



MINUTES  
FACULTY SENATE MEETING  
SEPTEMBER 17, 2008  
DODD HALL AUDITORIUM  
3:35 P.M.

I. **Regular Session**

The regular session of the 2008-09 Faculty Senate was held on Wednesday, September 17, 2008. Faculty Senate President Jayne Standley presided.

**The following members attended the Senate meeting:**

T. Adams, M. Allen, I. Audirac, T. Baker, K. Bearor, J. Beckham, S. Beckman, S. Bellenot, P. Bowen, J. Bowers, R. Bruschteiler, G. Burnett, D. Butler, M. Cai, E. Chicken, J. Clendinning, J. Cobbe, R. Coleman, E. Cormier, F. Davis, L. deHaven-Smith, J. Dodge, J. Dorsey, J. Druash, I. Eberstein, L. Edwards, K. Erndl, J. Fiorito, S. Fiorito, A. Gaiser, J. Geringer, P. Gilmer, C. Greek, J. Hinterlong, M. Kabbaj, E. Klassen, W. Landing, D. Latham, S. Lewis, L. Lyons, C. Madsen, T. Matherly, K. McCullough, V. Mesev, W. Mio, D. Moore, R. Morris, J. O'Rourke, R. Pekurny, J. Pignatiello, V. Richard Auzenne, G. Rogachev, H. Schmidt, R. Schwartz, J. Sickinger, S. Southerland, J. Spraggins, J. Standley, O. Steinbock, R. Stewart, M. Sussman, H. Tang, S. Thomas-Tate, E. Trowers, J. Turner, C. Upchurch, P. Villeneuve, E. Walker, Y. Wang, M. Wasko, C. Weissert, W. Weissert, P. Young, X. Yuan.

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

F. Abbott, C. Alamo, W. Berry, R. Blaufarb, R. Clarke (V. Costa), B. Diskin, A. El-Azab, A. Gallard, W. Hochwarter (D. Paradise), T. Hout, P. Iatorola (S. Rutledge), G. Knight, W. Leparulo, C. Luongo, B. Maier-Katkin, J. Milligan, S. Milton, A. Mullis (E. Haymes), P. Munton, R. Radach, K. Rost, J. Sobanjo, N. Trafford, C. Ward (G. Doran), P. Ward, L. Wexler, C. Wiebe, J. Zheng.

II. **Approval of the Minutes**

The minutes of the April 16, 2008 meeting were approved as distributed.

III. **Approval of the Agenda**

The agenda was approved as distributed.

**IV. Special Order: Remarks by the Senate President, J. Standley**

Traditionally, the President addresses the Senate in the first meeting in the fall to speak to the status of the university and provide information about the coming academic year. I wish I had better news for you. I am sure you are aware of the economic exigencies of the state of Florida and FSU's subsequent 50 million dollar cut for this academic year. Our economic situation is similar to that described in this story:

Sherlock Homes and Dr. Watson go camping. They pitch their tent under the stars and go to sleep. Sometime in the middle of the night, Holmes wakes Watson up: "Watson, look up at the stars, and tell me what you deduce." Watson says, "I see millions of stars, and if there are millions of stars, and if even a few of those have planets, it's quite likely there are some planets like Earth, and if there are a few planets like Earth out there, there might also be life." Holmes replies, "Watson, you idiot, somebody stole our tent!"

This year it seems like that while we academics were dutifully contemplating the universe, the legislature stole our tent. Our economic status for the year is bad, but not dire. Bottom line, we are going to have an okay budget year. Economic adversity has not stopped FSU from pursuing excellence, but it has made us focus and order our priorities.

The administration has a 2-year budget plan to get us through this downturn as painlessly as possible. It is based on sound financial analysis provided by Bob Bradley, expert budget management provided by Ralph Alvarez, and the President and Provost's strong commitment to providing faculty and students with what they need to complete the academic year. In the latest US News ranking of colleges and universities, FSU was proud to note that we had risen to the top 50 public universities. However, it is equally dismaying to note that we are ranked 210th of 262 in overall resources. The Florida legislature has neglected higher education and we must do all we can to gain their attention and support while figuring out how to rise above financial neglect. What is the administration's plan? They will seek greater autonomy in budgeting and also raise revenue through tuition. It is planned that FSU will aggressively increase the numbers of out-of-state students and raise tuition to the highest level possible. The Faculty Senate Steering Committee has strongly endorsed these plans.

We are delighted to note that this academic year faculty were given a 3 % retention pay adjustment, funds allocated to avoid a "brain drain" of our most outstanding faculty. This was one of the largest adjustments in the SUS this year

and was cooperatively arranged by all the interested parties. The rest of the SUS has begun commenting that we are a role model for organizational cooperation in implementing plans to maintain the outstanding faculty at FSU. We owe a huge debt of gratitude to Bob Bradley for his analysis showing that the last time FSU went so long without pay adjustments there was a brain drain that took 20 years to overcome. We also owe a huge debt to the President who set the priority and to his administrative team who carried it out. We compliment the UFF and the Dean of the Faculties for effective negotiations that allowed the economic impact to occur at the beginning of the academic year.

For the near future, it is encouraging to note that the Strategic Plan is quickly coming to completion. At this time funds for faculty enhancement are one of the top 5 priorities. In the next 5 years, the budget and a billion dollar capital campaign will be focused toward accomplishing the Strategic Plan's top 5 goals. Consideration of future salary increases and faculty enhancement programs are included in the plan.

On the topic of reorganization, we are all aware that the committee's report and recommendations have been widely distributed. The Provost has repeatedly stated that no final decisions on re-organization have been made. He wishes to allow enough time for all input to be heard. The Senate Steering Committee has requested faculty input through the Senate. When it is all in, we will summarize the responses, meet with the Provost, and make the strongest possible recommendations for implementation based upon the desires and opinions of the faculty. The Provost has also said that it is a bad time to re-organize since faculty morale is low. We will strongly advocate for re-organizing only those units where the majority of faculty wish to do so. Alternatively, if opposing mandates are made by the Provost, the Senate will strongly advocate for balance, i.e. the demonstrated benefits to the entire university must be great enough to override faculty distress and disagreement with the mandated change. The Senate Steering Committee is convinced that there is time and process in place for faculty input. We have confidence that the Provost will hear our voice prior to making a final decision. We thank all of the Senators who have contributed to obtaining and reporting input from your colleagues.

So, what is the Senate's plan to maintain strong faculty governance this year? The Senate will continue its role with vigor and commitment. These are our emphases for the coming year.

- We will share and promote the university's goal to be a nationally recognized research university. We will strive for excellence and celebrate our colleagues' successes.

- As administrative positions become open, we will demand input in the identification and selection of the most talented and capable people to lead this university.
- We will promote ideas designating funds for faculty enhancement: increased number of faculty, better salaries, and research resources.
- We will continue our commitment to academic freedom with mutual respect and civility, fair play and due process, openness, tolerance, and free speech honored in the daily conduct of our academic endeavors.
- We will promote the individuality of faculty, celebrate the intelligence, passions, and uniqueness of each, and facilitate creativity and growth. We will promote respect for equity and diversity. We will continue to advocate for multi-dimensional methods of faculty evaluation.
- We will defend Promotion and Tenure, guide its policies, and mentor those undergoing the process.
- We will promote shared governance across the university in planning, development, and decision making. In representing the faculty, we will speak with a strong voice and strive for a university perspective that transcends those of our own specialized area or group interest. We challenge all faculty to join us in governance, an imperative endeavor in this perilous economic situation with continuing budget cuts and shifting financial priorities.

Finally, thank you Senators and faculty members who have agreed to serve on university committees, especially those who have accepted the extra burden of chairing a committee. The FSU Faculty Senate holds you in the highest esteem. We also thank Melissa Crawford, our very effective Faculty Senate Coordinator. The Steering Committee and I look forward to working with you this year.

#### **V. Report of the Steering Committee, E. Walker**

Following the April Senate meeting, the steering committee met weekly during May and early June and resumed our schedule of weekly meetings in mid-August.

At our first May meeting, the steering committee elected Eric Walker as Vice-chair. We met with Professor Nancey Marcus, the Dean of Graduate Studies, to discuss with her a report about a new interdisciplinary graduate program in material sciences and the proposal to locate this program administratively in Graduate Studies, instead of in one of the academic colleges. The steering committee subsequently met with the Provost to express our reservations about this administrative proposal—not the degree program, which we support, but where it would be located administratively. At the same time, we supported the

proposal from the Dean of Graduate Studies to change the name of Graduate Studies to the Graduate School.

The next item to hit our plate was the new piece of legislation about textbook orders and the requirements to post textbook information. We of course support efforts to reduce the costs of textbooks to students whenever possible. At the same time, however, we want to insure that the new system will in no way infringe on principles of academic freedom, and we continue to work to help design a reporting system that will satisfy the law and at the same time will not be unproductively time-consuming to academic units.

When we regathered in August, we were greeted as you were with the release of the report from the Provost's task force on academic reorganization. We have been busy since then inviting and collecting feedback from faculty across the university and especially from directly affected colleges and departments. We will continue to receive reports until September 24, one week from today, after which the steering committee will produce a summary and a steering committee response to the report, prior to our scheduled meeting with the Provost on October 9. We thank you for your timely responses on what we know is a quick turnaround schedule, when you might prefer to be busy otherwise.

At our August 26 meeting, Ralph Alvarez updated us on the initiative to rework the assignment reporting mechanisms (the old PARS system), with the goal of uniformity of reporting across the system. Associate Vice President Alvarez is on the agenda today with information about this project.

On September 4, the steering committee held our first meeting of the year with the President and Provost. We expressed our appreciation to the administration for their work to implement the 3% retention pool adjustment during dismal budget times and stressed the importance of such actions to faculty morale. This meeting was cut short by the demands of a conference call for the President and Provost with the NCAA, but before they had to leave, the President updated us on some ideas about various admissions strategies to increase university revenue, absent increased legislative support.

In addition to these monthly meetings of the steering committee with the President and the Provost, you should know that the Senate President meets regularly with the President. During the summer, President Standley has also been busy on your behalf on the university Strategic Planning committee, chaired by Vice President Bradley. Faculty support is high among the priority items emerging from that committee.

In addition to our regular meetings, members of the Steering Committee represented you at the Board of Trustees committee meetings on June 12 and at the full summer board meeting on June 13. I remind you that President Standley sits as a member of the Board of Trustees ex officio; in addition, the Vice-chair presents remarks from the faculty early on the agenda of each meeting. We will represent you again tomorrow and Friday at the Trustees fall meeting here on campus, in these same ways.

Summer is the time for restocking Senate committees, and we appreciate your willingness when called upon for these essential forms of service. A number of committees have new chairs this year; the steering committee wants to take this opportunity to express a special word of thanks to George Bates from the Department of Biological Sciences, the outgoing chair of the Graduate Committee, for his terms of faithful service in that crucial Senate role.

This concludes the report of the steering committee.

**VI. Report of Standing Committees**

a. Undergraduate Policy Committee, S. Lewis

(See addendum 1) Good afternoon. It is my pleasure to report on recent actions of the Undergraduate Policy Committee. At its last meeting in April, the UPC approved EEL 4911C: Senior Design Project I for the oral communication competency, effective spring 2008. This past week when it met, the UPC recommended approval of two courses for both Gordon Rule and Liberal Studies Area III (History/Social Science) credit: EUH 3502: 19th Century Europe: A Survey and EUH 3532: England, Empire, and Commonwealth: 18th Century to Present. The syllabi for these two courses were made available electronically before today's meeting and on behalf of the Undergraduate Policy Committee, I move adoption of these courses for Gordon Rule and History/Social Science credit.

**The motion passed unanimously.**

**VII. Special Order: New Faculty Effort Reporting System, R. Alvarez**

I am here to let you know where we are on the new system for reporting faculty activity. We are replacing PARS. We have an old system that is basically text driven and has no workflow. We are developing a new system that will reside within OMNI so it will have the same password. It will be available 24 hours a day. The old system is paper based. If you want to get in and verify what your reported activities are, you will be able to do so. (See addendum 2.) It is

intended to be easier to use and we are also working to develop a centralized Assignment of Responsibility system so these will look and feel the same over time. The effective date is fall 2008. We will be training your staff later this semester. I appreciate the departments that responded to our survey regarding the Assignment of Responsibility system. I will be making a short presentation to the Council of Deans tomorrow.

**VIII. Old Business**

There were no items of new business.

**IX. New Business**

- a. Confirmation of Committee Memberships, J. Standley

It was moved that the committee memberships for the 2008-09 year be confirmed.

**The motion passed unanimously.**

**X. University Welfare**

- a. Computer Science, T. Baker

This resolution is being presented at the request of my department chair and my entire department. Our department is very concerned because we are being merged with another department and moved to another college. Our biggest concern is that our curriculum maintains its integrity. I move the adoption of this resolution. (See addendum 3.)

**The motion passed unanimously.**

- b. Updates on Bargaining and Related Matters, J. Fiorito

We are conducting ratification voting today through Friday. I will be brief to allow you more time to vote.

Sometimes when I'm listening to Senate reports and looking over my notes, a song pops into my head. Today, hearing of Vice President Bradley's comments regarding the FSU administration (belatedly) recognizing the need for salary adjustments to help stop the brain drain of FSU faculty, some lyrics from a Doors tune came to mind: "Don't you love her as she's walking out the door?"

As you probably know, our UFF-FSU chapter's negotiating team has been calling for FSU to place a higher priority on faculty and faculty salaries for a long time. Both the faculty and administration teams worked hard to produce the current tentative agreement. Faculty Senate leaders including President Standley were instrumental as well, helping to show that when the faculty speak with a unified voice, good things can happen. The tentative agreement is a good thing. FSU faculty members certainly deserve better, but this is the best we could do for now in a difficult budget environment. We urge faculty, and we urge you to urge your colleagues, to vote "Yes" to accept the tentative agreement and the MOA on winter holidays.

I would like to thank our regular and occasional faculty negotiating team members for a job well done, including Robin Goodman, Irene Padavic, Diana Rice, and Dan Vitkus, and most especially our chief negotiator, Senator Ted Baker.

c. Library Committee, R. Morris

The Library Committee would like to announce the new Faculty Research Library Materials Grant. There is a handout on the table outside. (See addendum 4.)

**XI. Announcements by Deans and Other Administrative Officers**

The were no announcements by Deans and Other Administrative Officers.

**XII. Announcements by Provost Abele**

The Provost was not in attendance.

**XIII. Announcements by President Wetherell**

The President was not in attendance.

**XIV. Adjournment**

The meeting adjourned at 4:10 p.m.



Melissa Crawford  
Faculty Senate Coordinator



<b>Prof. Charles Upchurch</b> EUH 3532, sec. 1, BEL 00xx M W F – 11:00 to 11:50 AM <a href="http://mailer.fsu.edu/~cupchurc">http://mailer.fsu.edu/~cupchurc</a>	<b>Office: 4xx Bellamy</b> <b>Office phone: 644-xxxx</b> <b>Office Hrs: Wed xxx &amp; Th xxx PM</b> <b>email: cupchurch@fsu.edu</b>
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## England, Empire, and Commonwealth: 18<sup>th</sup> Century to Present

**Course Description:** Decades after its dissolution, the legacy the British Empire is still a source of heated controversy. To its proponents it was not only the world’s largest empire, but also one based in large part on the consent and cooperation of the governed. Supporters point to the legal, administrative, political and cultural forms retained by the independent former colonies as proof of the enduring and beneficial legacy of the British Empire. Detractors are at least as emphatic in pointing out its negative aspects; that major components of it were constructed on slave labor, that it systematically underdeveloped and exploited those areas where it governed, and that the widening gap between the developed and the underdeveloped world in the present day is its true legacy. Through an emphasis on analytical writing and extensive readings, this class explores and evaluates the legacies associated with the British Empire, in order to better understand how the rise and contraction of British overseas influence still shapes the world today.

**Course Requirements:** Students are required to take two in-class examinations and complete two written papers of between four and seven pages (1,500 to 2,500 words, as described below). Students are also required to attend and participate in class discussions, and to take quizzes based on course readings on discussion days. Percentages for each of these areas as a total of the student’s final grade are given below.

**Course Objectives:** (1) Students will understand the major political, economic, and cultural issues that shaped the development of the British Empire from the early eighteenth century to the present. (2) Students will be able to articulate and evaluate the merits of competing interpretations of those major issues in oral debate. (3) Students will be able to organize their interpretations of course material into clear and coherent written narratives, as measured by the grades for both the longer papers produced at home and the exam essays written in class.

**Liberal Studies Credit:** The Liberal Studies Program at Florida State University has been designed to provide a perspective on the qualities, accomplishments, and aspirations of human beings, the past and present civilizations we have created, and the natural and technological world we inhabit. This course has been approved as meeting the requirements for **Liberal Studies Area III, History and Social Science**, and in combination with your other Liberal Studies courses, provides an important foundation for your lifelong quest for knowledge.

**Gordon Rule Credit:** In order to fulfill FSU’s Gordon Rule “W” Designation (writing) credit, the student must earn a “C-” or better in the course, and in order to receive a “C-”

or better in the course, the student must earn at least a “C-” on the required writing assignments for the course. If the student does not earn a “C-” or better on the required writing assignments for the course, the student will not earn an overall grade of “C-” or better in the course, no matter how well the student performs in the remaining portion of the course.

**Required Books for all students:**

Linda Colley, *Captives: Britain, Empire and the World, 1600-1850* (New York, Anchor Books, 2004)

Bernard Porter, *The Lion's Share: A Short History of British Imperialism, 1850-2004*, fourth edition (London, Pearson Longman, 2004)

Antoinette M. Burton, *Politics and Empire in Victorian Britain: A Reader* (New York, Palgrave, 2001)

Stuart Ward, *British Culture and the End of Empire* (New York, Manchester University Press, 2002)

George Orwell, *Burmese Days* (New York, Harcourt, 1974)

**Grading:**

Attendance, Discussion Participation and Quizzes: 15%

First Paper: 25%

Second Paper: 25%

Mid-term exam: 15%

Final Exam: 20%

**Grade Scale:**

A = 100-93	B = 86-83	C = 76-73	D = 66-63
A- = 92-90	B- = 82-80	C- = 72-70	D- = 62-60
B+ = 89-87	C+ = 79-77	D+ = 69-67	F = 59 and under

Because this is a class for Gordon Rule credit, students cannot make better than a “D+” in the class unless they receive at least a “C-” on both of the paper assignments, regardless of what the actual numeric average of their grades would otherwise be. A final grade lower than a “D+” is possible if students do poorly on the papers, the exams, and fail to attend discussions. Students whose papers are above the “C-” threshold may likewise receive a “D+” or lesser grade in the class if their overall averages are brought down by doing poorly on the exams and failing to attend the discussions.

**Attendance and Discussion Participation:** Attendance will be taken on discussion days, and student participation levels will be recorded at each discussion. Students should come to class prepared to contribute their questions and observations to sustain the discussion, and to volunteer their ideas if called on. Quizzes may be given on discussion days to test for a basic level of understanding of that day’s assigned readings. Attendance may on occasion be taken at other class meetings.

Excused absences include documented illness, deaths in the immediate family and other documented crises, call to active military duty or jury duty, religious holy days, and

official University activities. Accommodations for these excused absences will be made and will do so in a way that does not penalize students who have a valid excuse. Consideration will also be given to students whose dependent children experience serious illness.

**Academic Honor Policy:**

The Florida State University Academic Honor Policy outlines the University's expectations for the integrity of students' academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to ". . . be honest and truthful and . . . [to] strive for personal and institutional integrity at Florida State University." (Florida State University Academic Honor Policy, found at <http://dof.fsu.edu/honorpolicy.htm>.)

**Papers:** Two papers drawing on the required course readings will be written during the semester based on questions distributed in advance. These papers should each be between four and seven pages in length (1,500 to 2,500 words), and fully address the questions asked based on the readings. They should indicate not only that students have read and understood the assigned work, but that they are beginning to think critically about its contents, and how it relates to the history of the British Empire as a whole.

Students will receive extensive written comments on their papers in to indicate how to improve future writing. Students are encouraged to speak with the instructor about the assignments before they are due, and bring in outlines and sample passages for review. Strategies for writing effective papers will be presented on selected discussion days.

Students MUST receive a "C-" or better on both paper assignments in order to receive Gordon Rule credit. Students are encouraged to carefully read the criteria posted on the class Blackboard website describing what distinguishes an "A" paper from a "B," "C," "D," or "F" paper.

At the discretion of the instructor, students will be allowed to turn in one alternate paper for the first paper assignment if their grade is below the "C-" threshold. This alternate paper will be based on different readings, and a different question. Only students judged to have made a genuine effort on the original paper assignment will be allowed the chance to raise their grade based on an alternate paper. The grades for the alternate paper and the original assignment will be averaged together to come up with that 25% of the student's overall class grade.

The due date for each paper is listed on the class schedule below. All papers must be submitted to TurnItIn.com on the class Blackboard website as well as being handed in as a paper copy. Work turned in late will be marked down one letter grade for each week that passes after the deadline.

**Mid-term and Final Exam:** The mid-term and final exam will be based on the Key Terms given with the lectures and discussions (50%) and on a choice of essay question (50%). Eight to ten Key Terms will be given with each lecture and after each discussion, and students should be able to identify them by the “who/what, when, where, why significant” formula. Essay questions will require students to relate broad themes across several lectures or readings. Medical or other similar emergencies are the only valid excuse for requesting the postponement of an exam.

**Americans with Disabilities Act:**

Students with disabilities needing academic accommodation should:

(1) register with and provide documentation to the Student Disability Resource Center; and (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. This syllabus and other class materials are available in alternative format upon request. For more information about services available to FSU students with disabilities, contact the Student Disability Resource Center, 874 Traditions Way, 108 Student Services Building, Florida State University, Tallahassee, FL 32306-4167, (850) 644-9566 (voice), (850) 644-8504 (TDD), [sdrc@admin.fsu.edu](mailto:sdrc@admin.fsu.edu), <http://www.disabilitycenter.fsu.edu/>

**Week 1**

Monday, Aug. 29 – Introduction to the Class

Wednesday, Aug. 31 – Lecture: The British in India and the East

Friday, Sept. 2 – Lecture: The 18th century Plantation Complex

*Readings:* Colley, introduction and Part I, pp. 1-134

**Week 2**

Monday, Sept. 5 – LABOR DAY, NO CLASSES

Wednesday, Sept. 7 – Lecture 3 – The Watershed of the Seven Years War

Friday, Sept 9 – Discussion of Colley

*Readings:* Colley, Part II, pp. 137-238

**Week 3**

Monday, Sept. 12 – Lecture: Loss of the Thirteen Colonies

Wednesday, Sept. 14 – Lecture: The Impact of the French Revolution

Friday, Sept. 16 - Discussion of Colley

*Readings:* Colley, Part III, pp. 241-397

**Week 4**

Monday, Sept. 19 – Lecture: Transformations in the Settler Colonies

Wednesday, Sept. 21 – Lecture: The Abolition of Slavery

Friday, Sept. 23 – Discussion of Primary Sources

*Readings:* Burton, Emancipation, Representation, and Empire, pp. 3-38

Burton, Cultures of Service, Anti-Slavery, and Reform, 39-70

**Week 5**

Monday, Sept. 26 – Lecture: Governing India

Wednesday, Sept. 28 – Lecture: Ireland and the Empire  
Friday, Sept. 30 – Discussion of Primary Sources - **FIRST PAPER DUE** -  
*Readings:* Porter, Introduction and chapter 1, *An Empire in All But Name*  
Burton, *Imperial Britons at Mid-century*, pp. 71 – 106  
Burton, *Imagining Imperial Policy*, pp. 107- 138

## **Week 6**

Monday, Oct. 3 – Lecture: Tools of Empire and the Opium Wars  
Wednesday, Oct. 5 – Lecture: Indian Mutiny and After  
Friday, Oct. 7 – Discussion of Readings and Midterm Exam Preparation  
*Readings:* Porter, chapter 2, *Shifts and Expedients: 1857 - 75*  
Burton, *Women, Politics, and Empire*, pp. 139 - 186

## **Week 7**

Monday, Oct. 10 – Lecture: European Politics and the Crimean War  
Wednesday, Oct. 12 – Lecture: Women and Empire  
Friday, Oct. 14 – **Mid-Term Exam**  
*Readings:* Porter, chapter 3, *Conquests Forced on Us: 1875-90*  
Burton: *Varieties of National and Imperial Patriotism*, pp. 169-210

## **Week 8**

Monday, Oct. 17 – Lecture: Development of the Dominions  
Wednesday, Oct. 19 – Lecture: Losing the Lead after 1870  
Friday, Oct. 21 – Discussion of Primary Source Readings  
*Readings:* Porter, chapter 4, *Struggles for Existence: 1890*  
Burton, *Empire's Civilizing Missions*, pp. 217 – 256  
Burton, *Work, Race, and Politics*, pp. 257 - 284

## **Week 9**

Monday, Oct. 24 – Lecture: The Scramble for Africa & the Boer War  
Wednesday, Oct. 26 – Lecture: Masculinity and Empire  
Friday, Oct. 28 – Discussion of the Primary Source Readings  
*Readings:* Burton, *The Boer War and the new Century* pp. 285-330,  
Porter, chapter 5, *A Limited Area of Heather Aight: 1890 – 1905*

## **Week 10**

Monday, Oct. 31 – Lecture: Growth of Scientific Racism  
Wednesday, Nov. 2 – Lecture: Goodbye to All That: World War I  
Friday, Nov. 4 – Lecture: Evolution of the Empire in the 1920s  
*Readings:* Porter, chapter 6, *An Essential Compromise, 1905 – 1914*, and  
chapter 7, *Everything Becomes Fluid, 1914 – 1920*  
Orwell, *Burmese Days*, pp. 5-49

## **Week 11**

Monday, Nov. 7 – Lecture 21 – Empire in the Age of Depression  
Wednesday, Nov. 9 – Discussion of Ward Chapters  
Friday, Nov. 11 – VETERAN'S DAY, NO CLASSES  
*Readings:* Porter, chapter 8, *Difficult Times: 1920 – 1939*

Ward, Introduction and chapters 1, and 2, pp. 1-56.  
continue reading *Burmese Days*

## **Week 12**

Monday, Nov. 14 – Lecture: The Finest Hour: Empire in the Second World War  
Wednesday, Nov. 16 – Lecture: Indian Independence  
Friday, Nov. 18 – Discussion of Ward Chapters  
*Readings:* Porter, chapter 9, *Moving Quickly: 1939-1970*  
Ward, chapters. 3, 4, and 5, pp. 57-110.  
continue reading *Burmese Days*

## **Week 13**

Monday, Nov. 21 – Lecture: Rise and Fall of the New African Empire  
Wednesday, Nov. 23 – Optional Discussion of Ward Chapters and *Burmese Days*  
Friday, Nov. 25 – THANKSGIVING, NO CLASSES  
*Readings:* Ward, chapters 6 and 7, pp. 111-144.  
*Burmese Days* – finish book

## **Week 14**

Monday, Nov. 28 – Lecture 25 – The Commonwealth Comes of Age  
Wednesday, Nov. 30 – Lecture 26 – In the European Community?  
Friday, Dec. 2 – Discussion of Orwell and Ward Chapters - **SECOND PAPER DUE**  
*Readings:* Porter, chapter 10, *A Sudden Shift: 1970-1995*  
Ward, chapters 8 and 9, pp. 145-179

## **Week 15**

Monday, Dec. 5 – Lecture: South Africa and the Falklands War  
Wednesday, Dec. 7 – Lecture: Devolution and the Empire at Home  
Friday, Dec. 9 – Discussion of Ward and Final Exam Review  
*Readings:* Porter, chapter 11, *Coming Out of the Closet, circa 2000*  
Ward, chapters 10, 11, and 12, pp. 180-232

## **Final Exam**

Tuesday, 13 December, 5:30 to 7:30 PM

<b>Prof. Xxxxx Xxxxxxx</b> <b>EUH 3205, sec 0x, BEL 00x</b> <b>T &amp; Th – 2:00 to 3:15PM</b> <b><a href="http://mailer.fsu.edu/~xxxxxxx">http://mailer.fsu.edu/~xxxxxxx</a></b>	<b>Office: 4xx Bellamy</b> <b>Office phone: 644-xxxx</b> <b>Office Hrs: Wed x:xx &amp; Th x:xx</b> <b>email: xxxxxx@fsu.edu</b>
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### **Nineteenth-Century Europe: A Survey**

**Course Description:** This course is a survey of the major political, economic and social events in European history from the French Revolution to the outbreak of the First World War. In this period the forces of nationalism, industrialization, and imperialism raised Europe to the height of its economic and military power, but it was also the era in which those same forces created the tensions that would ultimately lead to the catastrophe of the First World War and the eclipse of European power. The scope and the volatility of these changes, and how they manifested themselves differently within the major states of Europe, will be explored in this course. Special attention will be given to how differences of class, gender and nationality shaped the understanding of ideologies and the impact of industrialization.

**Course Requirements:** Students are required to take two in-class examinations and complete two written papers of between four and seven pages (1,500 to 2,500 words, as described below). Students are also required to attend and participate in class discussions, and to take quizzes based on course readings on discussion days. Percentages for each of these areas as a total of the student’s final grade are given below.

**Course Objectives:** (1) Students will understand the major political, economic, and cultural issues that shaped the development of Europe in the “long” nineteenth century, from the French Revolution to the outbreak of World War I. (2) Students will be able to articulate and evaluate the merits of competing interpretations of those major issues in oral debate. (3) Students will be able to organize their interpretations of course material into clear and coherent written narratives, as measured by the grades for both the longer papers produced at home and the exam essays written in class.

**Liberal Studies Credit:** The Liberal Studies Program at Florida State University has been designed to provide a perspective on the qualities, accomplishments, and aspirations of human beings, the past and present civilizations we have created, and the natural and technological world we inhabit. This course has been approved as meeting the requirements for **Liberal Studies Area III, History and Social Science**, and in combination with your other Liberal Studies courses, provides an important foundation for your lifelong quest for knowledge.

**Gordon Rule Credit:** In order to fulfill FSU’s Gordon Rule “W” Designation (writing credit, the student must earn a “C-” or better in the course, and in order to receive a “C-” or better in the course, the student must earn at least a “C-” on the required writing

assignments for the course. If the student does not earn a “C-” or better on the required writing assignments for the course, the student will not earn an overall grade of “C-” or better in the course, no matter how well the student performs in the remaining portion of the course.

**Required Books for all students:**

Robert Gildea, *Barricades and Borders: Europe 1800-1914* (Oxford Univ. Press, 2003)

Eugen Weber, *Peasants into Frenchmen: The Modernization of Rural France: 1870-1914* (Stanford Univ. Press, 1976)

E. J. Hobsbawm, *Nations and Nationalism since 1780: Programme, Myth, Reality* (Cambridge Univ. Press, 1990)

Elizabeth Gaskell, *Mary Barton* (Broadview Press, 2000)

Karl Marx, *The Communist Manifesto* (Broadview Press, 2004)

And a small selection of online reserve articles

**Online Readings:** A small number of online readings are available in the JSTOR database (found on the Strozier Library’s website) or on the class Blackboard website (at the bottom of the “Course Library” section). Online reserves will be central to some class discussions. Use the first weeks of class to ensure that you can access the online articles before we begin using this material.

**Grading:**

Attendance, Discussion Participation and Quizzes: 15%

First Paper: 25%

Second Paper: 25%

Mid-term exam: 15%

Final Exam: 20%

Because this is a class for Gordon Rule credit, students cannot make better than a “D+” in the class unless they receive at least a “C-” on both of the paper assignments, regardless of what the actual numeric average of their grades would otherwise be. A final grade lower than a “D+” is possible if students do poorly on the papers, the exams, and fail to attend discussions. Students whose papers are above the “C-” threshold may likewise receive a “D+” or lesser grade in the class if their overall averages are brought down by doing poorly on the exams and failing to attend the discussions.

**Grade Scale:**

A = 100-93	B = 86-83	C = 76-73	D = 66-63
A- = 92-90	B- = 82-80	C- = 72-70	D- = 62-60
B+ = 89-87	C+ = 79-77	D+ = 69-67	F = 59 and under

**Attendance and Discussion Participation:** Attendance will be taken on discussion days, and student participation levels will be recorded at each discussion. Students should come to class prepared to contribute their questions and observations to sustain the discussion, and to volunteer their ideas if called on. Quizzes may be given on discussion days to test



for a basic level of understanding of that day's assigned readings. Attendance may on occasion be taken at other class meetings.

Excused absences include documented illness, deaths in the immediate family and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities. Accommodations for these excused absences will be made and will do so in a way that does not penalize students who have a valid excuse. Consideration will also be given to students whose dependent children experience serious illness.

**Academic Honor Policy:**

The Florida State University Academic Honor Policy outlines the University's expectations for the integrity of students' academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to ". . . be honest and truthful and . . . [to] strive for personal and institutional integrity at Florida State University." (Florida State University Academic Honor Policy, found at <http://dof.fsu.edu/honorpolicy.htm>).

**Papers:** Two papers drawing on the required course readings will be written during the semester based on questions distributed in advance. These papers should each be between four and seven pages in length (1,500 to 2,500 words), and fully address the question asked based on the readings. They should indicate not only that students have read and understood the assigned work, but that they are beginning to think critically about its contents, and how it relates to the history of nineteenth-century Europe as a whole.

Students will receive extensive written comments on their papers in to indicate how to improve future writing. Students are encouraged to speak with the instructor about the assignments before they are due, and bring in outlines and sample passages for review. Strategies for writing effective papers will be presented on selected discussion days.

Students **MUST** receive a "C-" or better on both paper assignments in order to receive Gordon Rule credit. Students are encouraged to carefully read the criteria posted on the class Blackboard website describing what distinguishes an "A" paper from a "B," "C," "D," or "F" paper.

At the discretion of the instructor, students will be allowed to turn in one alternate paper for the first paper assignment if their grade is below the "C-" threshold. This alternate paper will be based on different readings, and a different question. Only students judged to have made a genuine effort on the original paper assignment will be allowed the chance to raise their grade based on an alternate paper. The grades for the alternate paper and the original assignment will be averaged together to come up with that 25% of the student's overall class grade.

The due date for each paper is listed on the class schedule below. All papers must be submitted to TurnItIn.com on the class Blackboard website as well as being handed in as a paper copy. Work turned in late will be marked down one letter grade for each week that passes after the deadline.

**Mid-term and Final Exam:** The mid-term and final exam will be based on the Key Terms given with the lectures and discussions (50%) and on a choice of essay question (50%). Eight to ten Key Terms will be given with each lecture and after each discussion, and students should be able to identify them by the “who/what, when, where, why significant” formula. Essay questions will require students to relate broad themes across several lectures or readings. Medical or other similar emergencies are the only valid excuse for requesting the postponement of an exam.

**Americans with Disabilities Act:**

Students with disabilities needing academic accommodation should:

(1) register with and provide documentation to the Student Disability Resource Center; and (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. This syllabus and other class materials are available in alternative format upon request. For more information about services available to FSU students with disabilities, contact the Student Disability Resource Center, 874 Traditions Way, 108 Student Services Building, Florida State University, Tallahassee, FL 32306-4167, (850) 644-9566 (voice), (850) 644-8504 (TDD), [sdrc@admin.fsu.edu](mailto:sdrc@admin.fsu.edu), <http://www.disabilitycenter.fsu.edu/>

WEEK ONE

*Tuesday, August 26 -*

First Day of Class – Administration and Class Goals

*Thursday, August 28 -*

Lecture: The French Revolution: Origins through Napoleon

**Readings:** *Barricades and Borders*, ch. 1. The Quickening Pace

*Barricades and Borders*, ch. 2. Napoleonic Europe

WEEK TWO

*Tuesday, September 2 -*

Lecture: Ideologies after Revolution: Liberalism, Conservatism, Socialism

*Thursday, September 4 -*

Discussion of the Censer online article and textbook readings

**Readings:** *Barricades and Borders*, ch. 3. Metternich’s Europe

Online Article: Censer, Jack, R. “Commencing the Third Century of Debate,”

*American Historical Review* 94 (5) (1989): 1309-1325.

(on JSTOR, access the JSTOR database from the Strozier Library website)

WEEK THREE

*Tuesday, September 9 -*

Lecture: International Politics 1815-1848

*Thursday, September 11 -*

Lecture: The Industrial Revolution: Economic Overview  
**Readings:** *Mary Barton*, chapters 1-8

#### WEEK FOUR

*Tuesday, September 16 -*

Lecture: Religion and Romanticism

*Thursday, September 18 -*

Discussion of *Mary Barton*

**Readings:** *Barricades and Borders*, ch. 4. The Revolutions of 1848  
*Mary Barton*, chapters 9-18 (chapter 18, "Murder")

#### WEEK FIVE

*Tuesday, September 23 -*

Lecture: Origins of Marxist Thought

*Thursday, September 25 -*

Lecture: Revolutions of 1848

**Readings:** *The Communist Manifesto*, read all of Marx and Engels's original text  
(you need not read any of the additional secondary material in the book)

#### WEEK SIX

*Tuesday, September 30 - **FIRST PAPER DUE** -*

Discussion of *The Communist Manifesto* –

*Thursday, October 2 -*

Lecture: Britain: Reform Without Revolution

**Readings:** *Barricades and Borders*, ch. 5. Hierarchies of Culture  
*Barricades and Borders*, ch. 6. Mid-century Prosperity  
*Peasants into Frenchmen*, chapters 1-3

#### WEEK SEVEN

*Tuesday, October 7 -*

Lecture: The Power and Limits of Separate Spheres

*Thursday, October 9 -*

Discussion of *Peasants into Frenchmen* and Exam Review

**Readings:** *Peasants into Frenchmen*, chapters 4-9

#### WEEK EIGHT

*Tuesday, October 14 - **MID TERM EXAMINATION***

*Thursday, October 16 -*

Lecture: Mid-Century Watersheds

**Readings:** *Peasants into Frenchmen*, chapters 11-15

#### WEEK NINE

*Tuesday, October 21 -*

Lecture: Russia: Implications of the End of Serfdom

*Thursday, October 23 -*

Lecture: Italian Unification

**Reading:** *Peasants into Frenchmen*, chapters 16-20  
*Barricades and Borders*, ch. 7. Nationalism and Unification

#### WEEK TEN

Tuesday, October 28 -

Lecture: German Unification

Thursday, October 30 -

Discussion of Erika Rappaport article and textbook readings

**Reading:** *Barricades and Borders*, ch. 9. Mid-Century Culture  
*Barricades and*, ch. 10. The Struggle for Economic Supremacy  
Online article: Erika Rappaport, "A Husband and His Wife's Dresses,"  
(Available on class **Blackboard website** at the bottom of the "Course Library")

#### WEEK ELEVEN

Tuesday, November 4 -

Lecture: France: Second Empire to Third Republic

Thursday, November 6 -

Lecture: Austrian Culture and Late Nineteenth Century Europe

**Readings:** *Nations and Nationalism Since 1780*, pp. 1-79

#### WEEK TWELVE

Tuesday, November 11 - Veterans' Day Holiday – No Classes

Thursday, November 13 -

Discussion of *Nations and Nationalism since 1780*

**Reading:** *Nations and Nationalism Since 1780*, pp. 80-162  
*Barricades and Borders*, ch. 11. Problems of National Integration

#### WEEK THIRTEEN

Tuesday, November 18 -

Lecture: Challenges to Bourgeois Culture

Thursday, November 20 -

Lecture: The Age of High Imperialism

**Readings:** *Barricades and Borders*, ch. 12 The Race for Empire  
*Barricades and Borders*, ch. 13. The Management of Society

#### WEEK FOURTEEN

Tuesday, November 25 –

Lecture: Organized Labor and Social Democracy

Thursday, November 27 – Thanksgiving Holiday – No Classes

**Readings:** *Peasants into Frenchmen*, chapters 25-29

#### WEEK FIFTEEN

Tuesday, December 2 – **SECOND PAPER DUE** –

Discussion of Hobsbawm vs. Weber on Nationalism, and Kaiser online article

Thursday, December 4 –

Lecture: Origins of World War I

**Reading:** *Barricades and Borders*, ch. 15. The Break-up of 19thc Europe  
*Nations and Nationalism Since 1780*, chapter 6.

David L. Kaiser, "Germany and the Origins of the First World War,"  
*Journal of Modern History* 55 (1983): 442-474 (on JSTOR)

**Final Exam:** Thursday, December 11, 3:00 to 5:00 PM

# DRAFT

Report ID EXEMPT      Academic Term Fall 2008      Seq 1      Status Open

Employee [REDACTED]       Multiple Jobs       Overload       Over-the-Cap

Employee-Level Totals (for ALL Jobs)				
Annualized Salary	Gross Payroll \$	Job FTE	Term FTE	Contact Hours
[REDACTED]	[REDACTED]	1.0000	1.0000	14.1020

Approve / Deny 🗨️ 📄

**Effort by Job** View All    First 1 of 1 Last

Empl Rcd # 0 Instructor      Department 074000 - Molecular Biology      Job FTE 1.0000 🔍

Actual Effort			
Units	Percent	Entered	Remaining
		100	0

⏪ ⏩ [A-21 View](#)      [Add Sponsored Project](#)

**Enter Effort by Activity** First 1-23 of 23 Last

	Actual Effort (%)	Contact Hours	
<input type="checkbox"/> <b>Instruction</b>	45	7.5000	🗨️
.....BSC4900 - Ant Nest Architecture	35	2.5000	🗨️
.....0041 - Ant Nest Architecture	25	1.7857	🗨️
.....0044 - Fire Ant Allometry	10	0.7143	🗨️
.....BSCS900 - Directed Individual Study	6	1.0000	🗨️
.....0001 - Directed Individual Study	6	1.0000	🗨️
.....ZOO4513 - Animal Behavior	4	4.0000	🗨️
.....0001 - Animal Behavior	4	4.0000	🗨️
<input type="checkbox"/> <b>Services &amp; Other</b>	10	1.2000	🗨️
.....Other Instruction - Non-credit			🗨️
.....Departmental Research			🗨️
.....Faculty Development			🗨️
.....Public Service			🗨️
.....Academic Advising	5	0.6000	🗨️
.....Departmental Administration	5	0.6000	🗨️
.....Sponsored Projects Admin			🗨️
.....General Administration			🗨️
.....Leave of Absence			🗨️
<input type="checkbox"/> <b>Sponsored Research</b>	45	5.4020	🗨️
.....09250 - Fire Ant Colony Behaviour	23	2.7610	🗨️
.....Sponsored Research	23	2.7610	
.....10206 - Fire Ant Colony, Symbiosis	22	2.6410	🗨️
.....Sponsored Research	22	2.6410	

*At the request of the Chair of the Department of Computer Science, and on behalf of the entire faculty of the department, I wish to move that the Senate adopt the following resolution. This motion will be seconded by my colleague, Senator Xin Yuan.*

*Ted Baker, Senator*

Whereas it has been proposed that the Department of Computer Science, presently in the College of Arts and Sciences, be merged with the Electrical and Computer Engineering Department of the FAMU-FSU College of Engineering, and

Whereas the FSU Constitution gives the Faculty Senate the authority to determine and define University-wide policies on academic matters, and to formulate its opinion upon any subject of interest to the University and adopt resolutions thereon, and

Whereas it is in the interest of the University to maintain continuity of the curriculum,

The Faculty Senate resolves the following:

If the proposed merger is implemented, the department-level responsibility for maintaining the current courses and degree programs developed by the faculty of the Department of Computer Science shall move to the merged department, and the merged department shall inherit the responsibility for offering those courses and degree programs to the student population that the Computer Science Department served before the merger.

Similarly, if the Department of Computer Science is moved to the FAMU-FSU College of Engineering without merger, the abovementioned responsibilities shall move with the department.



FACULTY SENATE

TO: Colleagues on the FSU Faculty

FROM: Edward Gray, Chair  
Faculty Research Grants Subcommittee  
Faculty Senate Library Committee

RE: Applications, 2008-2009 Faculty Research Library Materials Grant (FRLMG)

On behalf of the Faculty Senate Library Committee, we are pleased to invite proposals for Faculty Research Library Materials Grants. This Faculty Research Library Materials Grant (FRLMG) combines what had formerly been the Primary Source grants and Collection Development grants. In consideration of several factors (the growing importance of electronic databases to faculty research; the scarcity of funds for research travel and other creative and scholarly endeavors; and the time constraints of both applicants and committee members), the library committee elected to revise the program.

While the purpose of these grants remains the acquisition of library materials for faculty, we have shifted the emphasis away from instruction or collection development to faculty research and creative endeavors. Thus, while applicants are encouraged to demonstrate the instructional value of the materials they apply for, they should recognize that the principal purpose of these grants is to encourage specific research programs and creative activities of faculty members; the committee will evaluate applications accordingly. Similarly, while the committee encourages applicants to--where appropriate--demonstrate the value of a proposed acquisition to general collection development (e.g., filling gaps in the library's holdings), this too will be a secondary consideration.

In addition to this shift in emphasis, we have expanded the range of eligible materials. It will now be possible to request funds for databases and similar electronic resources, provided these can be obtained on a short-term basis or without recurring expenses. Keep in mind that the cost for permanent acquisition of many databases exceeds the entire budget of the FRLMG program (which we expect to be in the neighborhood of \$100,000 for this year). For this reason, it is essential that applicants confirm the possibility of short-term access. Please contact Electronic Resources Collection Librarian Mason Hall (645-7879 or [mrhall@fsu.edu](mailto:mrhall@fsu.edu)) for assistance with this.

For further details about eligible items and application instructions please see the application guidelines and instructions, also available on the Faculty Senate Library Committee webpage at <http://facsenate.fsu.edu/univlibrary.html>.

You will also note that we have changed the timetable for the application process. Unlike previous years, we will now be attempting to complete the entire application cycle in the Fall Semester. This will give the library staff more time to acquire materials before the end of the fiscal year.

We expect these changes to make for a more productive and efficient grant program.

If you have any questions, feel free to contact Librarian Roy Ziegler (644-3022, [rziegler@mail.fsu.edu](mailto:rziegler@mail.fsu.edu)) or me at 644-1627 or [egrays@fsu.edu](mailto:egrays@fsu.edu).

**Application Deadline: Monday, November 3<sup>rd</sup>**  
**Awards will be announced the week of November 23<sup>rd</sup>**