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Florida State University General Bulletin 2006 – 2007



**The Florida State University
General Bulletin**

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Tallahassee, Florida 32306-2480

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2006-2007
GENERAL BULLETIN

The
Florida State
University

College of Arts and Sciences

College of Business

College of Communication

College of Criminology and
Criminal Justice

College of Education

FAMU/FSU College
of Engineering

College of Human Sciences

College of Information

College of Law

College of Medicine

College of Motion Picture,
Television and Recording Arts

College of Music

School of Nursing

College of Social Sciences

College of Social Work

College of Visual Arts, Theatre
and Dance

Interdisciplinary Programs



Florida State University is a community of scholars in pursuit of excellence in higher education, both at the undergraduate and graduate level, and dedicated to public service. Superior faculty members interact with students in and out of the classroom and laboratory, stimulating their creative intellects as well as their realistic capabilities, to promote lifelong learning that enhances the well-being of the individual, the state, and the nation. In an atmosphere of responsible freedom, students gain the benefits of a strong liberal arts tradition and a deep, rich cultural understanding. The University encourages the learning process, critical thinking, sensitivity to others and to the environment, and the development of ethical principles on which to base a life of intellectual curiosity and satisfaction within a wide range of careers.

Florida State University's main campus in Tallahassee is well known for its beauty. Jacobean Revival structures are combined with the latest in modern architecture, set in a landscape of rolling hills and live oaks draped with Spanish moss, pines, palms, and dogwoods protected by a strict municipal ordinance. Flowering shrubs, notably azaleas and camellias, provide year-round color. Nearby, a national forest, wildlife refuge, lakes, rivers, and the Gulf of Mexico beaches offer opportunities for numerous outdoor pursuits.

Tallahassee is not only Florida's capital, but is one of its oldest and fastest growing cities. The capital city is located in Leon County, which has a population of 263,896. More than 100 state and federal agencies furnish our students with opportunities for internships, research and work-study programs matching all areas of academic interest. In addition, Tallahassee affords a rich offering of social, cultural, and recreational activities, making it an excellent place in which to live, study, and grow.



TALLAHASSEE, FLORIDA

A MESSAGE FROM THE PRESIDENT

Florida State University has earned a growing national reputation as a university that blends outstanding teaching with research that advances its community and state. We are home to a talented community of learners who are committed to excellence and engaged together in the pursuit of knowledge in the classroom, in the research lab, and through community outreach.

Our dedication to excellence encompasses many realms. Consider, for example, our academic programs. Ranked as a Doctoral/Research University-Extensive by the Carnegie Foundation, and with many of our schools and colleges rated among the country's finest, we stand firmly in the ranks of the nation's top public universities. Led by a world-renowned faculty, which has included six Nobel laureates and numerous eminent scholars in many areas of the arts and sciences, our academic programs continue to receive major recognition for their quality and overall strength. Hundreds of National Merit, National Achievement, and National Hispanic Scholars have made Florida State their top choice for higher education.

Among many points of excellence is our College of Medicine—the country's first new medical school in a generation. Established in 2003, the college offers regional campuses where students can complete their clinical rotations in fields like family medicine, obstetrics and gynecology, pediatrics, and surgery.

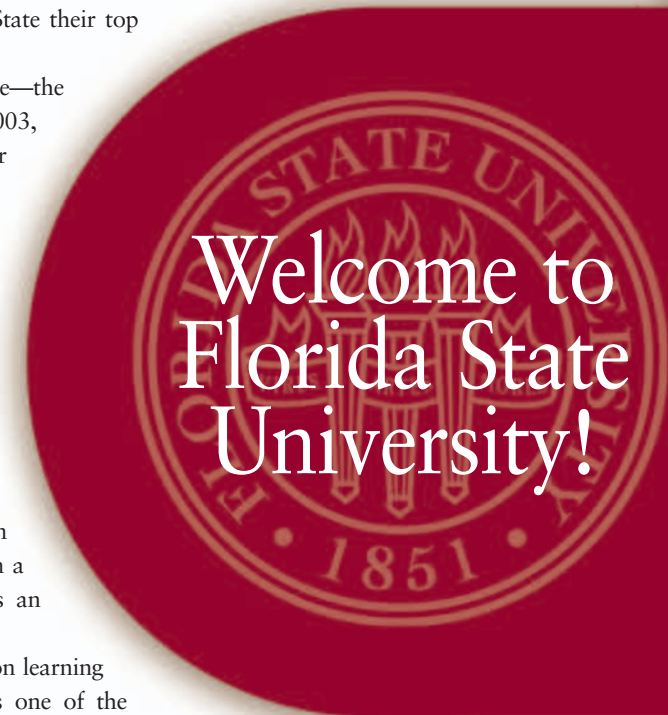
In the realm of scientific excellence, the National High Magnetic Field Laboratory, which houses the most powerful magnets in the world, is located on our campus. Our powerful supercomputers have contributed to hurricane forecasting advances, and the United States Navy chose Florida State University to develop the advanced power systems that will drive its next generation of ships.

Florida State University has historically ranked among the top universities nationally in royalties from patents. Our external research awards have increased during a time when declines have been more typical, and our endowment has increased six-fold in less than a decade. These achievements truly are marks of our excellence as an academic institution.

We are involved in a campus-wide effort to create a next-generation learning environment at Florida State University. Using our foundation as one of the country's "most wired" campuses, we work consistently to ensure that students are well prepared for the technological demands of the future. We also are recognized as a pioneer in the area of distance learning.

Our excellence also shines in realms beyond traditional academic settings. Located in countries throughout the world, our international programs are unparalleled. In the area of athletics, our scholar-athletes continue to perform at championship levels on and off the field, and their hard work and dedication add to this University's great reputation. Our students supplement their academic pursuits with community service time outside of the classroom, and each year they record hundreds of thousands of hours of service. In uncountable ways, this University reaches out to our community, the region, state, and the nation.

With a dedicated faculty and staff, a commitment to strong undergraduate and graduate programs, and a research agenda that contributes to the region's economic well-being and quality of life, Florida State University is a leader in higher education. I hope that, as you become a part of our community, you will join us in our continuing pursuit of excellence.

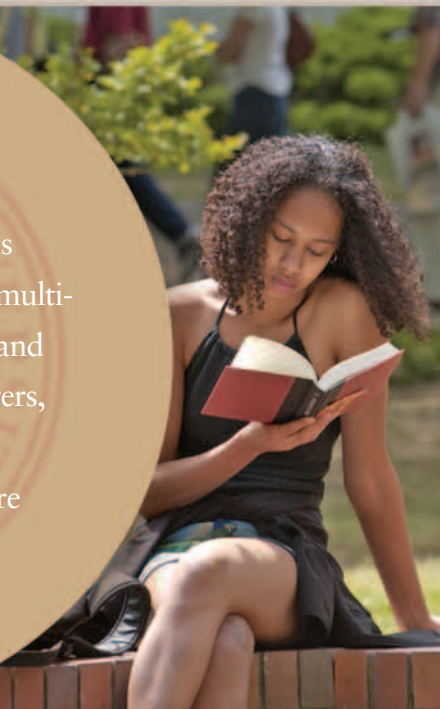


T.K. Wetherell

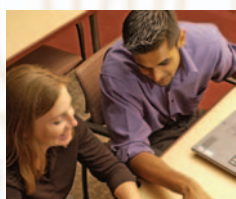
The Academic Experience

**Variety.
Excellence.
Heritage.**

The academic experience at Florida State University presents a variety of educational opportunities for scholarly excellence on a campus with a rich academic heritage. The multicultural studies component, Living and Learning environments, guest lecturers, ready access to advisers, and a commitment to digital access prepare students for a variety of careers — from art to business to medicine.



THE UNIVERSITY EXPERIENCE

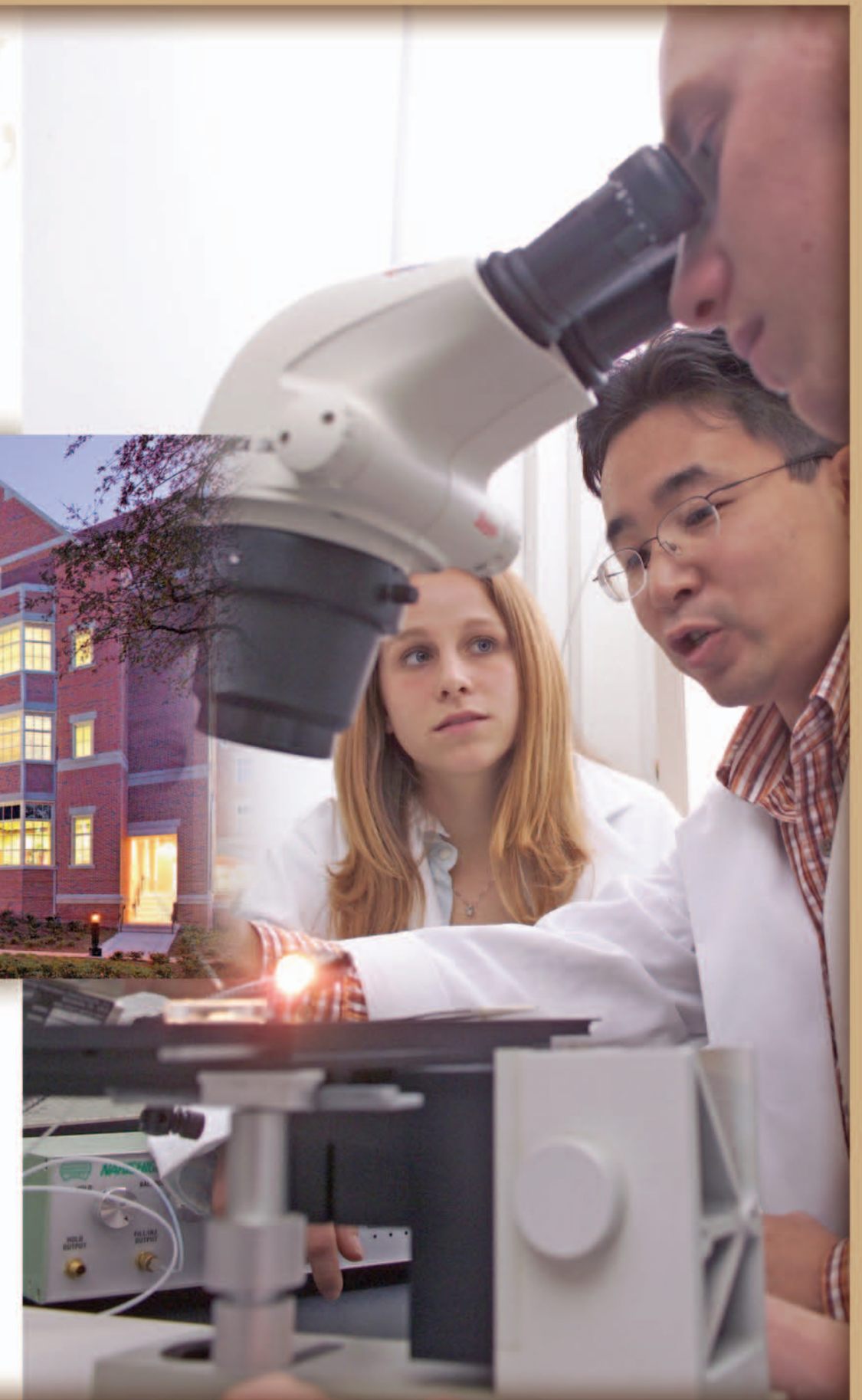


SCHOLARLY EXCELLENCE ON A CAMPUS WITH A RICH ACADEMIC

Research Opportunities

Science.
Humanities.
Arts.

During its distinguished history, Florida State University has built a reputation as a strong center for research in the sciences, the humanities and the arts.



THE UNIVERSITY EXPERIENCE



The Office of National Fellowships

OFFICE OF NATIONAL FELLOWSHIPS SEEKS TO BENEFIT THE ENTIRE UNIVERSITY COMMUNITY.



ENSURE SUCCESS.



The Office of National Fellowships seeks to benefit the development of student excellence, both academically and intra-personally, and to ensure success, not only for qualified applicants, but also for the personal growth of individuals whose efforts and contributions benefit the entire university community.

Our office helps students pursue opportunities for enrichment by providing information and support throughout the fellowship application process. Through one-on-one mentoring and direct assistance for over 60 nationally competitive fellowships, we help students identify and achieve their academic, public service, creative, and leadership goals.

To ensure the success of Florida State University students, our office is committed to the following:

- ➔ **FELLOWSHIP PROMOTION**
We strive to make the entire university community aware of nationally competitive undergraduate scholarship opportunities. Through fellowship workshops, class and group presentations, email announcements and direct student contact, our office aims to notify students of specific fellowship opportunities and create a more comprehensive understanding of the fellowship process in general.
- ➔ **APPLICANT IDENTIFICATION**
Through collaboration with students, faculty, and staff, we work proactively to identify students whose qualifications and goals match specific fellowship opportunities and encourage them to apply for nationally competitive scholarships that support their professional goals and academic interests.
- ➔ **STUDENT MENTORING**
We believe that the fellowship application process offers a unique opportunity to work individually with applicants to help them produce a competitive application while providing students with exceptional opportunities for learning and personal development.

Our office's comprehensive services help students gain a competitive edge in the application process, and the assistance we offer allows them to grow personally from the experience. Some of the benefits derived from student interaction with the Office of National Fellowships are:

- ➔ **SELF ASSESSMENT**
Knowing who you are and what you want is the first step in the fellowship application process. Our office helps students match their individual qualifications to existing fellowship opportunities by reflecting on their experiences and accomplishments, identifying their future goals, and learning more about how these attributes align with the missions of individual fellowships.
- ➔ **APPLICATION ASSISTANCE**
We help students manage the sometimes daunting application process from start to finish. Through workshops and intensive mentoring, we help students construct and assemble the entire application package including personal statements, project proposals, and letters of recommendation. We can even help assure it all gets done on time!
- ➔ **INTERVIEW PREPARATION**
Our office assists students in learning how to communicate effectively at fellowship interviews. Students selected to interview at the regional or national level refine their interviewing skills through mock interviews arranged by ONF.
- ➔ **BEYOND THE FELLOWSHIP**
We do more than help students apply for fellowships. Through developing personal statements, policy proposals, and curriculum vitae, students embark on a journey of self-discovery, goals clarification, and extended learning. We work with students beyond winning to achieve their long term goals.

Contact our office or visit us online at <http://onf.fsu.edu> to get started today!
 Jody Spooner, Director • jspooner@admin.fsu.edu 645-2208
 Jamie Purcell, Assistant Director • jpurcell@admin.fsu.edu 644-7596

WILLIAM FORD FOUNDATION
 RHODES RHODES
 FULBRIGHT FULBRIGHT
 GOLDWATER GOLDWATER
 MELLON MELLON
 GATES/CAMBRIDGE GATES/CAMBRIDGE
 HOWARD HUGHES MEDICAL HOWARD HUGHES MEDICAL
 JAMES MADISON JAMES MADISON
 FULBRIGHT FULBRIGHT
 TRUMAN TRUMAN
 JAVITS JAVITS
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 USA TODAY USA TODAY
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 CHARLES B. RANGEL CHARLES B. RANGEL
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 DOROT FOUNDATION DOROT FOUNDATION
 HERTZ FOUNDATION HERTZ FOUNDATION

THE INSTITUTE ON
NAPOLEON AND THE
FRENCH REVOLUTION



The Institute on Napoleon and the French Revolution, as part of the Department of History in the College of Arts and Sciences, was formally established by the Florida Board of Regents August 1, 1990. Although the core of courses are in the history department, students are encouraged to broaden their understanding of the field with courses in literature, the arts, geography, and other related fields depending on their areas of interest. Currently, eleven students from throughout the country are enrolled in the Institute, and ninety-eight doctoral and master's students have graduated from the program. In addition to the course of studies, the Institute organizes international meetings, holds symposia, maintains a Distinguished Speakers' Program, and is one of the founding and active members of the Consortium on Revolutionary Europe (1971), the leading scholarly organization in the field.

The Institute was established and directed by Dr. Donald D. Horward, who has introduced Napoleonic studies to over 16,000 students at The Florida State University and other institutions of higher learning. He has written or contributed to 30 books, over 50 scholarly articles, and more than 200 speeches and papers on Napoleon in the U.S. and Europe. Since 1984, Dr. Horward has held 15 academic chairs, lectured to thousands of cadets, and, since 1989, has trained 16 young officers in Napoleonic history to teach in the History Department at the USMA, West Point.

In addition to founding and directing The Institute on Napoleon and the French Revolution, Dr. Horward created the French Revolution-Napoleon Collection of the Strozier Library, which grew from 200 volumes in 1961 to include almost 20,000 titles today, which ranks it among the most extensive in the United States. In addition, he helped raise \$2.5 million for the establishment of the Ben Weider Eminent Scholar Chair in Napoleonic History (1998). The Ben Weider Endowment allows young scholars to examine and research scores of Napoleonic topics never before contemplated. A series of Weider Fellowships, travel/research grants and scholarships, visiting professorships, lectureships, and prizes was also created for the study of Napoleon, along with the Weider Associate Professorship in the French Revolution.

For his work, in April of 2002 Dr. Horward was named Chevalier of the Legion of Honor (France's highest honor established by Napoleon in 1802) and in October was decorated in full ceremony at West Point. He has also been decorated by the President of Portugal and the U.S. Army and was recognized by the Czech and Spanish governments.

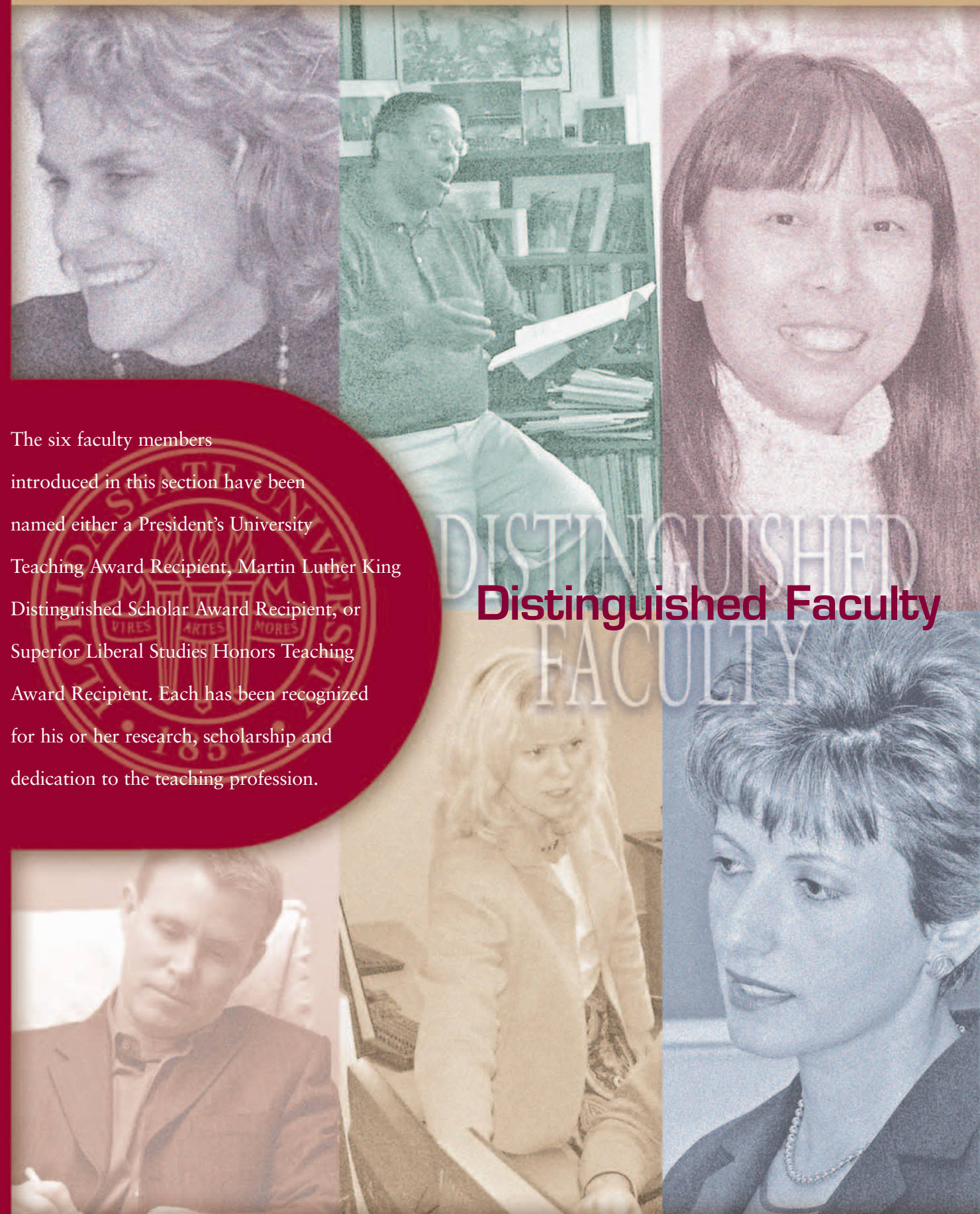
After 44 years of distinguished service, Dr. Horward recently retired. The Institute and its students, the French Revolution and Napoleon Library Collection, the Weider Endowment opportunities, and a series of other fellowships comprise a rich legacy—one that The Florida State University is proud to share with its community of scholars.

The Institute on Napoleon and the French Revolution



DEPARTMENT
COLLEGE OF A
SCIENCES, WAS F





The six faculty members introduced in this section have been named either a President's University Teaching Award Recipient, Martin Luther King Distinguished Scholar Award Recipient, or Superior Liberal Studies Honors Teaching Award Recipient. Each has been recognized for his or her research, scholarship and dedication to the teaching profession.

Distinguished Faculty



Pamela Sissi Carroll
MIDDLE AND SECONDARY EDUCATION

Pamela Sissi Carroll

I decided to pursue a doctorate in English education precisely because, as a former teacher of middle and high school English, I was dismayed that many teachers seemed dispirited and exhausted by the profession. I thought then, and do now, that working with adolescents is one of the most intriguing and unpredictable jobs in the world. I chose to work with practicing and prospective teachers in order to help re-inject some intelligent enthusiasm for adolescents and for English into middle and high schools. I try daily, through my own teaching, to honor that choice.

My goal as a teacher is to help students form and practice the habits of mind that are characteristic of successful educators. I push undergraduates continually to ask, "What does this (information, assignment, school experience, examination) mean for me as a future teacher of English?" I challenge master's students to think not only like classroom teachers, but also to become active participants in professional conversations regarding research and theories that inform practices in the discipline of English Education. I expect doctoral students to engage in all aspects of the profession: conducting research, teaching undergraduate courses, supervising student teachers, making professional presentations, writing grant proposals, and so on.

The most frequent comments that students make about my teaching refer to the energy and joy that I show toward it. They are right. I get jazzed each time I have an opportunity to work with students. Students inspire me; their energy gives me energy.



Carol Anne Clayson
METEOROLOGY

Carol Anne Clayson

I've been very passionate about all aspects of science for as long as I can remember, and have been encouraged along this path by my parents and by some outstanding teachers. At a fairly early age, I decided that I wanted to become a professor, as I felt both excitement in performing research and a responsibility to transmit that knowledge and enthusiasm to others. I learned that this love of subject matter can be conveyed to students as I sat in a course taught by an outstanding researcher and knew that I wanted to spend my life learning about ocean-atmosphere. This dedication was reinforced by professors who would listen when I burst into their offices excited and wanting to talk about a paper I had read.

In my time at FSU, I've taught both small graduate courses and large-enrollment basic meteorology courses. Interacting with undergraduate and graduate students outside of the courses, whether by advising or working with them in the laboratory, is very often the spark that makes my own research so thrilling. For me, teaching is not confined to the classroom; it permeates all aspects of my interaction with students. My goal is always to provide a framework that students can use to enlarge their world by understanding more of how things work. Even better is when I see the students apply that knowledge toward achieving their personal goals. To know that I was in some small way a part of this process is immensely satisfying.

For many people, to stand in front of a painting is to be speechless. How, a person might ask, do I talk about this painting in a meaningful and rigorous way? This is often the experience people have in confronting religious traditions: how do I talk about a religious tradition without immediately either affirming or denying its beliefs, practices and texts? What language do I use to reflect meaningfully and critically upon it?

What I enjoy about teaching religion is the challenge of showing how it is possible to think through religious traditions with both sensitivity and critical distance. If I succeed in teaching, it is in teaching students to value a certain self-reflective attitude, one expressed by the philosopher Simone Weil, when she said that “whenever I hold something to be true, I always ask in what sense the opposite may also be true.” This is genuinely critical thinking, for it refuses to be satisfied with itself even where it affirms something. Past and present history has shown us that religious traditions become dangerous when they are too satisfied with their own truths. Acknowledging this, my classes also show how the work of self-critique, though risky, constitutes a great adventure in thinking.

Thus in all my courses I expose students to the most exciting and most difficult texts in the Western tradition of philosophical and religious reflection. I have steep writing requirements. Yet I have found that students are energized by plunging into original texts and working through them for themselves. It is a great privilege for me as a teacher to be reading such texts side by side with students.



David Kangas
RELIGION

David Kangas

Singing involves mastering certain physical functions and combining them with cerebral conceptions such as pitch, tone, phrasing, and linguistics. So as a voice teacher, I serve as a guide in applying science to art, and my approach is holistic rather than mechanistic. A singer works with the intangibles of the imagination; I try to teach students to use those scientific aspects as the basis for imagery and many other indirect methods of managing the voice.

I also try to convey a respect for the historical scope of music. Since the singer's ultimate job is to communicate through song, I am forever researching the solo repertoire for forgotten gems that express emotions and themes of the past, and I encourage my students to do the same. There is something extremely exciting about unearthing music and poetry rarely or never heard before and breathing life into those melodies and words.

My teachers engaged my mind as well as my soul. They allowed me to teach myself and become independent, and they gave tirelessly of themselves as long as I respected the music and my talents. That philosophy nurtured my confidence while I explored the nature of the discipline. My teaching philosophy is much the same. In the studio, I make sure singers respect their own talents as well as the traditions of the musical arts, and that they have the confidence to establish their own imagination as a keystone. Hear it, think it, breathe and sing it!



Jerrold Pope
MUSIC

Jerrold Pope



Qing-Xiang (Amy) Sang
CHEMISTRY AND BIOCHEMISTRY

Q. Xiang (Amy) Sang

Teaching is a wonderful profession and an experience I enjoy immensely. I firmly believe in the value of educating students to become competent, highly qualified, and responsible professionals who might then go on to make significant contributions to society and mankind. While teaching, I always strive to motivate and inspire my students to do just that. I respect my students and their burgeoning intellects, and I don't shy away from teaching tough material. My teaching often focuses on the relevance of biochemistry to human health and diseases such as cancer, heart attack, stroke, and diabetes. I also attempt to explore the inherent value of biochemical, biomedical, and medicinal chemistry research.

When I teach, I also like to incorporate new knowledge from primary research literature with the hope of inspiring my students and allowing them to appreciate the frontiers of “real world biochemistry.” I believe in fostering a sense of cooperation and community among my students, thereby encouraging a spirit of excellence, generosity, honesty, diligence, and teamwork. I also endeavor to train students as independent and critical thinkers so that they develop life-long learning and problem-solving skills.

I find participation in the learning and growth of my students to be rewarding, and one of the most exciting aspects of my chosen profession is teaching and training undergraduate, graduate, and postdoctoral students in biochemical research. Students are marvelous, and they are, of course, the hope of our magnificent future.



Zeina Schlenoff
MODERN LANGUAGES AND LINGUISTICS

Zeina Schlenoff

When I began teaching Arabic at FSU seven years ago, my students had very little knowledge of the Arab world, so the language was not the only mystery we would be exploring together. From my first day of classes at FSU, I knew the students would benefit greatly from my cultural background and personal experience as a native speaker of Arabic.

My mission became more urgent after September 11, 2001. The students' desire to learn about the Arab-speaking world became an acute necessity and an obligation. Any chance of our living in a peaceful world demands that we understand and respect each others' culture. For me, teaching a foreign language is a lot more than reading and writing, speaking and understanding, or disseminating information. It is about teaching the life and culture behind the words, as well.

Teaching is a learning experience for me. Part of my style is to interact personally with my students. Our classroom is a lively one, with a great deal of student involvement and interaction. During each class, I stimulate their imagination and get them to think analytically and challenge themselves—all in a non-competitive and supportive environment. Based on the students' questions in class, I am always reevaluating my own methodology and teaching strategies. My greatest reward, though, is the privilege of teaching a generation of young Americans about my culture and language.

