



THE FLORIDA STATE UNIVERSITY
FACULTY SENATE

MINUTES
FACULTY SENATE MEETING
APRIL 21, 2010
DODD HALL AUDITORIUM
3:35 P.M.

I. Regular Session

The regular session of the 2010-11 Faculty Senate was held on Wednesday, April 21, 2010. Faculty Senate President Eric Walker presided.

The following members attended the Senate meeting:

M. Allen, B. Altman, I. Audirac, P. Born, J. Bowers, M. Burmester, K. Burnett, J. Carbonell, E. Chicken, J. Clendinning, J. Cobbe, R. Coleman, M. Craig, J. Dawkins, R. Doel, G. Doran, J. Dorsey, I. Eberstein, L. Edwards, K. Erndl, J. Fiorito, S. Fiorito, A. Gaiser, K. Gallivan, J. Geringer, C. Greek, K. Harris, R. Hauber, C. Hofacker, G. Houlihan, E. Hull, P. Iatarola, R. Ikard, B. Jackson, H. Kim, J. Koslow, W. Landing, D. Latham, B. Lee, J. Leiber, S. Leitch, S. Lewis, J. Lickson, W. Logan, L. Lyons, T. Ma, C. Madsen, H. Mattoussi, T. McQuade, M. Mesterton-Gibbons, D. Moore, A. Mullis, J. O'Rourke, R. Pekurny, J. Pignatiello, T. Plewa, V. Richard Auzenne, G. Rogachev, J. Saltiel, R. Schwartz, J. Sickinger, J. Standley, G. Tenenbaum, D. Tsilimingras, C. Upchurch, R. Van Engelen, D. Von Glahn, E. Walker, I. Zanini-Cordi.

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

J. Ahlquist, G. Allen, T. Baker, E. Baumer, D. Bernat, A. Chan Hilton, I. Chiorescu, D. Cooper, J. Diaz, R. Eger, M. Fenley, S. Foo, L. Garcia-Roig, D. Gilbert, J. Hinterlong, T. Keller (K. Hughes), Y. Kim, T. Kolbe, M. Leeser, T. Lindbloom, T. Matherly, B. Menchetti (A. Gallard), H. Schmidt, T. Stallins (L. Joiner), J. Sobanjo, S. Southerland (S. Lewis), M. Sussman, H. Tang, N. Trafford, G. Turner, J. Turner, P. Villeneuve, L. Wakamiya, P. Ward, L. Wexler, J. Zheng.

II. Approval of the Minutes

The minutes of the March 24, 2010 meeting were approved as distributed.

III. Approval of the Agenda

The agenda was approved as distributed.

IV. Election of the Faculty Senate President, E. Walker

Faculty Senate President Eric C. Walker was nominated and unanimously elected Faculty Senate President.

V. Election of the Steering Committee,

There were no additional nominations from the floor of the Senate. There are three vacancies on the Steering Committee. The ballot for election consisted of: Sandy Lewis, Cliff Madsen, Jim Cobbe, Jane Clendinning, Debra Bernat, Teng Ma, David Cooper, Bob Pekurny, and Simon Foo.

On the first ballot, voting was as follows: Sandy Lewis - 34, Cliff Madsen - 36, Jim Cobbe - 28, Jane Clendinning - 32, Debra Bernat - 14, Teng Ma - 11, David Cooper - 16, Bob Pekurny - 14, and Simon Foo - 11. Cliff Madsen was elected. Sandy Lewis, Jim Cobbe, Jane Clendinning and David Cooper received the next highest amount of votes and were placed on the second ballot.

On the second ballot, voting was as follows: Sandy Lewis - 42, Jim Cobbe - 42, Jane Clendinning - 27 and David Cooper - 25. Sandy Lewis and Jim Cobbe were elected.

VI. Report of the Steering Committee, J. Standley

Since the March Senate meeting, the Steering Committee has met 3 times. Additionally, the Steering Committee met with President Barron on two occasions, including a 2-hour meeting yesterday to discuss the current legislative session and implications for the university. At that meeting, we also discussed faculty concerns such as morale, faculty representation and our preference for shared vs. adversarial faculty governance, budget problems, and university academic reputation.

A proposal was brought to the Steering Committee by Jeff Chanton and Bill Landing to consider rewarding academic stickers to athletes for display on their equipment during athletic events. The steering committee felt this had very positive potential for promoting academic excellence in media exposure during FSU athletic events. The idea was forwarded to the Athletic Committee for action with the support of the Steering Committee.

The Steering Committee has created a Faculty Senate Ad Hoc Committee on Academic Integrity. Kathy Burnett of the College of Communication and Information has agreed to chair the group. The committee is charged with making an inventory of current policies and resources, identifying urgent problem areas, and suggesting possible solutions and/or actions needed. The goal is for a report to come to the Steering Committee by the end of fall semester 2010.

The Steering Committee provided names to the administration for faculty representation on the Budget Crisis Committee. That group is still being re-constituted and it is not expected

to meet until the legislative appropriations have been made. However, President Barron, has consistently stated that there will be widespread faculty representation when it does meet. The next Board of Trustees meeting is scheduled for the fourth week of June when the budget for the coming academic year will be presented. The University Budget Advisory Committee will meet three times before the Trustee meeting, including a meeting tomorrow.

Audit Services is going to conduct a faculty survey concerning issues with the FSU Bookstore. Please respond to that survey to express opinions and identify problems with the Bookstore.

Next, the Steering Committee brings to the floor four action items:

1. The proposed dates for Faculty Senate Meetings for the academic year 2010-2011 have been distributed (see addendum 1). The Steering Committee urges their adoption and brings them to the floor at this time. **(Motion passed unanimously.)**
2. A proposal has been distributed to the Senate to create a College to encompass the academic offerings of the FSU Panama City campus (see addendum 2). It will be named the College of Applied Studies. The Dean of the Faculties and the Steering Committee have carefully reviewed this proposal and feel that it will benefit the University by allowing separate accreditation for the degree programs offered on that campus. We urge Senate adoption of this proposal in order to send it forward to the Board of Trustees for approval. The Steering Committee brings that motion to the floor at this time. **(Motion passed unanimously.)**
3. The Student Senate has reaffirmed its resolution calling for gender/sexual orientation being included in the university's nondiscrimination policy. The Faculty Senate unanimously passed a similar resolution two years ago. President Barron is planning to bring this issue before the Trustees for approval at the next meeting in June and feels that updated faculty support would be helpful. Therefore, the Senate Steering Committee asks the Senate at this time to reaffirm the prior resolution of including gender/sexual orientation in the university's nondiscrimination policy. **(Motion passed unanimously.)**
4. In November, 2009, the Faculty Senate unanimously passed a resolution for reconsideration of the layoff of tenured faculty. Since reinstatements have not occurred, the Steering Committee asks that the Senate reiterate its request on this issue. The Steering Committee brings the following resolution to the floor: "Be it resolved that the Faculty Senate urges Pres. Barron to immediately reinstate the 21 tenured faculty laid off in the past year. Further, we request that he re-examine the non-renewal of the untenured, tenure track faculty." **(Motion passed unanimously.)**

VII. Reports of Standing Committees

a. Budget Advisory Committee, C. Madsen, R. Alvarez and L. Abele

See addendum 3.

b. University Curriculum Committee, S. Fiorito

See addendum 4.

c. Undergraduate Policy Committee, S. Lewis

One of the charges of the Undergraduate Policy Committee is to review, on a 5- year cycle, all of the courses previously approved for special designation as meeting Liberal Studies, Gordon Rule, Computer Competency, Oral Communication Competency, and Multicultural Understanding credit. During this academic year, the UPC reviewed all courses identified as meeting the requirements for Liberal Studies Area III (History and Social Science). We would like to extend our thanks to all of the Departments and Units that provided us with the information necessary to conduct this review and for updating their syllabi as necessary to meet the criteria. The list of courses that were approved is available from office of the Dean of Undergraduate Studies.

It is my pleasure to report to the Faculty Senate recent actions taken by the Undergraduate Policy Committee. As you know, one of the primary responsibilities of the UPC is to review and approve courses for Liberal Studies and other undergraduate basic studies requirements. Several courses have been reviewed and received approval for specific basic studies requirements during our last two meetings, including:

For Multicultural Understanding Credit:

HIS 3491: Medicine and Society (Y)

GET 3524: German Cinema (Y)

ITT 3523: Italian Cinema (Y)

SPT 3391: Hispanic Cinema (X)

For Computer Competency:

ECO 4421: Introduction to Econometrics

For Gordon Rule:

HIS 3491: Medicine and Society

HIS 3505: Perspectives on Science and Mathematics

For courses to receive the Liberal Studies designation, the Senate must vote to approve the recommendations of the UPC. I bring to you recommendations for two such courses, both submitted for Area III (History and Social Science). They are:

HIS 3491: Medicine and Society

HIS 3505: Perspectives on Science and Mathematics

You received copies of these syllabi in advance of this meeting. (See addendum 5.)

If there are no questions, on behalf of the Undergraduate Policy Committee, I move approval of these two courses for Area III credit. **(Motion passes unanimously.)**

VIII. Old Business

There were no items of old business.

IX. New Business

There were no items of new business.

X. University Welfare

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

Good afternoon, and a special welcome to new and returning Senators.

Collective Bargaining

In three sessions since our last Senate meeting, discussions have focused on the quality of the bargaining relationship, recognition of superior sustained performance by full professors, and fairness in teaching assignments. Further bargaining sessions are scheduled for most Mondays during the next several weeks at 2pm at the FSU Training Center. Faculty Senators are most welcome to sit in, and ample parking is always available.

Consultations

We will meet with the Provost or designee this Friday at 11am. Agenda items we have proposed include layoffs and second year stimulus funding for notified faculty.

Facilitation and Grievance Issues

The UFF Chapter's grievance over layoffs is set for an arbitration hearing on May 13-14. UFF's legal counsel has begun preparing for the hearing. Our Chapter held a "post-it and pizza party" for faculty volunteers to sift through hundreds of layoff-related e-mails, and uncovered several gems to assist the case preparation. The e-mails cost our Chapter over \$1700, mostly for FSU vice-presidential time. In case

you wondered, that's a good example of where UFF dues go. UFF affiliates will pick up the attorneys' fees.

The Ledge (“determined to drive our state off a cliff”)

The Florida Legislature seems to have focused its sights on K-12 teachers, state employees, and retirees this session. Some of this directly and adversely affects faculty and former faculty, and the thrust of it, for example the attack on K-12 tenure, certainly bodes ill for Florida public higher education in a broader and very real sense. It is now widely known that Jeb! Bush was behind the attacks, the same Jerk! who favors abolishing tenure for state university faculty and who incited the attack on faculty representation rights while Governor. Several FSU faculty members participated in a UFF lobbying effort last week that brought faculty from throughout the state to the Capitol. Our UFF-FSU delegation held useful meetings with both Republican and Democratic Representatives. UFF President Tom Auxter sent out a tongue-in-cheek message noting that we started our UFF lobbying effort at 9:30am last Thursday and by midday Governor Crist had vetoed the odious SB 6. In the same spirit, I apologize that it took so long for that lobbying effort to have the positive impact on the higher education budget that the Provost reported earlier.

Take the Poll!

As you probably know, last evening we launched our April 2010 faculty poll. I hope all of you will complete the 10-minute poll and urge your colleagues to share their views as well.

XI. Announcements by Deans and Other Administrative Officers

Associate Vice President, Joe McElrath gave a brief announcement that SACS is very concerned about the integrity about online testing. There will be standards to follow and to insure that we are insuring the integrity the results of testing.

XII. Announcements by Provost Abele

Provost Abele did not have any further announcements.

XIII. Announcements by President Barron

President Barron was not in attendance.

XIV. Adjournment

The meeting adjourned at 4:29 p.m.



Melissa Crawford, Faculty Senate Coordinator



THE FLORIDA STATE UNIVERSITY
FACULTY SENATE

PROPOSED DATES FOR
FACULTY SENATE MEETINGS
2010-2011
DODD HALL AUDITORIUM
3:35 P.M.

CLASSES BEGIN: MONDAY, AUGUST 23, 2010
FINALS END: FRIDAY, DECEMBER 10, 2010

SENATE MEETINGS

WEDNESDAY, SEPTEMBER 22, 2010
WEDNESDAY, OCTOBER 20, 2010

(**VETERAN'S DAY HOLIDAY**, THURSDAY, NOVEMBER 11, 2010)

WEDNESDAY, NOVEMBER 17, 2010

(**THANKSGIVING**, THURSDAY, NOVEMBER 25, 2010)

WEDNESDAY, DECEMBER 1, 2010

CLASSES BEGIN: TUESDAY, JANUARY 4, 2011
FINALS END: FRIDAY, APRIL 29, 2011

SENATE MEETINGS

WEDNESDAY, JANUARY 19, 2011
WEDNESDAY, FEBRUARY 16, 2011

(**SPRING BREAK**: MARCH 7 - MARCH 11, 2011)

WEDNESDAY, MARCH 23, 2011
WEDNESDAY, APRIL 20, 2011

Creation of the
Florida State University Panama City
College of Applied Studies

Proposal Submitted to the FSU Board of Trustees

June 2010

Rationale

The Board of Trustees requested FSU Panama City to seek separate SACS accreditation and to dramatically increase their enrollment in November 2009. The end result of having separate accreditation is having full financial and academic responsibilities. Creating a college at FSU Panama City is a necessary step in moving toward this goal.

Creating a college will provide FSU Panama City the means by which to create and manage programs as it increases its enrollment. It will also allow the campus to be responsive in meeting the needs of the community and students.

Name

The name of the college at FSU Panama City will be the College of Applied Studies, hereafter, named College.

Operation and Governance

The Dean of the Panama City campus would serve as the Dean of the College. The Dean would be vested with the same authority as the Deans of other academic colleges with respect to the academic departments within the college. The Dean will serve at the pleasure of the Provost and Executive Vice President and will report on an on-going basis to the Vice President for Planning and Programs. The Dean will be responsible for advancing the University's academic mission in teaching, research and service. The Dean will be responsible for working with the University Foundation to develop opportunities to enhance academic programs through private donations; administering the unit's academic programs and policies pertaining to admissions, and, in consultation with faculty, determining requirements for majors, requirements for graduation, and the nature, content and scheduling of courses. The Dean will report to the Provost and Executive Vice President. The Dean will meet and participate as a member of the Council of Deans.

The College will develop bylaws consistent with the FSU constitution and ensure a copy is on file with the Office of the Dean of the Faculties. The College will work with that office and the committees of the Faculty Senate to develop faculty and curricula for the programs under its authority. The College will develop and submit in timely fashion a justification and plan in compliance with the Southern Association of College and Schools/Commission on College substantive change criteria.

In conjunction with the Office of the Dean of the Faculties, the Office of the Provost and other relevant entities, the College, when appropriate, will establish departments to administer degree programs. Each of the departments will be headed by a department chair and each program by a program coordinator. Chairs or coordinators will report to the Dean and serve at the pleasure of the Dean and the President of

the University. Units are expected to have written procedures for consultation of faculty in the unit prior to appointment of their chair or coordinator. As departments are formed, each will establish their own bylaws consistent with those of the College and with the Collective Bargaining Agreement. The College will develop policies and procedures for the admission, advisement and tracking of students. It will formulate degree maps in conformance with University policy and initiate the appropriate procedures to ensure use of and articulation within the common course numbering system. It will use university faculty evaluation policies and explore the best use of tenure or non-tenure track faculty in conformance with the university Faculty Handbook and the Collective Bargaining Agreement. The College will maintain information on faculty and students that allows its departments to comply with SACS accreditation guidelines and state statutes and regulations.

Program Offerings

The College will offer degrees that are not otherwise available from colleges at FSU Tallahassee. The College may also offer degree programs that are currently offered in Panama City that are unique to the campus subject to agreement with the FSU Tallahassee academic colleges and the Provost's Office. For example, FSU Panama City currently offers through the College of Communication and Information, a major in Professional Communication which is unique to FSU Panama City. Upon agreement with the College of Communication and Information and the Provost's Office, this program could be moved into the College. Suspended programs such as Recreation and Leisure Services Administration would also be considered to be offered within the new College supported by funds generated through the self-sufficiency budget model for FSU Panama City. Establishing these programs within the new college will be done as soon as it is deemed practicable.

Outside the College, FSU Panama City will continue to offer baccalaureate and graduate programs in conjunction with department chairs and deans in Tallahassee as they have for 28 years.

**State University System of Florida
2010-2011 Budget Recommendations
Executive Summary, March 25, 2010**

	BOG Amended Request	Governor Recommendation	Senate Amendment 03/25/2010	House State Univ. Recom.
2009-10 Total Appropriations				
State Support	\$2,067,463,415	\$2,067,463,415	\$2,067,463,415	\$2,067,463,415
Federal Stimulus	\$161,274,570	\$161,274,570	\$161,274,570	\$161,274,570
Tuition Support	\$1,180,053,086	\$1,180,053,086	\$1,180,053,086	\$1,180,053,086
Health Insurance Adjustment	\$2,492,590	\$2,492,590	\$2,492,590	\$2,492,590
Sub-total	\$3,411,283,661	\$3,411,283,661	\$3,411,283,661	\$3,411,283,661
2009-2010 Non-recurring Appropriations				
Non-recurring Base General Revenue Funds	(\$11,300,000)	(\$11,300,000)	(\$11,300,000)	(\$11,300,000)
Federal Stimulus	(\$161,274,570)	(\$161,274,570)	(\$161,274,570)	(\$161,274,570)
Total Non-recurring Appropriations	(\$172,574,570)	(\$172,574,570)	(\$172,574,570)	(\$172,574,570)
2009-2010 Beginning Recurring Base Budget	\$3,238,709,091	\$3,238,709,091	\$3,238,709,091	\$3,238,709,091
2010-2011 Budget Issues:				
2009-10 Annualization of Health Insurance - 10 months	\$12,462,950	\$12,462,950	\$12,462,950	\$12,462,950
2009-10 Annualization of Student Fees (Fall 2009)	\$12,845,480	\$12,845,480	\$12,845,480	\$12,845,480
2009-10 Plant Operations & Maintenance (PO&M) - Phased-In Facilities	\$6,919,273	\$6,919,273	\$6,919,273	\$6,919,273
2010-11 PO&M - New Facilities Coming On-line	\$14,454,757	\$13,240,783	\$14,454,757	
2010-11 PO&M Base Adjustment for Existing Facilities	\$12,343,379			
New Florida Initiative*	\$100,000,000	\$100,000,000		
*The Governor's New Florida Initiative recommendation is allocated to the following 4 items:				
a. Access to Higher Education		\$88,270,393		
b. Medical School Funding - Year 4; FIU, UCF		\$4,606,022		
c. IFAS Research & Extension Workload		\$5,823,585		
d. Building Academic & Admin. Support Infrastructure - NCF Final Yr		\$1,300,000		
Medical School Funding - Year 4; FIU, UCF	\$4,606,022	see row 24	\$3,945,985	\$3,945,985
Building Academic & Admin. Support Infrastructure - NCF Final Yr	\$1,300,000	see row 26		
Tuition Change-in Mix/Incidental Fee Adjustments - Budget Authority	(\$11,189,562)	(\$11,189,562)	(\$11,189,562)	(\$11,189,562)
Tuition Differential (maximum 15%) - Budget Authority **		\$68,101,934		
Tuition Increase - 8% Across the Board - Budget Authority			\$73,140,630	\$73,140,630
Tuition Differential - 7% - Budget Authority			\$36,549,435	\$36,549,435
Federal Stimulus (Year 2)	\$161,274,570	\$161,954,486	\$143,133,066	\$151,538,746
Base Operating GR Funds (Replace 2009-10 Non-recurring funds)	\$11,300,000	\$11,300,000	\$10,931,168	
Tuition Revenue Budget Authority - Phase-in; FSU, FIU, UCF	\$2,293,304	\$2,293,304	\$2,293,304	\$2,293,304
Medical School Base Funding - UF, USF	\$16,550,324			
Major Gifts Matching Program	\$140,795,787			
Distance Learning Initiative	\$134,250	\$42,500		
Research Commercialization Grants		\$5,000,000		
Florida Retirement System Contribution Adjustment		\$18,700,000	\$16,805,000	
Base Budget Reduction - 6% / 3%			(\$110,448,758)	(\$58,189,336)
Base Budget Reduction - Student Financial Assistance - 3.2% / 15%			(\$562,223)	(\$2,583,745)
Employee Compensation & Benefits				(\$65,070,708)
Reprogram for State Priority Areas			\$50,354,749	
USF Polytechnic - Infrastructure			\$10,000,000	
IHMC/SUS Partnership Initiative			\$150,000	
Restore Nonrecurring Stimulus w/ Recurring GR			\$18,821,420	
USF-HSC Tuition - Add'l Budget Authority			\$10,000,000	\$10,000,000
New Florida Initiative			\$50,000,000	
Budget Reduction Add Backs			\$38,460,712	
Sub-total	\$486,090,534	\$401,671,148	\$389,067,386	\$172,662,452
Total 2010-2011 Budget	\$3,724,799,625	\$3,640,380,239	\$3,627,776,477	\$3,411,371,543
% Increase over 2009-2010 Total Budget (Line 6)	9.19%	6.72%	6.35%	0.00%
2010-2011 State (including Federal Stimulus) Support	\$2,058,656,005	\$2,058,656,005	\$2,058,656,005	\$2,058,656,005
Increase in State Support (including Federal Stimulus)	\$482,141,312	\$329,619,992	\$265,428,099	\$49,023,165
Total State Support Needed	\$2,540,797,317	\$2,388,275,997	\$2,324,084,104	\$2,107,679,170
2010-2011 Student Tuition Support	\$1,180,053,086	\$1,180,053,086	\$1,180,053,086	\$1,180,053,086
Increase in Student Tuition Support	\$3,949,222	\$72,051,156	\$123,639,287	\$123,639,287
Total Tuition Support Needed	\$1,184,002,308	\$1,252,104,242	\$1,303,692,373	\$1,303,692,373
Total Support Generated	\$3,724,799,625	\$3,640,380,239	\$3,627,776,477	\$3,411,371,543

**Assumes maximum tuition differential increase of 15%.

**Report to Senate
From the
University Curriculum Committee
For the Academic Year 2009 - 2010**

The University Curriculum Committee (UCC) consists of the following members:

Susan Fiorito, Chair
Ted Baker, Computer Science
Pam Coats, Department of Finance
Dianne Gregory, Music Therapy
Laura R. Keller, Biological Science
Rick McCullough, Dance-VATD
Greg Turner, Clinical Skills and Simulation Center
Charles Upchurch, British History
Carol S. Weissert, Political Science

Non-voting members include:

Melissa Crawford, Faculty Senate Coordinator
Sheila M. Mitchell, Assistant Registrar
Geo Laws, Coordinator of Curriculum Publications

- The purpose of the UCC is to consider curricular policies and procedures at both the undergraduate and graduate levels.
- All new courses to be taught at the University, for credit, must be approved by the UCC before being offered.
- If a unit intends to offer a new course by an alternative mode of instruction, such as distance learning, the course proposal must first get approval through the Curriculum Committee chair.
- All courses must enter the University's curriculum system having completed the traditional curricular request forms which can be found at: <http://facsenate.fsu.edu/Curriculum-Forms>.
- To offer a course without face-to-face instruction in the classroom, a unit must justify [via the Form 2 process] the educational equivalence of the alternative mode of instruction.
- If requesting a change in course hours or objectives from a previously approved course, the old syllabus and the new/proposed syllabus must be submitted.
- Faculty must submit a syllabus to the registrar every time a special topics course is offered. A regular course number for the special topics course must be submitted after the third time the course is taught.

Since our last report to the Faculty Senate in March 2009 the UCC has met eight times: April, June, September, October, December, January, February and March.

During these eight meetings, we reviewed:

179 New courses
94 Course changes, and
34 Courses to be deleted
Courses Reviewed

307

In addition to reviewing, meeting, discussing and making recommendations for courses the UCC also:

- Completed revisions on the Curriculum Manual that is available to departments and colleges that contains examples of all forms and explanations of how each form should be completed;
- Developed a one page summary report that is included in the manual (on page 26) as an easy check sheet for department and college administrators and is attached to this annual report along with general suggestions for curriculum revisions.
- Completed a preliminary review of three program proposals for Distance Learning requested by Susann Rudasill, Associate Director of APPS.

Thank you to all the members of this committee for their hard work, attention to details and constructive comments.
Respectfully Submitted, Susan S. Fiorito

General Suggestions for Curriculum Submissions and Revisions

- Course objectives must be measurable, suggestions for action verbs according to Bloom's Taxonomy, can be found on page 35 of the UCC Manual on the faculty senate website: <http://facsenate.fsu.edu/Curriculum-Forms>.
- There must be a significant difference between dual enrolled undergraduate and graduate courses with graduate courses having more in-depth assignments, readings and/or meetings.
- The University Attendance Policy, the Academic Honor Policy and the Americans with Disabilities Act (ADA) (<http://facsenate.fsu.edu/Curriculum-Forms/Policies>) must appear on every syllabus. It is understood that all faculty follow these policies. If faculty count attendance as part of their evaluation for their course, the attendance policy must be on the syllabus and the process explained to the student regarding **unexcused absences** and how these will be counted.
- All sections of a course must have the same topics, objectives, and evaluation criteria as stated in the file syllabus that was submitted to the UCC when the course was approved. If any of these three items (topics, objectives, and evaluation criteria) change on the syllabus, a request form for curriculum changes (<http://facsenate.fsu.edu/Curriculum-Forms>) must be submitted.

HIS 3491: Medicine and Society
MWF: 12:25-2:15

Prof. Koslow's contact information:

Office: Bellamy 409

Office Hours: Fridays 10:00-12:00

Email: jkoslow@fsu.edu

Mailbox: Departmental Mailbox, ask in the History Department's Main Office, Bellamy 4th floor

Course Description

This course examines the development of public health and the history of medicine in the United States from the colonial period to the present. We will study changes in medical knowledge, the medical profession, governmental responsibilities, and public responses. We will examine how individuals accept, modify, or reject medical authority. The course will address the following questions, among others: How do race, class, gender, and ethnicity shape health practices and the delivery of medical care? How do you protect the health of a community? What is a public health hazard? In addition to exploring these questions, an integral component of this class is the opportunity it affords students to improve their ability to express themselves in writing. This class provides students with a chance to demonstrate satisfactory skills in this vital method of communication not only for college but for life.

Course Objectives:

1. Students will be able to identify key moments and individuals in America's public health history and the history of medicine from the eighteenth century to the present.
2. Students will be able to identify factors of race, class, gender, and ethnicity in shaping health practices and the delivery of medical care.
3. Students will be able to generate a carefully constructed and persuasive historical interpretation in an essay.

Required Readings

- [Major Problems in the History of American Medicine and Public Health](#)
- Sharla M. Fett, [Working Cures: Healing, Health, and Power on Southern Slave Plantations](#)
- Alan Kraut, [Silent Travelers: Germs, Genes, and the Immigrant Menace](#)

Grading

Grades will be based upon the research paper, response papers, attendance, and participation. At the end of the quarter, points will convert to a letter grade (standard distribution: 91 – 100 = A, 81 – 90 = B, 71 – 80 = C and so on).

Quizzes (5 point each)	20
Midterm	20
First Gordon Rule Paper	15
Second Gordon Rule Paper	15
Final	20
Attendance and Participation	10
Total	100

Reading Quizzes (5 points each, 20 points total): In order to reinforce concepts introduced in the course readings and discussions, there will be four quizzes and an additional make up quiz to replace one of the four regularly scheduled quizzes. Quizzes must be taken in class on the day indicated in the syllabus. Missed quizzes will receive no credit. One missed quiz can be replaced by the makeup quiz.

Examinations (Midterm 20 points/ Final 20 points): There will be two essay exams that will emphasize the connections between readings and lectures and will not be cumulative. The exams should last about 75 minutes each.

Gordon Rule Papers (15 points each, 30 points total): There will be two papers, 6 pages long (1500 words) each for a total of 3000 words, as stipulated by the Gordon Rule, see below. The First Gordon Rule Paper is DUE AT THE BEGINNING OF CLASS ON THURSDAY, Week 5. We will hand it back to you with comments and suggestions. The Second Gordon Rule Paper is DUE IN CLASS ON THURSDAY, April 18.

All papers must be double-spaced and typed. Handwritten papers will not be accepted. No paper extensions, except in the case of serious and documented illness. Papers must be submitted to the professor before class. Email submissions will not be accepted. For each class the paper is late, it will drop 2 points out of 15. Papers placed in my mailbox in the History Department must be time and date stamped in the History Department office (401 Bellamy). It is your responsibility to confirm I have received your paper and it is in your best interest to submit them on time. The papers will be graded on the strength of their ideas, their ability to advance a thesis or interpretation, and how well they are written (their use of language, spelling, punctuation, grammar). To receive full credit, a paper must include an introduction, a thesis or argument and the details to support it, and a conclusion.

Important: Each and every citation in papers must be clearly and correctly referenced. Even when you refer to another person's ideas, you must credit the original source. See the course website for online style manuals.

Each paper must have at least 1500 words and no more than 1750 words. The word count is fixed by the Gordon Rule (see below). You will need to sign a word count at the top of each essay.

The Gordon Rule: 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. Even if you have fulfilled your Gordon Rule Requirement in another class, you must complete the requirement to pass *Medicine and Society*.

A Note on Writing and Originality: Plagiarism is one of the most serious offenses at the Florida State University and at any academic institution. See the *FSU Student Handbook* section entitled: "Violation of the Academic Honor Code" for explicit details of what constitutes plagiarism, but for the purposes of this course anything you write must be your original work. Quotations should be brief and must be clearly cited to the original source (this includes internet sources) according to an approved style guide such as MLA, Chicago, or Turabian. I am much more interested in your honest thoughts about the material than long, unanalyzed quotations.

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>.)

Grading Rubric: Papers for this class will be graded on a 15-point scale with +/- designated as appropriate.

- A (14-15) is an excellent paper, which is both thoughtful and well expressed.
- B (13) is a good paper which has a few problems in either expression or reasoning, but which shows solid effort.

- C (11-12) is a paper which has some major problems in either its construction or its argument or both, but which still represents a passing grade.
- Grades of 10 or less represent papers which have major problems in both areas and which must be improved to pass this portion of the class.

Overall, the paper will be graded in two areas: Form (5 points) and Content (10 points). Students often lose points needlessly on Form if they do not proofread their papers. *Be sure to proofread your paper before handing it in.* Proofreading is the best way to guarantee that you will not lose points for form. Proofreading is extremely important, not just for removing careless errors in form but also to make sure that the paper is well argued. *You may need to reread (and rewrite) your paper more than once* in order to be sure that the Content portion of the paper is clear and that the argument is logical and substantiated with evidence. Failure to make a clear argument and to back it up with evidence from the readings is the most common reason why papers lose points. Rereading and rewriting are really rethinking and good essays always show signs that the writer carefully thought about the content more than once.

Here are the ten areas in which the papers will be graded:

Form (5 points total; 1 point for each of the following criteria)

- Spelling (including typos, capitalization)
- Usage (e.g., noun-verb agreement, passive voice, appropriate voice, proper verb tense)
- Proper punctuation (including possessive, proper use of semi-colons and colons)
- Paragraph construction (topic sentences, coherence, indentation)
- Sentence construction (e.g., parallelism, fragments, run-ons)

Content (10 points; up to 2 points for each of the following criteria (2 = fully accomplishes this criteria; 1 = partly accomplishes this criteria; 0 = fails to accomplish this criteria))

- Is the thesis clearly stated and does the thesis analyze and synthesize knowledge about cultural variation within and/or between cultures?
- Does the paper use sub-themes to support the thesis?
- Is evidence from the readings used to support the thesis?
- Are citations in correct form and properly placed?
- Does the essay have a strong conclusion?

Students who have questions about these areas or specifics of grammar should consult a style manual (located on the course website under Resources) and / or the Graduate Assistant.

University Attendance Policy

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.

*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 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
 97 Woodward Avenue, South
 Florida State University
 Tallahassee, FL 32306-4167
 (850) 644-9566 (voice)
 (850) 644-8504 (TDD)
 sdrc@admin.fsu.edu
<http://www.fsu.edu/~staffair/dean/StudentDisability/>

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.

Class Schedule

Week 1: What is a Public Health Issue?

Reading: Reverby and Rosner, Rosenberg, Patterson

Week 2: Colonial Beginnings: A New World of Diseases, People, and Healing

Reading: Major Problems Chapter 2

Week 3: Gendering Authority in the Medical Marketplace in the Early Republic

Reading: Major Problems Chapter 3

Assignment: *Quiz 1*

Week 4: Medical Knowledge, Practice, and Patients before the Civil War: Race, Region, and Religion

Reading: Major Problems Chapter 4

Week 5: Science, Health Reform, and the Female Physician

Reading: Major Problems Chapter 5

Assignment: *First Gordon Rule Paper Due*

Week 6: The Civil War, Efficiency, and the Sanitary Impulse 1845-1870

Reading: Major Problems Chapter 6

Assignment: *Quiz 2*

Week 7: Privileging the Experimental Laboratory, 1865-1900

Reading: Major Problems Chapter 7

In-class Midterm Friday

Week 8: Microbes, Strangers, and Habits of the Home 1880-1925

Reading: Major Problems Chapter 8

Week 9: Marginalizing Minorities and Women in Strategies for Improving Medical Care 1870-1940

Reading: Major Problems Chapter 9

Assignment: *Quiz 3*

Week 10: no-class; spring break

Week 11: Expert Advice, Social Authority, and the Medicalization of Everyday Life, 1890-1930

Reading: Major Problems Chapter 10

Week 12: The Technological Imperative? 1890-1950**Reading:** Major Problems Chapter 11**Week 13: The Culture of Biomedical Research: Human Subjects, Power, and the Scientific Method 1920-1965****Reading:** Major Problems Chapter 12**Assignment:** *Quiz 4***Week 14: Public Health and the State during an Age of Biomedical Miracles, 1925-1960****Reading:** Major Problems Chapter 13**Assignment:** *Second Gordon Rule Paper Due***Week 15: The Dynamics of Race, Class, Gender, and Ethnicity in Health Politics and Health Policy, 1960-2000****Reading:** Major Problems Chapter 14**Assignment:** *Make Up Quiz***Final Exam************Gordon Rule Paper Assignments Medicine and Society (HIS 3xxx)****Gordon Rule Paper #1**

Read Sharla Fett's *Working Cures: Healing, Health, and Power on Southern Slave Plantations*. Please write a paper of no less than 1500 words and no more than 1750 words, which answers the following question: **Who determined whether an enslaved person was sick and what type of health care they should receive to make them well?** In your response, please consider how enslaved people (men and women) defined illness and health in contrast to their owners. Please consider how black slave healers approached health care in contrast to white physicians. At the same time that you look at the contrasts between these two groups to see how race and ethnicity shaped the nature of their relations that have contributed to Western experience you should also look for similarities. Was there any overlap between the ways these two groups experienced and treated sickness and health?

Gordon Rule Paper #2 (In addition to Gordon Rule, this essay will be used for assessing your ability to analyze and synthesize knowledge about cultural variation within and/or between cultures)

Read Alan Kraut's *Silent Travelers: Germs, Genes, and the Immigrant Menace*. Please write a paper of no less than 1500 words and no more than 1750 words, which answers the following question: **How did ideas about race, ethnicity, gender, and class shape health officials' approach to categorizing disease and implementing procedures for healing.** In your response to considering the nature of relations among the many groups that have contributed to Western experience, please reflect on how immigrants resisted health officials' categories and crafted their own procedures for healing in contrast to health officials. Please be specific in considering how at least three of the six immigrant groups Kraut describes (Irish, Italian, German, Jewish, Chinese, and Japanese) responded to health officials' policies.

HIS 3505: Perspectives on Science and Mathematics

Dr. Kristine Harper E-m
Bellamy 453/Carothers 205B

ail: kcharper@fsu.edu
Office hours: see attached
schedule

Course description. This course, designed especially for FSU-Teach students, offers a historical perspective on the history of science and mathematics from the time of the ancient Greeks (when what we began to call “science” in the 19th century was termed “natural philosophy”) to the 20th century. It will explore the different ways that scholars have attempted to explain the workings of the natural world. We won’t be able to cover every important scientific development, so we’ll concentrate on those scientific discoveries and events that have had continuing influence, and that you are most likely to face in the classroom. Since the ability to write effectively and to assist your students in writing effectively is critical to your eventual success, this course will provide many opportunities for you to practice and improve your writing skills.

Course objectives. *Perspectives* has four interlocking objectives. By the end of this course, students will:

- (1) be able to place scientific and mathematical concepts and developments from the time of the ancient Greeks to the present into historical context—including the social, cultural, religious, and political situations that influenced them and which they in turn influenced;
- (2) be able to put this broader history and context to work in science and mathematics pedagogy;
- (3) be able to conduct historical research and analyze a variety of information sources;
- (4) be able to write a professional quality article.

You will design and prepare **two 5E lesson plans** (each having a minimum length of 1200 words). I will distribute detailed instructions separately. You will select the lesson plan subject from a variety of options. Once graded, you will incorporate corrections into your lesson plan and resubmit it to improve your grade. You will also **research and write two 1500-word papers [the “W” assignment]** on a topic subject to my approval, which may be the same as your lesson plans. **Weekly quizzes, two in-class midterm exams, and a final exam (all essay)** will test the extent to which you have followed, engaged in, and learned from the topics discussed in class and in the readings. You will **present** one of your lesson plans to your peers and **provide written critiques of** other presentations.

Perspectives is an upper-division history course. Reading history books and articles written by historians and documents written by scientists in the past presents challenges you may not have experienced. I will provide instruction on *how* to read these materials so that you spend your time wisely and learn how to get the most out of these books and documents. You will need to do additional research and reading when creating your lesson plans—allow enough time for that process. Classes are a mixture of lecture and discussion. Attendance and participation are important, and will constitute part of your grade. In addition to in-class participation, you will be providing me with “fuzzy point” (see more information below) input via e-mail by noon on Wednesdays.

Note: this is a Liberal Studies Area III: History/Social Sciences Course

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.

Note: this is a Gordon Rule “W” course

The Gordon Rule: 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. [This means that even if you have fulfilled your Gordon Rule Requirement in another class, you must complete the requirement to pass *Perspectives*.]

Required reading:

Edward Grant, *The Foundations of Modern Science in the Middle Ages*

Peter Dear, *The Intelligibility of Nature: How Science Makes Sense of the World*

Paul Lawrence Farber, *Finding Order in Nature: The Naturalist Tradition from Linnaeus to E.O. Wilson*

David Cassidy, *Einstein and Our World*

Dirk J. Struik, *A Concise History of Mathematics*

Thomas S. Kuhn, *The Structure of Scientific Revolutions*

In addition, I will post relevant shorter readings to the Blackboard site.

GRADES...will be earned based on the following:

Exams (3 x 10%=30%): three comprehensive essay exams (two midterms and a final)

[Note: no make-ups unless you contact me in advance of the exam—documented illness/family emergencies only]

Quizzes (10%): one short essay question each week

[No make-ups—I’ll toss the low score]

Papers (12.5% each=25%): [“W” assignments] two 1500-word papers, which will be graded using the attached rubric. Late paper? Deduct 2.5 points for *each* day (including weekend days) it is late (out of 50 points). See note under lesson plans below for opportunity to revise/resubmit writing assignments. These written assignments will have several deadlines (topic, research, outline, drafts, etc.) so that I can provide written feedback at each stage. You are always welcome to meet me outside of class for in-depth discussions on your project and related writing assistance.

Lesson plans (7.5% each= 15%)

- Grading rubric is attached
- Late assignments: 5 point deduction (from 100 points) for each *day* the assignment is late (this includes weekend days). Either give the papers to me directly or turn them into my box in the history office after getting a date/time stamp from the office staff.
- Important: If you choose, you may revise and resubmit your written assignments. This way you can learn from your mistakes *and* get a better grade. You must turn in resubmissions within a week of getting the paper back and provide the original paper along with the rewritten version. You cannot gain back late points, however.

Presentation (5%) and comments on others’ presentations (5%)

Class participation (10%): includes providing assigned “responses” (fuzzy points) in advance of class meeting and participating in discussions (which will usually have a short written component to turn in). Each “response,” whether delivered via e-mail or done in class, will be worth a maximum of two points. Full on-time response = 2 points; Minimal on-time response = 1 point. Late or no response = 0 points.

What is a “fuzzy point”? The fuzzy point assignment that accompanies each reading assignment is your chance to tell me ahead of class what parts of the reading you found confusing and why. If you thought it all made perfect sense, you can tell what you thought was most interesting and why. I take this input and modify the lecture and discussion prompts for the day. Be sure to get yours in on time.

Final grades will be assigned as below:

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

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>.)

Writing and Honesty: Plagiarism is one of the most serious offenses at Florida State University and at any academic institution. See the FSU Student Handbook section entitled: "Violation of the Academic Honor Code" for explicit details of what constitutes plagiarism, but for the purposes of this course anything you write must be your original work. Quotations should be brief and must be clearly cited to the original source (this includes internet sources) according to an approved style guide such as MLA, Chicago, or Turabian (online versions of these style guides can be found on the course website). Long quotes do nothing for an argument. I am interested in *your analysis* of the material, the source of which you need to cite.

To assist you in avoiding plagiarism, you will need to submit your paper to SafeAssign, which will identify citation errors or problems. You must continue to revise your papers until they receive a clean report from SafeAssign.

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.

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.

Americans with Disabilities Act: Students with disabilities needing academic accommodations 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) 644-9556 (voice)
(850) 644-8504 (TDD)
sdr@admin.fsu.edu
<http://www.disabilitycenter.fsu.edu/>

GOT QUESTIONS? ASK!

Week 1

Introduction -- So What?

Mathematical Development

- * Before the Greeks: Babylonians, Egyptians, and Minoans
- * Greek mathematics and mathematicians
- * Islamic mathematics and mathematicians
- * purpose—reasons behind mathematical development and why they matter

Week 2

Changing Worldviews

- * Aristotelian thought
 - * Asking questions -- seeking answers
 - * natural philosophy v. “science”?
 - * The Nature of Science...What makes “science” science?
[We will return to this theme throughout the semester.]

Week 3

The Great Divide -- Science and Mathematics

- * Who explains? Who computes?
- * Astronomy v. cosmology
[We will return to this theme throughout the semester.]

Week 4

Scientific Revolution—or Not?

- * What makes it revolutionary? Are you sure?

Week 5

Religion and Science

- * Theology as the “queen of the sciences”
- * Does theology operate against natural philosophy?
- * What is the role of “the church” in scientific development?
- * Are these “dead white guys” pushing back against theology, religious dogma, or something else?
- * Possible case studies:
 - themes in Islamic and Indian mathematics
 - Copernicus
 - Galileo
 - Newton

- Darwin
 - Lyell/Hutton
- [We will return to this theme during later weeks.]

Week 6

Natural Philosophy/Science: Open and Closed

- * Why was natural philosophy “open” and alchemy “closed”?
- * How does “open” and “closed” knowledge develop? What difference does it make?
- * What is the role of publication? Peer review? Upsides? Downsides?
- * Possible case studies:
 - Newton and his buddies [both doing natural philosophy and alchemy at the same time]
 - Paracelsus
 - *Philosophical Transactions* and the Royal Society
 - The sharing of information via the royal courts/courtiers/religious organizations (e.g., Jesuits)

Week 7

Disciplinary development

- * natural philosophy → physics (17th C), chemistry (18th C)
- * natural history → geology, botany, zoology, meteorology (19th)
- * geophysics, oceanography, hydrology + the hyphenated fields (20th C)
- * mathematics, both within the field and as incorporated in scientific disciplines
- * how does metallurgy (which was not part of natural philosophy, but was part of a trade) become a science?
- * What does it mean to be a discipline?
- * What does it mean to be a science? A scientist? A professional?
- * How about a pecking order?

Week 8

Evolutionary Theory

- * Pre-Darwinian theories and why they are important
- * Arguments for/against Darwinian theory upon its release
 - by scientists
 - by clerics
 - by nationality
- * Arguments for/against Darwinian theory after a few decades
- * Arguments for/against Darwinian theory in the 20th C
- * The “Synthesis”
- * Is Darwinian evolutionary theory static? Why or why not?

Week 9

Class/Gender/Race/Science

- * Who *does* science? Why?
- * Change over time? Why or why not?
- * What drives any changes?
- * Why is this important to science teachers?
- * Why is this important to science students?
- * Why is this important to mathematics teachers?
- * Why is this important to mathematics students?

Week 10

Theory development/shift over time

- * Thomas Kuhn's *Structure of Scientific Revolutions*
- * The roles played by:
 - rules of evidence
 - nationalism
- * Possible case studies:
 - geosciences in the 19th/20th centuries (catastrophism/uniformitarianism/
old Plate v. young earth/Lord Kelvin/radioactivity/Continental Drift/
Tectonics/role of war)
 - physics in the 19th/20th centuries (Aristotle/Classical World View/
Relativ ity theory/Quantum Theory)
 - genetics
 - mathematics (including Islamic and Indian)

Week 11

Which comes first? Science or Technology?

- * Why?
- * Are you sure?
- * Why does this make a difference?
- * What influences technological development and why?

Week 12

Trusting Numbers: Accuracy, Precision, and Statistics

- * What are the roles they play?
- * What influences their importance?
- * Why are they important to you *now*?
- * Is this something you *assume*? Why or why not?

Week 13

Moral and Ethical Considerations

- * Case studies
 - Tuskegee Syphilis Project
 - Eugenics
 - Manhattan Project
 - Radiation Experiments
 - Science and War
 - Fabrication of data/results

Week 14

Climate Change

- * Scientific controversy? Political Controversy?
- * Societal, political, and scientific influences
- * What are the consequences?
- * What is the role of models?
- * Explaining science to the public
- * Public understanding of science -- the bottom line for your students

Week 15

Wrap-up

Grading Rubric for Gordon Rule Papers

Name: _____

Total points possible: 50

Form at: 10

Writing Form: 15

Content: 25

Paper component		Indicators
Format - 10 points possible		Follows course style sheet
Correct title page	0 2	Does not follow course style sheet. Correctly follows course style sheet.
Correct header	0 2	Does not follow course style sheet. Correctly follows course style sheet.
Correct font	0 2	Used font other than Times New Roman, 12 pt. Used Times New Roman, 12 pt.
Correct page numbers	0 2	Do not follow course style sheet. Correctly follow course style sheet.
Correct spacing and margins	0 1 2	Do not follow course style sheet. Spacing or margins, but not both, correct Both spacing and margins correct
Writing Form - 15 points possible		Indicators
Title appropriate to assignment; reflects thesis and content.	0 1 2	Inappropriate title; does not reflect thesis/content Title somewhat related to thesis/content Title completely related to thesis/content
The paper has an effective Introduction.	0 1 2	Introduction not effective; fails to set up the argument that follows. Introduction somewhat effective; argument only partially set up. Introduction is effective; reader can fully identify the argument and understands the writer's aim in the paper.
Sentences show good structure and variety. [Structure problems include, e.g., improper use of subordinate phrases, improper use of punctuation, sentence fragments, run-on sentences, improper use of parallel construction.]	0 1 2	Consistently poor sentence structure/lack of variety (e.g., many very short or very long sentences). A few poorly constructed sentences or a few paragraphs that lack variety of sentence length or form. Excellent sentence structure and variety.

Paper component		Indicators
Writing Form (continued)		
Narrative is clear; paragraphs present a coherent idea/thought, and there are logical transitions between paragraphs. Topic sentences are present and relate to the rest of the paragraph.	0 1 2 3	Paragraphs present random thoughts; no transitions between paragraphs. No effective narrative in the piece. Some paragraphs are well written; transitions are ineffective; narrative is weak. Most paragraphs are well written; most transitions are effective; the reader can follow the narrative, but it still has problems. Excellent paragraph and transition construction; excellent narrative -- storyline is coherent throughout the paper.
The conclusion brings the paper to an effective close; wraps up the thesis and reiterates the main points of the paper.	0 1 2	Conclusion is not effective; fails to bring the paper to a logical close. Conclusion is somewhat effective; construction or content could be improved. Conclusion is well done; effectively closes the paper by reiterating the argument and summarizing the evidence.
Appropriate word choice; writer used the correct words to express ideas.	0 1 2	Consistently used words that did not convey the intended meaning. Occasionally used words that did not convey the intended meaning. Consistently used the correct words.
Grammatical, stylistic, and spelling errors are held to an absolute minimum. [Spelling errors include improper capitalization and typographical errors; grammar errors include use of passive voice, improper verb tense, noun-verb mismatch, and incorrect punctuation, including the possessives.	0 1 2	More than two errors per page on average. More than one error per page on average. Less than one error per page on average.
Content - 25 points possible		Indicators
The paper has no evidence of plagiarism -- if it exists, entire paper receives a zero.		Plagiarism indicators include: * One or more entire paragraphs copied and presented as one's own work, either with or without attribution, and without being presented as quoted material. * Misrepresentation of the material source (this does not include an inadvertent error, but does include listing materials that when checked do not pertain to the information presented in the paragraph or sentence in question).
The paper was written using appropriate sources, both primary and secondary.	0 1 2 3	Used inappropriate sources, e.g., Wikipedia, non-peer-reviewed journal articles, non-scholarly books. Used mostly inappropriate sources. Used mostly appropriate sources All sources were appropriate.

HIS 3505 Perspectives on Science and Mathematics

Paper component		Indicators
Content (continued)		
Sources were properly cited. This includes proper placement and format, with all relevant information included.	0 1 2	Consistently improper citations. A few improper citations. All citations were properly placed, formatted, and complete.
The author has clearly stated the thesis.	0 1 2	Thesis not evident. Thesis poorly constructed. Thesis clearly stated.
Author has critically analyzed and synthesized the evidence from sources, and used it to effectively back up the thesis.	0 6 12 18	Failed to meet this component. Poor execution of this component; multiple elements of synthesis, analysis, and use as supporting evidence missing. Good execution of this component, with some element missing. Completely fulfills this component. Author has correctly synthesized and analyzed information from both primary and secondary sources, and used this information to fully support the paper's thesis.
Total points earned:		
Deduction for being late (-2.5 pts/day late):		
Total points: /50		

Perspectives 5E Lesson Plan Rubric

Science or mathematics teachers are the target audience for this lesson incorporating historical context in the secondary (grades 7-12) science or mathematics classroom. It should be comprehensive enough for another teacher to use.

Lesson component	Indicators
Title, Course Information, Source	0 Lacks informative title, or course information, or is unclear what the source of the lesson is, or how to access it. 1 Title provides information about the topic. Includes grade level, name of course (e.g., Algebra I, 8th grade science), lesson difficulty (e.g., general, pre-AP). Gives sufficient information for user to check original source (Web address, complete bibliographical data).
Florida Sunshine State Standards (referred to as Florida Standards)	0 Does not include Florida Standards that are appropriate for the grade level or the course. 1 Lists Florida Standards that are not addressed in the lesson, omits key science or mathematics concepts, or fails to identify Florida Standards by grade level, objective, Big Idea, Body of Knowledge and Benchmarks with text subheading. 2 Includes only the most important Florida Standards, including Big Idea, Body of Knowledge and Benchmarks with text and science or mathematics concepts that are addressed in the lesson plan.
Concept	0 Purpose of the lesson is unclear, or simply restates performance objectives. 1 Offers a clear, concise description of what the lesson is about. It includes a brief rationale of why the lesson is important to the students.
Performance Objectives	0 Objectives do not correspond with what is taught or assessed in the lesson. 1 Wording is incorrect. For example, <ul style="list-style-type: none"> • does not begin with: “Student will be able to...,” or • is not followed by a power verb. Or, lesson includes important components that are not mentioned in the performance objectives, or the lesson activities do not address all of the performance objectives. 2 One of the following is incomplete or missing: <ul style="list-style-type: none"> • Objectives are aligned with all components of the lesson. • Student achievement of all of the objectives is evaluated appropriately during the course of the lesson. 3 All of the required components from # 2 are present.
Resources	0 The list is incomplete or there is insufficient detail for another person to use in planning to teach the lesson. 1 The list includes quantities required per group and per student, and supplies necessary information so that another person could plan precisely what is needed for a class to do the lesson. If materials are not widely available, information on where to obtain them should be included.
Student Handouts Data sheets, presentation materials, and any assessments.	0 Relevant handouts are not included; therefore, the lesson cannot be accepted for review. 1 Handouts are not complete, poorly designed, or written in ways that confuse the students. 2 Handouts are complete but require only minimal, low level thought from students and may miss opportunities to reinforce the lesson objectives. 3 Handouts are clearly written, well organized, and attractive. Directions for activities are concise, easily understood by students, and follow a logical progression. Questions are aligned with performance objectives and promote critical thinking about the activity from students.

Lesson component	Indicators	
Lesson Content Provides a model lesson that is free from content errors	0 2	The lesson plan contains content errors, which leads to students' confusion and perpetuates misconceptions. The lesson plan is free of content errors, and anticipates, uncovers, and addresses misconceptions.
Engagement Organizes students' thinking toward the learning outcomes of current activities.	0 1	Does not engage students in the learning effectively because one or more of the following: <ul style="list-style-type: none"> • Reveals too much about what students are expected to discover in their analysis. • Is inappropriate for the target students and grade level. • Requires an unreasonable amount of time. • Does not raise questions or pose problems that focus student interest on doing the analysis. • Fails to elicit responses that uncover students' current and prior knowledge about the concept/topic (pre-assessment). Generates interest and curiosity and contains none of the problems described above.
Analysis Provides activities so that all students have common opportunities to analyze historical texts and tie them to scientific/math concepts. Conducts ongoing formative assessment.	0 1 2 3	Not appropriate for teaching the stated lesson performance outcomes. For example, it is inappropriate for the grade level or class. General idea is adequate but detailed plan is not included for ensuring that students understand the procedures they will follow before they start work. The purpose of the analysis is not clear. Handouts with directions and questions to direct students' thinking toward the performance outcomes are not included or contain significant problems such as content errors or incomplete information. Analysis opportunities are appropriate for teaching the stated lesson performance outcomes, but one of the following is missing: <ul style="list-style-type: none"> • Opportunities for student to work together collaboratively without direct instruction from the teacher. • Opportunities for students to analyze historical events or situations so that they can establish relationships, observe patterns, identify differences in context, make predictions, and question "standard stories." • Excellent probing questions that redirect students' analyses when necessary and inform the teacher about students' level of understanding (formative assessment). • Anticipated responses from students are included All of the required components from # 2 are present.
Explanation Focus students' attention on particular aspects of their engagement and analysis activities. Provides opportunities to teach and reinforce important concepts. Conducts ongoing formative assessment.	0 1 2 3	Does not allow students to explain concepts and definitions in their own words. Allows students to describe their results at a superficial level but does not include a variety of excellent probing questions to actively involve students in the lesson and ensure students think deeply about the results of their analysis. Fails to take advantage of what students learn and experience in the analysis to teach/explain important related history of science/mathematics ideas in context. Does not anticipate common student misconceptions. The lesson plan is missing one of the following: <ul style="list-style-type: none"> • Probing questions that require students to answer questions about the analysis such as "Why?" "How?" "What if...?" • Definitions, explanations, and new vocabulary in the context of new concepts and ideas. • Explanation relating what students learn in the analysis to important related science and math concepts throughout history. • Probing questions to consistently and equitably evaluate all students' understanding (on-going formative assessment). In addition to all of the required components from # 2, the lesson: <ul style="list-style-type: none"> • Goes beyond what students learned directly in the analysis, but uses this (and previous) experience as the starting point for explaining concepts in greater depth. • Encourages divergent thinking, allowing students to suggest alternative concepts or extension of ideas to different disciplines.

HIS 3505 Perspectives on Science and Mathematics

Lesson component	Indicators	
<p>Elaboration Challenges and extends students' conceptual understanding and skills.</p>	0	Does not provide an opportunity for students to apply labels, definitions, explanations, and skills that they have just learned to similar, but new, situations.
	1	Provides rich and innovative opportunities for students to synthesize, explore or create new connections to the concepts mastered.
<p>Multi-cultural Elements Challenges and extends students' conceptual understanding and skills.</p>	0	Does not include multi-cultural context within lesson content/objectives.
	1	Provides limited multi-cultural context within lesson content. Fails to engage students in discussion and analysis of multi-cultural differences in approach and execution of scientific and mathematical development.
	2	Provides sufficient multi-cultural context within lesson content, but fails to engage students in discussion and analysis of multi-cultural differences in approach and execution of scientific and mathematical development.
	3	Provides in-depth multi-cultural context within lesson content. Encourages students to extend ideas surrounding multi-cultural context to other disciplines and across time and space.
<p>Evaluation Summative assessment requires students and teachers to assess mastery of lesson objectives.</p>	0	Fails to evaluate whether or not students have achieved any performance objectives.
	1	Fails to evaluate whether or not students have achieved all performance objectives.
	2	Includes a mechanism (with post assessment and other means) for evaluating achievement of individual students.
	3	Provides ample opportunity for students to demonstrate their achievement of performance objectives.

Distance Learning Committee 2009-10 Report

Distance Learning Committee Minutes March 26, 2010

Present at the meeting were Susann Rudasill, Susan Fiorito, Michelle Kazmer, Sandra Lewis, Patrick Maroney, and Jennifer Gramling

The first item discussed was the status of the Web site devoted to listing procedures for developing online courses and programs. The development site was reviewed. All committee members will be granted access to the site. Jennifer Gramling will upgrade the site and coordinate the addition of APPS forms and material. Other material will be added as appropriate. A new design and functionality will be developed.

The second item discussed was the current status of procedures relating to academic fraud and online testing. A new Faculty Senate ad hoc committee on academic integrity is being formed. The committee will take inventory of current policies and resources and make recommendations. The committee is to identify problem areas and suggest solutions. The committee is to meet spring semester 2010 and complete its work by fall semester 2010.

The next item discussed concerned the role of the Distance Learning Committee in approving undergraduate program proposals. The committee sentiment was that the proposals should be approved via a process initiated through the office of the Dean of Faculties.

The final item discussed was distance learning fees. Discussion centered on the development of new codes that more clearly indicate the designation of fees as being related to FTE generating course hours or auxiliary course hours. The requirement that fees be related to extra costs necessitated by online offerings remains. Procedures provide guidance regarding the appropriateness of such expenditures.

The meeting was adjourned.

Report for Honors Policy Committee, 2009-2010

Honors Course Offerings 2009-2010 The challenge continues to be: 1) soliciting new courses that would address the amount of credit that students are bringing in with them from high school; and 2) keeping the range and quality of the courses that we presently offer. In Spring '09, we did a campaign of phone calls to departments to make sure that they kept up their offerings, and this was effective. We offered a total of 80 Honors courses for Fall 09, as opposed to 78 in Fall 08 (includes augmented as well as regular courses in both cases). There was some falling off class offerings in Spring 10, however (69 total as opposed to 74 in Spring 09)

Modest successes this year include:

- Political Science's new Honors Research Methods course (Pos 3213) (this is in addition their regular offering of 3 Honors augmented courses).
- The Dean of the Business School offered an Honors class in Business ethics

Other Academic Highlights for 2008-09, 2009-10

- Institution off first **Kingsbury Award for Undergraduate Writing** (administered through the Honors in the Major Program).
- 2nd year of **Undergraduate Research Program in the Humanities** with a new emphasis on digital research.
- Worked with Center for Civic Ed to create **Service Learning Hons Certificate**.

Community-building Activities

Worked with Honors Council to create new Honors organization (**Honors Student Association [HAS]**) that will include all Honors students; set up process for collecting a one-time activities fee of \$20 for HSA to be paid by all incoming students. This new organization is now holding elections and will be fully operative in the fall.

Recruiting and Publicity

- Co-sponsored **5 Open Houses** with the Honors Delegates on Preview evenings for invited students and their parents (362 people attended)
- Hired student Tech assistant to maintain and update Website; created several new sites for the Honors home page (Honors All-Stars, Photo Gallery and pages for the 2 Honors Associations) plus new Face book page for Honors in the Major students.

FTIC Admission for Fall, 2009: 682 (634 regular; 48 petition)

(Comparative Data: Fall 2008: 603 (485 regular; 118 petition)
Fall 2007: 580 (421 regular; 159 petition)
Fall 2006: 585
Fall 2005: 533

Lateral Admission for Fall 2009/Spring 210: 425 (number at Spring 2010 orientation)

(Comparative Data: Fall 2008/Spring 2009: 232 (number who registered for Fall 2009 Sophomore Colloquium)

Dismissals:	2008-09	187
(Comparative Data:	2007-08	142
	2006-07	133

Medallion Earners	2008-09:	193 (Honors 86: Honors in the Major 107)
(Comparative Data	2007-08	247
	2006-07	233

Honors in the Major Completed	2008-09	98
(Comparative Data)	2007-08	121
	2006-07	92

An issue regarding the number of Medallion Earners and Honors in the Majors Completed is that of tracking these students. At present they self report, which means the actual numbers may be higher.

Bess Ward Expenditures

Travel Scholarships, 2008-2009

Fall '08: 10 grants @ \$1,500 each	\$ 15,000
Spring '09: 9 grants @ \$1,500 each:	\$ 12,500
Summer '09: 9 grants @ \$ 500 each	\$ 4,500

Total Cost \$32,000 (in 07-08 \$12,500; in 06-07 \$24,000)

Thesis Grants, 2008-2009

Fall '08: 12 grants amounting to	\$ 11,340
Spring '09: 10 grants amounting to	\$ 8,835

Total Cost \$ 20,175 (in 07-98 \$ 31,107
(in 06-08: \$26,000)

Travel awards and thesis grants have been requested and awarded on the basis of a single proposal prior to confirmation of travel. Awards this year were based on separate requests so travel funds were awarded on the basis of confirmed conference attendance and participation.

Honor-only Classes, 2009-2010

Fall 2009		Spring 2010	
Courses Offered	49	Courses Offered	45
Seats Available	913	Seats Available	982
Seats Filled	837	Seats Filled	767
% Seats Filled	91.68%	% Seats Filled	78.11%

Honors-only Classes --- Summary

	Total number of Courses Offered
2009-10	94
2008-09	87
2007-08	85
2006-07	84