



THE FLORIDA STATE UNIVERSITY
FACULTY SENATE

MINUTES
FACULTY SENATE MEETING
SEPTEMBER 22, 2010
DODD HALL AUDITORIUM
3:35 P.M.

I. Regular Session

The regular session of the 2010-11 Faculty Senate was held on Wednesday, September 22, 2010. Faculty Senate President Eric Walker presided.

The following members attended the Senate meeting:

J. Ahlquist, G. Allen, B. Altman, T. Baker, D. Bernat, J. Bowers, M. Burmester, K. Burnett, E. Chicken J. Clendinning, R. Coleman, D. Cooper, M. Craig, J. Dawkins, J. Diaz, R. Doel, G. Doran, J. Dorsey, I. Eberstein, R. Eger, K. Erndl, J. Fiorito, S. Fiorito, A. Gaiser, K. Gallivan, L. Garcia-Roig, J. Geringer, C. Hofacker, G. Houlihan, E. Hull, R. Ikard, B. Jackson, T. Keller, H. Kim, Y. Kim, J. Koslow, W. Landing, D. Latham, B. Lee, M. Leeser, J. Leiber, S. Lewis, J. Lickson, T. Lindbloom, W. Logan, L. Lyons, T. Ma, C. Madsen, H. Mattoussi, T. McQuade, M. Mesterton-Gibbons, R. Mizelle, D. Moore, A. Mullis, J. O'Rourke, N. Piquero, T. Plewa, M. Radey, V. Richard Auzenne, J. Saltiel, R. Schwartz, J. Sickinger, L. Spainhour, T. Stallins J. Standley, G. Tenenbaum, D. Tsilimingras, J. Tull, G. Tyson, C. Upchurch, O. Vafek, S. Valisa, R. Van Engelen, D. Von Glahn, E. Walker, I. Zanini-Cordi.

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

I. Audirac, E. Baumer, P. Born (**F. Heflin**), J. Carbonell, W. Carlson, A. Chan Hilton, I. Chiorescu, J. Cobbe, Alice-Ann Darrow (**M. Buchler**), L. Edwards, S. Foo (**C. Edrington**), D. Gilbert, K. Harris, R. Hauber, P. Iatarola, T. Kolbe, S. Leitch, T. Matherly, B. Menchetti, W. Mio, R. Pekurny, R. Radach, G. Rogachev, F. Tolson.

II. Approval of the Minutes

The minutes of the April 21, 2010 meeting were approved as distributed.

III. Approval of the Agenda

The agenda was approved as distributed.

IV. Special Order: Remarks by the Senate President, E. Walker

One year ago, the faculty of this institution were reeling from a double-blow, a massive budget cut from the state (\$85 million) and, as part of the response to that cut, the terminations of 35 tenure-track faculty, including 21 of our colleagues with tenure. We also faced the uncertainty of a presidential search, a process with a vexed history in the experience of many of us here.

So where are we today, a year later, on both these fronts?

During the presidential search last fall, the faculty made it clear that we sought a national search for an outside candidate with strong academic credentials. The search committee had strong faculty representation, and there was good communication between the faculty and the Board of Trustees about the process. Result: national search, outside candidate, strong academic credentials. Chalk that one up in the plus column.

Now for the minus column.

During the fall term, this body voted unanimously to ask the Board of Trustees to rescind the terminations of the 21 tenured faculty, on the grounds that the damage to the university by this action was hugely disproportional to its modest cost savings, which could have been accomplished otherwise. We reported that resolution to the Board of Trustees and received no response.

Upon President Barron's taking office in February, the steering committee asked him immediately to take up a specific question in the layoff controversy, the confused issue of support for terminated faculty. Although the administration had noted in several press releases about the budget cuts that terminated faculty would be supported on stimulus dollars for two years, the affected faculty were never told this directly, and in fact a subset were told that they would not be funded beyond a single year. President Barron immediately declared his intention to honor President Wetherell's promise of two years of stimulus funding to all the affected faculty and communicated this decision to those faculty in writing. That's another tick in the plus column.

During the Spring term, President Barron also decided to reconstitute the Budget Crisis Committee with significantly enhanced faculty representation from across the University. The original Budget Crisis Committee appointed by President Wetherell had eight members of central administration and three faculty members. The new Budget Crisis Committee has at least one faculty representative from each of the fifteen colleges, who we hope will serve as a liaison between university-level decision-making and college-level deliberations. That new, expanded committee has now met twice since our last Senate meeting in April. Chalk that one up in the plus column as well.

Meanwhile, during the spring, the issue of the faculty layoffs entered the formal Grievance Process governed by the Collective Bargaining Agreement, where it remains today. Just to be clear, this is a process entirely separate from the Faculty Senate's procedures and prerogatives. I am told we might expect a decision from the Arbitrator sometime in November. Earlier today, Jack Fiorito emailed all faculty an update with newly posted links to formal closing briefs filed by both parties on September 21. It's about 100 pages of reading.

An understandable but regrettable consequence of this legal procedure is that a good bit of the discussion of the layoffs in open forums has dried up, pending the resolution of the grievance procedure. Lawyers and testimony have taken over, and closemouthedness has thus become the norm. Nevertheless, you the Senate at our April meeting unanimously reaffirmed our earlier resolution asking the Trustees to rescind the layoffs of the twenty-one tenured faculty, and we reported that resolution to the Board at its June meeting, again with no response.

Also in June, the Steering Committee decided unanimously to write to the AAUP, the American Association of University Professors, asking them to communicate with President Barron about the layoffs and governance issues. I composed a lengthy narrative of events as best I could recall them; the AAUP then wrote to President Barron requesting a response from the administration. That conversation, between the administration and the AAUP, is also now on hold until the resolution of the grievance procedure.

Where, then, does this put us at the moment, and what are the stakes? I want to round off these remarks by spotlighting the issue of shared governance, which with peer review is one of the two foundational principles of our collective professional lives. We may yet find ourselves facing another steep budget cut next year. How will we handle it? I am confident that President Barron's commitment to openness and transparency will insure that university-level decisions are carried out according to best principles of shared governance. Where I am still anxious, however, is at the college level, where it is much less clear to me that shared governance is working, especially in colleges where the unilateral way has become habit. Shared governance is often messy and awkward and troublesome. Believe me, I get that, especially the troublesome part. But it is also the gold standard, which we ignore at our collective peril.

As we move forward, I have no interest whatsoever in apportioning blame and score-settling. In my book, it accomplishes nothing useful and mires us in the battles of the past. Instead, I look forward to working with President Barron in the search for a new Academic Vice-President, and I am confident that if, worse comes to worse and we have to gather around the Budget Crisis table facing another outrageous cut, we will manage that painful process according to best practices of shared governance, now undergoing local renewal. What a concept!

Thank you for your attention.

V. Announcements by President Barron (See addendum 1.)

“Thank you... I’d just like to do two things: the first thing I’d like to do is talk a little about what’s going on in my office although it sounds like you’ve just been briefed about it, and then I would like to turn to what it is that I’m doing statewide to try to improve our resource picture. So the VP for university advancement search has been concluded, we hired Tom Jennings from the University of Virginia. Many of you may have realized that the University of VA is a fundraising machine; they are in the midst of a 3 billion dollar campaign of which they have already managed 2 billion dollars. Tom had responsibility first for the College of Arts and Sciences (he was at the Washington and Lee Univ. before that), and then he went on to be the special assistant to the president to help raise a fund for special projects, which included in their case, buildings and exterior space and projects that had to do with the arts. And he at the same time was reassigned partially, meaning he had 2 jobs, to take on other jobs in which there were problems, in his case concurrently the director of engineering fundraising. So there is a tremendous amount of breadth there in terms of where he’s done fundraising. He’s very active in CASE, which is the professional society for academic fundraising, he is co-chair of the southern or southeastern region, so what this means is we are getting someone who is current on professional standards, and who has a reputation in the US as a leader in this type of field. So I’m really pleased that we did so well..

VP for university relations Liz Maryanski, is now interim VP, I just want you to know from me that I’m not planning a search at the present time, nor am I actively looking at any other possibilities. I may do so in the future, my sense is that group is becoming energized as far as what they are doing for the University, and I will watch for a little while. Liz is doing a fine job to kick things off.

As you know the Provost and Executive VP Larry Abele announced that he was stepping down at the end of the term. It’s inescapable, the stresses that this University has gone through, a tremendous amount of pain for an 85 million dollar loss that could have been made up in a lot of different ways but was not. But I have to tell you from my own heart, in my first year here it would have been very tough--in terms of the legislature, in terms of the board of governors,--f I did not have that extra support from that office.

That search is starting. I’ve already been working with an outside consulting firm. I’ve been talking to them actually for several weeks, this will be a national search. We are after the best candidate. That certainly means the best candidate could come from the inside, there’s no predetermined manner here that this is best done inside or outside, I just want this University to say ‘this is the best candidate, and he/she is the person we want to lead the academic portfolio of this University.’ For the search committee, I’ve asked the VP’s for nominations, I’ve asked the steering committee of the Faculty Senate for nominations, I have asked the Deans for nominations... I am open to nominations from anyone. We need a committee that sends the signal to any candidate that we are extraordinarily serious about our future and the quality of that future. So the people that represent us should be a part of that signal: great people, great teachers, great researchers, so we can move forward. If you

have any comment, any concern, send it to me. I've had a little trouble keeping up with my email, but I will do my best. And even emails that I may not respond to for a while, count on the fact that they are still in my head.

I would like to turn to part 2, unless you would like for me to answer the questions about what's going on in the President's office...any questions I would be happy to answer them?

Dr. Walker: Could you maybe say a word or two about the time table of the search, in the prospect that there might need to be an interim. That seems to be what everyone asks me and it probably would be good to hear . . .

The interesting thing about a development search, if you do it well it can go very quickly, and as you know we have someone coming, and Tom will be here tomorrow. That's a very fast turnaround. And part of the reason why that occurs so quickly is that a development officer's dead in the water at the home institution the minute they announce. And so once the announcement is made, 3 or 4 weeks later they are going to be in place. This is not necessarily true for the Provost, they feel an obligation to finish a semester, to finish a year or to finish a group of projects for the institution they are in if they're a Dean... a Provost for another institution, a VP for research, you name it. This could take longer. That introduces the likelihood of having someone serve in an interim capacity starting at... well, we will see how that plays out.

Any other questions?

A senator: You said something about a selection committee, how would you go about with that process?

To me it's extremely important that this committee is representative. And from every point that means students, that means staff, that means non-tenure track faculty, that means tenure-tenure track faculty, that means people could have considerable administrative experience. Right now I'm going to put together a whole group of the nominations. Sometimes people get nominated a lot, that's a sign of something. That means someone thinks they should be the leader, not just on the search committee. So basically I'm going to work hard to be just as inclusive as I possibly can across the board throughout the University. So I think you'll see a broad based group of people.

* * *

The second part of my remarks today is the message I'm trying to take to the state, and the powers that lead. I'm going to share with you so that you can understand what I'm saying and you can turn around and say "Eric I think you're missing something, I don't think you're going to sell that, really I want to add something to that." In short, I'm inviting your feedback.

I will tell you what one of my greatest frustrations is this: we rank 49th in tuition fees out of 50 states. That's not a lot of money, right there. And every time we mention the words tuition increase or fee increase, we get clobbered by someone saying "How can you go forward and have that huge tuition increase?" And the second thing is that "you've got to keep tuition and fees under control" So here are these cash-trapped universities, this one having lost 85 million dollars, and a member of the Board of Governors voted no on every single request for tuition increase "to keep tuition and fees under control"

The second thing I hear, is that we are becoming less accessible as a university, particularly for people that are economically disadvantaged. The more I started to look at this, the more I started to think: How can someone not see that 15% of a small number is not a big number, and doesn't compare with what's going on in other states? And it occurred to me during the Board of Governors meeting that a tuition increase was even the wrong thing to be foregrounding in the discussion, because the automatic response seems to be "parent's can't afford to pay this." So I decided what I should ask for is what our students are actually paying, as opposed to what our published tuition and fees are. A wonderful group of people who also had a lot of other things to do sat down and tried to make several parts of this University communicate with each so we could try to figure out exactly what our students pay. And I wrote a press release on this topic and I'm now crossing the state discussing it. Here are the graphs on the screen:

Here is what every student pays in tuition and fees: all 27,000 in state undergraduates were examined, so this isn't just a sampling. What you can see is that 40% of our students receive money back, and the total they receive is 42 million dollars that is refunded. There are 60 refunds in excess of 10 thousand dollars a year. Basically what this means is that between a scholarship, and work study, and Bright Futures, the tuition and fees portion is covered, and they have money left over: for books, for food, or other things they might purchase. The University actually issues that check.

The second thing you discover that of the 60% that owe something, half of them owe less than \$750. So we are basically up to 71% of the student population that are "free" or if they pay something pay less than \$750 for both tuition and fees. Now I would point out that when I was a student here in 1969, I paid \$600 just for tuition. And I have not inflated that \$600, and I haven't deflated the value that's currently listed. What you see over there in the graph is that only 19 students at FSU pay more than \$3,000 a year, despite the fact that our published tuition rate is well over \$4,000 per student. And we only have 19 that pay over \$3,000, many of these students are retaking a class, so their scholarships don't apply. Or they're taking graduate classes because they are very advanced students, and so there are special reasons for having 19 people on the list.

The 10,400 students were refunded \$41.9 million. The reason why this happens is that Bright Futures, which 90% of our students are on, added \$53 million in covering their tuition and fees. Pell Grants added \$29 million, scholarships from this University and other

entities have added \$23 million, which means that we are pumping \$115 million to our students for tuition and fees.

The reason why this is important is that 15% doesn't mean anything when you're talking about an increase in tuition there. For comparison, if Penn State University increases their tuition 4%, they generate as much income as if we increase 15%. So they do 4% and nobody cares—well, they care a little bit--and they add 600 something dollars to each student. We add 600 dollars to our coffers and everybody cringes that we are increasing tuition by 15%. 15% is small. That's \$600 per student. This is a bargain. Please don't tell me that parents can't afford to send their students here because our tuition is too high.

The second part of this story is the second thing everyone tells me is "Fine Eric, but need-based students are really being harmed when you do this." If you want to characterize need-based students lets look at Pell recipients. Last year we had something like 65 hundred Pell students, and what you see is 92% of them received money back to help pay for University room board and books. Not minimizing the cost of these, but 62% of our students get money back and have no tuition and fees. If you look at the right hand side of that curve, you see there are 576 students who are paying \$664 thousand, \$100 a month tuition and fees to go to FSU. \$664 thousand isn't that much money, and by law differential tuition requires us to use 30% for need-based students. So the next increment in differential tuition is all to help students who will go to this University for free. And they will all receive checks back for food, housing, and they're going to school. This is an extraordinarily accessible University, every single person in this room should be extremely proud of this fact. We're suffering for it, but we should be proud of the fact that when someone tells you higher education is too expensive, you can tell them the facts of the matter are 71% of our total student population pays under \$750 for both tuition and fees, only 19 of our students pay over \$3,000, and every need-based student has tuition and fees covered in this.

I need everybody to hear this message and not just you. The doors to this University are wide open, and if you're a high quality student you can come here. And its not a trouble, and it's not an expense. So my view and what I'm trying to say across the board to anyone who will listen to me, is it's time to stop listening to the national news that higher education is becoming outrageously priced, and that these increases are out of control, because FSU doesn't fit in that mold. We are not expensive at all. It's time to compliment the legislature and say "You wanted the universities to be accessible, you wanted to keep bright students at home, you wanted Florida and Florida State to be like a dam to keep students from crossing over the border of Florida, because we are both over 90% Bright Futures. We are grabbing those students before they cross over the border and we are providing them with a good education and we're keeping them here. It's time to tell the legislature they won, and we're keeping up the game. It's time to realize that a tuition increase at this institution is not that big a deal, it isn't going to impact accessibility. Pell students still go free, and we've got to have the money for our faculty and for our programs. Instead, we're hearing people talking about creating different efficiencies. The favorite topic I hear now is having the Board of Governors kill different programs in each University so that we can be more efficient, so that

X can just be offered at that university and Y can be offered at this university, because we don't need to have these large programs at these universities that serve the needs of other students.

We must turn this around, we must turn it around so the discussion is maintaining high quality institutions. I want you to hear this because I've gone to the press with this, I've got quite a bit of coverage. I discussed it on NPR, I've given the statistics to the chancellor, I've given a portion of it to the Board of Governors. I'm beginning the process of meeting with each Board of Governor in order to explain what's going on and why Florida who hasn't released their data, and why Florida State should be treated differently. I started face to face meetings with all the legislative leaders, I visited the incoming Senate president, I drove all the way to Gainesville in order to sit there and brief him on this. I think the task of the University is to get this message out.

I'm happy to answer questions or comments on this, but I think what we must do is be out there with a consistent message that we are telling everyone. Because we shouldn't be looking at cuts. Because if we are looking at cuts we should be able to make it up without actually having someone pay. I will add one other thing here: if everyone paid (but the need-based students) \$2500, they would get a tax credit for that \$2500. We could add \$50 million to our coffers just by having a base tuition of \$2500 a year that everyone paid and they instantly get a tax credit so it doesn't cost a penny. As long as you skip the need-based students. If you add the need-based students it'd be \$67 million, but we don't want to go there. Such a scenario looks to me like a no-brainer.

Q from a senator: You said it excludes loans from in-state tuition? Clarify that.

Okay, here's the deal: if you take out a loan then you're paying for it eventually. So I'm not going to claim it as us delivering a free education in this state. If you do prepaid you pay for it, so I'm not going to count it again. So I'm making the point of, take away prepaid, take away loans, and you still have this tremendous weight of numbers on the left side of the curve. If you did prepaid and loans, you would see the whole just shift off... and someone has to pay for it. And quite frankly, we encourage our students not to take out loans if they don't need them. Thank you for asking that.

[next question inaudible]

The advantage to the state is having high quality institutions that keep students here. The advantage to the state is the economic engine that comes from this. So if you look at Michigan, at Penn State, at Wisconsin... Michigan and Wisconsin have two times the tuition that we have, Penn State has three times and they're investing that in, so that Penn State gets ranked by the Wall Street Journal as the number one place for corporations to go to recruit. Because it's a one stop shop, happy institution. Wisconsin and Michigan bring over \$800 million from research grants and contracts for corporations from the federal government. Can you imagine what we would be like if we had another \$600 million

coming in to this University? But the difference is that they have that tuition difference than ours. And they invest it in faculty salaries, new innovative programs, and attracting new people to do things in innovative fields. We're damaging our programs by having to take \$85 million out of some part of the University. So my message is: we're going the opposite way, and the result is that you start dropping in the rankings. And the perception of Florida Universities is they are already dropping... and then I think the students will skip over us and go elsewhere. Let us be that economic engine, let the students not want to skip over us on the way to something else, it doesn't cost a parent a penny if that \$2500 is just sitting there at the base of this. Now I think this is a compelling story. Frankly, I'm going to have to say it thousands of times, but this is the message and I just hope that everybody proudly joins in, when anybody says, "oh you're paying too much and you're too greedy." When I first did this press release I got about ten comments about how greedy I was. Just remind them that the facts show that we're close to "free." Thanks so much for your time. I look forward to your thoughts and comments.

VI. Report of the Steering Committee, S. Lewis

Following the April Senate meeting, the Steering Committee met weekly during May and early June and resumed our schedule of weekly meetings during the first week of the 2010-2011 academic year. The Steering Committee elected Sandy Lewis as Vice Chair at the first May meeting.

Issues related to the twenty-one tenured faculty who were fired in May, 2009 were high on the agenda of each of our meetings. Reinstatement of those tenured faculty who have not yet been hired elsewhere continues to be a major concern. On May 24th, a letter, signed by each of the Steering Committee members, was sent to Mr. Jordan Kurland, the Associate General Secretary of the American Association of University Professors, updating the AAUP on the situation at FSU and inviting the AAUP to investigate whether any of the administration's actions violated AAUP policies and best practices standards. The administration has repeatedly declined to discuss this issue on the grounds that the formal grievance procedure is the only proper forum for discussion.

The Steering Committee met once with the President during the summer. At this meeting, Dr. Barron shared details of his plans for the upcoming fundraising campaign and his delight that both academic and athletic fundraising have increased since his coming to FSU in February. The Steering Committee provided the President with a brief history of FSU's involvement in the Workers' Rights Consortium and an update on the Faculty Senate Academic Integrity Task Force, and discussed our concerns that faculty who had agreed in the spring to serve on the Budget Crisis Committee had not yet been contacted.

With regard to this last item, President Barron had also asked deans for names of potential representatives on the Budget Crisis Committee and some members on the original list were retained. The members on the final list were notified in early July of their inclusion on this group and President Barron convened the first meeting of the Budget Crisis Committee

July 14, 2010, with good representation from the faculty and the Steering Committee present. Dr. Barron emphasized that he wants to broaden the number of eyes on the budget, allow communication about the budget among colleagues, and to assure that everyone hears the same message about the fiscal crisis in which the University finds itself. At this meeting, President Barron stated that he has no plans for “more program thinning,” despite the forecast of “another year of torture.” This committee met again in August to hear the university’s response to a state request for two budget reduction plans: a possible 5% cut in the current fiscal year budget (the 10-11 budget) and a possible 15% reduction in the 2011-2012 budget. The President noted that a 5% cut could be covered by current reserves until additional revenues appear in out-years; a 15% cut would be catastrophic, and the University submitted only the most general response, indicating the severe damage of such an action and requesting additional flexibility in managing tuition increases and fees.

At the request of one of the Faculty Senators, the Steering Committee invited Dr. Nancy Marcus to join us at one of our summer meetings to explain the reasoning behind a new Graduate Studies policy regarding clearance deadlines, tuition, and graduation. The new policy states that in order to graduate in a given semester and not be liable for minimum registration requirements in the following semester, students must meet the established ETD submission deadlines. Students who complete the clearance process after the deadline and prior to the start of the next semester will have an official graduation date of the next semester and these students must register for a minimum of two (2) dissertation, treatise, or thesis hours. It was determined that this policy was not reviewed by the Graduate Policy Committee before its promulgation, so consideration of its appropriateness was sent to the GPC for review.

In recognition of the importance of the role of the Dean of the Faculties, a letter was also sent to the University President affirming our appreciation that people filling this position, including Anne Rowe, have been supportive of faculty over the years.

Dr. Joe Beckham informed the Steering Committee of his intention to step down from his role as the Faculty Athletic Representative on the University Athletic Committee, effective at the end of this fall semester. Joe has served us extremely well in this position during some difficult times, and the identification of a replacement for him in this position was of concern. Several names were forwarded to the President and the Steering Committee was delighted that Dr. Pamela Perrewe of the College of Business has accepted an offer from the President to be Dr. Beckham’s successor.

We remind you that several of your colleagues are hard at work on an Academic Integrity Task force, and we hope to be able to present a report later this term. We remain concerned about problems with the bookstore, which increased dramatically this fall. Because these failures have prompted a housecleaning of staff, the survey of faculty designed by the university has been delayed until January, until the new management team has had a chance to get in place. We also plan to discuss problems with the IRB process with the Vice President for Research.

In addition to our regular meetings, members of the Steering Committee represented you at the Board of Trustees committee meetings on May 24 and at the full summer board meeting on May 25th. I remind you that President Walker sits as a member of the Board of Trustees ex officio; in addition, the Vice-Chair presents remarks from the faculty early on the agenda of each meeting. We will represent you again tomorrow and Friday at the Trustees fall meeting here on campus, in these same ways.

Summer is the time for restocking Senate committees, and we appreciate your willingness when called upon for these essential forms of service.

VII. Reports of Standing Committees

a. Undergraduate Policy Committee, S. Lewis

It is now my pleasure to report to the Faculty Senate about the work of the Undergraduate Policy Committee.

Every 5 years, the UPC reviews all courses that have previously been approved as meeting the requirements for Liberal Studies Area IV, Humanities and Fine Arts. Invitations have been sent to units that offer courses for Area IV credit, asking them to conduct a self-assessment of the syllabi and their continued adherence to the stated requirements for this designation. We appreciate very much the level of cooperation we have received from these units and look forward to hearing from their representatives regarding their findings throughout this academic year.

At its meeting last week, the UPC approved another course, *HFT 3602: Ethics & Service Leadership* for the Ethics in Business Scholarship. It also, at the request of the offering departments, removed the computer competency designation from the following courses: *ARE 4455: Computer Graphics in Art Education*, *CGS 2082: Computer Use in Communication Disorders*, and *COP 4530: Data Structure, Algorithms, and Generic Programming*.

One of the primary responsibilities of the UPC is to review and approve courses for Liberal Studies and other undergraduate basic studies requirements. In that regard, the following courses have been approved for the Multicultural Understanding Requirement: *FRT 3520: French & Francophone Cinema* (for Y credit, effective Fall 2010), and *RUT 3514: Russian Folklore & Fairy Tales* (for X credit, effective Spring, 2011).

For the Oral Communication Competency requirement, the following courses were approved: *SPC 4620: Strategic Speech* (effective Fall 2010) and *SMT 4664: Project Based Instruction* (also effective Fall 2010).

The UPC also reviewed *RUT 3514: Russian Folklore & Fairy Tales* (**see addendum 2**) for approval as a course meeting the requirements for Liberal Studies Area IV. This recommendation must be affirmed by the Faculty Senate and in preparation for your vote on this issue, a copy of this syllabus was provided to you in

advance of this meeting.

At this time, on behalf of the Undergraduate Policy Committee, I would like to move the approval of this course. **The motion passed unanimously.**

VIII. Old Business

There were no items of old business.

IX. New Business

The confirmation of committee memberships were postponed until the October meeting.

X. University Welfare

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

Good afternoon! I hope everyone had a productive, enjoyable, and refreshing summer.

Layoffs Grievance

You heard earlier that the case is now in the arbitrator's hands. Final briefs were submitted by both sides yesterday, and a decision is expected before the ends of November.

Collective Bargaining

The handout I brought today summarizes progress in bargaining. It is from the most recent part of our "Bargaining News" page, artfully prepared by Senator Ted Baker, at the UFF-FSU web site. It shows, for example, that recently we reached tentative agreement on Article 9 Assignments and some other changes intended to improve fairness in teaching assignments. This has been a growing concern with budget cuts adding pressure to increase teaching loads.

Legislature

There was a recent adverse decision, from a faculty perspective, in a case involving the Florida Legislature's ban on travel to so-called terrorist states. I am not sure of the details, but I wanted to mention this as a reminder that the budget matters we have hear so much about are not the only way that the Legislature affects us. I am sure that the UFF state office will be reviewing this and that we will hear more about at the UFF statewide Senate coming up soon.

Other

Speaking of budget matters, the UFF-FSU Chapter recently hosted a visit from Professor Ananya Roy of the University of California-Berkeley. Dr. Roy is a

distinguished scholar and a leading activist in efforts to fight higher education budget cuts in California. She was charming, thoughtful, and articulate. While we had a good turnout, I hope more Senators will turn out for future speakers. Professor Cary Nelson, AAUP President, is scheduled to be our guest in January. Further details on Dr. Nelson's visit will be forthcoming.

b. Resolution, W. Landing

Senator W. Landing (EOAS) reviewed the history of the 2009 budget cuts and faculty layoffs and made the following motion:

Be it resolved that the Faculty Senate of the Florida State University condemns the actions taken by the administration in 2009 to lay off tenured and tenure-track professors at FSU under the pretext of "necessary budget cuts."

The motion was seconded; there was no discussion, and on a voice vote the motion passed with no dissenting votes.

XI. Announcements by Deans and Other Administrative Officers

There were no announcements by Deans and Other Administrative Officers.

XII. Announcements by Provost Abele

Provost Abele was not in attendance.

XIII. Adjournment

The meeting adjourned at 4:35 p.m.

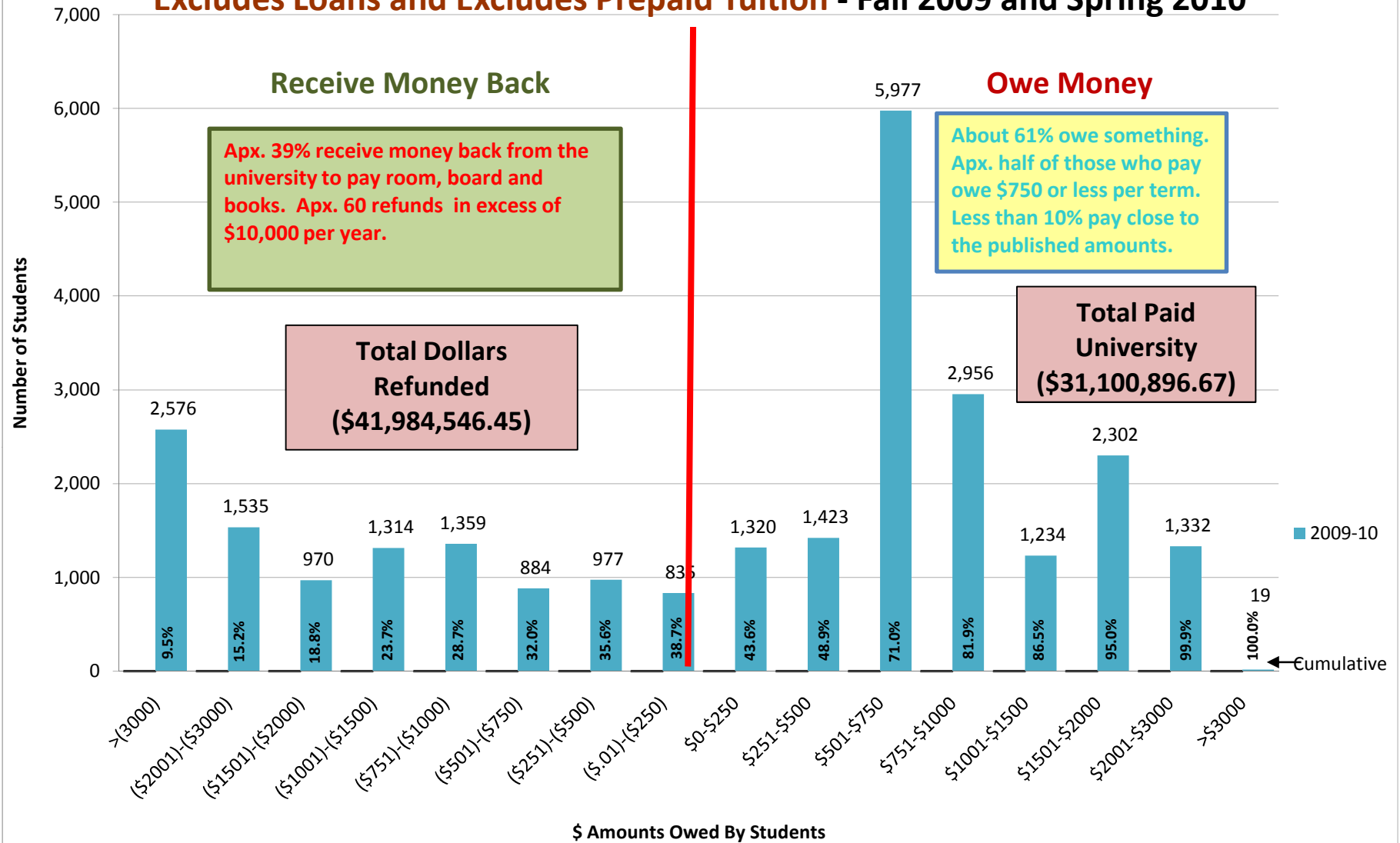


Melissa Crawford
Faculty Senate Coordinator



Number of Florida Undergraduate Students (n ~ 27,000) by Category of Amount Owed:

Excludes Loans and Excludes Prepaid Tuition - Fall 2009 and Spring 2010

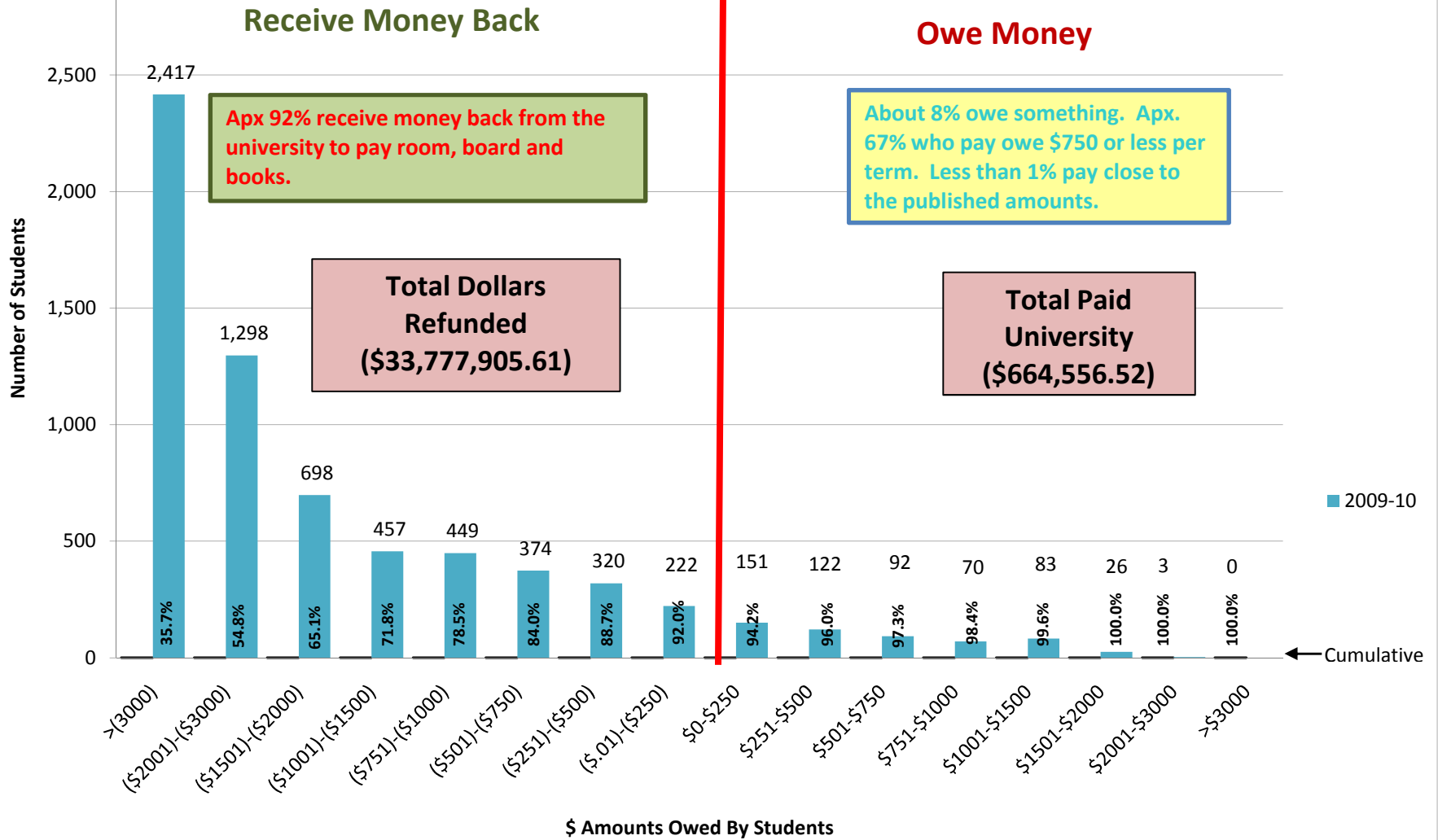




Number of Pell Recipient Florida Undergraduate Students (n ~ 6,000) by Category of Amount Owed:

Excludes Loans and Excludes Prepaid Tuition - Fall 2009 and Spring 2010

61.7% of students who receive Pell Grants also receive Bright Futures



Receive Money Back
Apx 92% receive money back from the university to pay room, board and books.

Owe Money
About 8% owe something. Apx. 67% who pay owe \$750 or less per term. Less than 1% pay close to the published amounts.

Total Dollars Refunded (\$33,777,905.61)

Total Paid University (\$664,556.52)

■ 2009-10

← Cumulative

Russian Folklore and Fairy Tales:

The Maidens, Madmen and Mythical Birds

of the Russian Folk Tradition

MWF Time • LOCATION



Prince Ivan and the Firebird, Ivan Bilibin, 1899

Instructor: TBA

Email: TBA

Office hours: TBA (Location)

Office phone: TBA

On-line resources: <http://campus.fsu.edu> (select COURSE#)

Required Texts:

- **AA:** Afanas'ev, Aleksandr. *Russian Fairy Tales*. New York: Pantheon. 1973.
- **LI:** Ivanits, Linda J. *Russian Folk Belief*. Armonk, NY: M.E. Sharpe. 1992.
- **Propp**, Vladimir. *Morphology of the Folktale*. Austin: University of Texas Press, 1975.
- **CP:** Course Pack, available at Target Copy, 635 W. Tennessee St. (850)224-3007

Course Description:

This course introduces students to a wide selection of Russian fairy tales, and examines how they reflect human psychology and aesthetic and social values. Students will develop or enhance their understanding of the continuing cultural influence of fairy tales and folk beliefs in literature (from Pushkin, through the Soviet period, to present day), as well as in orchestral music, opera, ballet, visual artwork and in film. The course also provides a general introduction to the study of folklore and fairy tales, presenting a broad range of approaches to the interpretation of fairy tales, including psychoanalysis, Marxism, structuralism, and feminism. Throughout the course we will view clips from popular Russian film adaptations of the tales and will compare and contrast the Russian

versions of the folktales we read with their Western counterparts (the Brothers Grimm, Perrault, Disney, etc.).

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 IV, Humanities and Fine Arts**, and in combination with your other Liberal Studies courses, provides an important foundation for your lifelong quest for knowledge.

This course fulfills the Humanities/Fine Arts Multicultural "X" requirement. The FSU Undergraduate Policy Committee states: "The multicultural understanding requirement recognizes and reflects the full range of human groupings and cultural perspectives as well as the complex relationships among them. Its role is to enhance students' self-understanding and their understanding of the contemporary cultural context, a context characterized by a rich diversity of cultures and experiences in which the Western European intellectual tradition figures as one among many."

Course Objectives:

Upon successful completion of this course, students will be able to:

- Discuss the social function of folk tales and folk beliefs in traditional societies
- Interpret the symbolic meaning of Russian pagan and Christian customs & rituals;
- Classify fairy tale narratives according to thematic cycles;
- Identify the main structural components of Russian fairy tale narratives;
- Explain the function of fairy tales from a variety of critical perspectives, including structuralist, psychoanalytical, feminist and Marxist;
- Explain the means by which fairy tale and folk motifs are transferred to other artistic media, such as the visual arts and music;
- Recognize similarities and differences between Russian and Western fairy tale texts.

Requirements:

1. **Attendance.** Attendance is obligatory at all class meetings scheduled above. You must contact me in advance if you will not be present in class for a legitimate reason; each unexcused absence after the second will lower your grade by 5%.

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.

2. **Essay (20%).** You are to write one essay of 1500-2000 words on a suggested topic (Topics to be distributed in class). The essay will require you to use one of the critical perspectives introduced in our course to advance an interpretation of a folk text and use

secondary sources to support your analysis. Grading rubric to be distributed and discussed in class. DATE: TBA

3. Online Discussion (20%). I will post biweekly questions about the stories and critical articles to the "Discussion Board" at the course Blackboard site. Please post a brief on-line response (one paragraph, 5-10 sentences) to at least one of the questions before 5:00PM Wed. of the same week. Your responses will not be graded, but they do count toward your final grade (15%) and will help you prepare for the midterm and final exam.

4. In-class Midterm (20%) DATE: TBA.

5. Final Paper (20%). You are to write one analytical course paper (1500-2000 words) on Russian folktales, due at the start of class DATE: TBA. I will assign topics for this essay in advance. Part of this assignment will involve attending a short conference with me to discuss your paper topic.

6. In-class Final Examination (20%) on DATE: TBA.

Bonus: You will receive information following the Midterm Exam about a bonus assignment to write your own original, annotated fairy tale. You may receive up to 5% of the course grade for successful completion of this project.

Notes:

1. 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.

2. Students with disabilities needing academic accommodation should: (1) register with and provide documentation to the SDRC; and (2) bring a letter to me 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:

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)
sdr@admin.fsu.edu
<http://www.disabilitycenter.fsu.edu/>

3. 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.” (FSU Academic Honor Policy, found at <<http://dof.fsu.edu/honorpolicy.htm>>).

Grading Scale:

94-100 = A	90-93 = A-	87-89 = B+	84-86 = B
80-83 = B-	77-79 = C+	74-76 = C	70-73 = C-
67-69 = D+	64-66 = D	60-63 = D-	00-59 = F

Class Schedule: SPRING 2011

WEEK ONE

Wed Jan 5 First Day of Classes

Course Introduction

Film Clip: Tennant, *Ever After* (1998)

Fri Jan 7

Russian Folk Culture, Pagan Gods and Early Christianity, *Dvoeverie*

- **L J. Ivanits**, Russian Folk Belief *Introduction*

Film clip: Tarkovskii, *Andrei Rublev* (1966)

Film clip: Petrov, *Rusalka*

WEEK TWO

Mon Jan 10

Oral Traditions, Storytellers and Forms of the Folktale

Genres: Epics, Byliny, Legends

- **CP:** “Ilya Muromets and Nightingale the Robber” (bylina), pp. 28–36
- **AA:** “Ilya Muromets and the Dragon,” pp. 569–75
- **CP:** “Sadko,” pp. 32–42

Film clip: Ptushko, *The Sword and the Dragon* (1956)

Wed Jan 12

Cast of Characters, Terminology and Classifying Folktales (Aarne-Thompson)

Mythologies (Barthes and Levi Strauss)

- **AA:** “The Magic Swan Geese,” pp. 349–51
- **AA:** “The Cat, the Cock and the Fox,” pp. 86

Fri Jan 14

QUIZ: Terminology and Key Characters; Stylistics of the Folktale

- **CP:** Max Lüthi and stylistic characteristics of folktales
- **AA:** “Ivan the Peasant’s Son and the Thumb-Sized Man,” pp. 262–68

Film clip: Paradjanov: *Shadows of Forgotten Ancestors* (1964)

WEEK THREE

Mon Jan 17

Introduction to Critical Approaches to the Folktale: Propp and Structuralism

- **AA:** "Vasilisa the Beautiful," pp. 439-47
- **AA:** "Prince Ivan, the Firebird, and the Grey Wolf," pp. 612-25
- **Propp** pp. 19-24, 149-55

Wed Jan 19

Holy Fools and Ivan the Fool Tales

- **AA:** "Ivan the Simpleton," pp. 142-45
- **AA:** "Emelya the Simpleton," pp 46-48
- **CP:** Bogatyrev and Jakobson, "Folklore as a Special Form of Creativity," in Steiner, ed., *The Prague School*, 32-46.

Fri Jan 21

Sorcery, Spoiling, and Healing

- **LI:** pp. 83-124, 190-205
- **AA:** TBA

WEEK FOUR

Mon Jan 24

Baba Yaga and Koshchey the Deathless

- **AA:** "Baba Yaga and the Brave Youth," pp. 76-79
- **AA:** "Baba Yaga," pp. 194-95
- **AA:** "Koshchey the Deathless," pp. 485-93

Wed Jan 26

Youngest Child and Sibling Tales

- **Review AA:** "Prince Ivan, the Firebird, and the Gray Wolf," pp. 612-24
- **AA:** "The Magic Swan Geese," pp. 349-51
- **AA:** "Foma and Erema, the Two Brothers" pp.37-38
- **AA:** "Two Ivans, Soldier's Sons," pp. 463-75

Fri Jan 28

Animal Brides and Grooms

- Aksakov, "The Little Scarlet Flower,"
http://clover.slavic.pitt.edu/tales/little_scarlet_flower.pdf
- **AA:** "The Frog Princess," 119-23
- **AA:** "The Snotty Goat," 200-02

Film clip: *The Little Scarlet Flower* Atamanov (1952)

WEEK FIVE

Mon Jan 31

Tales of Wise Maidens and Bad Wives

- **CP:** "Peter and Fevronia of Murom," pp. 291-300
- **AA:** "The Wondrous Wonder, the Marvelous Marvel," pp. 13-15
- **AA:** "The Wise Little Girl," pp. 252-55

Wed Feb 2

Tales of Wise Maidens and Bad Wives

- AA: "The Bad Wife," pp. 56–57
- AA: "The Wise Maiden and the Seven Robbers," pp. 134–40
- AA: "Vasilisa, the Priest's Daughter," pp. 131–34

Fri Feb 4

Wicked Stepmothers and Cinderella Tales

- AA: "Burenushka, the Little Red Cow," pp. 146–50
- AA: "Jack Frost," pp. 366–69
- AA: "The Golden Slipper," pp. 44–46

Film clip: Rou, *Morozko (Jack Frost)* (1964)

WEEK SIX

Mon Feb 7

Snow White Tales

Pushkin, "The Tale of the Dead Princess and the Seven Knights,"

- AA: "The Magic Mirror," <http://clover.slavic.pitt.edu/tales/MagicMirror.pdf>
- AA: "The Maiden Tsar," pp. 229–34 (review)

Film clips: *Konek-Gorbunkov* (1947/1975) Ivan Ivanov-Vano

Wed Feb 9

Sleeping Beauty tales

- AA: "Prince Ivan and Princess Martha," pp. 79–86
- AA: "The Enchanted Princess," pp. 600–11

Fri Feb 11

Introduction to Psychoanalytic approaches to fairy tales

- CP: Bettelheim, *The Uses of Enchantment*: 3-19; 66-73; 102-111

WEEK SEVEN

Mon Feb 14

Freudian: Bruno Bettelheim

- CP: Bettelheim, *The Uses of Enchantment*: 199-215; 225-236

Wed Feb 16

Jung and Jungian analysis: Marie-Louise von Franz

- CP: von Franz, *The Interpretation of Fairy Tales*: 1-45; "Taboos," pp. 190–214

Fri Feb 18

Self Theory and Magic Objects: Sheldon Cashdan

- CP: Cashdan, "Objects that Love," pp. 107–27

WEEK EIGHT

Mon Feb 21 Midterm Exam

Wed Feb 23

Introduction to Feminist Criticism

- **CP:** Bottigheimer, “Silenced Women in the Grimms’ Tales,” pp. 115–31
- **CP:** Lieberman, “Some Day My Prince Will Come,” pp. 185–200
- **AA:** “The Goldfish,” pp. 528–32, “Vasilisa the Beautiful,” pp. 439–47 (review)

Fri Feb 25

Feminist Approaches to Folktales

- **CP:** Warner, “Wicked Stepmothers,” pp. 218–40
- **AA:** “Daughter and Stepdaughter,” 278–79 “Grumbling Old Woman,” 340–41

WEEK NINE

Mon Feb 28

Feminist Approaches to Folktales cont.

- **CP:** Rowe, “Feminism and Fairy Tales,” from Zipes, *Don’t Bet on the Prince*
- **AA:** “The Indiscreet Wife,” pp. 226–27
- “The Sea King and Vasilisa the Wise,” pp. 427–37

Wed March 2

Marxism vs. Disney: culture and criticism

- **CP:** Zipes, Jack. “Might Makes Right: The Politics of Folk and Fairy Tales,” in *Breaking the Magic Spell*, pp. 23-46.
- **CP:** Zipes, “Breaking the Disney Spell,” pp. 72–95

Fri March 4

Marxism: culture and criticism

- **CP:** Zipes, Jack. “Marxists and the Illumination of Folk and Fairy Tales,” in *Fairy Tales and Society*, ed. Bottigheimer, pp. 237-243.

SPRING BREAK! March 7-11

WEEK TEN

Mon March 14

Authorial Appropriation: What happens when folktales get an Author?

The Golden Age of Krylov, Pushkin and Gogol’

- **CP:** How to Read a Poem: Poetic Meter
- **CP:** “The Tale of Tsar Sultan”
- **CP:** Krylov’s Fables (Grasshopper and Ant, Fox and the Grapes)

Wed March 16

Alexander Pushkin’s *Skazki*

- **CP:** Pushkin, “Ruslan and Liudmila,” “Tale of the Fisherman and the Little Fish”
Film clip: *The Tale of the Fisherman and the Little Fish* Natalia Dabizha (2002)

Fri March 18

Nikolai Gogol’ and Folklore

- **CP:** Selections from *Dikanka* and *Mirgorod*

- **AA:** “The Sorceress,” pp. 567–68
- **LI:** “The Colonel and the Witch,” pp. 194–95

WEEK ELEVEN

Mon March 21

Russian Literature’s Scariest Monster

- **CP:** Gogol’, “Viy”

Film clip, Kropachev/Ptushko, *Viy* (1967)

Wed March 23

The Folklore Context in Silver Age

Illustrating fairy tales: the life and works of Ivan Bilibin

Fri March 25

The Ballets Russes and *World of Art*

The Folklore Context in Silver Age: Visual Art

Roerich, Benois, Bakst, Larionov, Goncharova

WEEK TWELVE

Mon March 28

The Folklore Context in Silver Age: Ballet

Tchaikovsky, Stravinsky

Wed March 30

The Folklore Context in Silver Age: Music and Opera

Selections from Borodin, Glinka, Mussorgsky, Rimsky-Korsakov

Film clip: Disney’s *Fantasia*

Fri April 1

Fairy Tales and the Soviet Propaganda Machine

“Мы рождены, чтоб сказку сделать былью”

“We were born to make fairy tales come true”

- **CP:** *Fairy Tale Travels to Soviet Russia*: Introduction Marina Balina 105-123
- **CP:** Gaidar, “Tale of the Military Secret”

WEEK THIRTEEN

Mon April 4

Fairy Tales and Propaganda Cont.

- **CP:** A. Tolstoy, “The Golden Key”
- **CP:** Kataev, “The Flower of Seven Colors”

Wed April 6

Soviet Satire and Subversion

- **CP:** *Fairy Tales in Critique of Soviet Culture*. Introduction. Mark Lipovetsky 233-251
- **CP:** Zamyatin, “Fairy Tales for Grown-Up Children”

- **CP:** Shvarts, *The Dragon: A Satiric Fable in Three Acts*

Fri April 8

Soviet Satire and Subversion

- **CP:** Shvarts, *The Dragon: A Satiric Fable in Three Acts*

WEEK FOURTEEN

Mon April 11

Soviet Satire and Subversion

- **CP:** Strugatsky Brothers, “Tale of the Troika”
- **CP:** Shukshin, “Before the Cock Crows Thrice”

Wed April 13

Animated films of Starevich and Norstein

Grasshopper and Ant (1914), Fox and Hare (1973), Heron and Crane (1974)

Additional recommended viewing: Hedgehog in the Fog (1975), Tale of Tales (1979)

- **AA:** Heron and Crane, pp 66-67
- **CP:** Review Krylov, “Grasshopper and Ant”
- **CP:** Anton Chekhov, “The Grasshopper”

Fri April 15

Contemporary/Postmodern Russian Literature and the Folktale

Tatiana Tolstaia, Nina Sadur

- **CP:** Tolstaya, “Date with a Bird,” pp. 116–30
- **AA:** “The Feather of Finist, the Bright Falcon,” pp. 580–88

WEEK FIFTEEN

Mon April 18

Tolstaya and Sadur Cont.

- **CP:** Sadur, “The Cute Little Redhead,” pp. 235–41
- **CP:** Sadur, “The Witch’s Tears,” pp. 264–69

Wed April 20

What remains of the Russian Oral Tradition Today?

Anekdoty, Urban Legends (*Gorodskaja legenda*) and Songs (Bards, Leningrad)

- **CP:** Excerpts from *Anekdoty*, Ekaterina Sedia’s *The Secret History of Moscow* (2007) and Dmitri Bykov’s *How Putin Became President of the USA: New Russian Fairy Tales* (2005), selected song lyrics

Fri April 22 LAST DAY OF CLASSES Final Paper Due

April 25-April 29 FINAL EXAM WEEK

April 29 SEMESTER ENDS

Suggested Further Reading

- Balina, Marina et al. *Politicizing Magic: an Anthology of Russian and Soviet Fairy Tales*. Chicago: Northwestern University Press. 2005.
- Bettelheim, Bruno. *The Uses of Enchantment*. New York: Random House/Vintage. 1977.
- Haney, Jack V. *An Anthology of Russian Folktales*. M.E.Sharpe, Inc. 2009. For discount student price see <http://www.mesharpe.com/folktalesdiscount.htm>. (CHECK this in Spring)
- Lüthi, Max. *The European Folktale: Form and Nature*. Bloomington: Indiana University Press. 1986.
- Siniavskii, Andrei Donatovitch, Joanne Turnbull, and Nikolai Formozov. *Ivan the Fool*. Moscow: Glas, 2007.
- Warner, Marina. *From the Beast to the Blonde*. NY: Noonday Press/Farrar, Straus and Giroux, 1996.
- Zipes, Jack. *Fairy Tale as Myth, Myth as Fairy Tale*. Lexington, KY: University Press of Kentucky. 1994.

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