



THE FLORIDA STATE UNIVERSITY
FACULTY SENATE

MINUTES
FACULTY SENATE MEETING
JANUARY 23, 2013
DODD HALL AUDITORIUM
3:35 P.M.

I. Regular Session

The regular session of the 2012-13 Faculty Senate was held on Wednesday, January 23, 2013. Faculty Senate President Sandra Lewis presided.

The following members attended the Senate meeting:

S. Aggarwal, A. Askew, TJ Atwood, H. Bass, E. Baumer, B. Birmingham, M. Buchler, W. Carlson, T. Chapin, E. Chicken, R. Coleman, D. Cooper, A. Darrow, J. Dawkins, N. de Grummond, L. deHaven Smith, R. Dumm, I. Eberstein, G. Erickson, K. Erndl, J. Fiorito, A. Gaiser, G. Galasko, L. Garcia Roig, M. Gerend, J. Geringer, T. Glenn, E. Goldsmith, J. Gomariz, R. Gonzalez-Rothi, D. Ikard, E. Jakubowski, S. Johnson, M. Kapp, T. Keller, E. Klasesn, S. Leitch, S. Lenhert, W. Leparulo, S. Lewis, C. Madsen, R. Marrinan, U. Meyer-Baese, O. Okoli, V. Richard Auzenne, N. Rogers, J. Saltiel, N. Schmidt, K. Schmitt, J. Scholtz, R. Schwartz, N. Stein, J. Standley, B. Stults, P. Sura, J. Telotte, S. Tripodi, J. Tull, G. Tyson, C. Upchurch, D. Von-Glahn, E. Walker, W. Weissert, S. Witte.

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

J. Adams, T. Adams, I. Alabugin, E. Aldrovandi, G. Allen, D. Armstrong, P. Beerli (**D. Slice**), B. Berg, E. Bernat, A. Darabi, L. DeBrunner, W. Denton (**M. Moore**), L. Edwards, M. Fair, M. Gross, A. Guyas, M. Hanline, K. Harper (**A. Aviña**), A. Hirsch, C. Hofacker (**D. Jiang**), R. Horton-Ikard, Y. Kim, W. Landing, D. Latham, C. Lonigan, H. Mattoussi, W. Mio, D. Moore, S. Norrbin, J. Ohlin, P. Steinberg, L. Stepina, F. Tolson, A. Uzendoski, O. Vafek, P. Villeneuve.

II. Approval of the Minutes

The minutes of the December 5, 2012 meeting were approved as distributed.

III. Approval of the Agenda

The agenda was approved as distributed.

IV. Report of the Steering Committee, G. Tyson

Since our last Faculty Senate meeting on December 5th, the Faculty Senate Steering Committee has only met three times in our regularly scheduled weekly meetings, and once with Provost Stokes and Dean Laughlin to discuss the University's plans for responding to

the mandated changes in General Education. This is a topic that will be brought to the senate today.

Bill Fredrickson, who is a member of the Transportation Advisory Board, joined us in our regular meeting to discuss changes to campus parking related to the construction at the stadium and a proposed redistribution of faculty/staff and student parking in the garages. The administration is currently formulating a strategic plan encompassing parking, bus service and other transportation issues on campus. This will continue to be an important issue as the density of building on campus increases. We are confident that Bill and the other faculty member on the Advisory Board, Michael Ormsbee, will represent the Faculty interests in this committee and the steering committee will invite associate vice president for administration Eric Algoe to discuss issues related to parking services with the steering committee.

The interviews for the Dean of Music search are complete and the search committee has made its recommendations to the Provost. The first of interviews for the Dean of Visual Arts, Theater and Dance will occur on the 28th of this month and should conclude in a couple of weeks. The faculty senate steering committee commends the search committee members for their efforts and the administration for continuing to open up the search to input from Faculty and staff of the college and the University.

V. Reports of Standing Committees

a. Undergraduate Policy Committee, J. Koslow

The Undergraduate Policy Committee, at its meeting last Wednesday, approved the following course as meeting Liberal Studies Area III, History/Social Science

- SYD 3020: Population and Society (See addendum 1.)

In addition, as point of information, UPC members voted to **approve** Multicultural Understanding “X” credit for SYD 3020 and voted to **approve** computer competency credit for HIS 4164. UPC members also voted to **deny** multicultural understanding credit for HFT 2060: Coffee, Tea, and International Culture and HFT 2063: Distilled Spirits and International Culture.

On behalf of the Undergraduate Policy Committee, I move approval of SYD 3020 for Liberal Studies Area III by the Faculty Senate, effective for the Summer 2013 semester.

The motion passed.

VI. Special Order: General Education Core Course Options, Provost Stokes and Dean Laughlin

Dr. Sandy Lewis: We have a special order of business next and that is to discuss the draft recommendations concerning the recommendations made by the statewide committee tasked with identifying the options for meeting the general education requirements that were mandated by legislation last year. Just so you know, the purpose of our discussion here today is to gather input. Dr. Laughlin and the Faculty Senate steering committee will be preparing a report to the committee. It’s due the 31st, I believe, so next week sometime. So the

turnaround is pretty quick here. We don't really anticipate actionable items today but we are definitely interested in people's input and their sense of how this might work at FSU and for the state as a whole. If you would like your perspective to be included in the minutes of the meeting, if you would just e-mail me a summary of what you say today, that way Melissa will have exactly what you want it to reflect in the minutes and we'll know who's provided that input and everything. So, just e-mail it to me at slewis@fsu.edu – I'll get it to Melissa and to Dean Laughlin and to Dr. Stokes so that everybody who's supposed to see it sees it and that it gets in the minutes. Alright, Dr. Stokes, if you'll start us off on this journey.

Provost Garnett Stokes: I'll be glad to. I think most of you have heard something about the legislation that was passed last year and the legislation basically mandates that the Florida college system and the state university system come together and agree upon a common core of fifteen general education courses in five different areas and there's supposed to be a maximum of five courses in each of those areas. It included communications, mathematics, social sciences, humanities, and natural sciences. They basically told the chancellors of the two systems, the state university system to which we belong, and the Florida college system, to create a process by which they would begin implementation of this statute. Based on that, a steering committee was formed. We were fortunate that the steering committee included a representative from Florida State – that was Karen Laughlin. Once that steering committee was together it was a committee of half Florida college system people and half state university system people. They created faculty committees in each of these areas and we did have three faculty members that were representative on three of the five committees that were formed. There is a whole timeline for this process. The recommendations of the various committees were sent out to us right before the university closed in December (*December, 2012*). We're asked to provide feedback. The timeline basically says that the provosts are supposed to provide feedback to the Board of Governors and then that will be provided to the steering committee and there will be further steps following that. There's a period of faculty involvement later in March but really the effect of asking the provost to provide feedback is that this is the time to get faculty feedback. So we are, the provost and the system, are looking for mechanisms to do that. I met with the steering committee, trying to figure out what would the various mechanisms be for us to gather information and be able to feed it back. And presenting and having a discussion here at this meeting really seemed like a very important part of the process for getting the feedback that we need from the campus. So we are here today to get that conversation going. What I'd like to do at this point is ask Karen to basically fill in the gaps for any information and then I guess from there we'll get the discussion going. I'm going to stay for this whole thing so I'll be happy to be any part of this you'd like for me to be.

Dean Karen Laughlin: Thank you. So my first plea is that you don't shoot the messenger. Because while I was involved in the process, I did serve on the steering committee and I don't mean to hide behind this but, I will tell you first of all that what the steering committee decided was that for this draft set of recommendations we would accept what was brought to us by the faculty committees – and some of the three faculty members are here who represented FSU on the Humanities, Natural Science and Social Science committees. I did serve on the Communication committee as well. So the steering committee did not really do much to adjust those recommendations except work on the wording of that bill, the asterisked section that talks about accepting upper-level more advanced math and science courses because of the nature of those curriculums. The other thing I want to just remind you as we begin this discussion – one question that has come up is the 120-hour rule which some of you are very familiar with, others maybe not so much. But just to remind you, the

state does mandate that unless an exception is approved, and that's very important, every bachelor's degree program should be no more than 120 hours. We do have a number of programs on this campus that have already been approved for more than 120 credit hours - music, for example, and engineering. Currently, of course, our liberal studies, *our* general education is 36 hours. The statute now mandates that it be cut back to thirty. So you probably know President Lewis has put together a group that is just really beginning to look at what this is going to mean for our campus. But I just want to remind you that there will be these fifteen mandated core hours in each of the five areas. Students must take one course from each of the five areas. There will be an additional fifteen hours of what I presume we will continue to call liberal studies or in any case general education, on our campus. So I think it's important to remember that but it's also important to note that unless that changes in the current legislative session, we are going to have to cut back from the current thirty-six to thirty in addition to making the change in the core courses. So I think that's probably all I want to say by way of introduction. I will be happy to answer questions or do whatever I can to help facilitate discussion. If you have questions about the process of the choices or anything, I'm happy to give it my best shot. I'm sure that the other faculty members that are here would be glad to do that as well.

Dr. Lewis: The parliamentarian has informed me that perhaps the best thing to do at this point would be to move into an informal session. That requires a "second" [*"seconds" from various voices*] and a majority vote. All those in favor say "ay" [*cacophony of "ay"s*]. That way we don't have to be quite so specific with the order that we've been following. So are there questions first for Dr. Laughlin about the process? **The motion passed.**

Dr. Laughlin: Maybe one thing I should say, too, is that it's my assumption that once this feedback has been collected and sent by the provost that all the feedback will go to the steering committee. We will do what we can to digest this feedback and then make any adjustments to the recommendations that we feel are appropriate at that point. But I have no way to predict how that will unfold, whether there'll be many changes to this list. I think it's going to depend on the feedback that we get.

The floor was open to discussion. (See addendum 2.)

VII. Old Business

There were no items of old business.

VIII. New Business

There were no items of new business.

IX. University Welfare

There were no items of University Welfare.

X. Announcements by Deans and Other Administrative Officers

There were no announcements by Deans and Other Administrative Officers.

XI. Announcements by Provost Stokes


Provost Stokes did not have any additional announcements.

XII. Announcements by President Barron

President Barron was not in attendance.

XIII. Adjournment

The meeting adjourned at 4:55p.m.



Melissa Crawford
Faculty Senate Coordinator

Population & Society (SYD 3020)

Professor Carlson / Spring 2011 / BEL 023 / M-W-F 10:10 - 11:00

Instructor Office Hours M-T-W-Th-F 9:00 AM to 10:00 AM in BEL 609 / Email to ecarlson@fsu.edu



Population and Society considers the demographic common denominators of culturally-patterned timing and intensity of births, migration and death in all human populations, in a specifically cross-cultural comparative framework. After considering the technical issues involved in studying population processes, the bulk of this course is spent exploring the demographic contrasts that characterize different countries and regions of the world, the cultural and economic contexts that produce these contrasts, and the social, political, economic, and cultural consequences of different demographic patterns around the world. As such, this course satisfies both social science and cross-cultural comparative aims.

Learning Objectives:

Learning objectives for this course are listed specifically for each week of the course as shown below on the course schedule.

*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.*

Americans With Disabilities Act:

Students with disabilities needing academic accomodation should: (1) register with and provide documentation to the Student Disabilities Resource Center; (2) bring a letter to the 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 <http://disabilitycenter.fsu.edu>

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>.)

Courtesy in the Classroom:

To insure that all students have the opportunity to learn without distractions, the following activities MAY NOT take place during class sessions:

- any use of cell phones and other electronic devices except emergency use cleared with the instructor prior to class
 - *(please turn all cell phones and other electronics off upon entering the classroom)*
 - *(only hand-written class notes will be allowed at the final exam; do not use computers for taking notes)*
- conversations not part of a class discussion
- entering the classroom late and/or leaving early, except for emergencies cleared with the instructor prior to class
- personal attacks or disrespectful behavior toward another person's appearance, demeanor, or beliefs

University Attendance Policy:

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

Organization and Grading:

The class meets according to the regular university calendar except as announced. This course has no hard-copy textbook or other paper readings. All required readings and assignments for the course appear on line through links below. Students should read all readings, answer study questions through independent study, and complete all assignments prior to the class sessions in which they are due. Students who enroll in the course are expected to be present for every course meeting. Seating is assigned alphabetically and students must be **in assigned seats** to be counted as present. Each absence from class is either excused or unexcused. This difference affects how grades and scores are assigned, as noted under each part of the grade described below.

- Documentation (doctor's note, program from funeral or religious service, notice of jury duty, and so on) must be presented to the instructor to excuse any absence from class.
- University faculty or staff who take students out of class for extracurricular activities may contact the instructor by email to help students complete required activities, including in-class essays and other work, while on such trips. The student is responsible for contacting the appropriate university official.
- All excused absences must be resolved before the end of regular class sessions during the semester; no excused absences can be resolved following the last day of class.

Components of Course Grade:

Students should read all readings, answer study questions through independent study, attend class to complete in-class essay questions, respond to in-class oral follow-up questions, and complete all spreadsheet assignments as antecedents for learning objectives noted below.

- Short **in-class essays** and **oral follow-up questions** on assigned articles and books and class discussions count for approximately **one-half of the course grade**. Study questions for readings appear as links for each weekly topic. In-class essay questions come from this list of study questions.

- Each essay earns a maximum of three points, but may earn zero. Essay scores reflect the degree of mastery of learning objectives specified for each week below. Essays will be returned in the class session following the class when they are written.
- Excused absences from written essays each earn the student's average score across all unexcused essays. Extracurricular absences not made up outside of class *cost* one previously-earned point. Written documentation of each type of absence must be presented to the instructor to excuse any absence from class.

- **Problem sets** assigned for syllabus-weeks 3, 4, 5, 6 and 7 combined (available on-line on appropriate days) count for approximately **one-fourth of the course grade**. Problem set scores reflect a degree of mastery of learning objectives specified for each week below. All problem sets are assigned, submitted and scored through the Blackboard "Assignment" feature; work submitted in any other way (such as email attachments) will not be considered or scored.

- A cumulative **final examination** scheduled for Thursday, April 26th at 10:00 AM counts for approximately **one-fourth of the grade**. The score on the final examination reflects ability to retain central ideas and arguments from all weeks of the course, and to integrate them in the exam. No exceptions are permitted to this time and date of the final examination--students must **NOT** schedule early departures from campus that would interfere with this final examination date. Only documented medical excuses will be accepted for missing the final exam. You may bring to the final exam all returned in-class essay questions you have written, any class notes you have taken IN YOUR OWN HANDWRITING (including notes written on printed study question pages), and a copy of your problem sets and/or course readings as desired.

- Points appear in the Blackboard "Grade Book" feature as they are earned. Students may estimate their grades at any time during the semester by consulting this record. The grade distribution for the course will be: A = miss less than 1/8 of all possible points (rounded off); B = miss less than 1/4 of all possible points; C = miss less than 3/8 of all possible points; D = miss less than 1/2 of all possible points; F = miss half or more of all possible points. The width of these grade intervals reflects the fact that most of the grade involves written essays, oral responses and spreadsheets, and the fact that "plus" grades are included in the next-higher letter grade category (no "plus" grades are given). Students should have taken a prior introductory course in a social science prior to enrolling in this course.

Part One - ORIGINS OF POPULATION STUDY

Week 1: [Demography begins](#)

- Giovanni Botero. [1588] 1985. [The cause of the greatness of cities](#). reprinted in *Population & Development Review* 11:335-340.

- Benjamin Franklin. [1755] 1985. [Observations concerning the increase of mankind and the peopling of countries](#). reprinted in *Population & Development Review* 11:108-12.
- *Learning Objectives*: Discuss in writing concepts of populationism, societal basis of vital rates, and contextual details of specific cases studied.

Week 2: [The gloomy parson](#)

- Thomas Malthus. [1792] 1977. [An Essay on the Principle of Population](#). New York: Penguin Books.
- *Learning Objectives*: Evaluate in writing Malthus' assumptions about human nature and his arguments about social forces shaping population growth.

Week 3: [Contemporary views](#)

- Geoffrey McNicoll. 1998. [Malthus for the twenty-first century](#). *Population and Development Review* 24(2):309-316.
- James Lee & Wang Feng. 1999. [Malthusian models and Chinese realities: the Chinese demographic system 1700-2000](#). *Population and Development Review*. 25(1):33-65.
- *Learning Objectives*:
 - 1. Calculate annual rates of population growth and discuss reasons for differences in rates across countries and over time (problem set).
 - 2. Review in writing how contemporary scholars build on as well as critique and revise Malthus' model of population dynamics (readings).

Part Two - DYNAMICS OF POPULATION PROCESSES

Week 4: [Death and society](#)

- problem set #1: age-standardized death rate
- John B. and Sonja M. McKinlay. 1977. [The questionable contribution of medical measures to the decline of mortality in the United States](#). *Milbank Memorial Fund Quarterly* 55(3): 405-428..
- Machiko Yanagashita & Jack Guralnik. 1988. [Changing mortality that led life expectancy in Japan to surpass Sweden's: 1972-1982](#). *Demography* 25:611-624.
- *Learning Objectives*:
 - 1. Calculate standardized crude death rates and discuss in writing the effects of age structure and mortality conditions on crude rates (problem set).
 - 2. Discuss in writing the causes and consequences of dramatic changes in the timing of deaths over the life course in recent centuries (readings).

Week 5: [Birth and society](#)

- problem set #2: standard fertility measures
- Dudley Kirk. 1996. [Demographic transition theory](#) *Population Studies* 50(3): 361-387.
- Mikko Myrskylä, Hans-Peter Kohler & Francesco Billari. 2009. [Advances in development reverse fertility declines](#). *Nature* 460(6): 741-743.

- *Learning Objectives:*
 - 1. Calculate standard summary measures of fertility and discuss in writing the difference between period and cohort rates (problem set).
 - 2. Summarize in writing some major theoretical perspectives advanced to explain the societal determinants of differences in birth rates (readings).

Week 6: Population structure

- problem set #3: population growth rates
- Samuel Preston. 1984. [Diverging paths for America's dependents](#). *Demography* 21(4):435-57.
- Ansley J. Coale. 1986. [Demographic effects of below-replacement fertility and their social implications](#). *Population and Development Review* 12: 203-216.
- *Learning Objectives:*
 - 1. Calculate age distributions and discuss in writing the age structure shifts resulting from fertility and mortality trends (problem set).
 - 2. Discuss in writing the relation between changes in vital rates, population growth, and societal transformation (readings).

Week 7: People in motion

- problem set #4: lifetime migration patterns
- Kingsley Davis. 1955. [The origin and growth of urbanization in the world](#). *American Journal of Sociology* 60: 429-437.
- Douglas S. Massey. 1999. [International migration at the dawn of the twenty-first century: the role of the state](#). *Population and Development Review* 25(2): 303-322.
- *Learning Objectives:*
 - 1. Calculate lifetime migration between census divisions of the United States and discuss in writing patterns in population shifts (problem set).
 - 2. Summarize in writing the evolution of social controls over population movements and their consequences for society (readings).

Week 8: Cohort cycles

- Richard A. Easterlin, Michael L. Wachter & Susan M. Wachter. 1978. [The changing impact of population swings on the American economy](#). *Proceedings of the American Philosophical Society* 122: 119-130.
- Fred C. Pampel. 1993. [Relative cohort size and fertility: the socio-political context of the Easterlin effect](#). *American Sociological Review* 58(4): 496-514.
- Elwood Carlson. 1992. [Inverted Easterlin fertility cycles and Kornai's "soft" budget constraint](#). *Population and Development Review* 18: 669-688.
- *Learning Objectives:* Discuss in writing the nature and societal consequences of size variations of successive generations.

Part Three - DETAILS OF GLOBAL POPULATION PATTERNS

Week 9: [North America](#)

- William Frey. 1996. [Immigration, domestic migration, and demographic balkanization in America](#). *Population & Development Review* 22:741-762.
- Ronald Lee & Shripad Tuljapurkar. 1997. [Death and taxes: longer life, consumption, and social security](#). *Demography* 34(1): 67-81.
- Stephanie A. Bond Huie, Robert A. Hummer & Richard G. Rogers. 2002. [Individual and contextual risks of death among race and ethnic groups in the United States](#). *Journal of Health and Social Behavior* 43: 359-381.
- *Learning Objectives*: Critically evaluate in writing recent scientific research on population trends and issues in North America.

Week 10: [Europe](#)

- Karin Brewster & Ronald Rindfuss. 2000. [Fertility and women's employment in industrialized nations](#). *Annual Review of Sociology* 26: 271-296.
- Lindsey Grant. 2001. [Replacement migration: the UN Population Division on European population decline](#). *Population and Environment* 22(4): 391-399..
- Elwood Carlson & Rasmus Hoffman. 2011. [The state socialist mortality syndrome](#). *Population Research & Policy Review* 73(3):119-128.
- *Learning Objectives*: Critically evaluate in writing recent scientific research on population trends and issues in Europe.

Week 11: [Latin America](#)

- Alberto Palloni. 1990. [Fertility and mortality decline in Latin America](#). *Annals of the American Academy of Political and Social Science* 510: 126-144.
- Stephen G. Perz. 2000. [The rural exodus in the context of economic crisis, globalization and reform in Brazil](#). *International Migration Review* 34: 842-881.
- Shawn Malia Kanaiaupuni. 2000. [Reframing the migration question: an analysis of men, women, and gender in Mexico](#). *Social Forces* 78(4):1311-1347.
- *Learning Objectives*: Critically evaluate in writing recent scientific research on population trends and issues in Latin America.

Week 12: [Africa](#)

- James Cobbe.1982. [Emigration and development in Southern Africa, with special reference to Lesotho](#). *International Migration Review* 16: 837-868.
- John C. Caldwell. 2000. [Rethinking the African AIDS epidemic](#). *Population and Development Review* 26(1):117-135.
- Daniel Jordan Smith. 2004. [Contradictions in Nigeria's fertility transition: the burdens and benefits of having people](#). *Population and Development Review* 30: 221-238.
- *Learning Objectives*: Critically evaluate in writing recent scientific research on population trends and issues in Africa.

Week 13: [Middle East](#)

- Rania Maktabi. 1999. [The Lebanese census of 1932 revisited. Who are the Lebanese?](#) *British Journal of Middle Eastern Studies* 26(2):219-241.
- Homa Hoodfar & Samad Assadpour. 2000. [The politics of population policy in the Islamic Republic of Iran.](#) *Studies in Family Planning* 31(1):19-34.
- Philip Martin, Elizabeth Midgley & Michael Teitelbaum. 2001. [Migration and development: focus on Turkey.](#) *International Migration Review* 35(2):596-605.
- *Learning Objectives:* Critically evaluate in writing recent scientific research on population trends and issues in the Middle East.

Week 14: [Asia](#)

- Monica Das Gupta & P. N. Mari Bhat. 1997. [Fertility decline and increased manifestation of sex bias in India.](#) *Population Studies* 51(3):307-315.
- Naohiro Ogawa & Robert D. Retherford. 1997. [Shifting costs of caring for the elderly back to families in Japan: will it work?](#) *Population and Development Review* 23(1):59-94.
- Zai Liang & Zhongdong Ma. 2004. [China's floating population: new evidence from the 2000 Census](#) *Population and Development Review* 30(3):467-488.
- *Learning Objectives:* Critically evaluate in writing recent scientific research on population trends and issues in Asia.

FINAL EXAMINATION

- 50 multiple-choice questions covering all 14 weeks of the course
- Multicultural essay question (5 points)
- questions cover problem sets, articles, books and in-class discussion
- Thursday, April 26th at 10:00 AM in our regular classroom
- ***DO NOT SCHEDULE DEPARTURES PRIOR TO THE FINAL EXAM PERIOD!!***
- *Learning Objectives:* Demonstrate cumulative retention of key ideas from all weeks of class, readings, and problem sets through responses to multiple-choice questions.

REL 1300—Introduction to World Religions
Core Humanities Course
Department of Religion, Florida State University

In the language of the General Education Recommendations, the purpose of studying Humanities is that 1) *Students will demonstrate interpretive ability and cultural literacy* and 2) *Students will demonstrate competence in reflecting critically upon the human condition*. No field of study can accomplish these objectives more effectively than the study of Religion. Therefore, we propose that REL 1300, Introduction to World Religions, be included among the five Humanities General Education courses for the state of Florida.

A recently published report (December 2012) by the Pew Forum for Religion and Public Life found that 84% of the global population claims religious affiliation. This finding demonstrates a truth we can no longer ignore: religion is intricately woven into the fabric of our modern, global world. The numbers substantiate what many have long known, that religion influences and responds to everything from politics to music, literature to architecture, commerce to film, sexuality to citizenship. Students who enroll in foundational courses like Introduction to World Religions (REL1300) not only learn ancient histories and textual traditions, but they also learn the critical vocabularies of cultural literacy that enable them to participate responsibly in today's world. They read sacred texts and contemporary novels, watch films and music videos, study surveys and reports, attend *pujas* and church services and mosques, and write in a critically engaged fashion about all these experiences. The course not only teaches students about the religions of other peoples but also gives them a richer and historically grounded perspective of their own religious traditions. In short, it provides them a context for reflecting upon what it means to be human.

Student demand for REL 1300 is strong and has increased dramatically over the past few years. We now offer roughly 15 sections per semester, including a new on-line version. Approximately 1600 students at FSU per academic year choose this course. Similarly, REL 1300 is taught at virtually all universities and colleges in the Florida system. It is a Gordon Rule, multicultural-X, and Humanities general education course under the current system. Thus, the infrastructure is already in place to adopt this course as one of the five Humanities choices. The State of Florida is a microcosm of the global landscape and it is our responsibility as educators to prepare students to contribute to their local, state, national, and global communities. The Introduction to World Religion course is critical to that effort.

January 23, 2013

Dr. Diane Z. Chase
Co-Chair, General Education Steering Committee
Executive Vice Provost
Millican Hall 338
University of Central Florida
Orlando, FL 32816-0065

Dear Dr. Chase:

Instruction in Economics makes a significant contribution to the general education of students in Florida colleges and universities. Therefore we were disappointed to learn that the Initial Draft Recommendations of the General Education Steering and Faculty Committees, dated December 2012, failed to include an Economics course among the core course options for the Social Science Subject Area of the General Education Program. As there were no economists among the 10 members of the Steering Committee or among the 12 members of the Faculty Committee for the Social Science Subject Area, this letter is one of few opportunities to present the rationale for including Economics among the core course options of the General Education Program. We urge the Steering Committee to revise the recommendations by replacing one of the recommended core course options with ECO 2013, Principles of Macroeconomics, for the following five reasons.

First, 49 of the top 50 public universities in the *US News & World Report* ranking allow or require one or more courses in Economics to satisfy general education requirements. Although most top universities also include other social sciences in the general education curriculum, the other social sciences do not provide students the additional benefits of instruction in Economics that are described below. By excluding Economics from the core course options, Florida would reduce the number of students who receive the distinctive benefits of instruction in Economics and would deviate from best practices that are nearly universal at America's best public universities.

Second, Economics is without doubt the social science that best connects with STEM disciplines. Economics is the link between the marketplace and technical fields with the potential to develop advanced manufacturing applications. Including Economics in the core course options would allow students in STEM fields statewide to meet social science requirements of general education with a course that is complementary to their major subjects. The exclusion of Economics from the core course options works against the state goal of promoting education and economic development in STEM fields.

Third, state colleges and universities in Florida and other states generally consider economic development as part of their core missions. Graduates are better able to contribute to economic development if they understand how markets work. Instruction in Economics does far more than any other social science to advance students' understanding of markets and the forces that shape economic development. Excluding Economics from the core course options would reduce the number of graduates of Florida colleges and universities who understand how markets work and appreciate the causes and consequences of economic development.

Fourth, Economics is a demanding subject that increases the rigor of the general education curriculum. Data on student performance indicate that ECO 2013 is as challenging as general education courses in the physical and natural sciences and mathematics, and more challenging than general education courses in other social sciences. As just one example, consider the following data on student performance at the University of Central Florida during the fall and spring semesters of academic years 2010-11 and 2011-12. One-quarter of students enrolled in general education courses in mathematics and the sciences earned course grades of A or A-. Students enrolled in ECO 2013 performed similarly, with 22% earning a grade of A or A-. In contrast, one-third of students in general education courses in Political Science and Psychology received grades of A or A-. And in the Anthropology and Sociology courses in the Social Foundation of General Education, over 40% of students received grades of A or A-. The data on grades confirm that Economics, like mathematics and the sciences, is simply a more demanding subject than other social sciences. Excluding Economics from the core course options weakens the General Education Program by robbing the Social Science area of its most rigorous and challenging subject.

Fifth, instruction in Economics contributes directly to general education and intelligent civic engagement. Courses in the subject, including Principles of Macroeconomics, emphasize high-level academic skills, critical thinking, logical problem-solving, and quantitative reasoning. Through the study of human behavior, social interaction and public policy, instruction in Economics develops the two competencies that the General Education Steering and Faculty Committees identified for the Social Science area. Furthermore, understanding the principles of economics advances informed civic engagement because of the importance of economic issues in elections and policy debates. Thus the American Council of Trustees and Alumni recommends Economics as one of only seven subject areas that are essential for a general education curriculum (along with Composition, Literature, Mathematics, Science, US Government or History, and Foreign Language). The exclusion of Economics from the core course options works against the goals of developing high-level academic skills and preparing students for reasoned civic engagement.

Finally, the exclusion of economists from the Faculty Committee for the Social Science Subject Area, and the absence of any mention of economic issues in the competencies that the Committee identified for Social Science, raises the question of whether the Steering and Faculty Committees seriously considered Economics as a social science. In fact, Economics is the social science focused on individual and collective behavior in the allocation of resources. The fact that departments of economics may be organized administratively as units of colleges of business, liberal arts, sciences, or social sciences has no bearing on the content of the courses or the substance of the discipline.

In summary, excluding Economics from the core course options of the Social Science Subject Area would reduce the quality of general education offered to students in Florida's colleges and universities. We urge the Steering Committee to revise the recommended core course options for the Social Science Subject Area of the General Education Program by replacing one of the recommended core course options with ECO 2013, Principles of Macroeconomics.

Thank you for your attention to this issue.

Sincerely,

Mark Dickie
Professor and Chair, Department of Economics
University of Central Florida

Andres Gallo
Professor and Chair, Department of Economics and Geography
University of North Florida

Mark G. Herander
Professor and Chair, Department of Economics
University of South Florida

R. Mark Isaac
John & Hallie Quinn Eminent Scholar in Economics and Chair, Department of Economics
Florida State University

Cem Karayalcin
Professor and Chair, Department of Economics
Florida International University

xc: Steering Committee members

Crawford, Melissa

From: Lewis, Sandra
Sent: Thursday, February 14, 2013 11:34 AM
To: Crawford, Melissa
Subject: FW: Senate meeting: General Ed Core courses,
Attachments: HUN 1201Spring 2013 M-W Syllabus.docx

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Sandra Lewis, Ed.D.
President, FSU Faculty Senate

Professor and Coordinator
Visual Disabilities Program
Florida State University
2205L Stone Building
Tallahassee, Florida 32306-4459
phone: 850-644-8409
fax: 850-644-8715
slewis@fsu.edu

From: Jasminka Illich-Ernst <jilichernst@fsu.edu>
Date: Thursday, January 24, 2013 12:55 AM
To: Sandra Lewis <slewis@fsu.edu>
Cc: Collier Billie <BCollier@admin.fsu.edu>, Arjmandi Bahram <barjmandi@fsu.edu>
Subject: Re:Senate meeting: General Ed Core courses,

Dear Sandra

Thank you for taking upon yourself to redirect our messages to the steering committee members regarding Senators' comments about General Education Core Courses.

I would like to make the following request with the justification provided below:

The course "**Introduction to Nutrition Sciences**" should be added under "Natural Sciences" umbrella due to the reasons (not all inclusive) listed below:

- 1) Nutrition Sciences is now recognized under the STEM.
- 2) Each year, we have about 1000, 600 and 100 students enrolled in our Science of Nutrition course during fall, spring, and summer, respectively, and the number is growing.
- 3) In addition to reviewing basic chemistry, biochemistry, and teaching the students metabolic pathways and chronic and acute nutritionally-related diseases, this course provides practical and useful knowledge about proper diet, physical activity and overall healthy lifestyle. It empowers young people to take care of their own health. This is all reflected in the favorable students' evaluations of the course content.
- 4) At the time of obesity epidemics, adult-onset of diabetes occurring in children and adolescents (due to overweight), and numerous other nutrition-related chronic diseases affecting American population and burdening the health-care system, it is crucial to provide nutritional education to college graduates, whether they are majoring in health or any other disciplines. Research is increasingly showing that individuals' nutritional knowledge positively affects dietary habits and nutritional status, subsequently preventing numerous ill-conditions. Therefore, providing basic nutritional information to students of all disciplines becomes an ultimate requirement.

Attached is a syllabus for the HUN 1201, the basic Science of Nutrition course, for the committee's evaluation and consideration into the General Education Core Course package.

Again, thank you for your outstanding service as a Senate president and for your help in this matter.

Best regards

Jasminka

Jasminka Ilich-Ernst, PhD, RD, FACN

Hazel K. Stiebeling Professor

Nutrition, Food and Exercise Sciences

Florida State University,

120 Convocation Way, 418 Sandels

Tallahassee, FL 32306-1493

Phone: 850-645-7177; Fax: 850-645-5000;

E-mail: jilichernst@fsu.edu

HUN1201
Science of Nutrition
The Florida State University

Course Information:

Science of Nutrition
HUN 1201, Section 10
Monday/Wednesday
5:15-6:30pm

Instructor Information:

Office Hours: **Required Materials:**

1. Text: **The Science of Nutrition** by Thompson, Manore & Vaughan, Custom Edition for Florida State University.

The book is a supplement to lectures and should be purchased NEW. This ensures that you have the access code you need for required project. Please purchase from the FSU bookstore on campus, as some from Bill's Bookstore have not had access codes.

Students who plan to pursue a major in Nutrition, Food and Exercise or other health related area should plan to keep this text book.

Course Description:

The Science of Nutrition covers elements of nutrition and factors influencing the ability of individuals to maintain good nutritional status. The course enables students to conceptualize connections between nutrition science and allied sciences such as basic chemistry, organic chemistry, biochemistry, anatomy and physiology in discussions such as the scientific method of investigation as a means of understanding nutrition. Emphasis is placed on the use of scientific evidence to determine nutrient needs, compare procedures for testing the validity of possible explanations for a hypothesis related to nutrient needs, and critically evaluate the type of nutrition information gained from animal experiments versus human experiments.

Learning Objectives:

1. Distinguish between fraudulent claims, half truths and principles of nutrition as recognized by the scientific community.
2. Explain the connection between scientific research and dietary recommendations made for the public including the Dietary Reference Intakes, Daily Values on food labels and Dietary Guidelines for Americans.
3. Become familiar with the nutrient composition of foods by knowing My Pyramid, the exchange system and using computerized food composition tables.
4. Explain the mechanisms by which nutrients enter the body and how the body uses nutrients.
5. Distinguish between nutrients and non-nutrients.
6. Describe the body's use of energy and the consequences of negative and positive energy balance.
7. Compare risk/benefit balance between obesity and weight loss techniques.
8. Recognize essential vitamins and minerals, as well as their functions, and food sources.
9. Discuss the scientific method in relation to the establishment of functions and need for vitamins and minerals.
10. Identify interrelationships between different nutrients, thereby justifying recommendations for balance and variety in the diet.
11. Compare effects of alcohol on nutrient metabolism and nutrition status.

Assignments and Exams:

Midterm Exams (multiple choice):	3 @ 20%each	60%
Final Exam (cumulative):		25%
Diet Assessment Project:		10%

Unannounced Quizzes:	8 (option to drop 1)	5%
Total:		100%

Exams: will be multiple choice and based on material from the corresponding unit. ***LATE COMERS WILL NOT BE GIVEN EXAMS.*** Plan to be 10 minutes early! YOU MUST HAVE YOUR FSU-PICTURE ID WITH YOU AND SHOW IT AS YOU ENTER THE CLASSROOM. TELEPHONES AND CALCULATORS ARE NOT ALLOWED AT THE EXAM AND SHOULD BE STORED IN YOUR BAGS, AWAY FROM YOU.

Once you begin the exam you will not be allowed to leave and re-enter the room. Make up exams will be given only in the case of emergency with proper documentation. Excused absences include documented illness, deaths in the immediate family and other documented crises, call to active military duty or jury duty, religious holydays, 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. You must make contact with the instructor before the missed test or immediately after. You must produce the documentation and reschedule exam within **48 hours** of the missed exam. Make-up exams will be essay, short answers, fill-ins etc., and must be taken before the next scheduled exam or you will not be allowed to take the make-up. Once a make-up exam is scheduled, it cannot be changed except in the case of emergencies with documentation as stated above. You can review the previous exam during one week after it has been taken. The review of exams will not be allowed at other times or prior to the final exam.

The final exam cannot be taken at an alternate time except for circumstances allowed for under the University's final examination policy. ***FINAL EXAM IS CUMULATIVE AND WILL CONTAIN ALL MATERIAL COVERED IN THE CLASS***

Exam Dates:

Exam 1	1/30/2013
Diet Analysis Due:	2/27/2013
Exam 2	3/6/2013
Exam 3	4/3/2013
Final	Course Schedule

Diet Assessment Project: This project is a 3 day diet analysis. Students will track their own dietary intake for 3 days to determine whether they are meeting dietary guidelines and recommendations covered in class. Instructions for this project will be discussed in detail in class (see schedule below).

Due Date **2/27/2013**

Unannounced Quizzes: 8 quizzes will be given throughout the semester, they may be essay, short answer, fill in, etc. Missed quizzes may not be taken at later times even with the proper excuse. The lowest quiz will be dropped, the 7 highest will be used to calculate your grade.

Extra Credit will be given for completion of study guides prior to each of the 4 exams, 2 points for each study guide, which is equivalent to 8 possible points or 2% of your final grade. No other extra credit will be given.

Grade Scale: The letter grade will be determined according to the following uneven scale:

A = 91-100%	C ⁺ = 74-76.9%
A ⁻ = 88-90.9%	C = 70-73.9%
B ⁺ = 84-87.9%	C ⁻ = 68-69.9%
B = 80-83.9%	D = 60-67.9%
B ⁻ = 77-79.9%	F = <60%

Student Responsibilities:

-Attendance and Participation: **Students are required to attend class, arrive to class on time, and remain in class for the entire class period.**

-Electronics: Computers, text messaging and use of cell phones in class is NOT allowed and will not be tolerated. Students using electronics during class time will be given 1 warning to discontinue use. After that, **1 point will be subtracted from the student's final grade for EACH occurrence.** CELL PHONES NEED TO BE STORED AWAY FROM YOU AT EACH EXAM.

-Homework: Students are expected to review learning objectives, lecture notes and assigned chapters from the text in advance of the respective lecture.

University Attendance Policy: Excused absences include documented illness, deaths in the family and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities. These absences will be accommodated in a way that does not arbitrarily 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>.)

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

<http://www.disabilitycenter.fsu.edu/>

Free Tutoring from FSU For tutoring and writing help in any course at Florida State University, visit the Academic Center for Excellence (ACE) Tutoring Services' comprehensive list of tutoring options - see <http://ace.fsu.edu/tutoring> or contact tutor@fsu.edu for more information. High-quality tutoring is available by appointment and on a walk-in basis. These services are offered by tutors trained to encourage the highest level of individual academic success while upholding personal academic integrity.

Syllabus Change Policy

Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice.

Breathe Easy Zones for the Sandels Building:

In accordance with the mission and vision of the College of Human Sciences- "to improve the health, development and economic well being of individuals, families and communities", the Florida Clean Indoor Air Act designed to protect people from the health hazards of secondhand tobacco smoke, and the Florida State University Healthy Campus 2010 Goals, the college of Human Sciences is an established "Breathe Easy Zone".

There shall be no smoking in the Sandels Building, at any entrance to the building including the loading zone, or within 50 feet of the Sandels Building. A designated smoking area with seating is available on the patio at the junction of sidewalks between Sandels, Jennie Murphree Hall and Cawthorne Hall.

COURSE OUTLINE

Week	Topic and Chapter	Reading/Assignment
Session 1		
1/7/2013	Introduction	Syllabus

1/9/2013	Chapter 1: The Role of Nutrition in Our Health	pp 3-21 & 24-32
1/11/2013	Chapter 2: Designing a Healthful Diet	pp 39-67
1/16/2013	Chapter 13: Achieving and maintaining a healthful body weight	pp 485-521
1/18/2013		
1/21/2013	<i>Martin Luther King Jr. Holiday No Class</i>	
1/23/2013	In Depth: Disordered eating In Depth: Alcohol and chapter 7 (alcohol)	pp 528-540 pp 266-268 & 154-164
1/28/2013	Discuss diet assessment project and Review for Exam	
1/30/2013	Exam 1	
Session 2		
2/4/2013	Chapter 3 and 7: Overview of digestion, absorption and metabolism	pp 73-94 & 247-254
2/6/2013		
2/11/2013	Chapter 4 and 7: Carbohydrates	pp 111-147 & 254-259
2/13/2013		
2/18/2013	Chapter 5 and 7: Lipids	pp 167-202 & 259-262
2/20/2013		
2/25/2013	Chapter 6 and 7: Proteins	pp 209-241 & 263-265
2/27/2013	Diet Analysis Project Due at Beginning of Class	
3/4/2013	Chapter 7: Energy store, macronutrients synthesis, feeding, fasting and hormones	pp 266-268 & 154-164 pp 268-276
3/6/2013	Exam 2	
3/11/2013- 3/15/2013	<i>Spring Break! – No Class</i>	
Session 3		
3/18/2013	Chapter 14: Nutrition and physical activity: Keys to good health	pp 552-567
3/20/2013	In Depth: Vitamins and minerals: Micronutrients with Macro Powers. Begin Chapter 8	pp 280-290
3/25/2013	Chapter 8: Nutrients involved in energy metabolism	pp 293-316
3/27/2013	Chapter 9: Nutrients involved in fluid and electrolyte balance	pp 323-350
4/01/13	Finish Chapter 9 and Review for Exam 3	
4/03/2013	Exam 3	
Session 4		
4/8/2013	Chapter 10: Nutrients involved in antioxidant function	pp 357-389
4/10/2013	Chapter 10 cont'd and In Depth: Phytochemicals and functional foods	pp 398-406
4/15/2013	Chapter 11: Nutrients involved in bone health	pp 409-443
4/17/2013		
4/22/2013	Chapter 12: Nutrients involved in blood health and immunity and Review for Final Exam	pp 445-478
4/24/2013		
4/29/2013 – 5/03/2013	Comprehensive Final Exam Week 60 questions (previous chapters) 40 questions (new)	