Nov. 13, 2014

From: Mary Feduccia, Director, and Kayla Kucharchuk, Manager- Experiential Education
LSU Olinde Career Center

To: Courses and Curriculum Committee

PROPOSAL FOR NEW CLASS TYPE- INTERNSHIPS

After discussion with the University Registrar and representatives from that office, the LSU Olinde Career Center would like to propose a new designation for internship courses of courses for internships. Doing so will allow the Office of the University Registrar to tag internship courses more appropriately within the course database. The intentional byproduct of this action will be to better field requests from the Department of Labor concerning how many and where LSU students are participating in internships for credit. Additionally, similar requests are also common from SACS for accreditation as well as U.S. News & World Report for college surveys. The purpose of this memo is to only request the method in which courses are listed, not to change the way the courses themselves are conducted.

This process will first begin with identifying courses similar in nature to an internship course. Consent will be requested from the Department Chair to better identify courses and to continue to code future courses as such.

Looking forward, we would like to encourage that courses of this type will include the word “internship” in the title. This new code and course identifier will increase visibility to students who are selecting courses thereby making those who participate in such courses more employable upon graduation. Furthermore, potential employers who receive transcripts by request from students will be able to confirm that the student participated in an academic-driven internship.

As a final important point, the LSU Olinde Career Center has worked in tandem with the Office of Risk Management to protect the liability of students participating in unpaid internships. Having access to which students are participating in internship courses for credit would help in identifying and tracking these students.
REQUEST FOR ADDING, CHANGING, SUSPENDING OR DROPPING AN UNDERGRADUATE CONCENTRATION

Department: School of Music
College: College of Music & Dramatic Arts
Name of Concentration: Experimental Music & Digital Media
Name of Curriculum/Major: Bachelor of Arts in Music
Type of Degree: Bachelor

Date: 01/03/14

Has this change been discussed with and approved by all departments/colleges affected? Yes ( ) No ( ) N/A ( )

ATTACH JUSTIFICATION for all actions: Use separate sheet.
ATTACH RESPONSE from any departments affected [i.e. any department whose course(s) are to be added.]
ATTACH FORM D ADDENDUM for all new concentration or changes involving General Education courses.

ACTION (check appropriate box):

( ) ADDING: The entire new concentration, by semester, must be typed on plain sheets and attached to Form E. (See sample layout attached.)

( ) CHANGING: Regardless if all semesters of a concentration are to be changed or only parts, the present and proposed (eight-semester) recommended path should be attached on separate pages. On the Present recommended path, use strikeout and on the Proposed recommended path, highlight areas to identify deletions and additions. Do not use boldface to designate changes as boldface is reserved for critical requirements within the recommended path. Explain all changes adequately on attachment.

( ) SUSPENDING: Provide an adequate explanation for suspending the concentration on plain sheets and attach.

( ) DROPPING: Provide an adequate explanation for dropping the concentration on plain sheets and attach.

CONCENTRATION

<table>
<thead>
<tr>
<th>PRESENT</th>
<th>PROPOSED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total semester hours in current concentration: 120</td>
<td>Total semester hours in proposed concentration: 120</td>
</tr>
</tbody>
</table>

APPROVALS:

Department Faculty Approval Date 11/13/14
College Faculty Approval Date 11/18/14

Department Chair's Signature M. Todd Queen (Date)
College Dean's Signature M. Todd Queen (Date)

Chair, FS C & C Committee 12/2/14
Academic Affairs Approval 12/13/14

College Contact: Edgar Berdahl & Jesse Allison
College Contact E-mail: edgarberdahl@lsu.edu and jtalison@lsu.edu
## GENERAL EDUCATION REQUIREMENTS

When a department adds a new curriculum or makes changes in an existing one, a Form D Addendum must also be submitted. This form is simply a list of those courses in the curriculum that satisfy the General Education requirement.

Include course rubric, number, and credit hours when curricula differ from the default values.

Indicate the curriculum semester for all General Education courses.

<table>
<thead>
<tr>
<th>General Education Requirement</th>
<th>Course(s)</th>
<th>Credit Hours</th>
<th>Curriculum Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition (6 hrs.)</td>
<td>ENGL 1001 or 1004</td>
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<tr>
<td></td>
<td>ENGL 2000</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Analytical Reasoning (6 hrs.)</td>
<td>General Education analytical reasoning course (from mathematics department)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>General Education analytical reasoning course</td>
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<td></td>
</tr>
<tr>
<td>Arts (3 hrs.)</td>
<td>General Education arts course</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Humanities (9 hrs.)</td>
<td>General Education humanities course</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>General Education humanities course</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>General Education humanities course</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Natural Sciences (9 hrs.)</td>
<td>General Education natural science course sequence</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td></td>
<td>General Education natural science course</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Social Sciences (6 hrs.)</td>
<td>General Education social science course (2000-level)</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>
Adding a Concentration in Experimental Music & Digital Media to the B.A. in Music

JUSTIFICATION

Prof. Steve Beck has taught courses in this field for about 25 years in the music department. Now, with the addition of new faculty Prof. Jesse Allison and Prof. Edgar Berdahl, more related courses are being added (e.g. MUS 4744 and MUS 4748), and the number of undergraduate students creating experimental music and digital media is growing. Many further complementary multidisciplinary courses are also available via the Digital Media Art\(^a\) and Digital Media Technology\(^b\) minors.

It is proposed therefore to create a new concentration in Experimental Music and Digital Media for the B.A. in Music to help focus undergraduate study in Experimental Music and Digital Media. This new emphasis provides specific information about the order in which courses should be taken to help shepherd students through the program while appropriately satisfying interdisciplinary prerequisites and streamlining the students' experience at LSU. Finally, by creating an official concentration in the general catalog, it becomes possible to advertise the undergraduate program in Experimental Music & Digital Media on local, national, and international levels. This advertising will help in recruiting students for LSU.

\(^a\) See https://www.cct.lsu.edu/uploads/files/DMART.pdf
\(^b\) See https://www.cct.lsu.edu/uploads/files/DMTEC.pdf
Areas of Concentration

Experimental Music & Digital Media

Students seeking a B.A. in Music can optionally obtain a concentration in Experimental Music & Digital Media (EMDM). Students in the EMDM concentration are required to complete either the AVATAR Digital Media Arts Minor (DMART) or the AVATAR Digital Media Technology Minor (DMTEC). The courses MUS 2745, MUS 4745, CSC 1253, CSC 2463, and the capstone course all overlap with the AVATAR Digital Media Minor requirements. Students should be familiar with the other requirements for the Digital Media Minor.

CRITICAL REQUIREMENTS

SEMESTER 1: "C" or better MUS 1740, primary applied music course; 2.0 Cumulative GPA.
SEMESTER 2: "C" or better in MUS 1741, primary applied music course; 2.0 Cumulative GPA.
SEMESTER 3: "C" or better in MUS 2731/MUS 2733, primary applied music course; 2.0 Cumulative GPA.
SEMESTER 4: "C" or better in MUS 2732/MUS 2734, primary applied music course; 2.0 Cumulative GPA.
SEMESTER 5: "C" or better in MUS 3731/MUS 3733, primary applied music course; 2.0 Cumulative GPA.

Semester 1

CRITICAL: "C" or better MUS 1740, primary applied music course; 2.0 Cumulative GPA.
- MUS 1700 Recital Hour (0)
- MUS 1740 Introduction to Music History I (2)
- MUS 1130 Group Piano I (1 each)
- MATH 1550 Calculus I (5) or MATH 1021 College Algebra (3) and Approved Electives (2) or MATH 1029 Introduction to Contemporary Mathematics (3) and Approved Electives (2)
  - Primary Applied Music Course (2)
  - Major Ensemble Course (1)
  - AVATAR Minor Area Course (3)
  - General Education course - Humanities (3)
Total Semester Hours: 15

Semester 2

CRITICAL: "C" or better in MUS 1741, primary applied music course; 2.0 Cumulative GPA.
- MUS 1700 Recital Hour (0)
- MUS 1741 Introduction to Music History II (2)
- ENGL 1001 English Composition (3)
- MUS 1131 Group Piano II (1 each)
- MUS 2745 Introduction to Computer Music (3)
  - Primary Applied Music Course (3)
  - Major Ensemble Course (1)
  - General Education course - Analytical Reasoning (3)
  - Approved Elective (1)
Total Semester Hours: 14 43

Semester 3

CRITICAL: "C" or better in MUS 2731/MUS 2733, primary applied music course; 2.0 Cumulative GPA.
- MUS 1700 Recital Hour (0)
- MUS 2731 Music Theory I (4) or MUS 2733 HONORS: Music Theory I (4)
- MUS 4270 EMDM Ensemble (1)
  - Major Ensemble Course (1)
  - Primary Applied Music Course (3)
  - First Course in Foreign Language Sequence (4)
  - General Education courses - Natural Sciences Sequence (3)
Total Semester Hours: 17 45

Semester 4

CRITICAL: "C" or better MUS 2732/MUS 2734, primary applied music course; 2.0 Cumulative GPA.
- MUS 1700 Recital Hour (0)
- ENGL 2000 English Composition (3)
- MUS 2732 Music Theory II (4) or MUS 2734 HONORS: Music Theory II (4)
  - CSC 2463 Programming with Digital Media (3)
  - Primary Applied Music Course (3)
  - Major Ensemble Course (1)
  - Second Course in Foreign Language Sequence (4)
  - Elective (1)
Total Semester Hours: 17

Semester 5

CRITICAL: "C" or better MUS 3731/MUS 3733, primary applied music course; 2.0 Cumulative GPA.
- MUS 1700 Recital Hour (0)
- MUS 3731 Music Theory III (4) or MUS 3733 HONORS: Music Theory III (4)
- MUS 4270 EMDM Ensemble (1)
  - Primary Applied Music Course (3)
  - Major Ensemble Course (1)
  - General Education course - Natural Sciences Sequence (3)
  - CSC 4745 Computer Music (3)
  - Minor Area Course (3)
  - Elective (1)
Total Semester Hours: 17

Semester 6

CRITICAL: "C" or better MUS 3731/MUS 3733, primary applied music course; 2.0 Cumulative GPA.
- MUS 1700 Recital Hour (0)
- MUS 3732 Music Theory IV (4) or MUS 3734 HONORS: Music Theory IV (4)
  - Primary Applied Music Course (3)
  - CSC 1253 Computer Science I with C++ (3)
  - CSC 1254 Computer Science II with C++ (3)
- AVATAR Minor Area Course (3)
- Minor Area Courses (6)

Total Semester Hours: 16

Semester 7
- MUS 1700 Recital Hour (0)
- Upper Division Music Elective (3)
- General Education course - Social Sciences (6)
- Minor Area Course (6)
- General Education course - Natural Sciences Course (3)
- Approved Electives (1-4)

Total Semester Hours: 13

Semester 8
- MUS 1700 Recital Hour (0)
- Upper Division Music Elective (3)
- AVATAR Minor Capstone Course (3)
- General Education course - Humanities (3)
- Minor Area Courses (6)
- Approved Electives (1-4)
- General Education Course - Arts (not MUS) (3)

Total Semester Hours: 13

120 Total Sem. Hrs.

1 Registration in an appropriate music ensemble may be a corequisite for registering for applied music courses. The requirement for 12 hours of applied music courses may be satisfied by taking six semesters of applied music for two hours of credit or four semesters of applied music for three hours of credit.

2 Choose from the following: MUS 4232, MUS 4233, MUS 4234, MUS 4235, MUS 4236, MUS 4250, MUS 4251, MUS 4252, MUS 4254 or MUS 4261. BA in Music with a primary emphasis in Jazz may select MUS 4253 Jazz Ensemble for all of these four required ensemble hours. BA in Music with a primary emphasis other than Jazz may select MUS 4253 for a maximum of two of the four required ensemble hours.

3 Foreign Language sequence should be selected from the General Education Humanities requirements, and both courses must be in the same language.

4 If students declare a minor with less than 18 hours of credit, then the additional hours must be taken in electives.

5 To be selected from the following: MUS 4710, MUS 4712, MUS 4718, MUS 4720, MUS 4721, MUS 4723, MUS 4744, MUS 4746, MUS 4748, MUS 4749, MUS 4759

6 Students are encouraged but not required to take either PHYS 2110 and PHYS 2112 or PHYS 2001 and PHYS 2002, which can fulfill the general education natural science sequence requirement. Students should note that PHYS 2110 requires at least concurrent enrollment in MATH 1552. PHYS 2001 requires trigonometry and/or calculus as a prerequisite.

7 Students are encouraged but not required to take MATH 1552 to fulfill the second semester of analytical reasoning.

8 Students are encouraged but not required to take MATH 1550 to fulfill the first semester of analytical reasoning.

9 Students should enroll in an AVATAR Minor Area Course that also satisfies the General Education Arts Course requirement (not MUS).
I believe these were addressed in an e-mail on the 21st of November. Our understanding is that the AVATAR Minor Area Course would be used to satisfy the Gen Ed Art Requirement meaning that the MUS2053/2054 would not need to be a Gen Ed Arts Course.

-Jesse Allison

5. EIVIDM Concentration- Has MUS 2053 or 2054 been put back on the Gen Ed list? Has the case been made at the Gen Ed meeting yet? If those courses are not put back in the arts category, then the curriculum will have to change to include an ARTS applicable course. Also, shouldn't there be a letter of support from the DM people in ENGR?

The General Education Arts Course should be covered under the AVATAR Minor Area Course in Semester 6. Here is footnote 7 which states the requirement.

7 Students should enroll in an AVATAR Minor Area Course that also satisfies the General Education Arts Course requirement (not MUS).

If I'm reading this correctly, it should not matter if MUS 2053/2054 has achieved Gen Ed Status. Please let us know if this is correct or not.

As for the letter of support from the DMM folks in engineering. We do have ones for CSC 1253 & 2463. However, as they are technically all offered as part of the DMM, they should already have approval for those seeking the minor which our degree requires. Is this sufficient?

DMM details can be found here: http://web.avatar.lsu.edu/?page_id=68 & https://www.cct.lsu.edu/uploads/files/DMART.pdf

On Dec 3, 2014, at 10:33 AM, Edgar J Berdahl <edgarberdahl@lsu.edu> wrote:

Dear Anna,
Thanks very much for your help with this! We are very happy that it is on its way. I would like to try to address the pending issues. I thought that the following had been answered by us:

"The Committee also wanted to know if MUS 2053/2054 has been approved by the General Education Committee. If those courses are not put back in the General Education: ARTS category, then the curriculum will have to change to include an ARTS applicable course."

However, looking back at our emails, I see that this information was missing. As far as I know, MUS 2053/2054 are not considered general education courses, although being new faculty here I have no idea why that is. Nonetheless, if you look at the attached form E, which should be the same one that you have, then in semester 6, there is the entry

AVATAR Minor Area Course (3)\textsuperscript{7}

where footnote 7 reads as follows, "Students should enroll in an AVATAR Minor Area Course that also satisfies the General Education Arts Course requirement (not MUS)." It is our understanding that this therefore satisfies the general education ARTS course. For instance, courses such as ART 1001 or ARTH 2470 (see https://www.cct.lsu.edu/uploads/files/DMART.pdf and http://uiswcmseweb.prod.lsu.edu/universitycollege/files/item58593.pdf) satisfies this.

Regarding the other issue "pending a letter of support from CSC since they are involved with the Digital Media AVATAR minor," I just wanted to check if maybe you didn’t receive our letter of support from CSC. I have attached it to this email also. You will notice that it includes the sentence from Coretta Douglas of CSC: "As I have understood, the students enrolled in the proposed concentration will also simultaneously pursue the AVATAR Digital Media minor." Therefore, it is my understanding that they have approved it; however, if you would like us to send them our form E so that they can see it and agree to it, we would be very happy to do so.

Warm regards,
Edgar Berdahl

Assistant Professor of Experimental Music and Digital Media, LSU School of Music
Cultural Computing, LSU Center for Computation and Technology
Louisiana State University
Baton Rouge, LA

On Dec 3, 2014, at 9:52 AM, Allie C Prest <aprest@lsu.edu> wrote:

See below

Allie Prest, M.Ed.
Assistant Dean, Undergraduate Academic Services
LSU College of Music and Dramatic Arts
112 School of Music Building
225-578-2652

Availability Calendar: http://music.lsu.edu/students/undergraduate-
From: Anna M Castrillo  
Sent: Wednesday, December 03, 2014 8:38 AM  
To: Allie C Prest  
Subject: Memo from the C&C Committee Regarding EMDM

Allie,

Please send this memo to whomever is responsible for the EMDM concentration proposal. It is from the C&C Committee regarding actions taken for the proposal to add the EMDM concentration.

Sincerely,

Anna Castrillo, M.A.  
Coordinator  
Office of the University Registrar  
Louisiana State University  
112 Thomas Boyd Hall  
Phone: (225)578-4111  
Fax: (225)578-5991  
<image001.jpg>

<EMDM.doc>
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AVATAR Minor Area Course (3)7

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Warm regards,

Edgar Berdahl

Assistant Professor of Experimental Music and Digital Media, LSU School of Music Cultural Computing, LSU Center for Computation and Technology Louisiana State University Baton Rouge, LA
New Concentration in Music B.A. mentions CSC2463 and CSC1253

Dear Dr. Berdahl,

Following our discussion, the Computer Science and Engineering Division gladly welcomes Music majors to our CSC 1253 Computer Science I with C++ and CSC 2463 Programming with Digital Media classes. Both are required in your proposed concentration, "Experimental Music & Digital Media". As I have understood, the students enrolled in the proposed concentration will also simultaneously pursue the AVATAR Digital Media minor.

(1) CSC 1253 is required for the CSC minor and for EE and Computer Engineering majors. Two sections are offered each fall and spring semester. When the AVATAR Digital Media minor was first proposed, Computer Science agreed to waive the course requirement that students must have credit or be enrolled in MATH 1550. The course does not require calculus in the content. However, students who perform well in the class tend to have strong mathematical capabilities. The course is rigorous as it provides a strong foundation for subsequent CSC coursework. The existing sections can easily accommodate 10-12 additional Music students over the year. No additional faculty are needed at this time. As the demand for computer programming courses increase, we will assess the need for a service course specifically for non-engineering/science related curricula.

(2) CSC 2463 Programming with Digital Media was designed as a course to serve the AVATAR Digital Media (DM) minor. In the future, we intend to screen the potential enrollees such that students pursuing the DM minor are given first priority. Music and Art majors will be considered along with other engineering/science majors such that an interdisciplinary learning environment is established. The current resources can easily accommodate any increase in enrollment from your proposed concentration which was estimated at 8-10. Administrative personal are available to monitor the enrollment in the class. As the popularity of digital-centric concentrations and the DM minor grow, the need for additional resources to support CSC 2463 will be assessed.

Regards,
Coretta
Coretta Douglas, Ph.D. Computer Science
Undergraduate/Instructional Coordinator and Instructor
School of Electrical Engineering and Computer Science
** Computer Science and Engineering **

Patrick Taylor #3118

On Sat, 4 Jan 2014 02:53:33 +0000, Edgar J Berdahl wrote

Dear Dr. Douglas,

We are creating a new concentration for the B.A. in music called "Experimental Music & Digital Media." We would like to encourage these students to consider taking some computer science classes within the DAMT or DMTEC minors. Since the Form E (FORM E, etc) specifically names CSC 1253 and CSC2463, my understanding is that we need permission from your department to do so. We promise that we will try to give you good students for these classes!

Do you approve? The attached documentation provides some more information.

Best,
Edgar

Assistant Professor of Experimental Music and Digital Media, LSU School of Music
Cultural Computing, LSU Center for Computation and Technology
Louisiana State University
Baton Rouge, LA
### Request for Changing an Existing Course

**Department**: School of Education  
**Department Approval Date**: October 1, 2014  
**College**: College of Human Sciences & Education  
**College Approval Date**:  

**Course Rubric & Number**: EDCI 2271  
**Course Title**: Art Education for Elementary Schools  

#### Present Course Description

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<tbody>
<tr>
<td>Lecture</td>
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<tr>
<td>Lab/Sem/Rec:</td>
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<tr>
<td>Repeat Credit Max. (if repeatable):</td>
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</tr>
<tr>
<td>Graduate Credit?</td>
<td>Yes</td>
</tr>
</tbody>
</table>

**Contact Hours Per Week**: (Indicate hours in appropriate course type.)  
**Grading System**: Letter Grade | X |

**Course Description**:  
EDCI 2271 Art Education for Elementary Schools (3) 2hrs. lecture; 2 hrs. lab. Critical analysis and evaluation of past and present concepts of art education; development of a functional art program for elementary schools in Louisiana; art materials, techniques and activities recommended for elementary school grades.

#### Proposed Course Description

<table>
<thead>
<tr>
<th>Semester Hours of Credit</th>
<th>3</th>
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<tbody>
<tr>
<td>Lecture</td>
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<td>Repeat Credit Max. (if repeatable):</td>
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<tr>
<td>Graduate Credit?</td>
<td>Yes</td>
</tr>
</tbody>
</table>

**Contact Hours Per Week**: (Indicate hours in appropriate course type.)  
**Grading System**: Letter Grade | X |

**Course Description**:  
EDCI 2271 Art Education for Elementary Schools (3) 2hrs. lecture; 2 hrs. lab. Prereq: Registration in EDCI 3625. Critical analysis and evaluation of past and present concepts of art education; development of a functional art program for elementary schools in Louisiana; art materials, techniques and activities recommended for elementary school grades.

#### THESE QUESTIONS MUST BE ANSWERED COMPLETELY AND ACCURATELY OR PROPOSAL WILL BE RETURNED.

Has this change been discussed with and approved by all departments/colleges affected? **Yes** | **X** | **No** | **N/A**  
Is this course included in any curricula, concentrations, or minors? **Yes** | **X** | **No**  
If yes, please list on a separate sheet.  
Is this course a prerequisite or corequisite for other courses? **Yes** | **X** | **No**  
If yes, list courses; use separate sheet.  
Is this course on the General Education list? **Yes** | **X** | **No**  
If yes, list courses; use separate sheet.  

**JUSTIFICATION/EXPLANATION**: Use separate sheet.  
**Note**: IF COURSE IS OR WILL BE CROSS-LISTED, SEPARATE FORMS MUST BE SUBMITTED BY EACH DEPARTMENT.

**APPROVALS**

<table>
<thead>
<tr>
<th>Department Approval Date</th>
<th>09-25-14</th>
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<tbody>
<tr>
<td>Department Chair Signature</td>
<td>(date)</td>
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**Graduate Dean Signature**: (date)  
**Casey Bennett**: cbennet5@lsu.edu  
**College Contact**: E-mail

<table>
<thead>
<tr>
<th>College Approval Date</th>
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</thead>
<tbody>
<tr>
<td>College Dean Signature</td>
<td>(date)</td>
</tr>
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**Chair, FS C&C Committee**: (date)  
**Academic Affairs Approval**: (date)
EDCI 2271 Addition of Prerequisite

This proposal simply formalizes a procedure already in place for students in the Elementary Education program. EDCI 2271, Art Education for Elementary Schools is currently coded in the degree audit to be taken with EDCI 3625, and college counselors advise students to follow this plan. EDCI 2271 is not a critical course that must be taken prior to teacher licensure exams or prior to student teaching. These courses have been moved up in the curriculum, and faculty have concluded that EDCI 2271 is a better fit to accompany EDCI 3625 in the capstone semester.

We seek to formally establish the following prerequisite for EDCI 2271: Registration in EDCI 3625. Prior to registering for EDCI 2271, students must register for EDCI 3625.

Co-requisite Course: EDCI 3625 Student Teaching in the Elementary Grades
Request for CHANGING an Existing Course

Department: School of Education  College: College of Human Sciences & Education
Course Rubric & Number: EDCI 3625  Date: October 1, 2014

PRESENT COURSE DESCRIPTION
Title: Student teaching in the Elementary Grades
Semester Hours of Credit: 9.0
If combination course type, # hrs. of credit for
Lecture: 1  Lab/Sem/Rec: 24 Lab
Repeat Credit Max. (if repeatable): None
Graduate Credit? Yes  No
Credit will not be given for this course and:
Contact Hours Per Week: (Indicate hours in appropriate course type.)
Lecture  Lab  Seminar  Recitation  Res/Ind  Clin/Prac.
1  24  X
Total Weekly Contact Hours: 25
Grading System: Letter Grade  Pass/Fail
Course Description:
EDCI 3625 Student Teaching in the Elementary Grades (9)
Prereq: See "Requirements for Student Teaching" 1 hr. lecture; 24 hrs lab in diverse multicultural settings. All day, all semester student teaching experiences, including observation, participation and a minimum of 180 actual clock hour of teaching (with a substantial portion of the 180 hrs. in full-day teaching) under the professional supervision of an assigned public school mentor teacher.

PROPOSED COURSE DESCRIPTION
Title: Student teaching in the Elementary Grades
Short Title: Student teaching in the Elementary Grades
Semester Hours of Credit: 9.0
If combination course type, # hrs. of credit for
Lecture: 1  Lab/Sem/Rec: 24 Lab
Repeat Credit Max. (if repeatable): None
Graduate Credit? Yes  No
Credit will not be given for this course and:
Contact Hours Per Week: (Indicate hours in appropriate course type.)
Lecture  Lab  Seminar  Recitation  Res/Ind  Clin/Prac.
1  24  X
Total Weekly Contact Hours: 25
Grading System: Letter Grade  Pass/Fail
Course Description:
EDCI 3625 Student Teaching in the Elementary Grades (9)
Prereq: Passage of Praxis II Elem. Content and Praxis II Principles of Learning & Teaching. 1 hr. lecture; 24 hrs lab in diverse multicultural settings. All day, all semester student teaching experiences, including observation, participation and a minimum of 180 actual clock hour of teaching (with a substantial portion of the 180 hrs. in full-day teaching) under the professional supervision of an assigned public school mentor teacher.

These Questions Must Be Answered Completely and Accurately or Proposal Will Be Returned.
Has this change been discussed with and approved by all departments/colleges affected? Yes  No  N/A
Is this course included in any curricula, concentrations, or minors? Yes  X  No  N/A
If yes, please list on a separate sheet.
Is this course a prerequisite or corequisite for other courses? Yes  X  No  N/A
If yes, list courses; use separate sheet.
Is this course on the General Education list? Yes  No  X

JUSTIFICATION/EXPLANATION: Use separate sheet.
Note: If course is or will be cross-listed, separate forms must be submitted by each department.

APPROVALS
Department Chair Approval Date 10-22-14

Graduate Dean Approval Date

Academic Affairs Approval Date 12-12-14
Passage of the Praxis II Prior to EDCI 3625

Elementary Grades 1-5 Education program in the School of Education seeks to establish passage of the Praxis II test for elementary education candidates prior to EDCI 3625; passage of PRAXIS II is already a degree requirement. We seek to require Praxis II passage as a pre-requisite for EDCI 3625 Student Teaching. This applies to one undergraduate degree program only, elementary grade 1-5, whose students who take EDCI 3625 as their final capstone class, with a co-registration in EDCI 2271.

The Louisiana Department of Education certification division requires successful passage of PRAXIS II before certification can be granted. Currently, if students do not successfully pass this test, they are ineligible for a teaching certificate. As the Flagship University and the only state university not to require this test prior to student teaching, elementary education faculty believe we are doing a disservice to our students by not having a rigorous, sequential program requirement.

In keeping with established practice at all other state universities, and with practice at top US Schools of Education, we seek to establish successful passing of the PRAXIS II test as a program requirement prior to student teaching.

Co-requisite Course: EDCI 2271, Art Education for Elementary Schools
REQUEST FOR ADDITION OF NEW COURSE

PROPOSED COURSE DESCRIPTION

<table>
<thead>
<tr>
<th>Rubric &amp; No.</th>
<th>LIS 7000</th>
<th>Title</th>
<th>Information and Society</th>
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<td>Credit will not be given for this course and:</td>
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<td>Course Type (Indicate hours in the appropriate course type.)</td>
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<td>Final Exam:**</td>
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<td><strong>(Attach justification if the proposed course will not hold a final exam during examination week.)</strong></td>
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Course Description:

LIS 7000 Information and Society (3) Defines information as a concept, and explores its uses and meanings in contemporary global society.

BUDGET IMPACT (IF ANSWER TO ANY QUESTION IS “YES”, ATTACH EXPLANATION.)

If this course is approved, will additional staff be needed? Yes ☑ No ☑
Will additional space, equipment, special library materials or other major expense be involved? Yes ☑ No ☑

Academic Affairs Approval: (Date)

ATTACHMENTS (ATTACH THE FOLLOWING TO YOUR PROPOSAL)

JUSTIFICATION: Justification must explain why this course is needed and how it fits into the curricula. Will the course duplicate other courses?
SYLLABUS: Including 14 week outline of the subject matter; titles of text, lab manual, and/or required readings; grading scale and criteria
(FOR 4000-LEVEL, SPECIFY GRADUATE STUDENT GRADING CRITERIA IF REQUIREMENTS DIFFER FOR GRADUATE AND UNDERGRADUATE STUDENTS).

APPROVALS

Department Faculty Approval Date | 10-10-14 | College Faculty Approval Date | 10-22-14

Department Chair Signature | (date) | (date)

Graduate Dean Signature | (date) | (date)

Casey Bennett / cbenne5@lsu.edu
College Contact E-mail

Justification for Adding Course
JUSTIFICATION:
We currently have a required course (LIS 7005 Foundations of Library and Information Science) intended to provide students with a broad overview of the use of information and the information professions, primarily within traditional library environments. This focus is no longer appropriate for a program that educates professionals in many diverse areas, such as information management, records management, archival management, and information system management. Nor is it appropriate for the many different ways in which information is utilized and defined in a global society.

The proposed course (LIS 7000 Information and Society) is intended to provide an updated and more extensive view of information and the information professions, which is appropriate for all students in our program. Our intent is to add this course and drop LIS 7005.

**Justification for Not Requiring a Final Exam**
A major research paper is due during finals week; for this course, a research paper is a more appropriate culmination of the learning experience than an exam. It requires the students to synthesize and analyze the concepts and principles presented in the course in more depth and complexity than is possible in a final exam.
Required Text/Readings

Additional readings from the appropriate journal literature and mass media will be added each semester.

14-Week Outline of Topics

Week 1: Introduction/What is Information
Week 2: The Development of Print Culture: From Orality to Literacy
Week 3: The Development of Print Culture continued: The Print Revolution
Week 4: The Rise of the Information Society in the 20th Century
Week 5: Information and Democracy
Week 6: Information Equity, Access and Power
Week 7: Information Privacy
Week 8: Intellectual Freedom
Week 9: Intellectual Property
Week 10: Information Agencies
Week 11: Information Networks
Week 12: Information and Cultural Heritage
Week 13: Information Professions
Week 14: Future of Information and Society

Grading Scale
93 – 100% A
80 - 92% B
70 - 79% C

Evaluation Criteria
Weekly Discussions 40%
Research Paper 50%
Presentation 10%

Assignment Description and Requirements:
Weekly discussions: Each week, a discussion board will be posted to the Moodle site. For each topic, students will be asked to answers questions about and provide reactions to the materials. Each student will be required to post an initial response to the discussion board. Acceptable initial responses will be substantive in content and at least 200 words. Each student is then also required to post a follow-up response to another student’s initial response. Acceptable follow-up responses will be substantive in content and at least 100 words.
**Research paper:** Select an issue related to a topic covered in the course that is currently the subject of proposed governmental regulation or social policy or otherwise actively debated and discussed in scholarly research, professional publications, and the mass media.

Write a paper (at least 24,000 words, excluding the title page, bibliography and any appendices) that includes the history of the issue, a review of the scholarly research and other writings on the issue, a summary of the various perspectives and points of view of the different parties involved, and a conclusion about the significance of this issue for information agencies and professions.

The paper will be submitted in 4 parts. Each part will include the parts that came before with any necessary revisions.

**Part 1: Introduction and Bibliography** – Describe your topic and why it is significant. Include a preliminary bibliography of sources.

**Part 2: Background and Context** – Provide the history of the issue, including any key dates, events, persons, organizations, etc.

**Part 3: Review of the Literature** – Provide a description of the content of the major scholarly and other writings on the issue, noting findings, themes, topics, and opinions on the issue.

**Part 4: Summary and Conclusion** – Provide a brief summary that incorporates the previous parts of the paper into a few paragraphs, and a conclusion based on that summary about the significance of the issue for information agencies and professions.

**Presentation:**
Each student will produce an Ignite presentation that summarizes one or two key findings from the student’s research paper. An Ignite talk is a speedy presentation that limits participants to a predetermined amount of time. Students will have a total of five (5) minutes for presentations; each presentation will consist of 20 slides, which will advance automatically every 15 seconds.

Ignite differs from traditional presentations because users find interesting images (this can be photographs, maps, charts, etc.) to convey their ideas in lieu of text-heavy slideshows.

Narrated slideshows can be produced using several different applications such as Microsoft PowerPoint and Apple’s Keynote. One strategy is to download Jing or Screencast-a-matic (it’s free), to capture the narration and slideshow in PowerPoint. When completed, Jing will provide a URL to the presentation, which will be posted to the class site.

Students should watch and post a substantive response (at least 100 words) to at least 3 presentations.

Tutorials will be provided on techniques and tips to produce an Ignite presentation.
# REQUEST FOR ADDITION OF NEW COURSE

**Department:** Library and Information Science  
**College:** Human Sciences and Education  
**Date:** 10-14-14

## PROPOSED COURSE DESCRIPTION

**Rubric & No.:** LIS 7010  
**Title:** Organization of Information

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**Semester Hours of Credit:** 3

If combination course type, # hrs. of credit for:

- **Lecture:** 
- **Lab/Sem/Rec:** 

**Repeat Credit Max. (if repeatable):**

- **credit hours**
- **Graduate Credit?** Yes

Credit will not be given for this course and:

**Course Type (Indicate hours in the appropriate course type.)**

- **Lecture**
- **Lab**
- **Seminar**
- **Recitation**
- **Lec/Rec**
- **Lec/Sem**
- **Lec/Lab**
- **Res/Ind**
- **Clin/Pract**

**Maximum enrollment per section:** (use integer, e.g. 25 not 20-30) 30

**Grading System:**

- **Letter Grade**
- **Pass/Fail**

**Final Exam:** Yes

**Course Description:**

**LIS 7010 Organization of Information (3)** Concepts and principles of information organization; methods and tools used for organizing information, including bibliographic control and metadata creation.

**BUDGET IMPACT (IF ANSWER TO ANY QUESTION IS "YES", ATTACH EXPLANATION.)**

- **If this course is approved, will additional staff be needed?** Yes
- **Will additional space, equipment, special library materials or other major expense be involved?** Yes

**Academic Affairs Approval:** (Date)

## ATTACHMENTS (ATTACH THE FOLLOWING TO YOUR PROPOSAL)

**JUSTIFICATION:** Justification must explain why this course is needed and how it fits into the curricula. Will the course duplicate other courses? **SYLLABUS:** Including 14 week outline of the subject matter; titles of text, lab manual, and/or required readings; grading scale and criteria (For 4000-level, specify graduate student grading criteria if requirements differ for graduate and undergraduate students).

## APPROVALS

**Department Faculty Approval Date:** 10-14-14  
**College Faculty Approval Date:** 10-22-14

- **Department Chair Signature:** 10-15-14
- **Graduate Dean Signature:** 1-2-14

- **College Dean Signature:** (Date)
- **Chair, FS C&C Committee:** 12/2/14

**Casey Bennett / cbenne5@lsu.edu**  
**College Contact E-mail**  
**Justification for Adding Course**
JUSTIFICATION:
We currently have a required course (LIS 7012 Bibliographic Organization and Resource Development) which provides students with a broad overview of techniques used to organize information, primarily within traditional library environments. This focus is no longer appropriate for a program that educates professionals in many diverse areas, such as information management, records management, archival management, and information system management. The content of a course with this intended outcome needs to discuss the organization of information in many different types of environments, and recent developments in information organization, such as metadata creation, folksonomies and social tagging.

The proposed course (LIS 7010 Organization of Information) is to provide this updated and more extensive view of information organization, which is appropriate for all students in our program. Our intent is to add this course and drop LIS 7012.
LIS 7010
Organization of Information

Required Text/Readings

Additional readings from the appropriate journal literature will be assigned each semester.

14-Week Outline of Topics
Week 1: What is Organization of Information?
Week 2: Historical Perspectives and Development of Structures for Organizing: Tools and Systems for Organizing and Retrieving Information Knowledge
Week 3: Surrogate Records. Bibliographic Control
Week 4: The Standards and Best Practices: RDA and MARC 21
Week 5: Bibliographic Description. Bibliographic Relationships
Week 6: Application of Knowledge Structures
Week 7: Subject Analysis - Thesaurus Construction - Authority Control Part I
Week 8: Subject Analysis - Thesaurus Construction - Authority Control Part II
Week 9: Classification Schemes Part I
Week 10: Classification Schemes Part II
Week 11: Personal and Professional Aspects of Information Organization
Week 12: Metadata Encoding and Markup Languages
Week 13: Collective Cataloging: Folksonomies and Social Tagging

Grading Scale
93 – 100% A
80 - 92% B
70 - 79% C

Evaluation Criteria
Exercises 35%
Final Exam 30
Review of a Metadata System 20
Discussion Board Participation 15

There will be seven exercises, each worth 5 percent of the course grade:
Create a resource description
Convert the description into a MARC record
Analyze the record for FRBR entities and relationships
Apply subject headings to the record
Apply classification to the record
Crosswalk the record to Dublin Core
Re-encode the data from the record into XML, MARCXML, RDF
Review of a Metadata System:
For this project you will select an information system used in a particular cultural institution or business industry (e.g., library catalogs, archival finding aids, museum registers, Amazon’s website – any system used in libraries, archives, museums, digital libraries, or commercial industry), analyze it, and produce a report on your findings. Describe and analyze the metadata standards, elements and contents, and evaluate the system from the users’ perspective. After posting the report to the class blog, each person will read and post a substantive comment on at least two other reports.
REQUEST FOR DROPPING A COURSE

Department: Library and Information Science  
College: Human Sciences and Education  
Date: 10-14-14

COURSE DESCRIPTION

Rubric & No.  |  LIS 7005  | Title  | Foundations of Library and Information Science  
-------------|------------|--------|---------------------------------------------
Semester Hours of Credit: 3

NOTE: Affected departments must be notified in writing and with adequate time allowed for written response(s). Responses must be included with this form.

Has this drop been discussed with and approved by all departments/colleges affected?  
Yes __ No ____ N/A X

This course is presently included or referenced in the following curriculum, minor, concentration, area of specialization, or catalog chapter:
(If additional space is needed, please attach a separate piece of paper.)

Master of Library and Information Science

Is this course a prerequisite or corequisite for any other courses?  
Yes ____ No X
(If answer to above is "yes", please list courses by rubric and course number. (If additional space is needed, please attach a separate piece of paper.)

Rubric  |  Course #  | Rubric | Course #  | Rubric | Course #  | Rubric | Course #
--------|------------|--------|------------|--------|------------|--------|------------

Is this course on the general education list?  
Yes ____ No X

REASON FOR REQUEST TO DROP COURSE:

LIS 7005 Foundations of Library and Information Science provides students with a broad overview of the use of information and the information professions, primarily within traditional library environments. This focus is no longer appropriate for a program that educates professionals in many diverse areas, such as information management, records management, archival management, and information system management. Nor is it appropriate for the many different ways in which information is utilized and defined in a global society.

We have proposed a new course (LIS 7000 Information and Society) that is intended to provide an updated and more extensive view of information and the information professions, which is appropriate for all students in our program. Our intent is to replace 7005 with the new course.

APPROVALS

Department Faculty Approval Date: 10-10-14  
College Faculty Approval Date: 10-22-14

E. B. Holton  
Department Chair Signature  
(date)

G. B.  
Graduate Dean Signature  
(date)

Jennipher Curry  
College Dean Signature  
(date)

Chair, FS C&C Committee  
(date)

Casey Bennett / cbenne5@lsu.edu  
College Contact  
E-mail

Academic Affairs Approval  
(date)
REQUEST FOR DROPPING A COURSE

Department: Library and Information Science  
College: Human Sciences and Education  
Date: 10-14-14

COURSE DESCRIPTION

Rubric & No.  
LIS 7012  
Title: Bibliographic Organization and Resource Development  
Semester Hours of Credit: 3

NOTE: Affected departments must be notified in writing and with adequate time allowed for written response(s).
Responses must be included with this form.

Has this drop been discussed with and approved by all departments/colleges affected?  
Yes ____ No ____ N/A X

This course is presently included or referenced in the following curriculum, minor, concentration, area of specialization, or catalog chapter:
(If additional space is needed, please attach a separate piece of paper.)

| Master of Library and information Science |

Is this course a prerequisite or corequisite for any other courses?  
Yes ____  
No X

(If answer to above is "yes", please list courses by rubric and course number. (If additional space is needed, please attach a separate piece of paper.)

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Is this course on the general education list?  
Yes ____  
No X

(REASON FOR REQUEST TO DROP COURSE:

LIS 7012 Bibliographic Organization and Resource Development has provided students with a broad overview of techniques used to organize information, primarily within traditional library environments. This focus is no longer appropriate for a program that educates professionals in many diverse areas, such as information management, records management, archival management, and information system management. The content of a course with this intended outcome needs to discuss the organization of information in many different types of environments, and fairly recent developments in information organization, such as metadata creation, folksonomies and social tagging.

We have proposed a new course (LIS 7010 Organization of Information) that is intended to provide this updated and more extensive view of information organization, which is appropriate for all students in our program. Our intent is to replace 7012 with the new course.

APPROVALS

<table>
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<tr>
<td>Casey Bennett / <a href="mailto:cbenne5@lsu.edu">cbenne5@lsu.edu</a></td>
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<td>College Contact E-mail</td>
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REQUEST FOR DROPPING A COURSE

Department: Library and Information Science
College: Human Sciences and Education
Date: 10-14-14

COURSE DESCRIPTION
Rubric & No.: LIS 7901
Title: Issues in Archives, Library and Information Science
Semester Hours of Credit: 3

NOTE: Affected departments must be notified in writing and with adequate time allowed for written response(s).
Responses must be included with this form.

Has this drop been discussed with and approved by all departments/colleges affected? Yes ___ No ___ N/A X

This course is presently included or referenced in the following curriculum, minor, concentration, area of specialization, or catalog chapter:
(If additional space is needed, please attach a separate piece of paper.)

Master of Library and Information Science

Is this course a prerequisite or corequisite for any other courses?
(If answer to above is "yes", please list courses by rubric and course number. If additional space is needed, please attach a separate piece of paper.)

Rubric ___ Course # ___ Rubric ___ Course # ___ Rubric ___ Course # ___

Is this course on the general education list?
If yes, attach approval of drop from General Education Committee

Yes ___ No X

REASON FOR REQUEST TO DROP COURSE:

LIS 7901 is a one-credit course which assists graduating students in preparing for the required comprehensive exam. Effective 10/15/14, the School received approval to eliminate the comprehensive exam as a graduation requirement. For this reason, LIS 7901 is no longer relevant to the curriculum.

APPROVALS
Department Faculty Approval Date: 10-15-14
College Faculty Approval Date: 10-22-14

Casey Bennett / cbenne5@lsu.edu
College Contact: E-mail

Rev. 9/2014
Request for CHANGING an Existing Course

Department: Library and Information Science  
Course Rubric & Number: LIS 7011

College: Human Sciences and Education  
Date: 10-14-14

PRESENT COURSE DESCRIPTION

Title: Information Needs Analysis

Semester Hours of Credit: 3

If combination course type, # hrs. of credit for
Lecture: _____ Lab/Sem/Rec: _____

Repeat Credit Max. (if repeatable):
Graduate Credit? Yes X No _____

Credit will not be given for this course and:
Contact Hours Per Week: (Indicate hours in appropriate course type.)
Total Weekly Contact Hours: 3
Grading System: Letter Grade X Pass/Fail _____
Course Description: (Include course number, title, etc. exactly as it appears in the General Catalog)

LIS 7011 Information Needs Analysis (3) Prereq.: major or permission of department. User-centered approaches to meeting information needs of individuals and communities; community analysis, user studies and reference interview.

PROPOSED COURSE DESCRIPTION

Title: Information Needs and Information Seeking

Short Title: INFO NEEDS & SEEK

Semester Hours of Credit: 3

If combination course type, # hrs. of credit for
Lecture: _____ Lab/Sem/Rec: _____

Repeat Credit Max. (if repeatable):
Graduate Credit? X Yes No _____

Credit will not be given for this course and:
Contact Hours Per Week: (Indicate hours in appropriate course type.)
Total Weekly Contact Hours: 3
Grading System: Letter Grade X Pass/Fail _____
Course Description: (Include course number, title, etc. exactly as it appears in the General Catalog)

LIS 7011 Information Needs and Information Seeking (3) User-centered approaches to meeting information needs of individuals and communities; community analysis, user studies and user-centered design of services and resources.

THESE QUESTIONS MUST BE ANSWERED COMPLETELY AND ACCURATELY OR PROPOSAL WILL BE RETURNED.

Has this change been discussed with and approved by all departments/colleges affected? Yes ______ No _____ N/A X

Is this course included in any curricula, concentrations, or minors? Yes X No ______ If yes, please list on a separate sheet.

Is this course a prerequisite or corequisite for other courses? Yes ______ No X If yes, list courses; use separate sheet.

Is this course on the General Education list? Yes ______ No X

JUSTIFICATION/EXPLANATION: Use separate sheet.

Note: IF COURSE IS OR WILL BE CROSS-LISTED, SEPARATE FORMS MUST BE SUBMITTED BY EACH DEPARTMENT.

APPROVALS

Department Faculty Approval Date: 10-10-14  
College Faculty Approval Date: 10-22-14

E. F. Holton  
Department Chair Signature: 10-10-14

G. Bynum  
Graduate Dean Signature: 11-2-14

Jennifer Curry, Dean  
College Dean Signature: 10-27-14

Chair, FS C&C Committee  
Chair, FS C&C Committee: 10-2/14

Casey Bennett / cbenne5@lsu.edu  
College Contact E-mail:

Academic Affairs Approval: (date)
**Justification:**
We are removing the prerequisite to encourage students from other units to enroll in the course.

We are changing the title and description to more accurately represent updated course topics and objectives.

**Curriculum in which course is included:**
Master of Library and Information Science
Request for CHANGING an Existing Course

**PRESENT COURSE DESCRIPTION**

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<th>Title</th>
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**PROPOSED COURSE DESCRIPTION**

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**LIS 7008 Information Technologies (3) Prereq.: major or permission of department. Hardware, software, networking and telecommunications issues relating to technologies used in libraries and information settings; experience with appropriate software packages and search systems.**

**THESE QUESTIONS MUST BE ANSWERED COMPLETELY AND ACCURATELY OR PROPOSAL WILL BE RETURNED.**

Has this change been discussed with and approved by all departments/colleges affected? Yes _____ No _____ N/A X

Is this course included in any curricula, concentrations, or minors? Yes X No _____ If yes, please list on a separate sheet.

Is this course a prerequisite or corequisite for other courses? Yes _____ No X If yes, list courses; use separate sheet.

Is this course on the General Education list? Yes _____ No X

**JUSTIFICATION/EXPLANATION:** Use separate sheet.

Note: IF COURSE IS OR WILL BE CROSS-LISTED, SEPARATE FORMS MUST BE SUBMITTED BY EACH DEPARTMENT.

**APPROVALS**

<table>
<thead>
<tr>
<th>Department Faculty Approval Date</th>
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<tr>
<td>10-10-14</td>
<td>10-22-14</td>
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</table>

**CASEY BENNETT / cbenne5@lsu.edu**

**THEM C 2014**

**10-10-14**

**11-2-14**

**12/27/14**

**19/1/14**
Justification:
We are removing the prerequisite to encourage students from other units to enroll in the course.

We are changing the title and description to more accurately represent updated course topics and objectives.

Curriculum in which course is included:
Master of Library and Information Science

Courses for which this course is a prerequisite:
LIS 7410 Digital Libraries
LIS 7502 Networks for Information Centers
LIS 7510 Website Design and Management
**Request for CHANGING an Existing Course**

**Department:** Library and Information Science  
**Course Rubric & Number:** LIS 7004  
**College:** Human Sciences and Education  
**Date:** 10-14-14

### Present Course Description

**Title:** Principles of Management for Librarians and Information Specialists  
**Semester Hours of Credit:** 3

If combination course type, list credit:  
Lecture: __  
Lab/Sem/Rec: __

Repeat Credit Max. (if repeatable):  
Graduate Credit? Yes X  
No __

Credit will not be given for this course and:  
Contact Hours Per Week: (Indicate hours in appropriate course type.)  
Lecture: __  
Lab/Sem/Rec: __

Total Weekly Contact Hours: 3  
Grading System: Letter Grade X  
Pass/Fail __

**Course Description:**  
LIS 7004 Principles of Management for Librarians and Information Specialists (3) Prereq.: major or permission of department. Basic functions of management and their application to the operations of libraries and information service agencies.

### Proposed Course Description

**Title:** Management of Information Organizations  
**Short Title:** MGT INFO ORGS

**Semester Hours of Credit:** 3

If combination course type, list credit:  
Lecture: __  
Lab/Sem/Rec: __

Repeat Credit Max. (if repeatable):  
Graduate Credit? X  
No __

Credit will not be given for this course and:  
Contact Hours Per Week: (Indicate hours in appropriate course type.)  
Lecture: __  
Lab/Sem/Rec: __

Total Weekly Contact Hours: 3  
Grading System: Letter Grade X  
Pass/Fail __

**Course Description:**  
LIS 7004 Management of Information Organizations (3) Basic functions of management and their application to the operation of information organizations.

---

**THESE QUESTIONS MUST BE ANSWERED COMPLETELY AND ACCURATELY OR PROPOSAL WILL BE RETURNED.**

Has this change been discussed with and approved by all departments/colleges affected? Yes __ No __ N/A __

Is this course included in any curricula, concentrations, or minors? Yes X  
No ___

If yes, please list on a separate sheet.

Is this course a prerequisite or corequisite for other courses? Yes X  
No ___

If yes, list courses; use separate sheet.

Is this course on the General Education list? Yes X  
No ___

JUSTIFICATION/EXPLANATION: Use separate sheet.

Note: IF COURSE IS OR WILL BE CROSS-LISTED, SEPARATE FORMS MUST BE SUBMITTED BY EACH DEPARTMENT.

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<tr>
<td>College Dean Signature</td>
<td>10-27-14</td>
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<tr>
<td>Chair, FS C&amp;C Committee</td>
<td>10-2-14</td>
</tr>
<tr>
<td>Academic Affairs Approval</td>
<td>1-12-14</td>
</tr>
</tbody>
</table>

Casey Bennett / cbenne5@lsu.edu  
College Contact E-mail
Justification:
We are removing the prerequisite to encourage students from other units to enroll in the course.

We are changing the title and description to more accurately represent updated course topics and objectives.

Curriculum in which course is included:
Master of Library and Information Science
**Request for CHANGING an Existing Course**

**Department**: Library and Information Science  
**College**: Human Sciences and Education  
**Course Number**: LIS 7002  
**Date**: 10-14-14

### Present Course Description

**Title**: Information Services  
**Semester Hours of Credit**: 3  
**Lecture**:  
**Lab/Sem/Rec**:  
**Repeat Credit Max. (if repeatable)**:  
**Graduate Credit?** Yes  
**Credit will not be given for this course and**:  
**Contact Hours Per Week** (Indicate hours in appropriate course type.):  
**Total Weekly Contact Hours**: 3  
**Grading System**: Letter Grade

**Course Description**: (Include course number, title, etc. exactly as it appears in the General Catalog)

LIS 7002 Information Services (3) **Preq.: major or permission of department**. Preparation for reference and bibliographic services; selection and use of general, scholarly and specialized reference resources in various subject fields.

### Proposed Course Description

**Title**: Information Services  
**Short Title**: INFORMATION SERVICE  
**Semester Hours of Credit**: 3  
**Lecture**:  
**Lab/Sem/Rec**:  
**Repeat Credit Max. (if repeatable)**:  
**Graduate Credit?** Yes  
**Credit will not be given for this course and**:  
**Contact Hours Per Week** (Indicate hours in appropriate course type.):  
**Total Weekly Contact Hours**: 3  
**Grading System**: Letter Grade

**Course Description**: (Include course number, title, etc. exactly as it appears in the General Catalog)

LIS 7002 Information Services (3) **Preq.: major or permission of department**. Preparation for reference and bibliographic services; selection and use of general, scholarly and specialized reference resources in various subject fields.

---

**THESE QUESTIONS MUST BE ANSWERED COMPLETELY AND ACCURATELY OR PROPOSAL WILL BE RETURNED.**

- Has this change been discussed with and approved by all departments/colleges affected? **Yes**  
- Is this course included in any curricula, concentrations, or minors? **Yes**  
- Is this course a prerequisite or corequisite for other courses? **Yes**  
- Is this course on the General Education list? **Yes**

**JUSTIFICATION/EXPLANATION**: Use separate sheet.

**Note**: IF COURSE IS OR WILL BE CROSS-LISTED, SEPARATE FORMS MUST BE SUBMITTED BY EACH DEPARTMENT.

### Approvals

- **Department Faculty Approval Date**: 10-10-14  
- **College Faculty Approval Date**: 10-22-14

---

Casey Bennett / cbenne5@lsu.edu  
College Contact E-mail

---

---
**Justification:**
We are removing the prerequisite to encourage students from other units to enroll in the course.

**Curriculum in which course is included:**
Master of Library and Information Science

**Courses for which this course is a prerequisite:**
LIS 7607, Electronic Information Resources
### Request for CHANGING an Existing Course

**Department**: Library and Information Science  
**College**: Human Sciences and Education  
**Course Number**: LIS 7809  
**Date**: 10-14-14

#### Present Course Description

<table>
<thead>
<tr>
<th>Title</th>
<th>Research Methodologies in Library and Information Science</th>
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<tbody>
<tr>
<td>Semester Hours of Credit</td>
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<tr>
<td>Lecture</td>
<td>Lab/Sem/Rec:</td>
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<td>Repeat Credit Max. (if repeatable):</td>
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<tr>
<td>Graduate Credit?</td>
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<td>Contact Hours Per Week: (Indicate hours in appropriate course type.)</td>
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<td>3</td>
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<tr>
<td>Grading System:</td>
<td>Letter Grade X</td>
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<tr>
<td>Course Description:</td>
<td>Research methodologies applicable to library and information phenomena; definition of research problems, selection of inquiry tools and data collection; emphasis on evaluation of research.</td>
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#### Proposed Course Description

<table>
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<th>Title</th>
<th>Understanding Research</th>
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<td>Semester Hours of Credit</td>
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<tr>
<td>Lecture</td>
<td>Lab/Sem/Rec:</td>
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**THESE QUESTIONS MUST BE ANSWERED COMPLETELY AND ACCURATELY OR PROPOSAL WILL BE RETURNED.**

- Has this change been discussed with and approved by all departments/colleges affected?  
  - Yes | No | N/A X
- Is this course included in any curricula, concentrations, or minors?  
  - Yes X | No |
- If yes, please list on a separate sheet.
- Is this course a prerequisite or corequisite for other courses?  
  - Yes | No | X
- If yes, list courses; use separate sheet.
- Is this course on the General Education list?  
  - Yes | No X

**JUSTIFICATION/EXPLANATION**: Use separate sheet.

**Note**: IF COURSE IS OR WILL BE CROSS-LISTED, SEPARATE FORMS MUST BE SUBMITTED BY EACH DEPARTMENT.

### Approvals

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</table>

**Department Chair Signature**:  
*Date*

**Graduate Dean Signature**:  
*Date*

**College Contact E-mail**:  
*Email*
**Justification for Change:**
The title change is meant to clarify that the course focuses on understanding research, rather than conducting research.

We are removing the prerequisite to encourage students from other units to enroll in the course.

**Curriculum in which course is included:**
Master of Library and Information Science
REQUEST FOR ADDITION OF NEW COURSE

Department: Communication Studies
College: Humanities and Social Sciences
Date: Sept. 12, 2014

PROPOSED COURSE DESCRIPTION

Rubric & No.: CMST 7912
Title: Communication and Relationships

Short Title (≤ 19 characters): COMM & RELATIONSHIP

Semester Hours of Credit: 3

If combination course type, # hrs. of credit for:
  Lecture: ________
  Lab/Sem/Rec: ________

Repeat Credit Max. (if repeatable): 6 credit hours
  Graduate Credit? Yes

Credit will not be given for this course and:

Course Type (Indicate hours in the appropriate course type.)
  Lecture __________
  Lab __________
  Seminar __________
  Recitation __________
  Lec/Rec __________
  Lec/Sem __________
  Lec/Lab __________
  Res/Ind __________
  Clin/Pract __________

Maximum enrollment per section: (use integer, e.g. 25 not 20-30) 10

Grading System: Letter Grade
  Final Exam:** Yes

Expected: **(Attach justification if the proposed course will not hold a final exam during examination week.)**

Course Description:
(Concise catalog statement exactly as you wish it to appear in the General Catalog)

CMST 7912 Communication and Relationships (3) May be taken for a max. of 6 hrs. when topics vary. Prereq.: permission of department. Examination of theoretical perspectives and concepts over the life cycle of interpersonal relationships across contexts including relationship types, roles, emotion, conflict, third-party influences, deception, persuasion and dissolution processes.

BUDGET IMPACT (IF ANSWER TO ANY QUESTION IS "YES", ATTACH EXPLANATION.)

If this course is approved, will additional staff be needed? Yes __________ No X

Will additional space, equipment, special library materials or other major expense be involved? Yes __________ No X

Academic Affairs Approval: (Date)

ATTACHMENTS (ATTACH THE FOLLOWING TO YOUR PROPOSAL)

JUSTIFICATION: Justification must explain why this course is needed and how it fits into the curricula. Will the course duplicate other courses?

SYLLABUS: Including 14 week outline of the subject matter: titles of text, lab manual, and/or required readings; grading scale and criteria (For 4000-level, specify graduate student grading criteria if requirements differ for graduate and undergraduate students).

APPROVALS

Department Faculty Approval Date: 10/14/2014

College Faculty Approval Date: 10/22/2014

Graduate Dean’s Signature: 10/30/2014

Chair, FS Committee’s Signature: 11/27/2014

College/Division/Department Contact: (please print)

Contact Email: 11/25/2014

Academic Affairs Approval: 12/2/2014
**Course Justification:** This seminar is needed to enlarge the graduate curriculum with a specific seminar specializing in communication and interpersonal relationships. This course stresses development of explanatory systems in interpersonal communication in four areas: (1) the nature of relational communication; (2) relational development; (3) relational maintenance (including conflict); and (4) dealing with relationship problems. This course will concentrate heavily on social science theory and research relevant to these (and other) aspects of relational communication. We will concentrate upon what we know about interpersonal communication in addition to what we need to know. This course does not duplicate existing courses. As the following communications indicate, this proposal has been submitted and approved by the Departments of Psychology and Sociology.

Hi Jim, I read over this and it looks good to me. Definitely no apparent overlap with courses in Psychology.

Jason

=====================================================================

Jason L. Hicks, Ph.D.
Professor and Chair
Department of Psychology
Louisiana State University
Baton Rouge, LA 70803-5501
Phone/voice: 225-578-4109
Fax: 225-578-4125
jhicks@lsu.edu
http://www.lsu.edu/psychology/cognitive.html
To whom it may concern,

As chair of the Department of Sociology, I have reviewed the request from Dr. James Honeycutt for a new graduate seminar in relational communication to be taught in the Department of Communication Studies. After consulting with my faculty, we find that the request does not duplicate a course in our department. We fully endorse Dr. Honeycutt’s request.

Sincerely,

Edward S. Shihadeh
Professor of Sociology and Criminology
Chair, Department of Sociology, LSU
Coordinator, Crime and Policy Evaluation Research Lab
CMST 7912: Seminar on Communication and Relationships

Fall 2015 (T 3:00 – 5:50, Coates 153)

Instructor: Dr. James Honeycutt
Office Hours: Coates 230; TTh 10:30 - noon; 1-1:30 and by appointment
Phones: 578-6676 (office), 252-0032 (cell)
E-mail: sphone@lsu.edu

Course Description and Goals:

Rationale: Relational communication is the study of communication over the life cycle of interpersonal relationships across a variety of contexts (e.g., dating partners, marital partners, roommates, office associates, sibling, parent-child, acquaintance, best friends, and etcetera). There are a number of theories purporting to explain the development, maintenance, and deterioration of relationships. We will critique a number of theories of relational development. We will also examine the "scripts" that people have for expected behavior in intimate relationships in the form of expectancies for appropriate actions.

Theoretical approaches to the study of relational communication that will be examined in the seminar include: 1) cognitive script theory 2) symbolic interdependence, 3) rules perspectives, 3) attribution theory, 4) relational turbulence, 5) social penetration theory 6) dialectical approaches, 8) attachment theory.

There will be a brief lecture at the beginning of each session that will preview assumptions of the approaches to be discussed in a given session. Principal aims of the course include creating publishable papers and pedagogical applications you can use in your life and in your careers.

Texts and Readings:


A series of journal articles, book chapters, or conference papers that are on Moodle.

Requirements, Assignments, and Grading:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>4 Reaction papers (5% each)</td>
<td>20%</td>
</tr>
<tr>
<td>2 expert presentations/discussions (10% each)</td>
<td>20%</td>
</tr>
<tr>
<td>Class Participation Ongoing</td>
<td>10%</td>
</tr>
<tr>
<td>Research Proposal</td>
<td>5%</td>
</tr>
<tr>
<td>Final Research Paper</td>
<td>30%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>15%</td>
</tr>
</tbody>
</table>

Grading Scale:

A = 90%+
B = 80-89
C = 70-79
D = 60-69
F < 60

Reaction Papers

You should be familiar with all assigned readings each week, and come to class prepared to discuss their thoughts on the material, having written a (1-2 page summary (single-spaced) reaction paper by noon Monday at the latest if you decide to turn in one for a given set of readings. You must turn in four reaction papers. The "reaction paper" should include at least one comment on each of that week's readings. Comments might include benefits of the research, criticisms of the research, and ideas for future research, or general thoughts on integrating the current week's reading with other assigned materials or with ideas discussed in class previously. Basically, these are notes of thoughts that occur to you as you read the materials, and that you would like to have brought up in our class discussion.

All papers should be type written, double-spaced, employ APA style, and be stapled together. It is particularly important to accurately and meticulously footnote (in APA style) all studies, ideas, and findings in order to avoid charges of plagiarism (i.e. copying a portion of another scholar's or student's work and submitting it as your own). Plagiarism, like receiving or giving aid during an exam, will result in failure in this course. Please familiarize yourself with the dept. plagiarism policy at the end of this syllabus.

Class Presentations and Discussions

All presentations will be done in dyads. Remember, you must select 2 different partners for your 2 expert presentations. Evaluation is based on the extent to which the discussion brings out the readings' important points. When you co-lead a discussion, you must provide the seminar with a list of discussion questions before class begins (i.e., you can bring the list to class or e-mail it to us earlier in the day).

During the first part of the presentation each week, the dyad will do a 10-minute entertaining and content-laden introduction to the topic. This presentation may involve visual aids, skits, PowerPoint presentations, exercises, quizzes, or audio/video material but these media are not a requirement. This presentation should evoke interest in the topic, and briefly summarize some important findings.

Go beyond the readings by summarizing and presenting current research. Do not summarize our readings for this week (we already read those).

Please provide a copy the class with your favorite recent article on this topic. The presentation will be followed with a ten-minute question/answer period from seminar participants that will provide a general transition into a class discussion of the topic readings.

On the class sessions that you do not lead discussion, you are required to provide a post to the forum posted on Moodle by Noon on the day of class. These posts should include two components. First, the post should include a thought-provoking paragraph indicating your reaction to, and/or evaluation of, the reading(s) for that night. Ideally, the information in this paragraph would be useful for stimulating thought about, and generating discussion of, the readings. Second, you should include a sentence or two on "what I would like to talk about in class today is..." This section should include at least two questions (and at least one question for each topic discussed) that you would like to discuss in class. Evaluation of these discussion questions will count toward your class participation grade. These are ongoing and reflect class participation as well as oral comments during the seminar meetings.

You will be evaluated on the quality of your contributions throughout the semester. Here are some ideas of what high quality comments may involve:
• Considering issues addressed in assigned readings and previous class discussions;

• Offering constructive criticism of the materials as well as innovative ideas on how you would improve the object of critique; (Criticism without offering feasible alternatives is lame)

• Making a contribution to moving the discussion and analysis forward;

• Providing some increment to others' comments;

• Transcending the "I feel..." syndrome. That is, making arguments that include some evidence or that rely on broader theoretical positions.

**Research Paper.** You are expected to prepare a research paper for conference presentation and publication on a topic of your choosing (as approved by the instructor). You may work on an existing project with me or you can choose your own. The paper can take any of several forms, including a research review, a theoretical analysis, a detailed research proposal, the report of original research, or other forms negotiated with the instructor including working in the interaction lab.

Alternatively, during the first week of class (no later than Sept. 7) you may select a partner with whom to conduct an empirical study in relational communication and report your choice to me. The empirical study should comprehensively investigate (including data collection) a problem of importance in relational communication. The paper may be qualitative and/or quantitative. The paper should demonstrate your ability to: a) select a problem of importance in relational communication research, b) exhaustively review and summarize research relevant to that problem, c) incorporate any theory or theories that may help to make predictions as to the outcome of the problem, and d) derive hypothesis or questions which provide an empirical test of the problem. In short, an "A" paper should be a completed study like a convention paper or journal article. The paper is due in two segments: On Sept. 28, you should submit a complete rationale for your study including research questions, problems or hypotheses, a complete review of relevant literature and theory, and a sketchy idea of how you might conduct the study (the methods section). The paper will include the standard components of a research paper including:

- Literature Review
- Research Question/Hypotheses
- Method
- Pilot or Full Results
- Beginning of a discussion section
- References

Here are some guidelines that may help you.

A) If you work on a joint project have selected your partner, get busy **immediately**.
B) See your instructor during the first two weeks to brainstorm your topic. Remember I am available each week during office hours or via email.
C) Select a topic that is compelling and interesting to you. At the beginning of the semester pursue your book of readings and identify articles that are interesting to you and can be extended. Do not be afraid to replicate a study. It may be the easiest way to do this assignment. Also, I have a list of existing research projects that you can be assigned to.
D) As you look over the readings also look at their methods. This study may be qualitative or quantitative, and conducted in the field, lab, or by questionnaire.
E) Give me as complete a paper as possible on November 17, before NCA 28, if you can. That way I can give you maximum feedback for the final study. I will give you one week or less turnaround.
F) Because most of you will be collecting data on human subjects, you need to contact and obtain approval from the University's Institutional Review Board. Failure to do so is a violation of University policy and state and federal law.

Additional Policies:

ADA Statement: The American with Disabilities Act and the Rehabilitation Act of 1973: If you have a disability that may impact on your work in this class and for which you may require accommodations, please see a Coordinator in the Office for Disability Affairs (112 Johnston Hall) so that such accommodations may be arranged. After you receive your accommodation letters, please meet with me to discuss the provisions of those accommodations during the first two weeks of class.

Attendance. It is assumed that you will attend and actively participate during all class sessions. If you must miss class for some reason, please notify me about this (in advance, if possible). You are responsible for what transpires during class sessions whether you are there or not.

Late Work. In general, papers (both reaction and research) may be turned in any time before the due date, and must be turned in not later than the class meeting of the week they are due. Late papers MAY be accepted at the discretion of the instructor, but will receive a substantial penalty. Typically, the grade on late papers will be dropped 1/2 letter for each day they are late (or a full letter grade for each 2 days late). If there are special circumstances pertaining to turning in your papers on time, especially your final (research) paper, please discuss these with me in advance.

TENTATIVE DAILY SYLLABUS

Week, Date, Topics and Readings

Unit I: Introduction, Emotions, Imagination, & Physiology of Relationships

Session 1, T August 25, Course Orientation and Introduction: Contemporary Theories

Overview of relational communication theories (interpersonal needs, cognitive script theory, symbolic interdependence, attachment, social exchange, social penetration, interdependence, attribution, dialectics, uncertainty reduction, conflict theory, social media uses)

Topics: Syllabus Review
Course Overview
Discussion of Assignments
Content Topics: History of Relational Communication
Key Definitions
Relational Myths
Relational Ideology
Characteristics of Relationships
Initial Interaction
Initiation
Relational Stage/Phases
Social Penetration
Shyness

Session 2: T Sept. 1, Attraction and Uncertainty: The twin tests of initial relationships

Content Topics: Uncertainty
Uncertainty Reduction Theory
Attraction
Task Attraction
Physical Attraction

Readings:

H/B Chp. 1


Discussion Leaders: ____________________________________________

Session 3: T Sept. 8, Symbolic Interdependence & Matching hypothesis

Readings:


Session 3: Sept 15, Relationship Dimensions, Emotions, Intensification, Trajectores and Turning Points

Topics: Fundamental Relationship Topoi
Cognitive Scripts
Dialectics
Emotions
Relational Schemas

Readings:

Honeycutt/Bryant Chp. 2


Discussion Leader(s):

Session 4: Sept. 22: Attachment, equity, exchange, and evolutionary theories

Readings:


Discussion Leader(s):

**Session 5: T Sept, 29, Emotions, Imagined Interactions and Physiology of Relational Coupling**

**Readings:**

Honeycutt/Bryan Chps. 2-4


Discussion Leader(s): 

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**Unit II: Basis of Relational Scripts**

**Session 6: T Oct. 6, Scripts for Relational Actions**

**Readings:**

Honeycutt & Bryan, Chps. 5-7


Discussion Leader(s):

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**Unit III: Scripts for Rise and Demise of Interpersonal Relationships**

**Session 7: Oct. 13: Contents of Relational Scripts**

**Readings:**

Honeycutt & Bryan, Chps. 8-10


Discussion Leader(s): ________________________________

**Unit IV: Relationships in Contexts**

**Session 8: T Oct. 20 Facebook & Online Relationships**

**Readings:**

Honeycutt & Bryan, Chp. 11


Discussion Leader(s): ________________________________

**Session 9: T Oct. 27, Office Relationships**

**Readings:**

Honeycutt & Bryan, Chp. 11


Discussion leaders: ____________________________

**Unit V: Cautions and Recommendations**

**Session 10: T Nov. 3, Escalating conflict in relationships**


**Session 10: T Nov. 3, Abuse in Relationships**

**Readings:** Honeycutt & Bryan, Chp. 13


Discussion Leader(s): ____________________________

**Session 11: T Nov. 10, Unwanted Relational Pursuits**

**Readings:**


Discussion leaders: ____________________________
Session 12: T Nov. 17, Scripts for effective relational Communication

Readings:

Honeycutt/Bryan Chp. 14


Discussion leaders: ____________________________

Discussion of individual projects

Session 13: T Nov. 24, Understudied relationships: Blended families, Same-sex, interethnic relationships, elderly relationships


Discussion leaders: ____________________________

Readings:

Session 14: T Dec. 1, Discussion of individual projects

Discussion leaders: Everyone
Appendix: Paper Format and Evaluation Components

Semester Project Assignment
This purpose of this paper is to allow you to investigate an aspect of relational communication in great depth. Given the nature of the assignment, it is important that you choose a topic of interest to you or you may work with me on an existing project.

Nature of the Assignment
This paper can come in any of several formats. Students could perform a unique study of relationship issues, write a state-of-the-art review of the literature, develop a detailed research proposal, prepare a conference paper for eventual journal submission.

State-of-the-Art Literature Review. A state-of-the-art literature review should review, in depth and detail, the literature relevant to a relatively specific topic within development, maintenance, or deterioration. Part of the literature review should involve defining the concept(s) in question and other important variables. Beyond the definitions, the primary task is to describe what we know (and what we do not know) about the topic you have chosen. You should use appropriate data sources (e.g., google scholar, books, book chapters, journal articles, and/or conference papers) to synthesize what they have to say into a coherent package. Moreover, your review of the literature should lead to a specific prediction (or set of predictions) or question (i.e., set of questions) that you feel are important as directions for future research. By using the term a “state-of-the-art” review, we mean that your task is to clearly demonstrate your mastery of this particular area of scholarship (think in terms of a handbook chapter).

Research Proposal. If you choose to write a research proposal, the literature review and predictions (see above) should provide a context for a proposed study. We expect the literature review to be nearly as extensive as a state-of-the-art review (see above). In addition to the detailed literature review, you will need to describe the methods used to test the prediction(s) made or the question(s) posed. Follow the standard format for a social science methods section (e.g., participants, design, instrumentation, procedures). Be explicit. Develop your methods to an extent that you (or someone else) could actually perform the study. If you choose to write a proposal, you do not need to carry out the study (though if you want to, you can do so in the future).

Perform a Study. To fulfill this assignment, you may perform a study individually or with me, in a pair or triad. This project will entail several major steps. First, you are to decide, what you want to study and review the relevant literature (or literatures, see above). You are then to develop a (set of) testable research question(s) and/or hypothesis(es) that focus on important issues left unanswered in the literature. Second, you are to develop the methods necessary to test those hypotheses or answer those research questions. This will include gaining IRB approval, through formal channels, of the project before collecting data. Third, you are to collect, code, and analyze the data following social science principles and methods. Finally, you are to write a research report for submission to the instructor. The research report should be prepared in a manner consistent with the sixth edition of the. As such, the research report should have a cover page, abstract, and the traditional sections of a social science research report (e.g., rationale, methods, results, and discussion). Each part of the report (e.g., source citations, references, methods, and statistics) should be prepared consistent with APA guidelines.

Develop a Journal Submission. The next option for this assignment would be to take a conference paper you have presented (or will present, say, at a conference) and convert it into a journal submission. This assignment also comes in several parts. First, you are to receive (ideally detailed) feedback on your conference paper. This feedback should go beyond the feedback you might have received in the conference evaluation process or from the respondent at your conference panel. Choose a scholar who is clearly expert in the focus of your paper.
Approach that scholar and ask him/her if he/she would have time to provide ample feedback on your work. Once you have received that feedback, modify your paper based on your own evaluation but, importantly, the suggestions of your expert. Students choosing this option should submit the following materials:

- The original conference paper
- The feedback generated by your chosen expert
- A statement of how you modified your conference paper including a point-by-point description of how you modified your paper based on the expert's feedback
- The final version of the paper submitted to the journal
- Notification from the journal acknowledging receipt of your manuscript.

**Evaluative Criteria**

The primary criteria used to evaluate your paper will include completeness, organization, clarity, and validity. **Completeness** refers to the extent to which you fulfill the requirements of the particular option that you choose (e.g., rationale and literature review of a body of literature). In this example, completeness would include the extent to which you describe the existing research and theory development relevant to your topic.

**Organization** refers to the extent to which your various ideas flow together. Sentences should blend effectively into paragraphs, while paragraphs should blend well in the major sections of your paper. **Clarity** refers to the extent to which you present your ideas in an understandable manner. This would include the extent to which you word your own (and other researchers' and theorists') ideas clearly. Finally, **validity** refers to the extent to which the arguments you provide follow in a clear and organized manner. Evaluation will also tap the technical (or stylistic) issues including APA style. For more information on evaluative criteria, see the **General Criteria for Evaluating Papers** presented later in this syllabus. In order to give yourself adequate time to complete the paper, you should choose a topic (and inform me of that choice in writing, e.g., via e-mail) in the next few weeks. If you choose to perform a study, the sooner you get started, the better. Again, the topic may be something we discussed in class or could be a topic not discussed in detail during class. If you chose a topic we covered in detail in class, the paper must go well beyond the readings discussed in class.

I will be available to discuss possible topics and, within reason, to examine your preliminary written drafts of your paper. The phrase "within reason" indicates that at some point I would have to remind you that the paper is a test of your own thinking and communicating skills, and that I should not end up writing the paper for you. In addition, I will not be available to review drafts on the evening before the papers are due. You should set some reasonable period for the submission and return of rough drafts. You should count on a one-week turn-around time in returning a variety of drafts (i.e., not only this paper, but also drafts of other papers as well).

**PRESENTATION AND DISCUSSION LEADERSHIP ASSIGNMENT**

As one of the assignments for this course, you will lead the class discussion for two sets of readings during the semester. Evaluation depends on the extent to which the important points in the reading are brought out in the course of the discussion. There is no single best way of doing this.

1. Know your readings. The better you know what your readings have to say, the better you will be able to do the things you need to best complete this assignment.
2. Manage your time well. You have approximately 45 minutes (probably a bit less) to lead discussion. Make sure that you do not spend too much time on a single issue (particularly if that issue is tangential to the reading) that might cause you to go over other, more important, issues in less detail later in the discussion. Make sure that the class adequately discusses the important points in the article.
3. Provide a brief introduction to your reading. Provide class with an idea of what the article is about, but do not include much information that might work better as discussion fodder.
Remember that your task is to lead discussion, not to lecture.

4. Follow up on student comments (sometimes this can be as simple as asking someone "why?" or "how so?"). This forces you to really listen to what students are trying to say and turn their contribution into a question, even if it means bringing a topic up "out of order."

5. Do not answer your own question. If the class does not respond, wait. They might have to think about your question (especially if it is a complex one). If the class does not understand your question, they will ask you to rephrase it.

6. Handouts might (and might not) be helpful. Handouts should facilitate, rather than restrict discussion.


8. Ask good questions.

GOOD DISCUSSION QUESTIONS...

1. Are open-ended. Closed-ended (e.g., yes-no) questions do not give the class any room to discuss ideas (e.g., "do you agree?" "Does this make sense?"). Closed-ended questions can be useful if you have an open-ended as a follow-up (e.g., asking "why" or "on what grounds" after a "do you agree" type question).

2. Are clear. Do not use vague terms. Do not use terms from outside class that other students will not know (unless you spend the time to explain them).

3. Are simple. Short questions tend to be clearer than long questions. One thing that can make for unnecessary complexity is that you ask two (or more things at once). Make sure that you are asking only one thing at a time.

4. Do not have objective, verifiable, answer to the question (particularly from the reading). Do not ask questions where the answer is likely to be someone reading from the text (unless you have a good, open-ended, follow-up).

5. Give the class a number of directions that they could go. Don't be afraid to let the class choose the topic or answer they want to give. Though keep in mind that it is important to manage your time well.

6. Attempt to identify (and/or challenge) implicit assumptions in a particular piece. These questions force students to look beyond what the authors have to say.

7. Relate back to earlier readings from class. Again, this forces students to go beyond what the authors have to say and to start making connections between concepts and theories. Do not be afraid to bring in concepts from other classes or from your own experience (but be prepared to explain that material or experience).

8. Potentially keeps the discussion on track. There will be times when the discussion focus will meander. Under these circumstances, a good question takes the class from the secondary topic back to the reading (though sometimes you have to bring the class' attention to the reading more abruptly).

9. Assumes that students have read and understood the reading. Be prepared, however, to explain basic issues (e.g., definitions).

10. Might ask for applications of theoretical positions (or theoretical explanations for applied issues).

11. Are questions. Do not make a statement, state an opinion, or read a passage without including a question to accompany it. If you do not ask a question, the class will likely not know how to respond.

12. Can be answered by more than one person and in more than one way. Do not fall into the pattern of: question, answer, question, answer...

13. Either specific or general. Neither specific nor general questions are always preferred. All of one kind (especially specific) gets somewhat tedious. Make sure that there is some combination of specific and general questions.

GENERAL CRITERIA FOR EVALUATING PAPERS

Some criteria that I use in evaluating written assignments are specific to the particular assignment. On the other hand, while the specific content of the various papers differ, several general criteria that I use to evaluate them (and pieces I read in my other professional capacities) remain pretty much the same. I want to spend a bit of time here discussing these general criteria. These criteria are not mutually exclusive (e.g., a lack of organization influences perceptions of clarity); however, I hope that this gives you a good idea of what yardsticks I use when I grade papers. I generally use five general criteria in evaluating student papers.
**CRITERION 1: CLARITY**

The primary criterion that I use when I evaluate a paper (a draft of my own work, a manuscript that I receive as a reviewer for a professional journal, or a [undergraduate or graduate] student's paper) is clarity. Simply put, are you communicating whatever it is that you are trying to say unambiguously? It does not matter if you are trying to describe a relationship that you have been part of, a reaction to a lecture, or reviewing the theoretical literature on relationship initiation, you must do so clearly. Saying something simply is better than saying something using complex, convoluted language. Do not feel as though you have to use a lot of technical jargon because the research you have read does it. If I consistently cannot understand what you are trying to say, your grade is going to suffer as a result.

**CRITERION 2: COMPLETENESS**

I evaluate completeness on two levels. First, I evaluate completeness on a macro level. Most of my paper assignment includes multiple parts. For example, a reaction/application paper requires that you first describe course material and then either apply that material to your life experiences or describe how and why you reacted the way that you did. When I evaluate completeness on the macro level, I am looking for the extent to which you actually perform each of the tasks that I require. Failure to complete a major part of a paper is a serious error that will result in substantial point deductions. Therefore, it is important that I know what you are doing as you work your way through your paper. It is in your best interest to inform me where you are and what you are doing in your paper. Signposting and transitions between parts helps immensely in keeping me informed as to what you are doing in your paper.

I also evaluate completeness on a micro level. Completeness on a micro level represents the extent to which you adequately tackle each of the tasks required in the paper. The question here is how well did you perform each of the tasks required? How completely you should describe something, of course, depends on the nature and length of your paper. If you are describing interpersonal needs theory in a reaction paper, it does not make sense to spend the entire paper describing the theory. You need to complete all parts of the assignment given the page restrictions.

**CRITERION 3: ORGANIZATION**

The third criterion I use in evaluating papers is organization. Your ideas should develop in a logical manner. Words should fit together to form phrases. Phrases should fit together to form sentences. Sentences should fit together to make paragraphs. Paragraphs should fit together to form the major sections of your paper. What I do not want is a paper that rambles from point to point without any connection between them. The paper assignments suggest a particular organizational scheme for the major parts of your papers and I strongly suggest that you stick to them. Within major sections, however, the choice of an organizational scheme is up to you.

**CRITERION 4: VALIDITY**

The fourth major criterion I use in grading papers has to do with the validity of the presented arguments. The arguments that you make in your papers must be valid. This means that the conclusions of your arguments must follow from the premises. Further, the premises and conclusions that you draw should be explicit. I should not have to dig through a paper to identify and understand the arguments you are trying to make. Part of the validity of an argument has to do with the data supporting a particular conclusion. Specifically, properly document all statements of fact from a reputable primary source. For example, if you are making the claim that men and women communicate differently in some important ways, you need to support that conclusion (or claim) with a reference from a reputable and primary source.

**CRITERION 5: MECHANICS**

My evaluation also focuses on the technical (or stylistic) aspects of the paper. I expect that submitted drafts should be devoid of grammatical errors, typographical errors, misspellings, punctuation errors, sentence fragments, and so on. In
this respect, it would be helpful to develop the habit of completing rough drafts of your work and then spending time cleaning and polishing your writing. If you try to write the entire paper the last day or two before it is due, you will almost certainly encounter stylistic problems, not to mention substantive ones. I will also evaluate the format of source citations and references provided (if any). The format of the paper, source citations, and reference lists must be consistent with the sixth edition of the *Publication Manual of the American Psychological Association*. 
From: Lawrence Rouse, Chair, Courses and Curricula Committee

At their November 18, 2014 meeting, the Faculty Senate Courses and Curriculum Committee took the following action regarding the CMST proposals:

- The Committee approved CMST 4201, but the department will have to contact the Registrar's Office every time it wants to schedule the course as the makeup of the course must be scheduled differently than other courses to fit the proposed format.

- The Committee conditionally approved CMST 3112 pending the submission of a syllabus with a detailed weekly course calendar. Instead of "Read Chapter 1", there should be more detail about what the student will be learning that week as well as the chapter titles. This allows a student to preview in advance what the course will be about.

- The Committee conditionally approved CMST 7912 pending the submission of a revised syllabus that corrects the grading listed for the graded components of the course. The Committee also made clear that the syllabus has inconsistencies throughout regarding the percentages of each grading component.

- The Committee returned the proposal to add CMST 4115. They felt that the rationale of Experimental Statistics was sound. The Committee suggested rewriting the justification to prove that this is a completely different course or meet with Experimental Statistics and design a course that they would be willing to approve. Another suggestion is to make EXST 2201 a prerequisite for the course. Also, the syllabus outline suggests the course is solely statistics. The Committee wants to see that there is zero or minimal duplication with any other course.

- CMST 7903, 7911, and 7914 were approved with no changes needed.

Please submit the requested documentation to Anna Castrillo in the Office of the University Registrar at 112 Thomas Boyd Hall or by email at acastr1@lsu.edu.

If you have any questions regarding the request, please feel free to contact me at lrouse@lsu.edu.
REQUEST FOR ADDITION OF NEW COURSE

Department: History  
College: HSS  
Date: 10/23/2014

PROPOSED COURSE DESCRIPTION

Rubric & No.  | Hist 2014 | Title: Goddesses to Witches: Women in Europe 500 BCE-1700 CE
Short Title (≤ 19 characters) | G | O | D | D | E | S | S | E | S | T | O | W | I | T | C | H
Semester Hours of Credit | 3
If combination course type, # hrs. of credit for:
Lecture:  
Lab/Sem/Rec: 
Repeat Credit Max. (if repeatable):  
credit hours  
Graduate Credit? Yes X No
Credit will not be given for this course and:
Course Type (Indicate hours in the appropriate course type.):
Lecture X  
Lab X  
Seminar X  
Recitation X  
Lec/Rec  
Lec/Sem  
Lec/Lab  
Res/Ind X
Clin/Pract X
Maximum enrollment per section: (use integer, e.g. 25 not 20-30) 40
Grading System: Letter Grade X  
Pass/Fail  
Final Exam:** Yes X No
*(Attach justification if the proposed course will not hold a final exam during examination week.)*

Course Description:
HIST 2014 Goddesses to Witches: Women in Europe 500 BCE to 1700 CE (3) Women’s lives and ideas about gender from Greece and Rome to the beginning of the modern era

BUDGET IMPACT (IF ANSWER TO ANY QUESTION IS "YES", ATTACH EXPLANATION.)

If this course is approved, will additional staff be needed? Yes X No
Will additional space, equipment, special library materials or other major expense be involved? Yes X No
Academic Affairs Approval: (Date)

ATTACHMENTS (ATTACH THE FOLLOWING TO YOUR PROPOSAL)

JUSTIFICATION: Justification must explain why this course is needed and how it fits into the curricula. Will the course duplicate other courses?
SYLLABUS: Including 14 week outline of the subject matter; titles of text, lab manual, and/or required readings; grading scale and criteria (For 4000-level, specify graduate student grading criteria if requirements differ for graduate and undergraduate students).

APPROVALS

Department Faculty Approval Date 10/23/2014  
College Faculty Approval Date 11/19/14

Contact Email:  
Contact: (please print)
PROPOSED NEW COURSE:

History 2014: From Goddesses to Witches: Women in Europe 500 BCE to 1700 CE

Justification:

This course proposal has emerged from departmental discussions about bridging the history curriculum between the 1000- and 4000-levels. Currently, there are very few classes at the 2000-level. Simultaneously, more and more students arrive on campus with credit for 1000-level history survey courses earned during high school through AP exams or other means. For such students, immediate enrollment in a 4000-level course is frequently daunting. To better prepare students for the expectations of 4000-level courses, this course offers additional opportunities to develop college-level historical thinking, reading and writing skills.

The content focuses on women’s history, a topic of great interest to students and an area of vibrant historical scholarship. Currently, despite the fact that a half dozen faculty work in this research area (including 4 in premodern European women’s history) there are relatively few women’s history classes in the catalog, and none at the 1000- or 2000-level.
Hist 2014
Goddesses to Witches:
Women in Europe 500 BCE-1700CE

Professor Leslie Tuttle
ltuttle@lsu.edu

Learning goals:
1) You will learn about the cultures of the Ancient Mediterranean and Western Europe from ca. 700 BCE to 1700 CE; these cultures have long been considered the nexus of modern Western Civilizations. Our specific focus will be the historical experiences of women and shifting ideas about gender in these cultures.
2) You will learn techniques used by historians to analyze historical evidence. Through practice, you will become more proficient in interpreting primary sources and making historical arguments.
3) You will think critically about historical narratives and interpretations. How do historians and scholars of gender determine whether an argument is valid and significant? How do we best address the limitations of our evidence? What makes one interpretation better than another? How does studying the history of women and gender challenge us to re-evaluate concepts like “civilization” and “progress”?

Required Books
French/Poska, Women and Gender in the Western Past [WGWP] (Houghton-Mifflin, 2007)
Aristophanes, Lysistrata (Hackett, 2003)
Brucker, Giovanni and Lusanna (U of California, 2004)
Morton and Dahms, The Trial of Tempel Anneke (Toronto, 2006)

**Moodle will be used to link some readings and deliver assignments, updates, etc.

Grading Scale:
89.5% or higher = A
79.5% or higher= B
69.5% or higher= C
59.5% or higher = D

Weighting of Course Components:
20% Attendance and participation, including quality of participation in weekly discussion and preparation for special Wednesday discussions. After the third unexcused absence from class, the participation grade will be penalized 20% (4 % of course total) for each additional absence.
30% Papers prepared on rotating basis in groups, and on Xenophon, Brucker and Tempel Anneke reading
20% Midterm exam
30% Final exam

Course Calendar
The instructor reserve the right to make changes to the following if necessary

Week 1  Introduction to the Course
Reading: Excerpt from Xenophon, Oeconomicus (M)
WGWP: Chap 1, esp. 23-32

Week 2  Ancient Israel and the Hebrew Bible
**Brief paper on Xenophon due in class
Reading: Meyers, "Women and the Domestic Economy of Early Israel" (M)

Week 3  Athens 1: The Household
Reading: On the Murder of Eratosthenes (M)
WGWP: Chapter 2
Group 1 response paper

Wednesday Reading Discussion #1
Keuls, "Bearing Children, Watching the House" (M)

Week 4  Athens 2: Women in Public
Reading: 1) Lysistrata
Group 2 response paper

Week 5  Rome 1: Founders and Legends
Reading: 1) Excerpts from Livy (M)
2) Tacitus, The Germans (M)
WGWP: Chapter 3
Group 3 response paper

Wednesday –Reading Discussion #2
Parker, "Why Were the Vestals Virgins? Or the Chastity of Women and the Safety of the Roman State" (M)

Week 6  Rome 2: Women’s Lives in the Imperial City
Reading: 1) Selected primary sources (M)
2) LiDonnici, “Women’s Religions and Religious Lives” (M)
WGWP: Chapter 4
Group 1 response paper

Week 7  Early Christianity

2
Reading: 1) Excerpts from the Epistles of Paul (M)
   2) The Acts of Paul and Thecla (M)

**Group 2 response paper**

**MIDTERM EXAM IN CLASS**

**Week 8** The Early Middle Ages
Reading: 1) Laws of the Salian Franks (M)
   2) The Life of Saint Chrothildis (M)
WGWP: Chapter 5

**Group 3 response paper**

**Week 9** Women and Work
Reading: 1) Coroner's Rolls and Diagram (M)
   2) Bitel, "The Domestic Economy" (M)

**Group 1 response paper**

**Week 10** Religious Life and the Convent
Reading: Documents pertaining to medieval convents (M)
WGWP: Chapter 6

**Group 2 response paper**

Wednesday Discussion #3

**Week 11** Marriage: Continuity and Change
Reading: Brucker, *Giovanni and Lusanna*

**Brief paper due in section from all groups**

**Week 12** Gender and Colonization
Reading: Léry, *History of a Voyage to Brazil* (M)
WGWP: Chapter 7

**Group 3 response paper**

**Week 13** The Early Modern Witch Hunt 1
Tempel Anneke paper due from all students

**Week 14** The Early Modern Witch Hunt 2
Reading: Roper, "Witchcraft and Fantasy in early Modern Germany" (M)

**FINAL EXAM**
As Director of WGS, I do not object (and I enthusiastically endorse) the creation of History 2014 (Leslie Tuttle).

Thanks,

Kate

Kathleen A. Bratton
Associate Professor, Political Science
Director, Women's & Gender Studies
225-963-1962
bratton@lsu.edu
Anna M Castrillo

From: Leslie Tuttle
Sent: Monday, December 01, 2014 1:04 PM
To: Anna M Castrillo
Subject: Re: History course proposals

Anna,

I’m offering it this coming semester (Spring 2015) as a 2195 special topics. The course is currently enrolled full at 40 people.

Thanks,
LT

On Dec 1, 2014, at 1:00 PM, Anna M Castrillo <acastrl@lsu.edu> wrote:

Has HIST 2014 been offered before at the university as a special topics course?

Anna Castrillo, M.A.
Coordinator
Office of the University Registrar
Louisiana State University
112 Thomas Boyd Hall
Phone: (225)578-4111
Fax: (225)578-5991
<image002.jpg

From: Leslie Tuttle
Sent: Monday, December 01, 2014 10:22 AM
To: Anna M Castrillo
Subject: History course proposals

Hi Anna,

I understand that History course proposals are going to be discussed at tomorrow's meeting. You sent a query about History 2030, and Tianna Powers forwarded it to me. I'm not sure what that course is (my numbers were 2014 and 4021) but perhaps you could give me a quick call so we can make sure the committee has the info it needs.

My number is 785-312-0264.

Thank you so much!
Leslie Tuttle
REQUEST FOR ADDITION OF NEW COURSE

PROPOSED COURSE DESCRIPTION

Rubric & No. 2030

Title War, Mass Violence, and Genocide

Short Title W A R A N D G E N O C I D E

Semester Hours of Credit 3

If combination course type, # hrs. of credit
for

Lecture: Lab/Sem/Rec:

Repeat Credit Max. (If repeatable): credit hours Graduate Credit? Yes No

Credit will not be given for this course and:

Course Type (Indicate hours in the appropriate course type.)

Lecture Lab Seminar Recitation Lec/Rec Lec/Sem Lec/Lab Res/Ind Clin/Pract

Maximum enrollment per section: (use integer, e.g. 25 not 20-30) 150

Grading System: Letter Grade X Pass/Fall Final Exam:** Yes X No

**(Attach justification if the proposed course will not hold a final exam during examination week.)**

Course Description:

(Concise catalog statement exactly as you wish it to appear in the General Catalog)

2030 War, Mass Violence, and Genocide (3) Selected cases of genocide, ethnic cleansing, and other forms of mass violence against civilians in world history, studied in the context of warfare or postwar settlements.

BUDGET IMPACT (IF ANSWER TO ANY QUESTION IS "YES", ATTACH EXPLANATION).

If this course is approved, will additional staff be needed? Yes No X

Will additional space, equipment, special library materials or other major expense be involved? Yes No X

Academic Affairs Approval: (Date)

ATTACHMENTS (ATTACH THE FOLLOWING TO YOUR PROPOSAL)

JUSTIFICATION: Justification must explain why this course is needed and how it fits into the curricula. Will the course duplicate other courses?

SYLLABUS: including 14 week outline of the subject matter; titles of text, lab manual, and/or required readings; grading scale and criteria

(Approve 4000-level, specify graduate student grading criteria if requirements differ for graduate and undergraduate students).

APPROVALS

Department Faculty Approval Date 10/6/2014 College Faculty Approval Date 10-28-14

Department Chair Signature (date) Graduate Dean Signature (date)

College Contact E-mail Academic Affairs Approval (date)
Justification for HIST 2030: War, Mass Violence, and Genocide

This course proposal for War, Mass Violence, and Genocide fills a gap in the History Department's study of both war, and of global history. The Department currently lists courses on four wars (US Civil War, World Wars I and II, and the Vietnam War), but has no thematic courses that address a single topic within the history of warfare. This course spans multiple continents and centuries to address the topic of mass violence against civilians. Given the central importance of the Holocaust to twentieth century history, this course addresses that event in a comparative context.

This course also extends the Department's offerings in global history. Most History courses are specific to a continent, region, or country, with few offerings on a global scale. This course will address analogous processes on four continents (North America, Europe, Asia, and Africa) in order to make global connections in the study of warfare and mass violence.

To my knowledge there is no significant overlap with courses offered in other Departments.

The course title and description have been designed as broadly as possible, to allow other professors in the future to teach customized versions of this course that align with their fields of expertise.
Dear Ms. Castrillo,

This email is in regards to my course proposal for HIST 2030. I have been asked to 1) prove the course is needed and 2) explain each grading component of the syllabus. Below are my responses:

1) This course has not been offered before. This specific course will not be required to graduate, however it will be part of a History Department effort to broaden the range of 2000-level courses. Many LSU students are entering with AP credits that allow them to skip over our 1000-level courses. But we do not yet offer enough 2000-level courses to appeal to these students. My course is intended to fill that gap. These courses often are more specialized than 1000-level courses, but are still intended for students without college-level background knowledge. This course is intended to fit that bill.

The course also fits my expertise, and no course like it is offered in history. It helps fill a gap in the curriculum in two ways. First, the course is global. History is increasingly taught on a global scale, but few courses in the History Department study global connections. Second, no course in history focuses just on the Holocaust; this course is meant to teach the Holocaust in comparative perspective, thus filling this gap.

2) Here are the descriptions of the goal of each assignment:

Four in-class quizzes: 4 x 5% = 20%

- These quizzes are intended to test student knowledge of specific events in the history of mass violence and genocide. They will be open-format IDs and short response essays, and will focus on identifying key names, events, and processes in the development of various episodes of mass violence.

Two in-class midterms: 2 x 15% = 30%

- The mid-term exams will build upon the quiz format, but require more depth and interpretation. In addition to short-response IDs testing basic knowledge of events, the midterm will also contain an essay question to asks students to weigh competing interpretations of events. For example: how much should we consider ‘everyday’ Germans guilty for the crimes of the Holocaust? These questions will force students to analyze and evaluate competing interpretations from lectures and readings.

One primary source analysis essay (4-6pp.): 15%

- The primary source essay will be the most comprehensive interpretive exercise for students. Students will receive a ‘packet’ of roughly 20 pages of primary sources (government documents, eyewitness accounts, etc.), then be asked to craft an interpretive, analytic essay based on the sources. They will be asked to grapple directly with the source materials used by historians, and thus will have to engage with the process of constructing historical argumentation based on rigorous analysis of evidence. The essays will prompt the students to take an interpretive stand on an undecided historical debate, for example, to what extent did colonial rule contribute to animosities between Hutus and Tutsis in Rwanda?
Final exam: 35%

- The final exam will closely follow the format of the mid-terms, but will be more extensive. In addition to basic identifications of key places/events, it will also prompt students to analyze a primary source (a miniature version of the essay format above), and it will ask an essay question that prompts students to summarize key themes from the course.

Please let me know if you need any more information.

Best Wishes,
Dr. Karch

Begin forwarded message:

From: Tianna L Powers <tpowers@lsu.edu>
To: Brendan J Karch <bkarch@lsu.edu>
Subject: FW: HIST 2030
Date: December 1, 2014 at 11:00:37 CST

Brendan,

This email was sent to us regarding the HIST course proposals. Please email Anna Castrillo acastr1@lsu.edu your response.

Tianna and Becky,

HIST 2030 as well as the other HIST courses will be on the agenda for the December 2 meeting. HIST 2030 needs to prove why this course is needed. Has it been offered before as a special topics course? Will it be required in a degree program? Also, the syllabus should explain in detail each grading component, in particular the essay.

That was my only concern!

Thanks,

Anna Castrillo, M.A.
Coordinator
Office of the University Registrar
Louisiana State University
112 Thomas Boyd Hall
Phone: (225)578-4111
Fax: (225)578-5991

LSU
This course examines the varied phenomena of mass violence against civilians in the context of warfare, postwar settlements, or fear of future war. These events have earned various names: ethnic cleansings, forced resettlements, famines, genocides, purges, the Holocaust, or massacres. What are the common causes and consequences linking these atrocities, and what makes each case unique? This course will tackle the histories, politics, and legacies of several cases in chronological order: the US destruction of American Indian populations, the Armenian genocide, the Soviet famine in Ukraine, the Holocaust, postwar expulsion of Germans, anti-Communist massacres in Indonesia, and the Rwandan genocide.

Texts:

Textbook:

Other Texts:
Grigoris Balakian, *Armenian Golgotha*. (Memoir of Armenian genocide)
Jean Hatzfeld, *Machete Season: The Killers in Rwanda Speak* (Interviews with perpetrators of Rwandan genocide)
*Primary Source Compendium* (prepared by instructor)
Film: *The Act of Killing* (on Indonesia)

Grading:

Four in-class quizzes: 4 x 5% = 20%
- These quizzes are intended to test student knowledge of specific events in the history of mass violence and genocide. They will be open-format IDs and short response essays, and will focus on identifying key names, events, and processes in the development of various episodes of mass violence.

Two in-class midterms: 2 x 15% = 30%
- The mid-term exams will build upon the quiz format, but require more depth and interpretation. In addition to short-response IDs testing basic knowledge of events, the midterm will also contain an essay question to asks students to weigh competing interpretations of events. For example: how much should we consider ‘everyday’ Germans guilty for the crimes of the Holocaust? These questions will force students to analyze and evaluate competing interpretations from lectures and readings.

One primary source analysis essay (4-6pp.): 15%
- The primary source essay will be the most comprehensive interpretive exercise for students. Students will receive a ‘packet’ of roughly 20 pages of primary sources (government documents, eyewitness accounts, etc.), then be asked to craft an interpretive, analytic essay based
on the sources. They will be asked to grapple directly with the source materials used by historians, and thus will have to engage with the process of constructing historical argumentation based on rigorous analysis of evidence. The essays will prompt the students to take an interpretive stand on an undecided historical debate, for example, to what extent did colonial rule contribute to animosities between Hutus and Tutsis in Rwanda?

Final exam: 35%
- The final exam will closely follow the format of the mid-terms, but will be more extensive. In addition to basic identifications of key places/events, it will also prompt students to analyze a primary source (a miniature version of the essay format above), and it will ask an essay question that prompts students to summarize key themes from the course.

All grades will be calculated on a 100-point scale, and the final grade will be tallied according to the following rubric: A: 100-90 B: 89-80 C: 79-70 D: 69-60 F: 59-Below

Weekly Outline of Topics:

Week 1: What counts as genocide? What counts as war?
- Lectures on definitions, origin of term genocide, international conventions
- Readings on international proclamations, regulations concerning genocide in primary source compendium.

Week 2: The American destruction of Native American cultures
- Lectures: Cultural genocide vs. ethnic cleansing vs. mass murder. What counts as genocide?
- Readings from textbook and primary source compendium

Week 3: The Politics of Native American Genocide
- Lecture on historical stakes of calling US actions genocide; on Native American politics and the relationship to genocide
- Readings from primary source compendium

Week 4: The Armenian Genocide
- Lectures on Ottoman history, context of World War I, genocide killings
- Readings from textbook and memoir by Balakian

Week 5: The Armenian Genocide: Aftermath and Contested Legacy
- Lectures on forced resettlement after the genocide, and on the politics of calling it a ‘genocide’
- Readings from textbook and memoir by Balakian

Week 6: The Soviet Famine in Ukraine
- Lectures on Stalinism and its victims in the Western Soviet Union. Does a forced famine in ‘peacetime’ count as genocide?
- Readings from textbook
Week 7: The Holocaust – Anti-Semitic Origins and Causes  
- Lectures on anti-Semitism in Europe, history of Nazi Germany  
- Readings from textbook and primary source compendium

Week 8: The Singularity of the Holocaust  
- Lectures on Holocaust policies in occupied Eastern Europe and elsewhere in Europe  
- Readings from textbook and from memoir *Maus*

Week 9: Postwar expulsion of Germans  
- Lectures on forced resettlement of Germans (and others) in Central/Eastern Europe from 1945-1949  
- Readings from textbook and primary source compendium

Week 10: Politics and Remembrance of the Holocaust and the Postwar Expulsions  
- Lectures on the tensions between the creation of Holocaust studies and the study of postwar expulsions  
- Readings from *Maus* and primary source compendium

Week 11: Anti-Communist Massacres in Indonesia  
- Lectures on post-colonial violence and the “Hot Cold War” in the developing world  
- Readings from textbook and film, *The Act of Killing*

Week 12: The Rwandan Genocide  
- Lectures on the racial legacies of colonialism, pre-war violence, and the killings  
- Readings from textbook and *Machete Season*

Week 13: After Rwanda  
- Lectures on reprisal wars against Hutus, on violence in Congo, and on troubled democracy in Rwanda  
- Readings from textbook and *Machete Season*

Week 14: Taking Stock  
- Lectures on common causes, consequences, and unique factors. Discussion of international reaction, continuing genocides, and prospects for future prevention
**REQUEST FOR ADDITION OF NEW COURSE**

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<thead>
<tr>
<th>Department</th>
<th>History</th>
<th>College</th>
<th>HSS</th>
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<tr>
<td>Date</td>
<td>10/23/2014</td>
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**PROPOSED COURSE DESCRIPTION**

<table>
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<tr>
<th>Rubric &amp; No.</th>
<th>Hist 4021</th>
<th>Title</th>
<th>France Before 1770</th>
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<td>Short Title (≤ 19 characters)</td>
<td>F R A N C E B E F O R E</td>
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<td>Semester Hours of Credit</td>
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<td>Lab/Sem/Rec:</td>
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<td>Repeat Credit Max. (if repeatable):</td>
<td>credit hours</td>
<td>Graduate Credit?</td>
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<td>Credit will not be given for this course and:</td>
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<td>Lec/Rec</td>
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<td>Maximum enrollment per section: (use integer, e.g. 25 not 20-30)</td>
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<td>Grading System:</td>
<td>Letter Grade:</td>
<td>Pass/Fail</td>
<td>Final Exam:</td>
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**Course Description:**

(HIST 4021 France Before 1770 (3) French society and politics in the early modern through Revolutionary eras.)

**BUDGET IMPACT (IF ANSWER TO ANY QUESTION IS "YES", ATTACH EXPLANATION.)**

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<th>Yes</th>
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<td>Will additional space, equipment, special library materials or other major expense be involved?</td>
<td>Yes</td>
<td>No X</td>
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<td>Academic Affairs Approval:</td>
<td>Date</td>
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**ATTACHMENTS (ATTACH THE FOLLOWING TO YOUR PROPOSAL)**

JUSTIFICATION: Justification must explain why this course is needed and how it fits into the curricula. Will the course duplicate other courses?

SYLLABUS: Including 14 week outline of the subject matter; titles of text, lab manual, and/or required readings; grading scale and criteria (For 4000-level, specify graduate student grading criteria if requirements differ for graduate and undergraduate students).

**APPROVALS**

<table>
<thead>
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<tr>
<td>Department Chair's Signature</td>
<td>Date</td>
<td>College Dean's Signature</td>
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<td>Gradute Dean's Signature</td>
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<td>Chair, FS C&amp;O Committee's Signature</td>
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<td>College/Division/Department</td>
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PROPOSED NEW COURSE:

HIST 4021: FRANCE BEFORE 1770

Justification:
History 4021, titled “France before 1770” expired from the course catalog in 2012 after not having been taught for several years. Now, as a result of departmental hiring initiatives, there is considerable faculty interest in offering the course again. With its connections to both Louisiana history and French studies, a course on the history of France and its colonial empire in the seventeenth and eighteenth centuries is an important part of the LSU history offerings.

Compelling arguments for reviving the 4021 number rather than assigning a new one exist. First, the course fits logically in the curriculum near to and prior to History 4022 (France since 1770, taught regularly). Second, this will be essentially the same course as was eliminated in 2012. Finally, with hiring patterns in the department we expect a number of truly new 4000-level course proposals, and with a shortage of available numbers, it is important to save space for subject matter that are truly new.
History 4021
France Before 1770

Professor Leslie Tuttle
ltuttle@lsu.edu
Office: 225B Himes Hall

Learning Goals
This course surveys the history of France from its earliest consolidation as a nation­state through the age of absolutism and empire-creation. It concludes with an examination of the collapse of the French monarchy during the French Revolution.

Required Books
James Collins, The State in Early Modern France (Cambridge, 2009)
Natalie Davis, The Return of Martin Guerre (Harvard, 1984)
**Readings delivered through Moodle are marked on the syllabus

Grading Information
Final grades will be awarded according to the following scale:
89.5% or higher = A
79.5% or higher= B
69.5% or higher= C
59.5% or higher = D

Components of the course will be weighted as follows:
20% Attendance and participation in discussion and course activities
10% Weekly quizzes and/or brief writing assignments
10% Essay on The Return of Martin Guerre
10% Essay on Enlightenment Readings
20% Midterm Exam
30% Final Exam

Graduate Credit
Graduate students may take this course for credit, under the following conditions:
1) They complete all components listed above.
2) Weekly quizzes and the two essays will each be worth 5%
3) Each graduate student will complete a bibliographic essay of approximately 15 pages on a topic related to early modern French history, chosen in consultation with the instructor, worth 15% of the final course grade, and due by week 13 of the course.
4) For graduate students, the final exam will be a take-home exam requiring the preparation of two essay questions of 5-7 pages each with appropriate extra reading.

Course Schedule
Week 1: Kingship and the State in Medieval France
Reading: Collins, “The growth of the French state to 1627,” (1-27)

Week 2: French Society in the Reformation Era
Reading: Davis, The Return of Martin Guerre
All students prepare brief review essay

Week 3: Religious War and Crisis in the 16th century
Reading: Tulchin, “The Mikhail in Nimes, 1567” [Moodle]; documents related to the St. Bartholomew’s Day Massacre [Moodle]

Week 4: French State and Empire in the 17th century
Reading: Collins, 28-78; excerpts from The Jesuit Relations [Moodle]

Week 5: Court Society in the Age of Louis XIV
Reading: Beik, introduction, document chapters 1-2; Ranum, “Courtesy, Absolutism and Rise of the French State,” [Moodle]

Week 6: Governing the Early Modern French State
Reading: Collins, 79-124; Beik document chapters 3, 4, 5

Week 7: Inclusion and Exclusion: Protestants and Slaves
Reading: Beik, 183-196; the Code Noir [Moodle]
Midterm Exam, in class

Week 8: Eighteenth-Century Empire Building

Week 9: Eighteenth-Century Culture
Reading: David Bell, “Culture and Religion,” from Doyle, Old Regime France [Moodle]; excerpts from Montesquieu, Persian Letters

Week 10: Enlightenment I: Salons, Cafés, Libraries
Reading: Excerpts from Voltaire, Philosophical Dictionary; Diderot and D’Alembert, Encyclopedia [linked through Moodle]; Collins, 291-341
Film: Ridicule

Week 11: Enlightenment II: Politics

**Essay on Enlightenment readings due from all students**

**Week 12:** French Monarchy reaches an impasse
Reading: Doyle, 1-36; Sièyes, *What is the Third Estate?* [Moodle]

**Week 13:** The Struggle To Build a Republic
Reading: Doyle, 37-80; Robespierre "The Cult of the Supreme Being." [Moodle]

**Week 14:** The French Revolution in History and Memory
Reading: Doyle, 81-106; D. G. Wright, "The French Revolution in Perspective," [Moodle]

**FINAL EXAM -- Time TBD**
Anna M Castrillo

From: Lawrence J Rouse
Sent: Tuesday, September 16, 2014 3:28 PM
To: Anna M Castrillo
Subject: RE: FREN proposal

Anna,

That will work. I assume Dr. Tuttle will be submitting a Form A to reinstate it.

Larry

Lawrence J. Rouse, PhD
Chair, Department of Environmental Sciences
1279 Energy, Coast, and Environment
Louisiana State University
Baton Rouge, LA 70803
225-578-3030

From: Anna M Castrillo
Sent: Tuesday, September 16, 2014 2:11 PM
To: Lawrence J Rouse
Subject: FW: FREN proposal

Larry,

See below for the issue with the FREN courses that was dropped. Seems like a good explanation to keep the same number. What do you think?

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From: Leslie Tuttle
Sent: Tuesday, September 16, 2014 2:02 PM
To: Anna M Castrillo
Subject: RE: FREN proposal

Dear Anna,

Thanks for getting back to me.

I'm going to write in the justification that it is, essentially the same class as before. The course was eliminated because it hadn't been taught in a long time; there was no one to teach it. Now that I am here at LSU, it makes
sense to have it back, and it probably makes more sense to have it listed in the list of classes/curriculum where it was before rather than under a new number. If, for some reason, a student had this course listed on their transcript, we wouldn't necessarily want them to take this new version for credit. Is that the kind of logic that will make sense to the committee, do you think?

Leslie

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From: Anna M Castrillo  
Sent: Tuesday, September 16, 2014 1:55 PM  
To: Leslie Tuttle  
Subject: FREN proposal

Leslie,

I talked to Dr. Rouse and he wanted to know if the course was going to be the same course as it was in the past. If it is, then the justification should state why the course is needed now when it wasn’t in the past, perhaps there was a new hire, etc. If it is not the same or very similar class, then he thinks a new course would be warranted.

Sincerely,

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