60. (Note: The GINI Index of Income Inequality is one measure of inequality, ranging from 0 (complete equality) to 100 (complete inequality). Higher values indicate that the country is more unequal in terms of how income is distributed in the population. Lower values indicate that the income is more equally distributed. The U.S.’s Gini Index is approximately 40.)

B. What *resources* (existing at MSU or working in collaboration with MSU) should be considered as the University moves forward on any and all work related to Brazil?

1.
 - Human Capital
 - Natural Resources
 - Fruits and Vegetables (Produce)
 - Coffee
 - Nuts
2.
 - I think MSU should look for sustainable partnerships with Brazilian Institutions.
 - There are several opportunities for formal and informal agreements that can be implemented.
 - I had the opportunity to have meetings with people from the University of Sao Paulo (USP) and Getulio Vargas Foundation (FGV) last summer.
3.
 - Physical resources (can be “virtual”): stats, maps.
 - Support for travel
 - Support for communication
4.
 - Reward system for faculty working on Brazil (study abroad, outreach, teaching)
 - Language support (more faculty needed to teach Portuguese)
5.
 - Travel grants
 - Association with Brazilian Universities
 - Dissertation grants
 - Joint conferences with Brazilian organizations
 - Exchange professors
 - Keep the same e-mail after graduation (don't miss the link with MSU).
6.
 - Our knowledge base
 - Our human capital
 - Our alumni in Brazil and in Michigan.
 - Our business alumni might have joint interest in exploring relationships in Brazil that may represent some synergies.
7. ****NO RESPONSE****
8.
 - Language department resources
 - Study Abroad Programs
 - Existing linkages – build stronger
9.
 - Faculty that are actively engaged in Brazil and the institutional partnerships they develop

10. ●In the 1960's MSU had links with the Federal University of Minas Gerais through Everett Roger's Diffusion of Innovation Project. These links are most likely too long dormant.

C. **What are the *top three to five things* that MSU should be doing in regards to this theme/area of concern in Brazil over the next five to ten years?**

1. ●Partnership Development in teaching/ service/ research
 - Policy Research
 - Environmental Research
 - Study Abroad Programs
 - Human Capital Development and Labor Relations Research
 - Access and equal opportunity issues
 - access to education
 - professional development
 - Entrepreneur partnerships
 - Higher Education – Articulation and Dual Degrees agreements
2. ●Research and teaching project to compare Brazilian political institutions with the U.S. using FIPSE/ CAPES programs (FIPSE – Fund for the Improvement of Postsecondary Education) (CAPES – Fundacao Coordenacao de Aperfeicoamento de Pessoal de Nivel Superior, Brazilian Ministry of Education Foundation)
 - Create centers (or study groups) to formally discuss political economy issues.
 - Formal agreements with Brazilian institutions
3. ●To learn from the Brazilian experience:
 - Why can a new democracy like Brazil run a peaceful and honest election (and balloting)? (Even if political leaders may be corrupt)
 - Why, how can Brazil pursue a national policy of energy independence while so many other countries with perhaps "comparable" resources remain energy dependent and with no consistent policy? What is the politics-economics of energy in Brazil? Why does it seem to be working?
 - What are policy dynamics of racial/ethnic accommodations in Brazil?
4. ●Teaching Portuguese
 - Incentives (promotion and tenure) for teaching in Brazil in dual degrees and certificate programs.
 - Create 5 MSU – Brazil scholarships.
 - Create incentives for inter-departmental interdisciplinary teaching.
 - Make it easier to cross-list courses.

5.
 - Dissertation grants
 - Joint conferences
 - Travel grants

6.
 - MSU should explore the synergies from this partnership.
 - What are the benefits from the partnership to the MSU community (broadly defined)?
 - What are the knowledge–needs of Brazil that MSU has an edge to contribute to the partnership?
 - To build relationships on entrepreneurship and transitions between MSU and Brazilian Universities
 - To host visiting scholars and business visitors from Brazil
 - To build collaboration and relationships in a broad range of sciences (natural science, social science) and the arts and cultural studies
 - As a land grant university we should use the Brazil program to reach out to mid-Michigan community, business and K-12 education and build a link to Brazil and Latin America (language, culture, business).

7.
 - Identifying whether there are MSU researchers with common interests related to the Political Economy, Commerce, Global Relations
 - Facilitating their collaboration with each other and potential partners in Brazil
 - Identifying additional investments (e.g. faculty hires) that would strengthen the group efforts

8.
 - Closer ties with academics – universities in Brazil – outreach programs
 - Forming business ties in U.S. and Brazil
 - Concern with openness
 - Expand the Portuguese language program – have another “language session” at Int’l Center to expose students to Portuguese.
 - More professors (to teach Portuguese)

9.
 - Looking at the regional importance of Brazilian goods – how can they be improved? (e.g. Agricultural Practices)
 - Preservation of the environment (a politically important issue)
 - Expansion of language offerings (Portuguese)

10.
 - Identify universities, other institutions, and individuals concerned with strategies for poverty reduction.

- D. Looking back in 5-10 years, how would we know that we had been successful? (Are there *measurables/metrics* which might be useful?)**
 1.
 - Number of students who study abroad in Brazil
 - Number of faculty involved in study abroad in Brazil

- Number of partnerships (with Brazilian institutions)
2.
 - If those agreements are in place and working
 - Funding opportunities that have been successful
 - Number of graduate and undergraduate students (from Brazil)
 - Number of faculty and resources (related to Brazilian efforts)
 3. ****NO RESPONSE****
 4.
 - Increasing number of students from Brazil in MSU programs
 - Number of projects linking teaching/ research in MSU-Brazil initiatives
 - Amount of money generated by the MSU–Brazil programs
 5.
 - Number of studies that collected data in Brazil
 - Increase in the number of Brazilian students
 - Increase in the number of joint conferences
 - Have all e-mail addresses of all Brazilian alumni.
 6.
 - Number of students from Brazil
 - Number of joint programs/ students involved
 - Research output
 - Outreach to MI
 - Financials
 7.
 - Increase in externally funded research
 - Increase in publications
 - Focus on quality.
 - Evidence of collaborations within MSU and between MSU and Brazilian institutions
 8.
 - More survey data again about how academics feel about MSU ties
 - Look at growth of linkages in terms of economics.
 9.
 - Statistical information of goods produced and sold, land use, etc.
 - Student enrollment
 - Budget expenditures
 10.
 - Projects that have focused on joint research and teaching activities
 - Set up “program” for Brazilian Studies within CLACS.
- E. For which items in question C would you be willing to be contacted to continue work as the Brazilian (or Lusophone) agenda progresses?**

1.
 - Partnership Development in the areas of teaching/ service/ research
 - Policy Research
 - Environmental Research
 - Study Abroad Programs
 - Human Capital Development and Labor Relations Research
 - access and equal opportunity issues
 - access to education
 - professional development
 - Entrepreneur partnerships
 - Higher Education – Articulation and Dual Degrees agreements
2.
 - Research and teaching project to compare Brazilian political institutions with the U.S. using FIPSE/ CAPES programs
 - Create centers (or study groups) to discuss political economy issues.
 - Formal agreements with Brazilian Institutions
3.
 - To learn from the Brazilian experience:
 - Why can a new democracy like Brazil run a peaceful and honest election (and balloting)? (Even if political leaders may be corrupt)
 - Why, how can Brazil pursue a national policy of energy independence while so many other countries with perhaps “comparable” resources remain energy dependent and with no consistent policy? What is the politics-economics of energy in Brazil? Why does it seem to be working?
 - What are policy dynamics of racial/ethnic accommodations in Brazil?
4.
 - Co-teaching
 - Teaching courses for dual degrees in Brazil
5.
 - Dissertation grants
 - Joint conferences
 - Travel grants
6.
 - MSU should explore the synergies from this partnership.
 - What are the benefits from the partnership to the MSU community (broadly defined)?
 - What are the knowledge–needs of Brazil that MSU has an edge to contribute to the partnership?
 - To build relationships on entrepreneurship and transitions between MSU and Brazilian Universities
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- As a land grant university we should use the Brazil program to reach out to mid-Michigan community, business and K-12 education and build a link to Brazil and Latin America (language, culture, business).
7. ●Probably I'm not an appropriate person. (My function in this session is to represent the Dean of the College of Social Science.)
 8. **NO RESPONSE**
 9. ●Looking at the regional importance of Brazilian goods – how can they be improved? (e.g. Agricultural Practices)
 - Preservation of the environment (a politically important issue)
 - Expansion of language offerings
 10. ●Willing to participate in discussion group to identify universities and other institutions concerned with strategies for poverty reduction

F. Additional comments:

1. ●Resources should be utilized to have a few graduate students/faculty and staff to explore and make contact in Brazil and report back the interests of Brazilians. I would like to be on this team.
2. **NO RESPONSE**
3. **NO RESPONSE**
4. **NO RESPONSE**
5. ●Dissertation grants, joint conferences, and travel grants should be better advertised to the MSU community.
 - If students, alumni, etc. can keep the same MSU email, it would be very useful for communication of this information.
6. **NO RESPONSE**
7. **NO RESPONSE**
8. **NO RESPONSE**
9. **NO RESPONSE**
10. ●Make contacts with Brazilian academicians involved in previous MSU projects over the years. Via Web search engines

This material was generated from Global Encounter-Brazil
<<http://www.isp.msu.edu/globalencounter/brazil>>, held at Michigan State University on November 7, 2006. This interactive and participatory event was designed to obtain input and to elaborate in a country-specific forum on relevant themes, opportunities, issues, and opportunities affecting MSU's current and future engagement in Brazil (and to some degree Lusophone countries).