



MINUTES
FACULTY SENATE MEETING
NOVEMBER 16, 2005
DODD HALL AUDITORIUM
3:35 P.M.

I. **Regular Session**

The regular session of the 2005-06 Faculty Senate was held on Wednesday, November 16, 2005. Faculty Senate President James Cobbe presided.

The following members attended the Senate meeting:

N. Abell, D. Abood, J. Ahlquist, A. Arnold, L. Aspinwall, J. Baker, T. Baker, G. Bates, S. Beckman, F. Bunea, G. Burnett, J. Clendinning, P. Coats, J. Cobbe, R. Coleman, C. Connerly, M. Cooper, D. Corbin, L. deHaven-Smith, V. Dobrosavljevic, J. Dodge, L. Edwards, J. Fiorito, J. Gathegi, P. Gilmer, M. Guy, V. Hagopian, M. Hartline, L. Hawkes, H. Hawkins, P. Hensel, C. Hofacker, J. James, A. Lan, W. Landing, W. Leparulo, S. Lewis, C. Madsen, N. Mazza, R. Miles, L. Milligan, D. Moore, R. Morris, P. O'Sullivan, A. Payer, J. Peterson, D. Pompper, T. Ratliffe, D. Rice, P. Rikvold, J. Roberts, D. Schlagenhauf, N. Thagard, N. Trafford, C. Ward, J. Whyte, J. Wulff.

The following members were absent. Alternates are listed in parenthesis:

E. Aldrovandi, M. Allen, A. Archbold, V. Richard Auzenne, B. Bower, J. Bowers, A. Bathke, S. Carroll, M. Childs, D. Clendinning, L. Epstein, K. Erndl, R. Fichter, S. Fiorito (**E. Goldsmith**), J. Geringer, P. Gielisse, R. Glueckauf, J. Grant, C. Greek, N. Greenbaum, K. Harris, D. Houle, E. Hull (**B. Licht**), A. Koschnik, T. Logan, S. Losh (D. Eccles), E. Madden, T. Matherly, A. Mullis, R. Navarro, D. Odita, P. Orr, S. Palanki, D. Peterson, S. Pfeiffer, A. Plant, M. Seidenfeld, J. Sobanjo, J. Standley, K. Stoddard, J. Taylor, G. Tyson, C. Upchurch, E. Walker, Q. Wang.

II. **Approval of the Minutes**

The minutes of the October 19, 2005 meeting were approved as distributed.

III. **Approval of the Agenda**

The agenda was approved as distributed.

IV. **Report of the Steering Committee, C. Connerly**

Since the last Faculty Senate meeting, the Steering Committee has met four times, including one meeting with the President of the University. In our meeting with the president, we discussed the Board of Trustees retreat and ways in which the faculty can assist the Pathways to Excellence initiative, and on-going dean searches.

The Committee considered the proposed scores on the internet-based TOEFL exam for admission to the University presented by the Graduate Policy Committee and returned the proposal to the GPC requesting that there be a minimum speaking score. George Bates of the GPC then visited with us on November 8 and explained the revised GPC proposal for a minimum score of 80, which the Steering Committee accepted with the understanding that the English-speaking certification for TAs will be used to make sure that international TAs meet minimum speaking requirements.

We also nominated six faculty names for membership on the Lawton Professorship committee. At the request of the Student Government, discussion took place on the reauthorization of the Higher Education Act, but no action was taken. The Steering Committee also recommended two names for dining rooms in the Johnston Building: Wacissa and Wakulla; however, we have been told that current plans are that they will be called "Garnet" and "Gold". The Steering Committee also heard reports from its member on the Pathways to Excellence committee.

The Steering Committee appointed an ad hoc committee on non-tenure track faculty. The creation of the committee reflects growing concern over the apparent increased utilization of non-tenure track faculty at Florida State.

The committee is charged with 1) collecting data regarding the precise number of non-tenure track faculty at FSU and the extent of their involvement at FSU, 2) an analysis of these positions by what functions they perform within each unit, and 3) an analysis of the opportunities and standards for advancement, the career structure, and recognition of merit and achievement for non-tenure faculty (see addendum 1).

The ad hoc committee will report through the Steering Committee to the Senate with any recommendations on these issues. The report could include recommendations regarding the balance between tenure-track and non-tenure track faculty and representation and participation of non-tenure track faculty in faculty governance. Bob Clark of Education has agreed to chair the committee. Other members include: Ted Baker, Computer Science; David Clendinning, University Libraries; Deborah Coxwell-Teague, English; Ike Eberstein, Sociology; Ann Hodges, Music; Bill Outlaw, Biological Science; Mary Jane Ryals, Management; and Ron Thomas, Academic and Professional Program Services [formerly ODDL]. It is hoped that the committee will

be able to make an interim report to the Senate before the end of the academic year, and its final report and recommendations early next Fall.

Vasken Hagopian asked about the Steering Committee's meeting with the President and the Provost and the Board of Trustees's meeting and what was discussed. Senate President James Cobbe stated that the Board had a retreat in Panama City last week. There was a facilitator. There were two things that went on; presentations by senior administrators to educate the Trustees on certain issues such as admission standards for the University and a lot of time was spent in Pathways to Excellence. There were presentations on the direct support organizations and the state budget. These were aimed at educating the Trustees. The other discussion was about what the Board of Trustees should be doing and how it should be doing it. And how it should conduct its meetings and what it should do at its meeting. I can say that most of the Trustees that were present were frustrated that they come to meetings to be rubber stamped and to not engage in substantive discussion or involvement. The future format of future Board meetings will be changed so they will pick substantive issues at each meeting. They will receive presentations and then discuss in a workshop meeting before the more formal meeting. They also picked up on a number of things they could do in terms of talking to legislators and Trustees at other universities. Apparently it is a wide spread view at other state universities that they don't understand what their role is. Jim Smith is going to meet with the directors of the direct support organizations.

In our meeting with the President this morning, we spent a lot of time talking about the retreat and how the President viewed what the Board is likely to do in the future. We talked about Dean's searches and told him we thought it was important that national searches be held and the process be followed correctly. We talked about Pathways to Excellence and what the process will be for that and that it needs to be open and fair.

V. **Reports of Standing Committees**

a. Undergraduate Policy Committee, S. Lewis

The Undergraduate Policy Committee held its regularly scheduled monthly meeting last Wednesday. At that time, we began our review of the courses that have been approved for Area IV--Humanities and Fine Arts by hearing a report from Dr. Nancy Warren, the Undergraduate Director of the Department of English. We urge Senators from other departments that offer Area IV courses to be aware that their Departments will be called upon to make similar reports so that we can assure that existing courses still meet the guidelines for this liberal studies area.

In addition, the UPC approved BSC 2010L: Biological Science I Laboratory for the Computer Skills Competency Requirement. The following course, ENG 3600: Hollywood Cinema, (see addendum 2) was also considered and approved for recommendation to this body for designation as a Liberal Studies Area IV course. You should have a copy of the syllabus for this course. I encourage you to adopt this recommendation.

The motion passed unanimously.

b. Library Committee, J. Clendinning

The Library Committee has put forth the call for proposals for the 2005-06 Primary Source Grants opportunities. These are mini-grants for the purchase of research materials for the library. I encourage you to take a look at these. This is a great opportunity to acquire a body of sources that would not otherwise be purchasable under other opportunities in the library. The flyer is out on the table outside (see addendum 3).

The Library is in the midst of a QER review. There is an opportunity for faculty, deans and chairs input for this on this coming Friday from 12:45 to 1:45 in the Strozier Library Conference Room. I encourage you to attend if you have issues or concerns about the library. Immediately following this meeting at 1:45 is a meeting for students. If you have graduate students with concerns, please advise them to attend.

At the last Library Committee meeting we considered some issues regarding interlibrary loans and circulation. At the next meeting we will be looking at a retrospective financial statement for the library for the last 3 years with reports from the library director, Ralph Alvarez of Budget and Analysis.

c. Graduate Policy Committee, G. Bates

Program Reviews Fa11 2005

French, Spanish, German, Russian, Italian, Anthropology

Jeff Tatum (Classics), Stan Gontarski (English), Paula Gerson (Art History), Eliza Dresang (Information Studies), Elna Green (History), Sheila Ortiz Taylor (English), Rochelle Marinan (Anthropology), Ike Eberstein (Sociology), David Levenson (Religion), Jonathan Grant (History), Douglass Seaton (Music), Jim Orcutt (Sociology), Jill Quadagno (Sociology), Robinson Herrera (History), Don Levitan (Biology), Gary Kleck (Criminology),

Online Programs: Exceptional Student Education, Physical Education, Management and Information Systems

New Program: Masters and Doctoral Programs in Computational Science

Upcoming: Masters of Arts in Music and Online Masters in Science Education

We have 2 voting items for you today (see addendum 4).

It is recommended that each joint degree program require a minimum combined total of 60 credit hours and a minimum of 24 credit hours in each of the two disciplines. It is required further that at least six of the actual hours taken in each of the component degree programs be designated as required and appropriate to the other degree program. These cross-credit hours are the essence of the joint nature of the combined program. It is further recommended that this policy should be implemented for new students beginning Fall 2006.

Senator dehaven-Smith asked if this policy would change any existing degrees. Senator Bates explained that it would not.

The motion passed unanimously.

It is recommended that the minimum admission standard be a total score of 80 for the IBTOEFL.

Senator Hagopian asked about TOEFL being required for international students to obtain their visa. Senator Bates said he would find out. [Since this meeting, Lisa Beverly, Graduate Studies, spoke with the International Center and it has been determined that there is no such rule requiring that international students meet a minimum TOEFL score requirement to earn a Visa.]

The motion passed unanimously.

VI. Old Business

There were no items of old business.

VII. New Business

There were no items of old business.

VIII. University Welfare

a. **Updates on Bargaining and Related Matters, J. Fiorito**

You almost certainly know that our faculty collective bargaining agreement was ratified overwhelmingly last month. Thanks very much to those of you who voted and encouraged others to turn out.

Implementation issues are now prominent. The 3.6% across-the-board raise and new 12% raises for selected promotions are almost ancient history. Lump sum bonuses of \$1347 will apparently be distributed in our next paycheck on November 23rd, market equity raises should be distributed in the following pay period (including back pay to August 9th), and merit increases averaging 2% based on 2004 performance evaluations should be forthcoming soon as well (also with back pay to August 9th). The administration also has roughly \$200,000 in discretionary funds for salaries. Since implementation is in the administration's hands, I cannot promise all will go as it should. (perhaps the administration can, although recent software problems raise doubt about that). Our new agreement includes significant reporting requirements (to individual faculty and to UFF), however, and we are monitoring implementation issues carefully.

One area of concern is departmental merit raises. It appears that some deans may think that merit raises averaging 2% based on departmental criteria and procedures actually means something different than the plain words suggest, such as raises of 1.8%, raises limited to an arbitrary fraction of faculty, or arbitrary exclusions of certain faculty groups. We urge the university administration to ensure compliance in all aspects of our agreement's implementation, and we will vigorously pursue full compliance. Implementation concerns are not limited to salary issues, of course. We will be monitoring compliance in other areas as well.

We are of course looking ahead, and not just at the past and present. Our first web-based poll last month is providing valuable input for our bargaining team (thank you for your responses and encouraging others' responses). Everyone is encouraged to review the poll results at our www.uff-fsu.org web site. We will update our reports on results as time permits. The table distributed today is the latest installment in our ongoing reporting. Much as I am tempted to discuss some highlights in the poll's results, I will not test your patience in that regard today.

Speaking of patience, we patiently await the administration's response to our request more than a month ago to schedule negotiations on 2005-06 salaries.

Following those negotiations, we will immediately pursue negotiations on 2006-07 salaries and non-salary issues, again drawing from our poll for guidance.

As noted at previous Senate meetings, faculty must appreciate that university welfare depends critically upon state funding as well as faculty involvement through collective bargaining with the administration in setting our salaries and other employment terms. That appreciation motivates our efforts to bring legislators to campus to meet faculty and hear their concerns. Our next "Meet the Legislator" luncheon is tomorrow at 12:15 in the Student Services Building, and will feature Representative Lorraine Ausley as our guest. All faculty members, especially Senators, are encouraged to attend. A flyer with more information is available at our web site. Given that the "legal beagles" in FSU's General Counsel's office have currently barred our use of campus mail to distribute flyers, we would especially appreciate your help in publicizing this event. I'll be glad to take questions if time permits.

b. United Way, S. D'Alemberte

I am here to ask you to support United Way. I see lots of people in this room who always support the United Way. The worst department on campus is athletics and next worse is academics. The people who most support community services are the groundskeepers and the custodians. These are the people who are least able to support community activities and yet are the people who most know of the need in the community. It has always been my hope that we are not very far from the day that the largest support for the United Way was not Publix but was Florida State University. I hope you consider seriously contributing to the United Way.

IX. Announcements by Deans and Other Administrative Officers

There were no announcements.

X. Announcements by Provost Abele

Provost Abele was not in attendance.

XI. Announcements by President Wetherell

I do appreciate everything the United Way does for the University. Last year FSU contributed about \$500,000. The projection for this year is closer to \$1,000,000 if you add the Katrina Hurricane Relief Fund.

Since the State of the University speech, I have been speaking with city and county commissioners. We have spoken with the Tallahassee Democrat and we are making some progress. We are especially interested in the \$3.2 million that the University gave for our master plan. We would like to see those dollars be given back and have suggested they be used for College Avenue and the bike trail between Heritage Grove and the University Center. They have been receptive. We believe the first step is to remove parking on College Avenue. We have also asked that they apply the same building codes to College Avenue as they do for FSU. We have also worked on the transportation system. We need three things; 1) an inter-campus loop created; 2) a GPS type system in the busses and 3) have the SAFE bus system be expanded in time and routes.

I know there is some concern about the AAU initiative. Whether we are successful in that adventure or not isn't totally dependant on AAU inviting FSU in. If you are expecting that to happen in the next 5 years, that is probably a little bit of an unrealistic expectation but it is something we need to work towards. How successful we are is dependent on a number of factors other than just an invitation. I know there is concern on where the money is going to come from. We are aware of those concerns and we are hopeful that everyone will participate and there is a seat at the table for everyone. I wish I could tell you where the money will come from. Florida has \$5.2 billion dollars in new money to spend. That is the largest amount in the history of the budget of the State of Florida.

We have some preliminary approvals for the retirement community. We will have a announcement soon on the Capital Campaign. We have found the 2 National Championship trophies so you will see that in the paper soon.

The fall semester has gone very well. This biggest problem has been dealing with ERP. I am glad the collective bargaining period is over. We lost more students this fall to accidents that we have historically

The Board of Trustees held a retreat last week. We will be altering some of the things we do. They will be getting more involved with issues on campus and faculty issues. They will probably ask some interesting questions. We have one of the better boards that allow you to teach and us to manage the university than any of the other boards.

XII. Adjournment

The meeting adjourned at 4:35 p.m.

Melissa Crawford

Melissa Crawford, Faculty Senate Coordinator

Terms of Reference for ad hoc committee on non-tenure track faculty:

During the past several years the Steering Committee of the Faculty Senate has been concerned with those on our faculty that are serving the institution on non-tenure track contracts. Therefore we determined to establish an *ad hoc* committee to study this issue.

An *ad hoc* committee will be appointed to consider all those faculty at FSU who are not in tenure track positions regardless of their assigned responsibilities or fte and provide the following:

- 1) demographic data regarding the precise number of such persons working at FSU and the extent of their involvement at FSU.
- 2) an analysis of these positions by how they function within each department or unit, i.e., as teachers, by serving research functions, or by doing other duties necessary to the overall mission of the institution.
- 3) An analysis of the opportunities and standards for advancement, the career structure, and recognition of merit and achievement for non-tenure track faculty.

We already have a good start on this assignment in that we received a report from a special committee formed by the Office of Research addressing non-tenured research faculty positions. The steering committee, on behalf of the ad hoc committee, will also seek the cooperation of the central administration in respect to obtaining the data referred to in item 1) above; Dean of the Faculties Anne Rowe has already assured us of full cooperation by her office.

The committee will provide a report to the Steering Committee concerning the above with any recommendations the committee determines are appropriate. This could include, but is not necessarily limited to, recommendations concerning policy on the quantitative and qualitative balance between tenure-track and non-tenure-track faculty, and policy on representation of non-tenure track faculty and their interests in governance structures at all levels.

The time line suggested by the Steering Committee is for the group to aim for an interim report to be presented to the Faculty Senate at its March 2006 meeting, indicating preliminary findings and the directions the committee is leaning toward; and a final report with conclusions and any recommendations requiring Faculty Senate action to be presented to the Faculty Senate early in the Fall, 2006.

Professor Bob Clark of the College of Education has agreed to chair the committee, and various persons are being invited to serve on it. The *ad hoc* committee will also have full power to co-opt additional members and to seek input from throughout the University community.

ENG3600: HOLLYWOOD CINEMA

Mark Garrett Cooper, Associate Professor

mcooper@english.fsu.edu

644-4059

COURSE MATERIALS

- Richard Maltby, *Hollywood Cinema*, 2nd ed. (Blackwell, 2003).
- Several critical essays/book chapters available on Blackboard and listed in the bibliography that follows the course outline
- Several critically important films listed within the course outline

DESCRIPTION

For nearly a century, four broad questions have organized discussions of Hollywood cinema. How are we to understand an art form produced for profit by giant corporations? In what way and to what extent are movies “modern”? In what way and to what extent are “the movies” American? And finally, how does Hollywood affect its audiences?—a question that typically requires one to take a position on the ideal viewer’s gender and his or her interest in sex and violence. In critical practice, these four issues are often intertwined and have tended to yield paradoxical answers. Thus we hear that its best works might be attributed both to giant studios and to individual geniuses; that American movies are characteristically modern and at the same time reprise one or another well-established European aesthetic forms; that Hollywood is both supremely American and appreciated worldwide; that the movies simultaneously incite sexual desire and repress it; that they give the people “what they want” and alienate the masses by convincing them to mistake the studio’s desires for their own. We will take up these questions one by one and strive to determine both how they have been answered and what the next step in answering them might be.

OBJECTIVES

By the end of the course students should be able to:

- identify key developments in the history of U.S. filmmaking
- summarize the central themes of scholarship concerned with U.S. filmmaking
- discuss and write about films in a persuasive, scholarly manner
- describe Hollywood’s relationship to modernity, nationality, incorporation, and a mass audience

REQUIREMENTS AND EVALUATION

- You must come to class prepared to discuss the reading and viewing. I will base **5%** of your final grade on the quality and regularity of your **class participation**.
- A **weekly journal** of your film viewing will include your notes on each film as well as your critical observations. I will collect copies of your journal twice during the semester. The first time, I will assess your engagement with the viewing and explain what, if anything, needs improvement for a top score the second time. **15%** of your final grade will be based on the second set of entries. General guidelines are available on the website.
- **Three short papers** (3-5 pages) due as we complete each section of the course. You may choose which three of the four papers to write. Topics will be passed out a week in advance of the deadline and will develop concerns from lecture and class discussion. General guidelines, including criteria for evaluation, are available on the website. You are expected to make an original argument. There will be **no extensions** of deadlines for these papers. Each paper will count as **20%** of your final grade.
- A **group presentation** on a film from the syllabus will count for **20%** of your final grade. This will require additional research. Students will sign up for presentations during the second week of class. General guidelines, including criteria for evaluation, are available on the website.
- I reserve the right to add quizzes if I feel you need extra incentives. There will be no final exam.

ATTENDANCE POLICY

You are allowed three unexcused absences. I will reduce your final grade by one third of a letter for every subsequent absence. I will count habitual tardiness as absence. *Attendance at evening screenings is required.*

OUTLINE OF THE COURSE

PART 1: A CORPORATE ART

“Whenever a motion picture becomes a work of art it is unquestionably due to men. But the moving pictures have been born and bred not of men but of corporations. Somehow, although our poets have not yet defined it for us, a corporation lives a life and finds a fate outside the lives and fates of its human constituents.”

--*Fortune* (1932)

Week 1: Introduction: Art and Entertainment

Maltby, “Metropolis of Make-Believe”(Ch. 1) & “Entertainment 1” (Ch. 2)

Screening: *Titanic* (1997, 194 min.)

Week 2: Censorship and Public Relations

Maltby, Industry (Ch. 5)

Vasey, “Introduction,” *The World According to Hollywood, 1918-1939*

Screening: *Sullivan’s Travels* (Paramount 1942, 90 min.)

Week 3: Mass Culture

Maltby, “Entertainment 2” (Ch. 3)

Feuer, “Mass Art as Folk Art”

Screening Nov. 4: *Singin’ in the Rain* (MGM 1952, 103 min.)

Week 4: Art, Business, Politics: The Case of the Blacklist

Maltby, “Industry 1948-1980” (Ch. 6) & “Politics” (Ch. 9)

Polonski, “The Best Years of Our Lives’: A Review”

Screening: *The Best Years of Our Lives* (1946, 172 min.)

PART 2: HOLLYWOOD: MODERN AND CLASSICAL

“Then came the film and burst this prison-world asunder by the dynamite of the tenth of a second, so that now, in the midst of its far-flung ruins and debris, we calmly and adventurously go traveling.”

-- Walter Benjamin, “Work of Art in the Age of Mechanical Reproduction”

Week 5: What is meant by “Classical Hollywood”?: The Strange Case of Film Noir

Maltby, “Space” (Ch. 10), “Narrative” (Ch. 15)

Bordwell, “An Excessively Obvious Cinema” in *Classical Hollywood Cinema*

PAPER #1 DUE

Screening: *Touch of Evil* (1958, 112 min.)

Week 6: Historical Continuity or Rupture?: From Early Cinema to the Hollywood Feature Film

Burch, “Primitivism and the Avant-gardes”

Gunning, “Tracing the Individual Body: Photography, Detectives, and Early Cinema”

Screening: Program of Short Films

Edison Shorts: *Edison Kinetoscopic Record of a Sneeze* (Edison 1894); *Sandow Flexing His Muscles* (Edison 1894); *The Kiss* (Edison 1896); *Boxing Cats* (Edison 1897); *Pie Eating Contest* (Edison 1897); *Ella Lola’s Turkish Dance* (Edison 1898)

Lumière Brothers Films 1895-98: *La Sortie des usines [Workers Leaving the Lumiere Factory]*; *L’Arrivee d’un train [Arrival of a Train at La Ciotat]*; *Firemen Answering the Call*; *Snowball Fight*; *Demolition d’un mur [Demolition of a Wall]*; *L’arroseur arrosé [Watering the Gardener]*; *Le Repas du bebe [Feeding the Baby]*; *Quarreling Infants*; *A Game of Cards*; *Children Digging Shrimp*; *Swimming in the Sea*

Les Voyages dans la lune [Trip to the Moon] (Melies 1902);

Before the Nickelodeon: The Early Cinema of Edwin S. Porter (Musser 1982, 60 min.);

Biograph Films: *The Story the Biograph Told* (Biograph 1904); *Battle at Elderbush Gulch* (Biograph 1911)

Week 7: Mobility, Urbanization, Shock: The Modernity Thesis

Benjamin, "The Artwork in the Age of Mechanical Reproduction"
 Singer, "Introduction," *Melodrama and Modernity*

Screening: *Traffic in Souls* (Universal 1913, 88 min.)

PART 3: HOLLYWOOD: AMERICAN AND GLOBAL

"The motion picture is the epitome of civilization and the quintessence of what we mean by 'America.'"
 –Will Hays, *Moving Pictures* (1929)

Week 8: National Cinema: Form, Content, Audience

Hansen, *Babel and Babylon* (Part 1)
 Staiger, "Birth of a Nation"

Screening, Sept. 16 *Birth of a Nation* (Epoch 1915, Color Tinted 187 min.)

Week 9: Racial Difference and National Identity: Early African-American Filmmakers:

Maltby, "Performance 1" (Ch. 12)
 Gaines, *Fire and Desire*

Screening, Sept. 23 *Within Our Gates* (Micheaux 1919, B&W, 79 min.)

Week 10: Cultural Imperialism & Globalization

Maltby, "Industry Since 1980" (Ch. 7) & "Technology" (Ch. 8)
 Jameson, "Notes on Globalization as a Philosophical Issue"

Screening: *Lost in Translation* (2003, 102 min.)

PART 4: VIEWERS: FROM INFLUENCE TO MEDIATION

"Never has there been put into the human hand a tool of greater power than the motion picture. It is high time that this wonderful instrument was rescued from its degradation and used, as it will be used, to promote human happiness and advancement."
 —Charlotte Perkins Gilman in the *Annals of the American Academy of Political and Social Science* (1926)

Week 11: Audiences and Reception: The Problems of Imitation and Interpretation

Kuhn, "Cinema Memory as Cultural Memory" (1-15) "Growing Up with Cinema" (100-137); "An Invitation to Dance" (168-95)

Screening, Nov. 4 *Top Hat* (RKO 1935, 101 min.)

Week 12: The Spectator as a Critical Category: The Problems of Identification and Interpellation

Maltby, "Space 2" (Ch. 11), "Theories" (Ch. 18)

Screening: *The Wild Bunch* (Peckinpah 1969, 134 min.)

Week 13: Genre: The Problem of Implantation

Maltby, "Genre" (Ch. 4)
 Williams, "Speaking Sex" and "Prehistory"

Screening: *American Pie* (1999, 95 min.)

Week 14: Conclusion**BIBLIOGRAPHY**

- Benjamin, Walter. "The Work of Art in the Age of Mechanical Reproduction." *Illuminations*. New York: Schocken Books, 1985. 217-52.
- Bordwell, David, Kristin Thompson, and Janet Staiger. *The Classical Hollywood Cinema: Film Style and Mode of Production to 1960*. New York: Columbia UP, 1985.
- Feuer, Jane. "Mass Art as Folk Art." *The Hollywood Musical*. Bloomington: Indiana UP, 1993. 1-22.

- Gaines, Jane M. *Fire and Desire: Mixed-Race Movies in the Silent Era*. Chicago: U of Chicago P, 2001.
- Gunning, Tom. "Tracing the Individual Body: Photography, Detectives, and Early Cinema." Charney and Schwartz. 15-45.
- Hansen, Miriam. *Babel and Babylon: Spectatorship in American Silent Film*. Cambridge: Harvard UP, 1991.
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- Polonsky, Abraham. "'The Best Years of Our Lives': A Review." *Hollywood Quarterly* 2 (April 1947): 257-60.
- Singer, Ben. *Melodrama and Modernity: Early Pulp Cinema and Its Contexts*. New York: Columbia UP, 2001.
- Staiger, Janet. "The Birth of a Nation: Reconsidering Its Reception." *Interpreting Films: Studies in the Historical Reception of American Cinema*. Princeton: Princeton UP, 1992. 139-54.
- Vasey, Ruth. "Introduction." *The World According to Hollywood, 1918-1939*. Exeter: U of Exeter P, 1997.
- Williams, Linda. "Speaking Sex," "Prehistory," *Hard Core: Power, Pleasure, and the "Frenzy of the Visible."* Berkeley: U of California P, 1989.

ACADEMIC HONOR CODE

Students are expected to uphold the Academic Honor Code published in The Florida State University Bulletin and the Student Handbook. The Academic Honor System of The Florida State University is based on the premise that each student has the responsibility (1) to uphold the highest standards of academic integrity in the student's own work, (2) to refuse to tolerate violations of academic integrity in the university community, and (3) to foster a high sense of integrity and social responsibility on the part of the university community. Please see the following web site for a complete explanation of the Academic Honor Code.

<http://www.fsu.edu/Books/Student-Handbook/codes/honor.html>

AMERICANS WITH DISABILITIES ACT:

Students with disabilities needing academic accommodation should: (1) register with and provide documentation to the Student Disability Resource Center; (2) bring a letter to the instructor indicating the need for accommodation and what type. This should be done during the first week of class. For more information about services available to FSU students with disabilities, contact:

Student Disability Resource Center
 Dean of Students Department
 08 Kellum Hall
 Florida State University
 Tallahassee, FL 32306-4400
 (850) 644-9566 (voice)
 (850) 644-8504 (TDD)
SDRC@admin.fsu.edu <<mailto:sdrc@admin.fsu.edu>>
<http://www.fsu.edu/~staffair/dean/StudentDisability/>

(This syllabus and other class materials are available in alternative format upon request.)

SYLLABUS CHANGE POLICY:

This syllabus is a guide for the course and is subject to change with advanced notice.



November 16, 2005

TO: Colleagues on the FSU Faculty

FROM: Martell Teasley, Chair
 Primary Source Materials
 Faculty Senate Library Committee

Re: Applications, 2005-2006, for Primary Sources Grants

On behalf of the Faculty Senate Library Committee, I encourage you to apply for one of the mini-grants we are offering again this year. Primary Source Materials include a range of items embodying primary data that can serve as the foundation for original scholarship and creative endeavors. Not eligible for funding are bibliographies and other such finding aids, interpretive works, current periodicals, and like items already being purchased or subscribed to as monographs or serials. Items in print, microform, and other formats such as video, DVD, or electronic files are eligible if they are one-time purchases.

When you visit our website, <http://www.fsu.edu/~fasenate/libpsawards.html>, you will find several helpful links, including:

- GUIDELINES our subcommittee uses
- An APPLICATION form to print out and submit
- Brief DESCRIPTIONS of the past several years' mini-grants

Deadline for receiving applications: **Tuesday, January 17, 2006**

Announcement of Award(s) and remaining funds available: **Tuesday, January 31, 2006**

As you prepare your proposal, you are encouraged to contact Primary Source Committee Members and/or Librarians Roy Ziegler (645-1475, riegler@mail.fsu.edu) and Lucy Patrick (644-6167, lpatrick@mail.fsu.edu) to determine if our current holdings may complement or duplicate the materials you are considering.

In early January, we expect to call for proposals for **new Collection Development Grants**. The application procedure will be similar, but these grants will be designed to address insufficiencies in the Libraries' holdings of secondary or critical literature in specific fields.

If you have questions after visiting our website, please feel free to contact me at 644-9595 or mteasley@mail.fsu.edu.

Recommendation on a Minimum Admission Standard for the IBTOEFL Exam

The Educational Testing Service (ETS) has developed a new internet-based version of the TOEFL exam. ETS is introducing the IBTOEFL incrementally, setting up testing sites in different countries and working its way around the globe. As IBTOEFL sites are established the old TOEFL exam (both the paper-based and computer based versions) is phased out; sometime in 2006 the old TOEFL exam will cease to exist. As a consequence of this change the University needs to adopt a minimum admission standard for nonnative speakers of English who take the IBTOEFL. The GPC has studied the IBTOEFL and makes the recommendation below.

The IBTOEFL has four sections, writing, speaking, reading, and listening. There is a maximum possible score of 30 points on each section, for an overall maximum score of 120 points. The IBTOEFL is truly a new exam in part because it contains a speaking component that was not included in the old TOEFL exam, but also because listening, reading and writing are integrated in the exam. Because of these differences scores on the IBTOEFL and the TOEFL cannot be directly compared. ETS has undertaken a pilot study by giving both the computer-based TOEFL and the IBTOEFL to a group of 2700 international students. This study indicated that a score of 80 on the IBTOEFL is similar to a score of 213 on the computer-based TOEFL and 550 on the paper-based TOEFL. Based on this comparison the GPC proposes that an initial minimum standard for admission be an IBTOEFL score of 80. Then as students matriculate and their English skills can be observed first hand this admission standard should be reevaluated. At some point in the future the University may want to set minimum standards for the scores on the individual sections of the IBTOEFL, but until data on student performance have been gathered the GPC suggests that the admission standard be based on the total score.

It is recommended that the minimum admission standard be a total score of 80 for the IBTOEFL.

Recommendation on University Requirements for Graduate Joint Degree Programs

The University has a growing number of joint graduate degree programs, and because of this growth the GPC feels that University-wide standards are needed for the minimum number of credit hours for completion of a joint degree.

Joint degrees are programs in which a student simultaneously pursues two graduate degrees and because of the complementary and overlapping nature of these degrees the student can “save” on the total number of hours required versus those required when completing the two degrees separately. That is, credit hours in one program can satisfy some of the requirements and credit hours in the second program and vice versa. These joint degrees are specifically designated degree programs, and the student must enroll in the joint degree program at the time of matriculation. Joint degrees are distinct from dual degrees in which a student already enrolled in one graduate program elects to enroll in a second degree program. In dual degrees the student must complete all of the requirements for both degrees.

Currently there are 14 different joint degree programs at FSU. Half of these involve Law (JD) and a masters degree in a second field (Business, Economics, Public Administration, etc.). The other joint degree programs involve two masters degrees with related academic content – for example Public Administration/Urban & Regional Planning or Social Work/Criminology.

The GPC makes the following recommendation for a minimum university standard for joint degrees:

It is recommended that each joint degree program require a minimum combined total of 60 credit hours and a minimum of 24 credit hours in each of the two disciplines. It is required further that at least six of the actual hours taken in each of the component degree programs be designated as required and appropriate to the other degree program. These cross-credit hours are the essence of the joint nature of the combined program. It is further recommended that this policy should be implemented for new students beginning Fall 2006.