



THE FLORIDA STATE UNIVERSITY  
FACULTY SENATE

MINUTES  
FACULTY SENATE MEETING  
DECEMBER 5, 2012  
DODD HALL AUDITORIUM  
3:35 P.M.

**I. Regular Session**

The regular session of the 2012-13 Faculty Senate was held on Wednesday, December 5, 2012. Faculty Senate President Sandra Lewis presided.

The following members attended the Senate meeting:

J. Adams, T. Adams, E. Aldrovandi, TJ Atwood, H. Bass, E. Baumer, P. Beerli, B. Berg, B. Birmingham, M. Buchler, W. Carlson, T. Chapin, R. Coleman, A. Darabi, A. Darrow, J. Dawkins, N. de Grummond, L. DeBrunner, W. Denton, R. Dumm, I. Eberstein, G. Erickson, K. Erndl, A. Gaiser, G. Galasko, M. Gerend, J. Geringer, T. Glenn, E. Goldsmith, J. Gomariz, R. Gonzalez-Rothi, M. Gross, A. Guyas, M. Hanline, K. Harper, C. Hofacker, R. Horton-Ikard, D. Ikard, M. Kapp, T. Keller, D. Latham, S. Leitch, S. Lewis, C. Madsen, R. Marrinan, U. Meyer-Baese, D. Moore, M. Moore, S. Norrbin, O. Okoli, V. Richard Auzenne, N. Rogers, N. Schmidt, K. Schmitt, J. Scholtz, R. Schwartz, N. Stein, J. Standley, L. Stepina, B. Stults, J. Telotte, F. Tolson, S. Tripodi, J. Tull, G. Tyson, E. Walker, S. Witte.

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

S. Aggarwal, I. Alabugin, G. Allen, D. Armstrong, A. Askew, E. Bernat, E. Chicken (A. Barbu), D. Cooper, L. deHaven Smith (V. Mesev), L. Edwards, J. Fiorito, M. Fair, L. Garcia Roig, A. Hirsch, E. Jakubowski, S. Johnson, Y. Kim, E. Klassen, W. Landing, S. Lenhart, C. Lonigan, H. Mattoussi, W. Mio, J. Ohlin, J. Saltiel, P. Steinberg, P. Sura, C. Upchurch, A. Uzendoski, O. Vafek, P. Villeneuve, D. Von-Glahn, W. Weissert.

**II. Approval of the Minutes**

The minutes of the November 14, 2012 meeting were approved as distributed.

**III. Approval of the Agenda**

The agenda was approved as distributed.

**IV. Report of the Steering Committee, G. Tyson**

Since our last Faculty Senate meeting on November 14<sup>th</sup>, the Faculty Senate Steering Committee has only met once in our regularly scheduled weekly meetings (November 28), and once with Provost Stokes on November 29.

The topics discussed with Provost Stokes included the formation of a committee to evaluate changes in the FSU constitution and unit bylaws. It has been over 20 years since the constitution was revised and many of the structures no longer match in title or function to current structures. At the same time, we have changes to faculty evaluation procedures that will occur with the ratification of the new contract and ... requirements mandated by SACS. Finally, with all the mandated changes, the steering committee feels that this is the right time to evaluate faculty governance procedures at the unit level. Some of these changes will occur in the immediate future to insure that the contract requirements are met, while other changes will likely take place over the next year or so. For those of you involved in the last round of bylaws revisions that took place a couple of years ago, know that it is coming again. To help the process, the steering committee is working with the Provost's office to provide help with any changes necessitated. Department's should receive a letter discussing changes that are mandated and others that are suggested.

We also had a long discussion about FSUs position related to the online education, the soon to be proposed "virtual university" and the trend towards MOOCs (Massive Open Online Courses). This is a topic that seems to function as a Rorschach test, seeing it either as an opportunity or as a state imposition on higher education. FSU needs to position itself to influence the direction of this political initiative, while being able to react to regulatory changes. This will continue to be a key issue for this Senate to consider as the ramifications of these changes will impact how course instruction is performed and who is responsible for maintaining academic standards. We had an open, productive conversation with Provost Stokes on this topic sharing both our hopes and concerns about the organizational challenges and wisdom of approaching online courseware that is shared across the state-wide system. In fact, we spent so much time on this topic; we (again) did not get to many of the other agenda items before our time ran out.

David Johnson, who chairs the GPC, joined us in our regular meeting to propose two changes to the certification of international TAs that have been passed by the GPC. These proposals will be presented to the faculty senate for discussion and vote later in this meeting. Finally, most of you have heard that a student committed suicide on campus last week. It is always a tragedy when someone decides to take his/her life, and we wish to express our condolences to his family, friends and colleagues. The members of the steering committee were concerned that recent budget cuts may have reduced the access to FSUs excellent counseling services. After discussing our concerns with the administration, we were assured that the suicide prevention program, FSU Noles Cares, remains fully funded and has not been overloaded. While it is impossible to intervene in all cases, we encourage everyone at the university to become more familiar with the services available. The website for FSU Noles cares is <http://counseling.fsu.edu/prevention.html>.

## V. Reports of Standing Committees

### a. Graduate Policy Committee, D. Johnson

See addendum 1. **Both motions passed.**

### b. Undergraduate Policy Committee, J. Koslow

UPC members voted to **approve** Multicultural Understanding "X" credit for TUT 3 3053: Turkish Cinema, CHT 3123: Pre-Modern Chinese Literature and Culture, and

CHT 3392: Writing Women in Pre-Modern China, as well as Multicultural Understanding “Y” credit for TUT 3003: Turkish Culture and Civilization.

The Undergraduate Policy Committee, at its meeting last Wednesday, approved the following two courses as meeting Liberal Studies Area IV, Humanities/Fine Arts (see addendum 2):

- TUT 3053: Turkish Cinema
- TUT 3003: Turkish Culture and Civilization.

On behalf of the Undergraduate Policy Committee, I move approval of these courses by the Faculty Senate, effective for the Spring 2013 semester.

**The motion passed.**

**VI. Special Order: Athletic Committee Update, P. Perrewe**

See addendum 3.

**VII. Old Business**

There were no items of old business.

**VIII. New Business**

There were no items of new business.

**IX. University Welfare**

There were no items of University Welfare.

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

There were no announcements by Deans and Other Administrative Officers.

**XI. Announcements by Provost Stokes**

Provost Stokes was not in attendance.

**XII. Announcements by President Barron**

President Barron was not in attendance.

**XIII. Adjournment**

The meeting adjourned at 4:24p.m.



Melissa Crawford  
Faculty Senate Coordinator

# Request for Modification of Spoken English Certification (SPEAK) Standards for TAs in Modern Languages and Linguistics

FSU wants to be sure that every teaching assistant in the university speaks fluent or near-fluent English. The reason for this is at once logical and understandable. If a foreign student is not at ease with English, he/she will be unable to convey important information to undergraduates in a clear and coherent fashion. The Department of Modern Languages and Linguistics (MLL) completely supports the university's position. However there are some elements concerning teaching in MLL which are different from what occurs in other departments. For instance, a foreign student teaching History must be able to explain complex events and concepts in English. Should this not be the case, the undergraduates will suffer. This situation is quite different in MLL where foreign graduate students are teaching their native language to undergraduates. Thus someone from a Francophone country would be teaching French, and a person with a Hispanic background would be providing instruction in Spanish. Since our language courses follow what is called the "Communicative Approach," the classes are run entirely in the target language. This minimizes the need for English, but that is not to say that a knowledge of English is unnecessary for teaching foreign languages at FSU. Inevitably an undergraduate will ask an occasional question in English, and during office hours the TA-student discussions are at least to some extent in English. So what we are requesting is not that MLL students be exempted from the SPEAK criteria, but that the criteria be modified for our students. Currently a TA who scores either 45 on the SPEAK or 23 on the speaking section of the Toefel iBT is only allowed to teach levels 1 and 2, while scores of 50 or 26 permit a student to teach higher levels. A simple glance at these standards immediately indicates that they are not really suited for language teaching. A foreign student with weaker spoken English (23 or 45) might in fact be better placed in the higher level language courses where students already have a good knowledge of the target language, and can most probably follow explanations in the foreign language. **We therefore propose a simple modification, namely that the standard for foreign TAs teaching in MLL be adjusted to 45 (SPEAK) or 23 (Toefel).**

We appreciate your consideration of this request.

# Proposed Standards

The underlined text below would be added to guidelines for students who score 45 on SPEAK or 23-24 on the Speaking section of TOEFL iBT:

- A score of 45 on SPEAK, or 23-24 on the Speaking section of TOEFL iBT, certifies a student to teach at levels 1 & 2; and to teach at levels 3 & 4 for up to two semesters if also concurrently enrolled in an appropriate CIES ITA English language course. By no later than the end of these two semesters, if the student's skills have not improved sufficiently to achieve a score of 50 on the SPEAK exam, the student will be eligible to only teach at levels 1 & 2. The student will be allowed to teach at levels 3-8 by meeting at least one of the following two criteria:
  - Achieve a score of 50 on SPEAK.
  - Enroll in Advanced Spoken English for ITAs (EAP4831) and score 90 or better in the course.



# TUT 3XXX Turkish Cinema



Florida State University – Department of Modern Languages and Linguistics

Summer C 2013

*Time:* TR 2:00-5:15 PM

*Office hours:*

*Location:*

*Office:* Diffenbaugh 371

*Instructor:* Dr. Arzu Güngör Leushuis

*E-mail:* [agungor@fsu.edu](mailto:agungor@fsu.edu)

## Course Description

This course will introduce students to the fascinating history and development of Turkish cinema and provide the opportunity to learn about Turkish culture and society through the lens of the movie camera. Established as a republic on the remnants of the once glorious Ottoman Empire, Turkey features a highly varied socio-cultural landscape that is enriched by the contributions of various ethnic minorities. At the same time, contemporary Turkey, unique for being a secular Muslim country and a bridge culture between East and West, attempts to reconcile modern political and socio-cultural identities with the persistent influence of age-old traditions and tribal attitudes. How do Turkish filmmakers confront these diverging and at times polarizing socio-cultural values and identities? We will analyze a representative sample of movies a) for the way in which they address the identity dilemmas facing the individual in Turkish society: in a social context often dominated by communal control and (sexual) repression, which identity or group (modern/traditional; eastern/western; urban/ rural; religious /secular; nationalist/minority) should one attempt to embrace and cultivate?; and b) for the way in which individual Turkish filmmakers have created their own unique cinematographical vision and esthetics, which we will compare and contrast with those of Western (US, European) cinema.

## Course Objectives

At the end of the semester, the students:

- will be able to identify the ways in which Turkish filmmakers reflect and assess the various contrasting social-cultural values and identities of Turkish society.
- will be able to identify the main stylistic and esthetic characteristics of Turkey's most influential filmmakers as well as their development over time.
- will be able to recognize similarities and differences between Turkish cinema and its Western counterparts (European and US).
- have gained an esthetic appreciation for the former's artistic uniqueness.
- will be able to analyze and critically interpret a representative selection of films and articulate their ideas about them orally and in writing at an advanced level.

## Screenings and Classes (Course Methodology)

We will screen and discuss one movie in every single class. Each session, before we start to watch the movie, I will give a short introduction to the movie's main themes. After the screening, one student will give a short (approx. 15 minutes) presentation on the director of that day's movie. Then the class will split up in individual groups and discuss the movie based on study questions given to you before the movie. We will conclude the class with a whole class discussion. During all discussions, students are expected to debate in a civil, academic, scholarly, and critical manner, respecting views that are not the same as their own. After each class, the movie will be available in the Strozier Library Digital Media Center, where it can be viewed for the rest of the semester (hours at <http://www.lib.fsu.edu/about/hours.html>).

## Liberal Studies Area IV Humanities/Fine Arts Credit

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

## Required Texts

- Gönül Dönmez-Colin, *Turkish Cinema Identity, Distance and Belonging* (2008)
- Additional readings will be posted on Blackboard.

## Grade Distribution

Participation and Group Work	30%
Individual presentation	30%
Final Take Home Exam (6-page: 1500 words)	40%

## Grading scale

94-100 A	80-83 B-	67-69 D+
90-93 A-	77-79 C+	64-66 D
87-89 B+	74-76 C	60-63
84-86 B	70-73 C-	0-59

## Participation and Assignments

- *Attendance* is mandatory and will be taken every class. Absences will only be excused if in accordance with the University absence policy (see below). Please notify the instructor at least a week in advance in case you know you need to miss class. Each *unexcused* absence after the *fourth* will reduce your final grade by *two* percentage

points. If for instance your final grade is 88% but you missed 5 classes through unexcused absences, your grade will be adjusted to a B instead of a B+. Be on time for class. Students arriving to class more than 10 minutes late will be considered absent.

- *Participation* is crucial and a substantial part of your final grade. It is your responsibility to check the class blackboard site on a daily basis, to complete homework and other assignments before each class, and/or to submit graded work by the stated deadline.

- *Missed Assignments or Late Work*: you can only obtain credit if the absence or delay is related to reasons for excused absences as defined above. Documentation is required for a medical emergency. All other excuses for missing a test or for a late paper (religious holidays, family emergencies) must be discussed with the instructor *before* the test. An unexcused absence for a test or unexcused delay for submitting an assignment will result in a zero.

- *Individual Presentation*: each student will give a short (15 minutes) individual presentation on a director or famous actor/ actress. Your presentation will be scheduled for a specific class and you will discuss the director (or actors) of the movie screened in class that day. After your presentation, you will submit a short type-written dossier of your presentation (in the next class).

- *Participation and Group Work*: after each movie the class will split up in small groups (3-4 students each) and during approximately 30 minutes conduct an in-depth group discussion of the movie based on study questions. The group will write a succinct report during this time, which will be graded (each student in the group will receive the same collective group grade). Groups will be mixed differently for every class.

- *Final Take Home Exam*: the final take home exam will consist of 6-page (1500 words) paper to be written in response to your choice of essay-style questions about films and class materials we have viewed and studied during this class.

### **University Attendance Policy**

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

### **Academic Honor Policy**

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

## Americans With Disabilities Act

Students with disabilities needing academic accommodation should:

- (1) register with and provide documentation to the Student Disability Resource Center; and
- (2) bring a letter to the instructor indicating the need for accommodation and what type. This should be done during the first week of class.

This syllabus and other class materials are available in alternative format upon request. For more information about services available to FSU students with disabilities, contact the:

Student Disability Resource Center  
874 Traditions Way  
108 Student Services Building  
Florida State University  
Tallahassee, FL 32306-4167  
(850) 644-9566 (voice)  
(850) 644-8504 (TDD)  
sdrc@admin.fsu.edu  
<http://www.disabilitycenter.fsu.edu/>

### Free Tutoring from FSU

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

### Syllabus Change Policy

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

### Course Program

<b>Week 1</b>	<b>Introduction: Foundational Yeşilcam Cinema &amp; Recent Turkish History</b>	
	Tuesday	Atif Yılmaz, <i>The Girl with the Red Scarf</i>
	Thursday	Muharrem Gulmez, Sirri Sureyya Onder, <i>The International</i>

<b>Week 2</b>	<b>Denied Ethnic Identities in the Turkish Nation</b>	
	Tuesday	Yılmaz Güney, <i>Road</i>
	Thursday	Yeşim Ustaoglu, <i>Journey to the Sun</i>
<b>Week 3</b>	<b>Migrations and Displacements Modern vs. Traditional; Eastern vs. Western; Urban vs. Rural</b>	
	Tuesday	Nuri Bilge Ceylan, <i>Distant</i>
	Thursday	Fatih Akın, <i>Head On</i>
<b>Week 4</b>	<b>The Cinema of Zeki Demirkubuz Gender, Sexuality, and Morals</b>	
	Tuesday	Zeki Demirkubuz, <i>Third Page</i>
	Thursday	Zeki Demirkubuz, <i>Destiny</i>
<b>Week 5</b>	<b>Religion, Tradition, and Tribal Attitudes in a Modern World</b>	
	Tuesday	Özer Kızıltan, <i>Takva</i>
	Thursday	Abdullah Oğuz, <i>Bliss</i>
<b>Week 6</b>	<b>New Istanbul Films</b>	
	Tuesday	Yeşim Ustaoglu, <i>Pandora's Box</i>
	Thursday	Fatih Akın, <i>Crossing the Bridge</i>



# TUT 3XXX Turkish Culture and Civilization



*Spring 2013*

**Florida State University – Department of Modern Languages and Linguistics**

*Time:* MWF

*Location:*

*Instructor:* Dr. Arzu Güngör Leushuis

*Office hours:*

*Office:* Diffenbaugh 371

*E-mail:* [agungor@fsu.edu](mailto:agungor@fsu.edu)

## **Course Description**

East or West, Asian or European, modern or traditional, secular or religious? These questions and paradoxes have shaped Turkish society and culture for many centuries, resulting in one of the most fascinating bridge cultures in the modern world. This course offers a comprehensive exploration of Turkish culture and society by foregrounding the manifold and diverse social currents, traditions, and groups that have shaped it, with a particular emphasis on gender, class, and ethnicity. On the one hand, the course critically examines the perspective of Turkey as a Westernized mono-religious but secular state that was created by the founder of the Turkish Republic, Mustafa Kemal Atatürk, and that is currently considered a potential future member of the European Union; on the other hand, it contrasts this image of Turkey with an understanding of its many socio-cultural contradictions (tradition vs. modernity, city vs. country, faith vs. secularism, etc.) and of the numerous social, ethnic, religious, and immigrant groups and minorities (such as women, Kurds, Armenians, Laz, Alevis, Arabs, and Jews) that have traditionally been undervalued in Turkish society but that form the core of its multi-cultural diversity. It is from this framework that the class offers an in-depth exploration of contemporary Turkey's culture (both 'high' and 'low') and society, including topics such as education; public policy; its relation to the EU, the Arab World, and the US; its literary and musical heritage; Islam, religion, and spiritualism; and its everyday cultural and social life such as family traditions, rituals, popular mentalities, holidays, folklore, hospitality, and, last but not least, gastronomy.

## **Course Objectives**

At the end of the semester, the students will:

- have obtained a basic understanding of Turkey's unique status as a 'bridge' culture.
- be able to identify, to analyze critically, and to articulate objectively the way in which modern Turkey, as it was founded in the Western-European nation-state tradition, is multiculturally enriched and diversified by dynamics of gender and class as well as by traditionally undervalued ethnic groups.

- be able to identify the major elements of Turkey’s public and political system, as well as the role of religion therein.
- have gained esthetic appreciation for, and be able to identify basic distinctive features of a sample of Turkish cultural artifacts (music, literature, philosophy, spiritualism, etc.) and to discuss them objectively both orally and in writing.
- be familiar with the dynamics of every-day social life of Turkish people and its cultural expressions in popular mentalities, family traditions, rituals, holidays, folklore, hospitality, and gastronomy;
- be able to critically identify and analyze the similarities and differences between their own culture and society, and those of Turkey;
- be culturally prepared for a prolonged stay for study or work in Turkey.

### **Course Methodology**

This is a reading-, film-, and discussion-based course and students are expected to be active and invested in their own education. Students are expected to come to class having completed all readings and assignments for that day, and to bring their own thoughts, ideas, experiences, etc. into the classroom. There will be several assignments that require students to meet as a group outside class hours. During class discussion students are expected to discuss and debate in a civil, academic, scholarly, and critical manner, respecting views that are not the same as their own.

### **Liberal Studies Area IV Humanities/Fine Arts Credit**

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

### **Required Texts**

- Andrew Mango, *The Turks Today*
- Orhan Pamuk, *Snow*
- Yaşar Kemal, *Mehmed my Hawk*
- Additional readings will be posted on Blackboard

### **Grade Distribution**

Individual presentation	15%
Group presentation followed by a collectively written dossier	20%
Midterm exam (in class)	25%
Final take home exam (6-page: 1500 words)	30%
Participation (class activities and discussion)	10%

## Grading scale

94-100 A	80-83 B-	67-69 D+
90-93 A-	77- 79 C+	64-66 D
87-89 B+	74-76 C	60-63
84-86 B	70-73 C-	0-59 F

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(850) 644-8504 (TDD)  
sdrc@admin.fsu.edu  
<http://www.disabilitycenter.fsu.edu/>

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## **Syllabus Change Policy**

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

## Course Program

<b>Week 1</b>	(Wednesday xxxx) - <b>Course Introduction</b>
<b>Week 2</b>	<b>Origins of Turkish Civilization</b> - Historical background: who are the Turks and where do they come from? - A brief history of the Ottoman Empire
<b>Week 3</b>	<b>Turkey's History from 1914 until Today</b> - Atatürk's legacy and Atatürk's principles - Film: Ziya Öztan, <i>Cumhuriyet</i>
<b>Week 4</b>	<b>Social Life</b> - Family structures and patterns – the individual vs. the collective - Examples and case-studies from Dindi et al., <i>Turkish Culture for Americans</i>
<b>Week 5</b>	<b>Politics, the Public System (Education)</b> - Thematic city: Ankara - Freedom, democracy, and some problems... - Film: Yılmaz Güney, <i>The Road (Yol)</i>
<b>Week 6</b>	<b>Diversity and Co-existence in Turkish Society</b> - The place of religious and ethnic minorities in Turkish society: Alevi, Armenians, Arabs, and Jews - The Kurdish issue in Turkish society - Istanbul: the symbolic prism of Turkish society: diversity and co-existence as a form of life: the various religious and ethnic groups and their neighborhoods, the reflection of Turkish historical diversity in Istanbul's architecture. - Film: Yeşim Ustaoglu, <i>Journey to the Sun</i>
<b>Week 7</b>	<b>Modernity vs. Tradition; West vs. East; Countryside vs. Urban Centers</b> - Film: Nuri Bilge Ceylan, <i>Uzak</i>
<b>Week 8</b>	<b>Islam and Religion</b> - The secular state and islam - The role of religion in daily life - Film: Özer Kızıltan, <i>A Man's Fear of God - Islam (Takva)</i>
<b>Week 9</b>	<b>Cultural and Religious Traditions and Rituals</b> - Betrothal, wedding, birth, and circumcision - Religious holidays and rituals of religious celebrations, national holidays and celebrations - <b>Midterm Exam</b> (Friday, March 2 <sup>th</sup> )
	<b>SPRING BREAK</b>
<b>Week 10</b>	<b>Music, Dance, Spiritualism, and Philosophy</b> - Mevlana and Hacı Bektashi Veli, Yunus Emre - Whirling Dervishes - Film: <i>Crossing the Bridge</i>
<b>Week 11</b>	<b>Turkey and the World</b> - Turkey and the European Union - Turkey and the US - Turkey and the Muslim World

<b>Week 12</b>	<b>Culinary Turkey</b> - Gastronomy, eating habits, coffee and tea, social value of hospitality
<b>Week 13</b>	<b>Literature, Culture, and Self-Identity</b> - Novels by Orhan Pamuk and Yasar Kemal
<b>Week 14</b>	<b>Gender Issues and Women Rights</b> - Being a woman in Turkish society - Women rights and the issue of honor killings - Film: Abdullah Oğuz, <i>Bliss</i> (Mutluluk)
<b>Week 15</b>	<b>Beautiful Turkey...</b> - Ceramic arts and Tapestry - Most places to visit on your (first) trip to Turkey

# FSU Athletics Report

## Faculty Senate Presentation

December 5, 2012

By Pamela L. Perrewe  
Faculty Athletic Representative



THE FLORIDA STATE UNIVERSITY



## COIA Initiatives

- Admission and Recruiting Policies
- The Primacy of Academics
- Competition and Practice Scheduling
- Integration into Campus Life and Beyond
- Campus Governance and Fiscal Responsibility



## **COIA: Admission and Recruiting Policies**

Student Athletes (SAs) should be admitted based on their potential for academic success and not primarily on their athletic contribution to the institution.



## **Admission and Recruiting Policies**

- FSU has academic exceptions. All exceptions go through our FSU undergraduate admissions committee
- FSU has approximately 500 SAs and about 15% are considered “high risk”



## **Admission and Recruiting Policies**

- All exceptions attend summer school and the summer bridge program.
- All SAs (not only high risk) are monitored regarding their class attendance, grades, and (if applicable) tutoring attendance.



## **COIA: The Primacy of Academics**

No academic programs or majors should be designed specifically for SAs. Academic Progress Rate (APR) and Graduation Success Rate (GSR) should be reviewed annually.



## The Primacy of Academics

- FSU Academic Progress Rate exceeds the NCAA standard for all teams (more on APR next)
- Academic advisors occasionally travel with the teams
- Learning specialists and tutors are provided for SAs



## Academic Progress Rate

- Tracks academic achievement of each Division I team during each academic term.
- NCAA recognized a need to track how student-athletes on financial aid are performing academically. Implemented in 2004.



## Academic Progress Rate

- Based on whether student-athlete remains in school and remains academically eligible.
- Implemented to hold schools accountable for the academic achievement of their student-athletes.



## APR calculation

- Each student-athlete receiving athletic aid earns one retention point for staying in school and one point for being academically eligible each academic term.
- A team's total points are divided by the number of points possible multiplied by 1000.



## APR Example

- A Division I Football team awards 85 scholarships.
- 80 remain in school and academically eligible ( $80 \times 2 = 160$  points), 3 remain in school but are academically ineligible ( $3 \times 1 = 3$  points) and 2 drop out and are academically ineligible (0).
- The team earns 163 of 170 possible points for that term. 163 divided by 170 and multiplied by 1000 (959) is the team's APR for that term.



## APR Enforcement

- The APR rate is a rolling, four-year figure.
- Teams that score below 925 face penalties ranging from scholarship reductions to more severe sanctions (e.g., no postseason play).



## New NCAA Rules

- In 2011, NCAA college presidents voted to ban teams from postseason play if their four-year APR failed to meet 930 (up from 925).
- Takes effect in the 2012-13 academic year with three years to align the APR with new standard (2015-2016).



## FSU's Current Academic Status

- As of this fall, our lowest 4-year APR for any team is 954 and our highest is 1000. FSU has never had a team penalized by the NCAA for APR points.
- 1,800 students are taking DIS courses this term; 5 SAs taking DIS courses this term.



## **Graduation Success Rate (GSR)**

- The GSR is designed to show the proportion of SAs who earn a college degree; no NCAA penalties attached.
- NCAA reported a GSR for Division I schools; 82%.
- NCAA reported a GSR for Football Bowl Subdivision schools (like FSU); 69%.



## **Graduation Success Rate for FSU**

- Overall GSR for FSU is 78%.
- Lowest GSR scores are in football and men's basketball (55% and 57%, respectively).
- Highest GSR scores are in men's golf, women's golf, women's tennis, and women's volleyball (100%).



## Enrollment Management

- Enrollment management meetings each term
- Grade distributions for classes (comparing SAs with general student population in the class).
- Classes with a high percentage of SAs
- Big changes in individual SA's GPA term to term



## COIA: Competition Scheduling

Athletic competitions and associated travel should be scheduled to minimize missed class time.



## Competition Scheduling

- NCAA allows SAs to leave 48 hours prior to a competition. FSU seldom leaves more than 1 day prior.
- The ACC is primarily responsible for competition schedules for most sports (FSU does non-conference).



## COIA: Campus Life and Beyond

Life skills and personal development programs for SAs should have as a goal the integration of the SA into the rest of the student population: need an appropriate balance.



## Campus Life and Beyond

- Student Athlete Advisory Council (SAAC) is very active on campus.
- FSU athletics has established a mentoring program.
- Athletics works closely with our FSU Career Center.



## Campus Life and Beyond

- Our SAs log more than 7,000 hours of community service each year.
- FSU has ranked #1 for outreach and community service 3 times over past 7 years.
- Faculty guest coaching program.



## COIA: Campus Governance

Each NCAA member should establish a Campus Athletic Board with the charge of monitoring campus intercollegiate athletics.



## Campus Governance

- 25 person board with over 1/2 membership FSU faculty. We normally meet 2-3 times each semester and once in the summer.
- Committees: Finance, Academic, Equity and Student Welfare



## **COIA: Fiscal Responsibility**

The Athletics Department's budgets, revenues, and expenditures should be transparent and aligned with the mission, goals and values of the institution.



## **Fiscal Responsibility**

- Boosters and members from the Athletics Department will meet several times each year to ensure transparency.
- Chair of the Finance Committee may also attend.
- New Strategic Plan is being developed for Athletics.



## Future Presentation Ideas

- The Role of Compliance at FSU
- Inside the ACC
- Athletic Scholarships and Aid
- Athletic Department's Strategic Plan



Thank You!  
Go Noles!