



MINUTES
FACULTY SENATE MEETING
FEBRUARY 15, 2006
DODD HALL AUDITORIUM
3:35 P.M.

I. Regular Session

The regular session of the 2005-06 Faculty Senate was held on Wednesday, February 15, 2006. Faculty Senate President James Cobbe presided.

The following members attended the Senate meeting:

N. Abell, J. Ahlquist, M. Allen, A. Arnold, L. Aspinwall, V. Richard Auzenne, T. Baker, A. Bathke, S. Beckman, D. Clendinning, J. Clendinning, P. Coats, J. Cobbe, R. Coleman, C. Connerly, M. Cooper, D. Corbin, L. deHaven-Smith, V. Dobrosavljevic, J. Dodge, L. Edwards, J. Fiorito, J. Gathegi, J. Geringer, P. Gilmer, J. Grant, C. Greek, V. Hagopian, K. Harris, L. Hawkes, H. Hawkins, C. Hofacker, J. James, W. Leparulo, S. Lewis, S. Losh, C. Madsen, N. Mazza, D. Moore, R. Morris, P. Orr, P. O'Sullivan, A. Payer, J. Peterson, A. Plant, T. Ratliffe, D. Schlagenhauf, J. Standley, N. Trafford, G. Tyson, E. Walker, C. Ward.

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

D. Abood, E. Aldrovandi, A. Archbold, J. Baker, G. Bates, B. Bower, J. Bowers, F. Bunea, G. Burnett, S. Carroll, M. Childs, L. Epstein, K. Erndl, R. Fichter, S. Fiorito, P. Gielisse, R. Glueckauf, N. Greenbaum, M. Guy, M. Hartline (**D. Paradice**), P. Hensel, D. Houle, E. Hull, A. Koschnik, A. Lan (**R. Romanchuk**), W. Landing (**D. Nowacek**), T. Logan, E. Madden, T. Matherly, R. Miles, J. Milligan, A. Mullis, R. Navarro, D. Odita, S. Palanki, D. Peterson, S. Pfeiffer, D. Pompper, D. Rice, P. Rikvold, J. Roberts, M. Seidenfeld, J. Sobanjo, K. Stoddard (**J. Sickinger**), J. Taylor, N. Thagard, C. Upchurch, Q. Wang, J. Whyte, J. Wulff.

II. Approval of the Minutes

The minutes of the January 18, 2006 meeting were approved as distributed.

III. Approval of the Agenda

The agenda was approved as distributed.

IV. Report of the Steering Committee, J. Standley

Since the last Faculty Senate meeting, the Steering Committee has met 4 times. The following issues have been discussed in Steering Committee meetings.

The Foundation Presidential Search continues. The final candidate is being interviewed next week and a decision is expected thereafter. The Steering Committee has a representative on this committee.

The Steering Committee asked Parking Services for a status report. We were told the following. There is no change in the enforcement policy this year as compared to prior years. All lots are enforced from 7:30 am to 4:30pm Monday through Friday with limited enforcement in the evenings and on weekends. Parking Services is chiefly responsible for the parking lot enforcement during the day. Campus police are responsible for moving traffic violations on campus and do write/tow vehicles in the evening that pose a public safety issue i.e. parking in a fire lane or blocking access to a building. There are currently 13,955 vehicle spaces on campus with 12,382 of those spaces available for permit holders. Faculty/staff spaces are 4,096 for 4,625 R decal holders or 1 space for every 1.13 permit holders. Student space availability is 8,286 for 26,000 W permit holders or 1 space for every 3.13 permit holders. Parking services replaces 8-10 gate arms a week and if someone is caught breaking a gate arm they are cited by the Campus Police for vandalism. Positions are being added to the parking patroller staff to increase enforcement visibility and all lots are patrolled every day.

Dianne Harrison asked that we announce the following. FSU is in the process of self-study for NCAA Recertification. If you want to provide comment, please do so on the website at <http://ncaarecertification.fsu.edu>.

The President reported to us that the library is on the PECO list. We have hopes that the library facilities will be improved soon. We continue to monitor implementation of the Library QER plan.

The university is placing an emphasis on increasing graduate enrollment for next year. The 06-07 target is 5398 FTE or a 4% increase.

Jim Cobbe attended the Board of Trustees meeting last week in Sarasota. Harold Knowles was elected as the new Vice-Chair. The BOT was updated on new collections and renovations at the Ringling Museum which seems to be thriving.

The committee appointed by the Steering Committee on issues related to Non-tenure Track Faculty continues working, and will soon survey all non-tenure track faculty on various matters. We understand that there are also committees considering these issues through the Council of Deans and through the Pathways to Excellence planning group. The steering committee considers issues surrounding non-tenure track faculty

important, and a rationalization of job titles for these individuals long overdue. However, we hope that the administration will not act to implement new policies or title designations before the Senate has expressed its view on these matters.

The steering committee is represented on a "Tobacco Policy Planning Committee" which was established at student and Student Affairs initiative and may produce recommendations for policy changes with respect to smoking on campus in the near future.

V. Reports of Standing Committees

a. Undergraduate Policy Committee, S. Lewis

The Undergraduate Policy Committee held a busy meeting this past Wednesday. In addition to continuing our review of courses that have previously been approved for Area IV (Humanities and Fine Arts), we considered several applications for courses to be newly approved for liberal studies credit.

As a point of information, one course, EML 3002C: Mechanical Engineering Tools, was approved as meeting the requirements for the Computer Skills Competency.

In addition, the Committee has recommended approval, of the following courses: For Liberal Studies Area IV (Humanities and Fine Arts): (See addendums 1-4.)

- PHI 2620: Environmental Ethics
- ITT 3500: Italian Culture and Civilization: From Origins to Age of Romanticism
- ITT 3501: Italian Culture and Civilization: From Unification to Present
- ITT 3520: Italian-American Experience in Literature and Film

For Liberal Studies Area V (Natural Sciences): (See addendum 5.)

- SPA 2001: Communication Sciences and Disorders

At this time, I'd like to propose that these courses be approved by a vote of the Faculty Senate.

The motion passed unanimously.

b. Distance Learning Committee, E. Walker

The Distance Learning Committee (DLC) is a standing committee of the Faculty Senate. During the past year the DLC has been at work on the first two online

degree program reviews. One of those two reviews is completed satisfactorily and the other is pending some additional information. Otherwise the major mission of this committee is to stay out of the way. We are also charged with the job, however, of ensuring that online degree programs provide quality at least comparable to on campus degree programs. Let me emphasize that the charge of this committee is to look at degree programs only, not at the many other forms of online instruction. There are currently 3 undergraduate degree programs offered online and 14 graduate degree programs offered online. We are coordinating the reviews of the graduate online programs with the primary program review schedule of the Graduate Policy Committee. If we happen to see a problem with a program in a review, here is what would happen. We are charged to initiate a conversation with the Dean of Graduate Studies about the graduate online degree programs or the Dean of Faculties about undergraduate online degree programs.

Our one other task this year is to determine who is minding the store. ODDL has vanished. In its place has appeared APPS. APPS now has a section called not Distance Learning but Online Degree Programs. That's where many of the good people formerly of ODDL reside. They are minding the store. Even though the name of the store keeps changing, they haven't managed to escape us yet.

I would be happy to take any questions.

Senator Ted Baker has asked whether the staff size devoted to Distance Learning has decreased significantly. Senator Baker stated that he has heard of a large number of layoffs. Senator Walker responded that he did not know definitively but he will find out and get back to the Senate.

c. Computing and Information Resource Committee, C. Hofacker

I would like to encourage anyone interested in IT issues to volunteer for this committee. I want to add that you do not need to be a techy to be a successful member of the committee. In fact it is desirable to have a variety of points of view especially those from non-technical fields to help in the governance of the infrastructure.

Traditionally we meet twice a year, once in the spring and once in the fall, this year being no exception. We have talked about a number of issues including security dealing with viruses. We have talked about the organizational changes. Data and voice are flowing through the same pipe so it behooves us as an organization to make our organizational structures match. We have talked about classroom infrastructure and wiring of classrooms. In addition, a little discussion was done about OMNI.

Finally, some more detailed issues. We talked about the laptop requirement and this was postponed by the administration for a year. The enhanced wireless initiative for enhanced wireless on campus has also been pushed back a year due to funding issues. Another important issue is purchase cycles for technology. It is estimated that there are 20,000 computers on campus. The life expectancy of a piece of technology is a little bit less than an automobile. As such, it make sense for us to have a replacement cycle of about 3 years but we are nowhere near that.

d. Student Academic Relations Committee, J. Grant

According to the Faculty Handbook, "The Student Academic Relations Committee (SARC) hears appeals from students who think that decisions about their academic work have been made improperly or unprofessionally in colleges or schools." SARC does not rule on academic work itself, only on the procedures and faculty actions that affect academic work or evaluations of such work.

In Academic Year 2005-2006 SARC had only one student appeal, and the Committee met in December to make its recommendations to the Provost on that case.

VI. Old Business

a. Guidelines for Recruiting, Recommending for Selection, and Hiring or Reappointing, of Administrators with Supervisory Responsibility over Faculty, J. Cobbe

(See addendum 6.) There is a provision in the Collective Bargaining Agreement that the faculty need to have some say in this. The UFF and the Administration jointly requested that the Faculty Senate propose some way of implementing that. The draft you have today is not word for word exactly what you saw in December but it is substantively the same. On behalf of the steering committee I propose that we adopt these guidelines.

Senator Walker asked what did change in the document. Senator Cobbe explained that it was made slightly more explicit that it was recommending rather than actual selection.

Senator Baker asked about administrators who do not have a regular re-appointment. Senator Cobbe stated that most administrative appointments are at the pleasure of the administrative hierarchy. In some departments, departmental bylaws call for a periodic request for input of the faculty on the performance of the chair. I'm not sure whether the intent of the thing we were asked to implement included intent with respect to periodic review and I'm not

sure whether we can insert ourselves there when administrative appointments are at the pleasure of the next higher appointment.

Senator Madsen proposed a friendly amendment in 1. b. to add “, continuation,” after the word selection. **The amendment passed unanimously.**

Senator Losh expressed concerned about the wording in 1.c ii. “a reasonable amount of time” and in 2.d.ii. “well in advance”. Senator Cooper explained that with the number of different situations that this will apply to, it would be difficult to make a concrete time table to fit all situations. Senator Madsen explained that he had the same problem with the wording but we finally have something on paper and that he hopes that we pass this at this time.

The guidelines passed unanimously as amended.

VII. New Business

There were no items of new business.

VIII. University Welfare

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

Good afternoon! Since our last Senate meeting the faculty and administration bargaining teams met twice, once to hear a presentation on interest-based bargaining from a Commissioner for the Federal Mediation and Conciliation Service (FMCS), and once in a brief “regular session” to review re-opened issues for the 2006-07 contract year. Both sides found Commissioner Sue Putman’s presentation stimulating and agreed to participate in a two-day training program this Friday and Saturday. Our regular session emphasized FSU faculty concerns and possible solutions. The administration will respond at our next regular session on February 24th. I remind Senators that bargaining sessions are open to all faculty and the public, and encourage Senators to attend.

Printed copies of our 2004-07 contract are expected to be available soon, possibly before March 1st. These will be distributed to all in-unit faculty and appropriate administrators as soon as possible.

We also held a consultation with the Provost and other administrators earlier this month to address contract implementation and other faculty concerns. Topics included such matters as dean search guidelines, appropriate use of faculty job titles, our joint market equity study group, the report from the task force on the status of women faculty, and providing user-friendly payroll information to faculty. These discussions have been cordial and productive.

There has been no progress on 2005-06 salary negotiations, that is for merit increases based on spring 2005 performance evaluations. The administration offer of 0%, nothing, was rejected by our faculty team. We declared impasse, and we will make our case for merit increases to a Special Magistrate at a hearing next Wednesday. A Special Magistrate is essentially a neutral fact-finder who makes nonbinding recommendations. Under Florida law, this is the only "official" option available.

We believe that if the FSU administration truly appreciated how demoralizing it is to faculty to have their hard work go unrewarded, that is to provide no merit increases when the administration has the ability to reward merit, it would change its position. It is not hard to look around campus and to read various announcements from the administration to infer that there are funds that could be used for merit raises. As President Wetherell has said, there's never enough money, but it's there if you want to find it. It is a matter of priorities and choice, not constraints. Other state schools have chosen to make funds available for merit this year. FSU can too.

We've asked faculty to assemble at the Westcott Fountain next Tuesday at 12:30pm to express their dissatisfaction with the administration's choices. I encourage you to attend, and encourage others to attend. Of course, if you believe that nothing for merit is appropriate, don't come. Otherwise, if your schedule permits, I'll see you there.

I would also like to introduce two resolutions for the Faculty Senate consideration.

Proposed Resolution #1: Whereas continued under-funding of enrollment growth and resulting declines in per-student funding seriously jeopardize the ability of state universities to serve Florida's citizens and address Florida's needs, the Florida State University Faculty Senate strongly urges state legislators to fully fund state university enrollment growth.

The resolution passed unanimously.

Proposed Resolution #2: Whereas failing to reward meritorious faculty performance demoralizes and de-motivates the faculty, the Florida State University Faculty Senate strongly urges the FSU administration to make funds available to provide 2005-06 merit pay increases comparable to those at other state university schools.

A friendly amendment was proposed to change "state university schools" to "state university system institutions". It was also proposed to change "de-motivate" to "discourage".

It was stated that the University has done all it can do that the only way other institutions are achieving these goals is either by freezing faculty positions and choosing departments for reduction. Senator Fiorito stated that the language that devolved us from the Board of Regents to individual Boards of Trustees, states clearly that the Trustees have the authority to move money from one category to another. Second, we should be hearing about these horror stories and not just from administration. Senator Fiorito stated that he has not heard any of these stories.

Senator Madsen asked what the other universities had settled upon. Senator Fiorito responded that 7 other schools have reached an agreement for this year. The average range is between 1.25% and 1.5%.

The resolution passed unanimously as amended, viz.

Whereas failing to reward meritorious faculty performance demoralizes and discourages the faculty, the Florida State University Faculty Senate strongly urges the FSU administration to make funds available to provide 2005-06 merit pay increases comparable to those at other state university system institutions.

- b. Anthropology Department, C. Ward

Some of you may not be aware that there has been a 3rd shooting in the parking lot of my department. This is the pink strip-mall between Chubby's and Snookers. This is the 3rd shooting this academic year.

IX. Announcements by Deans and Other Administrative Officers

There were no announcements.

X. Announcements by Provost Abele

Provost Abele was not in attendance.

XI. Announcements by President Wetherell

President Wetherell was not in attendance.

XII. Adjournment

The meeting adjourned at 4:28 p.m.



Melissa Crawford, Faculty Senate Coordinator

Environmental Ethics

Philosophy 2620
Spring Semester, 2006
Florida State University



Aldo Leopold's "shack" from *A Sand County Almanac*.

Instructor

XXXXX

Required Texts:

Andrew Light and Holmes Rolston III, eds., *Environmental Ethics: An Anthology* (Blackwell Anthologies, 2002). Annotated as **BA**.

Aldo Leopold, *A Sand County Almanac: And Sketches Here and There* (Oxford University Press, 1987) Annotated as **SCA**.

David Schmidtz and Elizabeth Willott, eds., *Environmental Ethics: What Really Matters, What Really Works* (Oxford University Press, 2002). Annotated as **EE**.

Course Description

The general goal of this course is to identify, evaluate, and think critically about the ethical foundations for human interactions with the environment. Although we will address particular environmental problems, our main focus will be the philosophical debates in the environmental movement. Some of the debates we will examine with the tools of critical reasoning are: whether or not we should extend moral status to non-human entities, such as ecosystems, species and non-human animals; whether sustainability is possible; whether starvation should take priority over ecological degradation; whether restored natural places as valuable as untouched natural places; multicultural approaches to the environment; and the value of wilderness. We will be reading canonical essays in environmental ethics as well as contemporary authors.

Course Objectives

After completing this course students should be able to:

1. Analyze and think critically about the ethical dimensions of environmental issues.
2. Formulate and think critically about the arguments behind environmentalism.
3. Articulate and think critically about the relationship and/or obligations between humans and the natural environments in written and oral form.
4. Enumerate and discuss critically the major schools of thought in Environmental Ethics.

Assignments: All quizzes will be “pop” quizzes and can occur anytime during class. Please do not ask if there will be a quiz on any particular day. For short assignments you may be required to summarize a particular reading or comment on a particular argument (usually around one to two pages).

The exams will consist of multiple choice, true/false, short answer, matching, and essay questions. They will not be cumulative, although some questions may reference readings that were completed in an earlier portion of the course.

The group project will be to examine a particular environmental challenge and present your findings in class. You may use a powerpoint presentation, handouts or other AV material. A class discussion will follow. Once groups are assigned and topics are chosen, you must meet with me as a group to discuss your project. The individual portion of this project is to write a 1,200 word essay summarizing the debate. Once the class roster is stabilized, I will provide dates, topics, and a thorough description of what is expected.

You will receive a list of potential paper topics one week before papers are due. At that time, you will be given the expectations and requirements as well as a description of how your work will be evaluated.

Graded assignments will include:

- at least 10 quizzes or short assignments; if there are more than 10, then only the best 10 will count towards the student’s final grade,
- one group presentation on a topic of choice (with my supervision), along with a 1,200 word individual essay on the same topic,
- two 1,200 word papers
- three exams.

Grading: Graded assignments will be weighed as follows:

Quizzes and short assignments (average)	10%
Group project	20%
Papers	15% (each)
Exams	20% (each)

Final grades will be determined on the following scale:

100-93	A	86-83	B	76-73	C	66-63	D
92-90	A-	82-80	B-	72-70	C-	62-60	D-
89-87	B+	79-77	C+	69-67	D+	59-0	F

Late Policy: Quizzes cannot be made up (remember that you will be given more than 10). Regarding other assignments, when possible, I should be informed of lateness before the assigned work is due. When this condition is met, appropriate accommodations will be arranged with the student to finish the work. Otherwise, assignments will be counted 10% off per day late. Exams cannot be made up without a university approved absence notification (e.g. a note from a health care provider explaining why the student couldn’t be there). Furthermore, you need to contact me immediately in order to reschedule the exam.

Honor Code: Students must uphold the Academic Honor Code published in the Florida State University Bulletin and the Student Handbook or online at <http://www.fsu.edu/~union/honor.htm>. Violations of the honor code may result in an “F” for the course and other disciplinary action may be taken.

Students with Disabilities: Reasonable accommodations will be made for students with disabilities. Such students must (1) register with, and provide documentation to, the Students with Disability Resource Center (SDRC), and (2) submit a letter from SDRC stating that such academic accommodations are needed. All relevant documentation should be submitted within the first two weeks of classes or as soon as a disability is identified

SCHEDULE

This schedule is subject to revisions!

Introduction and the Foundation of Ethics

Here I will provide an overview of the course as well as present the basics of philosophical ethics. This is necessary, since in order to know whether or not we have obligations to the environment, or if natural objects possess moral status, we have to know the traditional accounts of moral obligations and moral status.

Metaethics and Normative Ethics (lecture)

Aldo Leopold: **SCA:** 1-164

The Foundation of and Multicultural Approaches to Environmental Ethics

The readings from Leopold, Sylvan and Stone are the canonical essays in the modern environmental movement. Here are the first attempts to extend the moral sphere to include natural objects. Also, environmentalism has been greatly influenced by multicultural approaches to ethics, represented by the readings on ecofeminism.

Aldo Leopold: **SCA:** 165-226

Richard Sylvan, "Is There a Need for a New Environmental Ethic?" **BA:** 47-52

Christopher Stone, "Should Trees Have Standing?" **EE:** 46-49

Karen Warren and Jim Cheney, "Ecological Feminism and Ecosystem Ecology" **BA:** 294-305

Kristen Hessler and Elizabeth Willott, "Feminism and Ecofeminism" **EE:** 232-234

Animal Liberation and Animal Rights and Environmentalism

Singer will examine animal welfare from a utilitarian perspective while Regan will attempt to advance animal rights. Be attentive of the distinctions between the two movements. Also, animal rights seem to be at odds with traditional environmentalism, because animal rights are concerned with the individual welfare of animals while environmentalism is holistic. Can this conflict be resolved?

Peter Singer, "Not For Humans Only: The Place of Nonhumans in Environmental Issues" **BA:** 55-64

Tom Regan, "Animal Rights: Whats in a name?" **BA:** 65-73

Paul Taylor, "The Ethics of Respect for Nature" **BA:** 74-84

Gary Varner, "Can Animal Rights Activists Be Environmentalists" **BA:** 95-113

Is Nature Intrinsically Valuable?

It is easy to make a case for environmental protection and awareness when it is our wellbeing or the wellbeing of future generations that is at stake. However, the following readings will question whether or not there is a further reason why we should value nature; namely because there is an intrinsic value to nature above and beyond the value that nature holds for humans (present and future). Is this a cogent claim?

John O'Neill, "The Varieties of Intrinsic Nature" **BA:** 131-142

Bryan Norton, "Environmental Ethics and Weak Anthropocentrism" **BA:** 163-174

Eugene Hargrove, "Weak Anthropocentric Intrinsic Value" **BA:** 175- 190

Mary Midgley, "Duties Concerning Islands" **EE:** 71-81

Elliot Sober, "Philosophical Problems for Environmentalism" **EE:** 145-157

Warwick Fox, "Deep Ecology: A New Philosophy of our Time?" **BA:** 252-261

Arnie Naess, "The Deep Ecological Movement" **BA:** 262-274

Moral Pluralism and Moral Pragmatism in Environmental Ethics

Here we will examine some modern developments in environmental ethics. The first is whether or not we can have multiple, but integrated, moral practices concerning the environment. Also, we will examine a more pragmatic approach to environmentalism.

Christopher Stone, "Moral Pluralism and the Case for Environmental Ethics" **BA**: 193-202

Baird Callicott, "The Case Against Moral Pluralism" **BA**: 203-219

Anthony Weston, "Beyond Intrinsic Value: Pragmatism in Environmental Ethics" **BA**: 307-318

Ben Minter and Robert Manning, "Pragmatism in Environmental Ethics: Democracy, Pluralism and the Management of Nature" **BA**: 319-330

Sustainability, Population, and Obligations to Future Generations

We will look at the current (dangerous) path that humanity has taken in terms of sustainable growth and population. What should we do when environmental concerns are pitted against starving people? As the title of Hardin's piece suggests, are we in an environmental "lifeboat" that will soon sink?

Donald Scherer, "The Ethics of Sustainable Resources" **BA**: 334-358

Clifford Geertz, "Very Bad News", *New York Review of Books*, Vol. LII, No. 5, 4-8

Garrett Hardin, "The Tragedy of the Commons" **EE**: 331-340

Derek Parfit, "Energy Policy and the Further Future: The Identity Problem" **handout**

Peter Singer, "Famine, Affluence and Morality" **EE**: 386-393

Holmes Rolston III, "Feeding People versus Saving Nature?" **BA**: 451-462

Garrett Hardin, "Living on a Lifeboat" **EE**: 374-385

Eco Restoration The Value of Wilderness

What counts as wilderness and what value does wilderness hold apart from other "natural" spaces? Furthermore, we will examine whether or not natural habitats can ever be restored to their former status.

Robert Elliot, "Faking Nature" **BA**: 381-389

Andrew Light, "Ecological Restoration and the Culture of Nature: A Pragmatic Perspective" **BA**: 398-411

Michael Nelson, "An Amalgamation of Wilderness Preservation Arguments" **BA**: 413-436

Baird Callicott, "A Critique of and an Alternative to the Wilderness Idea" **BA**: 437-443

Important Dates

Group Project: XXXX

First Paper Due: XXXX

Midterm Exam: XXXX

Second Paper Due: XXXX

Final Exam: XXXX

ITT 3500: Italian Culture and Civilization: From Origins to the Age of Romanticism
Fall Semester 2005
Classroom: Diffenbaugh 114
Meeting Times: Tues/Thurs. 11:00 a.m - 12:15 p.m.

Instructor: Dr. Mark Pietralunga
Office: 366 Diffenbaugh
Email: mpietral@mailers.fsu.edu
Office Hours: Tuesdays and Thursdays: 3:30-5:00, and by appointment

Introduction

This interdisciplinary course will focus on salient topics of Italy's culture and civilization from pre-Roman times to the age of Romanticism and the dawn of Modern Italy. To immerse oneself in Italy's history and culture is to go back to the roots of Western civilization. In keeping with the design of one text of this course, *The Italians: History, Art, and the Genius of a People*, we shall seek to answer the question: "How did the qualities of 'Italianness' that make Italy unique arise in history?" In order to address the phenomenon of Italy in all its grandeur and diversity, this course will begin by looking briefly at the Italy of the Roman Empire, the seedbed of so much later growth in fields ranging from architecture to politics, philosophy, and law. It will follow with an overview of two fundamental moments in Italy's cultural history: a) the Middle Ages, a period in which the Italian language flowered as a result of such names as Dante, Petrarch, and Boccaccio; b) and the Renaissance, when the new humanism manifested itself in the arts, through the images and words of such artists and thinkers as Leonardo da Vinci, Michelangelo, Machiavelli, Alberti, Pico della Mirandola, Botticelli, and Raphael. The course will then move to the period of the Tridentine Reformation and its effect on such thinkers such as Galileo Galilei. Finally, it will examine Italy during the Enlightenment and the age of Romanticism, a time of reform and revolution.

Course Goals & Objectives:

This course is designed to:

- 1) develop your critical reading and writing skills
- 2) offer you a better understanding of the cultural and historical figures and events that have impacted most significantly Italian culture and civilization
- 3) draw insightful parallels between different artistic expressions and styles that reflect similar cultural, political, and social events
- 4) appreciate Italy's cultural, social, and political diversity

Required Texts and Readings for Course

Julia Conaway Bondanella and Mark Musa, editors. *The Italian Renaissance Reader*. New York: Penguin, 1987.

John Julius Norwich. *The Italians*. New York: Harry N. Abrams, 1983.

Other materials (**available in "Course Library" on Blackboard**).

Supplementary Readings

Giuliano Procacci. *History of Italian People*. London: Penguin, 1978.

Christopher Duggan. *A Concise History of Italy*. Cambridge: Cambridge, 1998.

Gregory Hanlon, *Early Modern Italy, 1550-1800*. New York: St. Martin's Press
Giorgio Vasari. *Lives of the Artists*. New York: Penguin, 1983

Requirements

1. Attendance and class participation are mandatory. This is a three-hour course; therefore, 3 **unexcused** absences are allowed. For each additional unexcused absence a student's final average will be reduced by one grade.
2. Read each assignment **before** the scheduled lecture and be prepared for discussion.
3. In-class **Midterm**. The mid-term will examine the readings and discussions from the first part of the course. The exam will consist of three parts: 1) identification of key figures, works, or movements; 2) identification of significant passages from readings; 3) one essay (you may choose from among several topics).
4. A 1000-1250 word essay on a topic to be discussed, and agreed upon, with instructor. Further information will be provided with advanced notice during the semester.
5. **Final Exam**: same format as **Midterm**

Grading

The semester grade will be determined as follows:

- 20% Participation (see attendance requirements)
- 30% Midterm exam, including essay questions
- 20% Essay
- 30% Final Exam, including essay questions

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-	59 = F

Gordon Rule:

This is a Gordon-Rule designated course; that is, it requires a minimum of 3,000 words of writing. Because this is a Gordon Rule course, in order to pass you must satisfactorily complete all graded writing assignments. In this context, satisfactory completion refers to a grade of C- or better.

Disabled Students

Students with disabilities who need academic accommodations should:

- 1) Register with and provide documentation to the Student Disability Resource Center (SDRC);
- 2) Bring a letter to the instructor from the SDRC indicating you need academic accommodations. This should be done within the first week of classes.

This syllabus and other class materials are available in alternative form upon request.

Academic Honor System/Honor Code:

Please see the Student Handbook, Codes and Policies, for a full statement of the Academic Honor System (<http://www.fsu.edu/Books/Student-Handbook/2003codes/hnor.html>), including the Academic Honor Code, Violations of the Academic Honor Code and Student Responsibilities. In addition to the information listed in the General Bulletin:

- 1) If you take material that is not yours, from any source whatsoever, and copy it into assignments you submit in the class, you must provide a footnote, endnote or parenthetical reference to the source of the material.
- 2) Material taken verbatim from another source must be enclosed in quotation marks and attributed as in rule # 1.
- 3) Material not taken verbatim from a text but paraphrased must also be attributed as in rule # 1.

Schedule of Lectures & Assignments*

Week 1

- Aug. 30 - Introduction to the course
- Sept. 1 - "Who are the Italians?", from *Who are the Italians?*, Arturo Barone, pp.149-183 (See "Course Library" in Blackboard).
"Introduction: A Traveler In Italy," from *The Italians*, Norwich, pp. 25-30

Week 2

- Sept. 6 - Italy before the Romans: "Rome and the Empire: Prehistory to AD 500", from *The Italians*, Norwich, pp. 31-62.
- Sept. 8 - Rome and the Empire; Roman Catholicism

Week 3

- Sept. 13 - "The Medieval Centuries: 500-1350", from *The Italians*, pp. 63-102
- Sept. 15 - St. Francis of Assisi (See "Course Library"): Religious Life Urban Culture

Week 4

- Sept. 20 - Medieval Florence
- Sept. 22 - Dante Alighieri: Selections from "The New Life" and "On World Government" (See "Course Library")

Week 5

- Sept. 27 - Dante (cont.): *Inferno* Cantos 1, 5, 10, 15, 19 (See "Course Library")
- Sept. 29 - Petrarch: *Italian Renaissance Reader*: Introduction (pp. 1-3); "Letter to Posterity" (pp. 4-13); "The Ascent of Mount Ventoux" (pp. 14-21);

Week 6

- Oct. 4 - Giovanni Boccaccio, from *The Decameron*; Introduction, pp. 60-61
Preface and Author's Introduction, pp. 62-79; Day I, Stories 1 & 2; pp.
79-93; Day II, Story 5; pp.109; Day 6, Story 10; pp. 9- 46; Day X,
Story 10; 152-161
- Sept. 30 - Art, Architecture & Music of the Middle Ages

Week 7

- Oct. 11 - **Midterm**
- Oct. 13 - "Humanism and Renaissance": Documentary of Florence: "Power of the
Past"
"Humanism and Renaissance: 1350-1527", from *The Italians*, pp. 103-146

Week 8

- Oct. 18 - "Humanism and Renaissance": Leon Battista Alberti. Introduction and
Selections from the *Book of the Family* from *The Italian Renaissance
Reader*, pp. 164-177;
- Oct. 20 - Pico Della Mirandola: Introd. and selections from *Oration on the Dignity
of Man*, from *The Italian Renaissance Reader*, pp. 178-183;
Lorenzo de Medici (See "Course Library")

Week 9

- Oct. 25 - "The Arch Enemy of the Renaissance: The Crisis of Savonarola" (See
"Course Library")
- Oct. 27 - Castiglione from *The Book of the Courtier*, from *The Italian Renaissance
Reader*, pp. 202-205; pp.237-251; Renaissance Centers of Mantua, Ferrara
and Venice;

Week 10

- Nov. 1 - Machiavelli: Letter to Vettori (See "Course Library"); from *The Prince*,
from *The Italian Renaissance Reader*, pp. 256-269; pp.280-293.
- Nov. 3 - "The Question of the Language"
- Francesco Guicciardini: Selections from *The Ricordi*, from *The Italian
Renaissance Reader*, pp. 298-305;
-

Week 11

- Nov. 8 - Art & Architecture of Renaissance: Botticelli and Bramante; Leonardo da
Vinci : Introduction and Selections from the Notebooks, from *The Italian
Renaissance Reader*, pp. 185- 87; (See "Course Library").
The Renaissance Center of Milan;
- Nov. 10 - Art and Architecture of the Renaissance: Michelangelo, *The Italian
Renaissance Reader*, pp. 375-381 (See "Course Library").
Raphael. Giorgio Vasari, *The Italian Renaissance Reader*, pp. 382-393.

Week 12

Nov. 15 - Disaster and Recovery 1527-1750” from *The Italians*, pp. 147-186

Nov. 22 - Renaissance and the Reformation; Galileo (See “Course Library”)

Week 13

Nov. 22 - The Baroque: Bernini and Marino (hand out or “Course Library”)
Hanlon: “Bella Figura: The Baroque Era” (See “Course Library”)

Short Essay Due

Nov. 24 - **No Class: Thanksgiving Holiday**

Week 14

Nov. 29 - The Enlightenment and The Age of Romanticism 1750-1860, *The Italians* (pp. 197-217); Goldoni and Theatrical Reform; Milanese Vitality: Cesare Beccaria’s *On Crimes and Punishments* (hand out); *Il Caffè* (See “Course Library”);

Dec. 1 - The Age of Romanticism – Ugo Foscolo, Alessandro Manzoni, and Giacomo Leopardi (See “Course Library”)

Week 15

Dec. 6 - Giuseppe Verdi and the Operatic Tradition (hand out or “Course Library”)

Dec. 8 - Final Class

Dec. 14: **Final Exam:** 12:30 – 2:30 p.m.

4) Persons violating the Honor Code in any assignment or exam in this class will receive a minimum grade of zero (0) for the assignment in question.

NOTE

This syllabus is subject to minor changes with advanced notice. The presence of your name on the roster, after the registration cancellation deadline, indicates that:

- you have read and understood this entire syllabus
- you have had your questions about it answered
- you accept and agree to abide by the policies outlined in this syllabus

Copy of Syllabus available on Blackboard.

ITT 3501—Modern Italian Culture: From the Unification to the Present

Spring 2004

<mailto:mpietral@mailier.fsu.edu>Instructor: Dr. Mark Pietralunga

Email: mpietral@mailier.fsu.edu

Office Hours: Tuesdays and Thursdays, 3:30-5:00 p.m. and by appointment

Introduction

This course will examine the cultural developments and socio-political changes in modern Italy: from the Risorgimento to the formation of a nation and the question of national identity; Fascism's influence on the national culture; the Italian miracle of the post-war period; the North/South question; religion and education; the "Made in Italy" label in fashion and design; and the social phenomenon of immigration into Italy of people coming from Eastern Europe, Africa, and Asia.

Course Goals & Objectives:

This course is designed to:

- 1) develop your critical reading and writing skills
- 2) offer you a better understanding of the cultural and historical figures and events that have impacted most significantly modern Italian culture and civilization
- 3) draw insightful parallels between different artistic expressions and styles that reflect similar cultural, political, and social events
- 4) appreciate Italy's cultural, social, and political diversity

Required Texts and Readings for Course

Zygmunt G. Baranski and Rebecca J. West, eds. *The Cambridge Companion to Modern Italian Culture*. Cambridge: Cambridge, 2001

Carlo Levi. *Christ Stopped at Eboli*. New York: Noonday, 1995

Luigi Barzini, *The Italians*, New York: Touchstone, 1996

Other materials (to be distributed in class).

Supplementary Readings

John Julius Norwich. *The Italians*. New York: Harry N. Abrams, 1983.

Giuliano Procacci. *History of Italian People*. London: Penguin, 1978.

Christopher Duggan. *A Concise History of Italy*. Cambridge: Cambridge, 1998.

Tomasi di Lampedusa. *The Leopard*. New York: Atheneum, 1986

Charles Richards. *The New Italians*. New York: Penguin, 1995

Jonathan White. *Italy: The Enduring Culture*.

Mary McCarthy. *The Stones of Florence*. New York: Penguin, 1986

Venice Observed. New York: Penguin , 1986

John Dickie. *Darkest Italy: The Nation and Stereotypes of the Mezzogiorno, 1860_1900*.

Beverly Allen and Mary Russo. *Revisioning Italy: National Identity and Global Culture*.

Minneapolis: University of Minnesota Press.

Sante Matteo. *ItaliAfrica: Bridging Continents and Cultures*. Stony Brook, NY. Forum Italicum Press.

Requirements

1. Attendance and class participation are mandatory. This a three-hour course; therefore, 3 unexcused absences are allowed. For each additional unexcused absence a student's final average will be reduced by one grade.
2. Read each assignment **before** the scheduled lecture and be prepared for discussion.
3. In-class **Midterm**. The mid_term will examine the readings and discussions from the first part of the course. The exam will consist of three parts: 1) identification of key figures, works, or movements; 2) identification of significant passages from readings; 3) one essay (you may choose from among several topics).
4. An essay (1000-1250 words) is required on the film *Life is Beautiful* in the context of our discussion on Fascism and the effects of WWII on Italy. Additionally, you will be expected to explore the film's treatment of history and questions related to anti-semitism.
5. **Final Exam**: same format as **Midterm**

Grading

The semester grade will be determined as follows:

- 20% Participation (see attendance requirements)
- 30% Midterm exam, including essay questions
- 20% Essay (1000-1250 words)
- 30% Final Exam, including essay questions

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- 59 - below = F

Gordon Rule:

This is a Gordon-Rule designated course; that is, it requires a minimum of 3,000 words of writing. Because this is a Gordon Rule course, in order to pass you must satisfactorily complete all graded writing assignments. In this context, satisfactory completion refers to a grade of C- or better.

Disabled Students

Students with disabilities who need academic accommodations should:

- 1) Register with and provide documentation to the Student Disability Resource Center (SDRC);
- 2) Bring a letter to the instructor from the SDRC indicating you

need academic accommodations. This should be done within the first week of classes.

This syllabus and other class materials are available in alternative form upon request.

Honor Code

The Florida State University General Bulletin contains an honor code. It is repeated verbatim in the Student Handbook. You will be held responsible for knowing and conforming to it.

- 1) If you take material that is not yours, from any source whatsoever, and copy it into assignments you submit in the class, you must provide a footnote, endnote or parenthetical reference to the source of the material.
- 2) Material taken verbatim from another source must be enclosed in quotation marks and attributed as in rule # 1.
- 3) Material not taken verbatim from a text but paraphrased must also be attributed as in rule # 1.
- 4) Persons violating the Honor Code in any assignment or exam in this class will receive a minimum grade of zero (0) for the assignment in question.

Lectures & Assignments

- Week 1** - Introduction to the course
- "The Notion of Italy," from *Modern Italian Culture*, pp. 17-33;
- Week 2** - "Social and Political Cultures in Italy from 1869 to the Present Day," *Modern Italian Culture*, pp. 35-48
- Verismo: Giovanni Verga, "Freedom" (hand out); "Cavalleria Rusticana"
- (hand out)
- "Art in Modern Italy," *Modern Italy*, pp. 252
Machiaoli & Futurism
- Week 3** - "Art in Modern Italy," *Modern Italian Culture*, pp. 243-252
Machiaoli & Futurism
- Fascism, Culture, and Colonialism
Documentary on Mussolini
Modern Italian Culture, "Social and Political Cultures [...]," pp. 49-53
- Week 4** - Modern Italy: Fascism and WWII
- "Mussolini or the Limitations of Showmanship," Barzini, pp. 133-155
- Film: *La vita è bella* (Life is Beautiful)

- Week 5** - Fascism (cont.): “Art under Fascism,” *Modern Italian Culture*, pp. 252-256
 - The Resistance and Reconstruction, *Modern Italian Culture*, pp. 53-57
- Week 6** - The “Miracle Years”; Post-1945:
 - *Modern Italian Culture*, pp. 57-61; “Cultural Consumption, 1940s to 1990s,” pp. 273-290 .
 - **Paper Due**
- Week 7** - “Questions of Language,” *Modern Italian Culture*, pp. 63-79.
 - Catholic Culture, “Catholicism,” *Modern Italian Culture*, pp. 97-112
- Week 8** - “Socialism, Communism and other ‘isms,” *Modern Italian Culture*, pp. 113-130
 - **Mid-term**
- Week 9** - The Southern Question and the Unspoken Agenda of Colonization
 Modern Italy: “The Two Italies,” Paul Hoffman, pp. 1_25
 “The ‘Problema del Mezzogiorno,” Barzini
 - Modern Italy: “Sicily and The Mafia,” Barzini
- Week 10** - **SPRING BREAK**
- Week 11** - Levi, *Christ Stopped at Eboli*
 - Film: Francesco Rosi’s *Christ Stopped at Eboli*
- Week 12** - Levi, *Christ Stopped at Eboli*
 - Italian Cinema
 “Italian Cinema,” Bondanella, *Modern Italian Culture*, pp. 215-242
- Week 13** - Redesigning The Face of Italy
 “Italian Culture or Multiculture in the New Millennium,” West, *Modern Italian Culture*, pp. 347-346.
 - The New Multicultural Italy
 Parati: “Strangers in Paradise: Foreigners and Shadows in Italian Literature”
- Week 14** - Film: Gianni Amelio’s *Lamerica*
 - Made in Italy: “The Perennial Baroque,” Barzini
 Sparke: “A Modern Identity for a New Nation: Design in Italy since 1860” pp. 265-281.
- Week 15** - “Made in Italy,” Paulicelli: “Fashion: narration and nation” pp. 284-291.
 - “The Media,” Wagstaff, pp. 293-309.
- Week 16** - Folk Music and Popular Song, Carrera, pp. 325-335
 - Final Class
- Week 17** - **Final Exam: Monday, April 26, 5:30-7:30 p.m.**

ITT 3520 : The Italian American Experience in Literature and Film

Spring 2004

Instructor: Dr. Mark Pietralunga

Email: mpietral@mailier.fsu.edu

Class Meetings: Tues/Thurs. 2:00-3:15 p.m.

Office Hours: Tuesdays and Thursdays, 3:30-5:00 p.m. and by appointment

Course Description

In this course students will analyze the experiences of Italian Americans from a historical, cultural and literary perspective. The course is designed to assist students in exploring ways in which Italian and American cultures have combined to form a distinctive ethnic culture. Students will examine the literary and cinematic contributions that Italian Americans have made during the past century. The questions to be addressed in the course include: how and why the media has stereotyped the Italian Americans; what it means to be raised in a "Little Italy;" what it is like to be Italian in our society; how the gender dictates of an ancient heritage have shaped the roles of family members; how does America, the land of opportunity and of infinite possibility, unravel the family bond; and how Italian Americans struggle between assimilation and the preservation of their cultural birthright.

Course Goals and Objectives:

This course is designed to:

- 1) develop your critical reading and writing skills
- 2) offer you a better understanding of the formation of the Italian American identity and how it bridges the former Italian culture with the new one.
- 3) understand the role ethnicity plays in the definition of what it means to be an American.

Lectures & Assignments

- Week 1** - Introduction to the course
- *Italians in America Part I: The Journey*
La Storia, Chapters 1-2
- Week 2** - *Italians in America Part II*
- AWhere are the Italian American Writers, @ Gay Talese
Puzo, *The Fortunate Pilgrim*
La Storia, Chapters 3-5
- Week 3** - Puzo, *The Fortunate Pilgrim*
- *La Storia*, Chapters 6-8
- Week 4** - Scorsese, *The Italianamerican*
- Di Donato, *Christ in Concrete*
La Storia, Chapters 9-12
- Week 5** - Di Donato, *Christ in Concrete*
- *La Storia*, Chapters 12-14
- Week 6** - *La Storia*, Chapters
- Mangione, *Mount Allegro*

- Week 7** - *La Storia*, Chapters 19-21
 - Mangione, *Mount Allegro*
- Week 8** - *La Storia*, Chapters 22-23
 - Film: Scorsese, *Mean Streets*
- Week 9** - *La Storia*, Chapters 24-27
 - **Mid-Term**
- Week 10** - **SPRING BREAK**
- Week 11** - Barolini, *Umbertina*
- Week 12** - Barolini, *Umbertina*
- Week 13** - De Rosa, *Paper Fish*
- Week 14** - De Rosa, *Paper Fish*
 - Film: De Niro, *Bronx Tale*
- Week 15** - Ardizzone, *In the Garden of Papa Santuzzo*
- Week 16** - Ardizzone, *In the Garden of Papa Santuzzo*
 - Film: Tucci, *Big Night*
- Week 17** - **Final Exam**

Required Texts and Readings for Course

Mario Puzo, *The Fortunate Pilgrim* (1964)
 Pietro Di Donato, *Christ in Concrete* (1939)
 Helen Barolini, *Umbertina* (1979)
 Tina De Rosa, *Paper Fish* (1980/1996)
 Jerre Mangione, *Mount Allegro* (1978)
 Jerre Mangione and Ben Morreale, *La Storia*
 Tony Ardizzone, *In the Garden of Papa Santuzzo*

LIST OF FILMS TO BE VIEWED

Italians in America (documentary)
 Mean Streets (Scorsese, 1973)
 Italianamerican (Scorsese, 1974)
 A Bronx Tale (De Niro, 1993)
 Big Night (Tucci, 1996)

Requirements

1. Attendance and class participation are mandatory. This is a three-hour course; therefore, 3 unexcused absences are allowed. For each additional unexcused absence a student's final average will be reduced by one grade.

2. Read each assignment **before** the scheduled lecture and be prepared for discussion
3. In-class **Midterm**. The mid-term will examine the readings and discussions from the first part of the course. The exam will consist of three parts: 1) identification of key figures, works, or movements; 2) identification of significant passages from readings; 3) one essay (you may choose from among several topics).
4. A 1200-word (approx. 4 pp. type-written) short paper on "What it means to be Italian American" (based on readings, lectures, and films from class).
5. **Final Exam**: same format as **Midterm**

Grading

The semester grade will be determined as follows:

- 20% Participation (see attendance requirements)
- 30% Midterm exam, including essay
- 20% Short Essay (1000 words)
- 30% Final Exam, including essay

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- 59- F

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- 1) Register with and provide documentation to the Student Disability Resource Center (SDRC);
- 2) Bring a letter to the instructor from the SDRC indicating you need academic accommodations. This should be done within the first week of classes.

This syllabus and other class materials are available in alternative form upon request.

Honor Code

Students are bound by the Academic Honor Code in all of their academic work. A copy of the Code can be found in the current Student Handbook.



Communication Sciences and Disorders

~~SPA 20XX~~ SPA 2001
Spring, 2005
Time TBA
Location TBA

Instructor: Joanne P. Lasker, Ph.D.
Office: 305 Regional Rehab Center
Phone: (850) 644-8465
Email: jlasker@garnet.acns.fsu.edu
Office Hours: Wednesday, 1-3 p.m.

Required Text:

Minifie, F. D. (1994). Introduction to communication sciences and disorders. San Diego, CA: Singular Publishing.

Required Material: A course packet containing lecture outlines, handouts, and readings for the course is available at Target Copy. These materials will be discussed in class. Students are expected to bring the course packet to class daily and will be held accountable for specified information from the packet.

Course Description: This introductory course provides a broad based overview of the acoustic, anatomic, biological, emotional, linguistic, physiological, and psychosocial bases of human communication and the ways in which it may be disordered. The impact of scientific investigation, technology, education, economics, health, and rehabilitation on communication will be addressed. Individual and societal variables related to communication and its disorders, the challenges of medical and technological advancements, and the quantitative tools used in assessment and rehabilitation will be stressed.

Learning Objectives:

Students will be able to:

- 1) label and define neuroanatomical and structural components of speech and hearing
- 2) outline physiologic and neurologic bases of speech, language and hearing, including the mechanics of respiration, phonation, articulation, and resonance
- 3) explain, in basic terms, the acoustic correlates of auditory perception
- 4) summarize the basic linguistic stages in normal development of language
- 5) describe basic testing procedures for evaluation of communication disorders
- 6) identify the scientific and technological tools used for inquiry, identification, measurement, and treatment of communication disorders

- 7) list the basic elements of an intervention program for a variety of disorder types
- 8) recognize deviations from normal speech and classify them in terms of articulation, language, voice, and fluency disorders
- 8) illustrate some of the challenges in diagnosing and treating communication disorders for clients from linguistically and ethnically diverse populations
- 9) explain the roles and contributions of other professional disciplines to the education and (re)habilitation of individuals with communication disorders
- 10) describe techniques to prevent the occurrence of speech, language, and hearing disorders

Models of Instruction:

Primarily lecture; simulations of speech, language and hearing disorders; guest faculty speakers; guest speakers with communication disorders; small group discussion; large group discussion; case studies; films/videotapes.

Requirements:

Attendance and Participation: Class attendance and active learning are expected. Some course content will only be presented in class. Given the nature of this course, regular attendance is important and expected. Attendance will be checked throughout the semester at different times during the class sessions. **For every 3 unexcused absences, one point will be deducted from your final grade percentage total.** (For example, if you have achieved a grade percentage of 93% but have missed 3 classes for unexcused absences, your percentage will be lowered to 92% and you will receive an A- instead of an A.) If you have not signed the attendance sheet for a particular class session, you will be recorded as absent. The faculty member will make some allowance for absences occasioned by illness, by trips for the University, or by authorized field trips; however, it is the student's responsibility to contact the faculty member either before or immediately after the excused absence. Any arrangement to make up work because of class absence is the responsibility of the student.

Testing: **There will be a total of four tests.** The last test will be administered during finals week and will be comprehensive. It will cover material from the entire book, course packet, and all class sessions. Tests will be announced at least one week in advance and will consist of multiple choice questions. The instructor must be notified of anticipated absences prior to the scheduled exam. Make-up exams will be given at a single time during the last 2 weeks of class. The make-up time will be announced in class. Make-up exams will not necessarily cover the same material as that covered on the exam missed. Only students who have

missed an exam are eligible to take a make-up, and only one make-up exam will be allowed per student. Wearing of baseball caps or others hats is not permitted during test periods.

Tentative Test Dates:

Test 1	Friday, January 27
Test 2	Friday, February 24
Test 3	Friday, March 24
Final	Friday, April 27

Assignment 1: Students will be required to assume a communication disorder and write a report about the experience. For example, students may wish to experience a hearing loss. To complete this assignment, students will be required to purchase a pair of ear plugs and wear the ear plugs continuously for two hours. During this time, students will be required to interact with people in public places (e.g., student union, restaurants, shopping malls). A short written report of this experience will be required. Further information on this assignment will be provided in class.

Assignment 2: Students will be required to view a movie or play about a person with a communication disorder and write a reaction paper to it. Further information on this assignment will be provided in class.

The final day to turn in written assignments is March 24th. Late papers will be marked down one point (out of a total of 20) for every day the paper is late.

Student Evaluation

Student evaluations will be based on the percentage of total number of points earned throughout the term.

The following percentage-based grading scale will be used for assigning all grades.

93-100.00%	A
90-92.99%	A-
87-89.99%	B+
83-86.99%	B
80-82.99%	B-
77-79.99%	C+
73-76.99%	C
70-72.99%	C-
65-69.99%	D
< 64.99%	F

Point Values

Test 1	100 points
Test 2	100 points
Test 3	100 points
Final	100 points
Assignment 1	20 points
Assignment 2	20 points
Total Possible Points	440

Policies:

1. Questions and observations are encouraged during class.
2. Regular class attendance is essential because much of the content is presented by videotape, audiotape, films, and case studies. **Students are responsible for any material distributed and discussed in class.** When absences occur, students should ask a classmate for lecture notes and handouts.
3. The following activities are not permitted during class times: smoking, eating, drinking, sleeping, and/or reading newspapers.

Honor Code:

Students are expected to uphold the Academic Honor Code.

The Academic Honor System of The Florida State University is based on the premise that each student has the responsibility to:

- Uphold the highest standards of academic integrity in the student's own work,
- Refuse to tolerate violations of academic integrity in the University community, and
- Foster a high sense of integrity and social responsibility on the part of the University community.

ADA Requirements:

Students with disabilities needing academic accommodations should:

1. Register with and provide documentation to the Student Disability Resource Center (SDRC).
2. Bring a letter to the instructor from the SDRC indicating you need academic accommodations. This should be done within 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 Assistant Dean of Students:

sdrc@admin.fsu.edu, Disabled Student Services, 08 Kellum Hall, Florida State University, Tallahassee, FL 32306-4066, (850) 644-9566.

Syllabus Change Policy:

This syllabus is a guide for the course and is subject to change with advanced notice. If you do not understand or accept the contents or the terms of this syllabus, you must notify me in writing by one week after receiving the syllabus.

Course Schedule

Week	Topic	Reading	Assignment/Tests
1/9 – 1/13	Introduction to the Professions	Chapter 1	
1/16 – 1/20	Development of Communication, Language, and Speech	Chapter 5	
1/23 – 1/27	Normal Communication Processes	Chapter 3	Test 1 – 1/27
1/20 – 2/3	Respiration and Phonation: Science of Speech Disorders	Chapter 10	
2/6 – 2/10	Articulation and Resonance: Articulation Disorders	Chapter 4	Assignment 1 – 2/6
2/13 – 2/17	Speech and Language Analysis: Fluency Disorders	Chapter 13	
2/20 – 2/24	Physiology of Vocal Production: Voice Disorders	Chapter 12	Test 2 – 2/24
2/27 – 3/3	Stages of Swallowing and Analysis: Swallowing Disorders		
3/26 – 3/10	SPRING BREAK		
3/13 – 3/17	Fetal Development and Cleft Palate	Chapter 11	Assignment 2 – 3/17
3/20 – 3/24	Basic Neuroanatomy and Physiology: Developmental Language Disorders	Chapter 6 Chapter 8	
3/27 – 3/31	Acquired Language Disorders Other Acquired Disorders	Chapter 9	Test 3 – 3/24
4/3 – 4/	Assistive Technology: Augmentative and Alternative Communication	Chapter 15	
4/10 – 4/14	Science of Hearing: Hearing Disorders	Chapter 14 Chapter 15	
4/17 – 4/21	Psychosocial Factors: School-Based Issues Multicultural Issues	Chapter 2	
Final Exam	Exam Week		Final Exam – 4/27

Faculty Senate Guidelines for Recruiting, Recommending for Selection, and Hiring or Reappointing, of Administrators with Supervisory Responsibility over Faculty

As adopted at the Faculty Senate meeting on 15 February, 2006

1. General Principles

- a. Each faculty member has a professional responsibility to promote the interests of the University, its students, and the public it serves. This responsibility extends to participation in the selection of the University's administrative officials.
- b. Each faculty member must be given a meaningful opportunity to contribute to the recruiting, recommending for selection, continuation, and hiring or decision to reappoint, of those administrators responsible for supervising his or her work.
- c. Opportunities to participate are meaningful when:
 - i) The procedures governing the process are transparent and available to all.
 - ii) Sufficient notice is given and a reasonable amount of time allowed for the collection and consideration of faculty views.
 - iii) The expression of diverse points of view is actively encouraged.
 - iv) Reporting about decisions characterizes faculty opinion and explains how it was taken into account.

2. Practices

- a. Every department/unit shall include in its bylaws a procedure for recommending who should be selected as its chair that accords with the general principles outlined above.
- b. Above the level of the department/unit the normal vehicle for selection of administrators is a formal search committee appointed by the next higher-level authority (i.e., by the Provost for deans, by the President for Provost, by the Board of Trustees for President).
- c. The search committees described in 2.b shall include representatives from as broad a range of specific constituencies as is practical. For example, a search for the dean of a small college would include constituencies below the department level, whereas in larger colleges committee members might be required to represent multiple departments. Faculty believe that students and staff should also be represented on search committees.
- d. Search committee members have a duty to represent their constituents as

well as to exercise their personal judgments. This means specifically:

- i) In the recruitment phase (if applicable), the committee shall solicit suggestions from the faculty, even if an outside search firm has been employed.
- ii) The committee shall publicize the schedule for interviews and candidate forums well in advance of the events. The schedule shall include several opportunities for faculty-candidate interaction.
- iii) The committee shall provide a formal mechanism for communicating both signed and anonymous faculty opinion to the committee. Opinions expressed shall include a specific indication of the faculty member's degree of interaction with the candidate. Individual communications of opinion may occur via a printed evaluation form, an electronic form, or written evaluations submitted on paper or by e-mail.
- iv) The committee has an obligation to report its recommendation and to explain, in general terms, how it arrived at it. Such a report must include all key documents concerning the entire search process, including announcements, procedures, and all evaluation forms.
- v) To increase future participation, faculty shall be informed of how their participation mattered to the outcome.