REQUEST FOR ADDITION OF NEW COURSE

Department: Electrical and Computer ENGR  
College: Engineering  
Date: 11 FEB 16

PROPOSED COURSE DESCRIPTION
Rubric & No.: EE 7755  
Title: Geometric and Visual Computing

Short Title (≤ 19 characters)  
Semester Hours of Credit: 3

If combination course type, # hrs. of credit for  
Lecture: 3  
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 3  
Lab ___  
Seminar ___  
Recitation ___  
Lec/Rec ___  
Lec/Sem ___  
Lec/Lab ___  
Res/Ind ___  
Clin/Prac ___  
Intern ___

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

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

7755 Geometric and Visual Computing (3) Prereq: CSC 3102 and Math 2090 or equivalent  
Theory and design in graphics modeling and processing; 3D shape representation and manipulation;  
Interactive 3D shape design, deformation and editing.

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 1/21/14  
College Faculty Approval Date 1/25/16

Department Chair Signature 2-11-16  
Graduate Dean Signature 3/9/16

College Contact  
E-mail

College Dean Signature 1/22/16  
Chair, FS C&G Committee 1/27/16  
Academic Affairs Approval 1/27/16
Course Justification

Geometric computing is fundamental in computer graphics and visualization, computer vision, and computer aided design/engineering. This class emphasizes the theories and computational algorithms in modeling, processing, and analyzing 3D geometric data. These topics will provide solid and important backgrounds for computer engineering/science, mathematics, and mechanical engineering majored students in their future study and research that need to deal with the manipulation and visualization of 3D geometric data.

The instructor has taught this class four times:

- Spring 2009: 5 students enrolled
- Spring 2010: 7 students enrolled
- Fall 2011: 7 students enrolled
- Spring 2014: 11 students enrolled

Prepared by: Xin Li
Date: Spring 2016
Geometric and Visual Computing
EE 7755 – Spring 2016
Xin Li

General: Unit 3 hours
Catalog Description: EE7755 Geometric and Visual Computing (3). Theories and algorithms in geometric modeling and processing; geometric data representation and analysis; 3D shape representation and manipulation (design, deformation, and editing). Prereq: Math 2090 and CSC 3102 or equivalent.

Instructor: Xin Li, Associate Professor, Division of Electrical and Computer Engineering, School of Electrical Engineering and Computer Science. (Email) xinli@lsu.edu. (Tel) 578-0289

Office: 2002 Louisiana Digital Media Center

Office Hours: Mon/Wed 9:30-11am; Thu: 2:30-4:30pm.

Goal: This course introduces theories and algorithms of geometric computing, modeling, and processing in computer graphics. It briefly reviews basic computer graphics pipeline and OpenGL programming; then discusses the discrete computation of geometric properties and the manipulation of 3D shapes and scenes, and finally explores these geometric algorithms’ applications in graphics, vision, visualization, and computer-aided design/engineering.

Course Contents Outline:

<table>
<thead>
<tr>
<th>Topics</th>
<th>Schedule</th>
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</thead>
<tbody>
<tr>
<td>Basic computer graphics pipeline, basic OpenGL programming</td>
<td>Week 1</td>
</tr>
<tr>
<td>Basic 3D geometry: 2D and 3D Transformations, Projections, Isometry, Conformal Maps, Equiareal Maps</td>
<td>Week 2</td>
</tr>
<tr>
<td>Designing Interactive Graphics User Interfaces</td>
<td>Week 3</td>
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<tr>
<td>Triangle Mesh Representation and Geometric Computation for 3D Surfaces</td>
<td>Week 4</td>
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<tr>
<td>▪ Discretizing objects using triangle meshes, Half-edge Data Structure;</td>
<td>Week 5</td>
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<tr>
<td>▪ Computing geometric properties on triangle meshes (areas, normal, curvatures, geodesics, Laplacians, boundaries...)</td>
<td>Week 6</td>
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<tr>
<td>▪ Representing meshes in multiple resolutions, level of details</td>
<td>Week 7</td>
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<tr>
<td>Parametric Representation and Meshing</td>
<td>Week 9</td>
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<tr>
<td>▪ Flatten curves and surfaces onto Parametric Space; Texture/normal mapping</td>
<td>Week 10</td>
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<tr>
<td>▪ Mesh Generation: Delaunay Triangulation, Centroidal Voronoi Diagram</td>
<td>Week 11</td>
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<tr>
<td>▪ Spline construction based on surface parametric representation</td>
<td></td>
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<tr>
<td>Shape Analysis and Understanding</td>
<td></td>
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<tr>
<td>▪ Computing shape features (topological and geometric</td>
<td>Week 12</td>
</tr>
</tbody>
</table>
invariants): medial axis, symmetry pattern, shape decomposition

- Applications: Shape Matching and Recognition, 3D Reconstruction, Skinning Animation

| Course Project Mid-term Presentation | Week 8 |
| Course Project Final Presentation and Demo | Week 14 |
| Review for Final Exam | Week 15 |

Textbook/Course Materials

Chapters/contents selected from:

5. Tutorials and papers from ACM SIGGraph Conferences.

Grading Policy and Scheme:

1. Four homework projects: 50 points
2. A course project with a midterm presentation (10), a final presentation (10), and a final demo (15); a team of 2 to 3 students will pick the topic and work on it together; 35 points
3. Final Exam: 15 points

Letter grades will be assigned as follows (Numerical grades are rounded up to whole numbers):

- $A^+$ (96 – 100);
- $A$ (92 – 95);
- $A^-$ (88 – 91);
- $B^+$ (84 – 87);
- $B$ (80 – 83);
- $B^-$ (76 – 79);
- $C^+$ (72 – 75);
- $C$ (68 – 71);
- $C^-$ (64 – 67);
- $D^+$ (60 – 63);
- $D$ (56 – 59);
- $D^-$ (51 – 55);
- $F$ (0 – 50);

Expectations:

Out of class work required: each 50-minute lecture will require a minimum of 2-3 hours of academic work such as reading assignment, homework, project, etc.

Course Learning Outcomes:

At the end of the course, the students should be able to:

- understand, analyze, and compute 2D/3D geometric transformations and global/local coordinate systems, apply these concepts in designing interactive 3D model rendering system.
- understand the triangle mesh representation of 3D objects, understand how to compute intrinsic geometric properties and topological invariants of shapes using their triangle mesh representation.
- understand the geometric parameterization of 3D surfaces, know how to compute lowly distorted surface parameterization for texture mapping and normal mapping in computer graphics and for spline construction and mesh generation in computer-aided engineering
- know how to extract geometric saliency and invariants that characterize important global and local properties of 3D shapes, know their applications in geometric modeling and shape analysis
- be familiar with geometric thinking and geometric programming

Course Projects:
Each team (consisting up to 2 students) will read a paper and implement it as your semester project. A list of potential papers on different topics will be given on the class. An example project can be found here: http://www-ui.is.s.u-tokyo.ac.jp/~takeo/research/igid/

LSU Student Code of Conduct:
The LSU student code of conduct explains student rights, excused absences, and what is expected of student behavior. Students are expected to understand this code as described here: http://students.lsu.edu/saa/students/code. Any violations of the LSU student code will be duly reported to the Dean of Students.

Disabilities:
Louisiana State University is committed to providing reasonable accommodations for all persons with disabilities. The syllabus is available in alternate formats upon request. Students with disabilities: If you are seeking classroom accommodations under the Americans with Disabilities Act, you are required to register with Disability Services in 115 Johnston Hall. Their phone number is 225-578-5919 and website is www.lsu.edu/disability. To receive academic accommodations for this class, please obtain the proper Disability Services forms and meet with me at the beginning of the semester.
John,

Mechanical Engineering has no problems with EE 7755 being created. The computer graphics/geometric modeling emphasis and effort has diminished in ME and the primary support for courses in the area are appropriately being shifted to other departments such as yours.

Warren N. Waggenspack, Jr.
Mechanical Engineering Undergraduate Program Director
Thanks Bijay and Bob,
I've changed the title to "Geometric and Visual Computing", and shrunked the contents on basic graphics pipeline + openGL in the syllabus.

The revised document is attached. Any further comment will be appreciated.

John, could you see whether this document is the only thing needed? Do I need to prepare something else?

Thanks again!
--Shane

在 1/28/2016 12:06 PM, Robert L Kooima 写道:

Yep, I agree with all of what Bijay says.

I think a very specific course title is in the best interest of everyone because it helps students know what they're getting, and it helps the powers that be see past any overlap.

--
Bob

On Jan 28, 2016, at 11:07 AM, Dr. Bijaya Karki <karki@csc.lsu.edu> wrote:

On Thu, 28 Jan 2016 16:55:03 +0000, John D Scalzo wrote

Shane asked me to forward his response to you - please send me your thoughts. - John Scalzo

Thanks for forwarding their comments.

First, I think it is not a bad idea to make the course title more concrete. How about "Geometric and Visual Computing"?
(Other potential names: "Geometry Processing and Analysis", "Geometric Modeling and Processing")

Any of the above three names suggested by Shane is fine with me.

Taking out the word "Graphics" is not a problem. Although in fact, in my opinion:
My view is that it is a graduate level course so it is better to have a course name which is more specific to the course contents/topics covered. So dropping the word "Graphics" from the course name should be okay.

First, the field of "Computer Graphics" is not just about rendering (putting 3D models/scenes onto 2D screens), effective 3D data representation (modeling), analysis, and computation are also part of CG. Looking in the premier graphics conferences (e.g. SIGGRAPH), usually research works on rendering + visualization is about 10%, while often about 20% work is on geometry related work (geometric processing, modeling, shape analysis). So, in that sense, even using the word "Graphics" wouldn't be too inappropriate.

Second, as for "OpenGL". I agree with Bob that the old "glBegin/glEnd" APIs are used. But again, this course is not about rendering. These APIs are simple enough to be covered in 2 lectures, so students will be able to get things shown on the screen in their first homework, and after that just re-use this wrapper bulk of codes to verify their computation algorithms. I pictured this 7000 course to be useful for grad students whose research involves the processing/analysis of visual data in images, and videos, engineering simulations, CAD/CAM, etc. So, to these students (previously, from CS/EE/Mech. Engr./Applied Math), their focus will be on writing programs to deal with data and their intrinsic properties, not their rendering. Putting OpenGL in the contents is needed for these students without any rendering background. I am fine with slightly refining the writing and will chat with Bob about it. I will get back to you on this soon.

Bob mentioned some overlap of the contents on basic things like transformations, GL pipelines etc. For graduate students taking 7000 level courses, we probably can't require them to take 4000 courses as prerequisites, so covering these is necessary. Unfortunately such overlap is inevitable. In EE4780 Intro. to
Computer Vision, we also need to cover transformation, projections, and image formation. Maybe for 7000 course I can shrink these parts a little bit.

I agree with Shane that covering graphics programming basics using OpenGL or so is fine. Significant number of graduate students taking these course have not previously taken any proper graphics course. Several of them are even from other programs besides computer science.

Thanks,
Bijay

- Shane

-----Original Message-----
From: Dr. Bijaya Karki [mailto:karki@wsc.lsu.edu]
Sent: Tuesday, January 26, 2016 2:21 PM
To: Robert L Kooima; Coretta Douglas
Cc: Kooima, Robert; John D Scalzo
Subject: Re: CSC_E: RESPONSE NEEDED - EE 7755
Proposing Graphics and Visual Computing

Hi,

I agree with Bob. The proposed course does not seem to focus on graphics and visualization topics. May be a course name like "Shape and Geometric Computing" is more appropriate.

Thanks,
Bijay

On Tue, 26 Jan 2016 19:25:32 +0000, Robert L Kooima wrote

Hi John, Coretta, Bijay,

I'm inclined to believe that nothing I can say would sway a proposal like this from getting accepted. It's completely within the prerogative of each member of the faculty to present a 7000-level course relevant to their work, and it's important that we do so. But...

This would be the fourth course in the catalog that includes the fundamentals of computer graphics using the OpenGL API on its syllabus. In truth, what frustrates me MOST about this is not the widespread nature of this topic (it's GOOD that everybody wants to use GL) but instead the fact that it's always taught in this 1992-era glBegin/glEnd style that is absolutely
irrelevant outside academia, and does nothing to prepare a student to work effectively in the modern world of real-time 3D graphics. I don't want that stuff on our syllabi.

Fundamentally, when it comes right down to it, the proposed course is NOT a course on the topic of 3D graphics or visualization. It's a course on mesh processing. That's appropriate at the 7000 level, and can be presented without conflict with any other existing course.

So what I would suggest is: propose it as such. Don't call it "graphics". Use the words "shape" or "mesh" or "geometry" instead. Don't include OpenGL on the syllabus, instead demoting it to background materials or tools. Focus the syllabus entirely on mesh representation and processing.

--
Robert Kooima

On Jan 26, 2016, at 11:05 AM, Coretta Douglas <douglas@csc.lsu.edu> wrote:

Hi Dr. Kooima and Dr. Karki, (RESPONSE REQUESTED FROM DR. KARKI and DR.KOOIMA) Around April 2, 2014 (see email chain below), EE solicited our response to the addition of a new EE course, EE 7755. The formal paperwork has finally made it to the College-level courses and curriculum committee (Academic Matters Committee). See the attached curriculum add form with the syllabus on following pages.
- At that time, April 2014, Dr. Karki observed no concern with overlap in his CSC 7443 Visualization course and approved the new course, EE 7755.
- Dr. Kooima, however, observed significant overlap with CSC 4356.

Recently, the ME department has dropped the cross-listed course with CSC 4356. So CSE now officially "owns" CSC 4356; no feedback response from ME is needed for discussion of overlap and approval of EE 7755 regarding CSC 4356. Dr.
Kooima noted also April 2014, that there was no overlap with CSC 4357.

Dr. Karki and Kooima, please review again the attached syllabus for EE 7755. Reply to John Scalzo with a concise statement of approval of EE 7755 or reply with a concise justification for disapproval of the addition. Your replies will be included in the packet for submission to further committee reviews for approval of EE 7755.

Coretta

---------- Forwarded Message ------
From: Robert Kooima <kooima@csc.lsu.edu>
To: Coretta Douglas <douglas@csc.lsu.edu>
Subject: Re: CSC E: EE 7755

Proposing Graphics and Visual Computing

Hi Coretta,

Well, normally I'm delighted to let anyone teach anything they desire, but let me be honest...

This syllabus does overlap with CSC 4356 for at least 16 of the 41 stated hours. This includes the 6 hours of basic pipeline and GL, the 6 hours of transforms and projections, the 2 hours of user interface, and at least 2 hours of mesh representation. That leaves 25 hours of non-overlap, which is a significant fraction of overlap.

Given that this is a 7000-level course, it's exactly the type of course that CSC 4356 was intended to serve as prerequisite. One begins to wonder why we even have an introduction to CG course at LSU.

I would be interested in knowing Waggenspack's opinion on this.

There is no overlap with CSC 4357.
Bob

On Wed, Apr 2, 2014 at 5:13 PM, Coretta Douglas <douglas@csc.lsu.edu> wrote:

Hi Bob,
EE is proposing the course EE 7755. See attachment.
The CSC_E Division needs to respond with a supporting email.
Dr. Karki says that he is Ok with the addition of the course to the catalog.
EE 7755 does not overlap in content with his 7443 Visualization class.
Dr. Karki did indicate that there is necessary review of basic graphics concepts in both CSC 7443 and EE 7755 for students without a background.
So, you see overlap is EE 7755 in CSC 4356 and or CSC 4357 sufficient to require the restriction of credit in only 1 course?

Thanks,
Coretta

-------------- Forwarded Message
From: cm7233@lsu.edu
To: "Douglas, Coretta "<douglas@csc.lsu.edu>
Sent: Wed, 02 Apr 2014 17:11:37 -0500
Subject: Scanned from CM7293

Attachment File Type: pdf, Multi-Page

Multifunction Device
Location: 3110 Taylor
Device Name: COPIER-4293
-------- End of Forwarded Message --------

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

-------- End of Forwarded Message --------

Coretta Douglas, Ph.D. Computer
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Undergraduate/Instructional
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of Electrical Engineering and
Computer Science
** Division of Computer Science
and Engineering ** Electrical
Engineering (EE) 150-B

<7755 Forms 2016.pdf>

******************************************************************************

Bijaya Bahadur Karki, PhD
Chair and Professor, Computer Science and Engineering
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School of Electrical Engineering and Computer Science
Adjunct
Professor, Department of Geology and Geophysics
Faculty Member, Center for Computation and Technology Louisiana State University
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******************************************************************************

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Bijaya Bahadur Karki, PhD
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******************************************************************************
REQUEST FOR DROPPING A COURSE

Department: History
College: Humanities and Social Sciences
Date: Nov. 5, 2015

COURSE DESCRIPTION
Rubric & No. Hist 2195 Title Topics in History
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:

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.)
Yes No

Rubric Course # 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:
We are currently revising our curriculum and this course is not needed since we are adding four better defined topics courses in history: Hist 2196 Topics in US History, Hist 2197 Topics in European history, Hist 2198 Topics in World History: Asia, Africa, or Latin America, Hist 2199 Topics in Comparative History.

APPROVALS
Department Faculty Approval Date 11/11/2015 College Faculty Approval Date 11/18/15
Department Chair Signature (date)
Graduate Dean Signature (date)
College Contact E-mail

College Dean Signature (date)
Chair, FS C&C Committee (date)
Academic Affairs Approval (date)
Maribel Dietz  
History Department  
578-1141  
maribel@lsu.edu

Courses and Curricula Committee

dropping History 2195

History 2195 is a generic special topics in history courses. We have replaced it with four new area topics courses (Hist 2196, 2197, 2198, and 2199) which have been recently approved. This will not have an impact on any program outside of the department since special topics will still be taught but under more specific rubric. The division of the previous Special Topics course (Hist 2195) into four more specific special topics classes not only mirrors the way our special topics courses are offered at the 4000-level (Hist 4195, 4196, 4197), but also aids the counselors in HSS and students chose courses to fit the new distribution requirement of the history major.
REQUEST FOR ADDITION OF NEW COURSE

PROPOSED COURSE DESCRIPTION

Rubric & No. | WGS 7500
---|---
Title | Special Topics on Women's and Gender and Sexuality Studies

Short Title (≤ 19 characters) | SCIALT TOPICS OF GENDER AND SEXUALITY

Semester Hours of Credit | 3

If combination course type, # hrs. of credit for
Lecture: 3

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 Intern

Maximum enrollment per section: (use integer, e.g. 25 not 20-30) 15

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.)

WGS 7500
Special Topics in Women's and Gender and Sexuality Studies (3)
Topics in a range of disciplines including the humanities, social sciences, natural and physical sciences, art + design, and education; students are encouraged to develop research projects relevant to their primary disciplines and to their research interests.

With permission of department, May be taken for a max. of 6 hrs. of credit when topics vary.

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 College Faculty Approval Date 2-17-16

Department Chair Signature (date) College Dean Signature (date)

Graduate Dean Signature (date) Chair, PS C&C Committee (date)

College Contact E-mail

Academic Affairs Approval (date)
A **justification** for the request for the new course should be included along with the course description. The justification should explicitly state how this course will fit into the current curriculum. The extent to which this proposed course will duplicate other courses offered on the campus must be addressed. **Statements from other departments regarding any possible overlap between the proposed course and existing courses must be included.**

**JUSTIFICATIONS ATTACH TO PROPOSAL FOR NEW COURSE WGS 7500:**

**Justification for the request for a new course:**
This course will not duplicate any other course taught by any other professor and/or department in campus.
The WGS Program has around 30 grad minors and only two WGS course options – WGS 7150 and WGS 7900, which is an independent study. A special topics course as the one proposed would give our faculty, including our joint faculty, an option to teach a course that pertain directly to their area of specialty in Women’s & Gender and Sexuality Studies, that they might not be able to offer in their own departments.

**Justification if the proposed course will not hold a final exam during examination week.**:
This course is designed as a Graduate Seminar in Special Topics in Women’s and Gender and Sexuality Studies (3 credits) in a range of disciplines including the humanities, social sciences, natural and physical sciences, design, and education; students are encouraged to develop research projects relevant to their primary disciplines and to their research interests. To that effect and due to the nature of the course as a graduate seminar, the default expectation for a final project will be a final research paper (or other substantial research deliverable appropriate and approved by course head) and not a final exam.

**Justification in regards to the required sample syllabus for the course.**
Due to the nature of the course, special topics. its syllabus and specific content will change based on the topic under which it is taught each semester. Therefore we cannot offer as part of this proposal a representative syllabus for the course (since it will never be the same one). Instead we can, as a sample, provide the Syllabus for the specific topic offered in the Fall 2016 as well as the description for the course content. its specific course topic, title of texts used for the course, grading criteria as well as grading scale as it will be offered. if approved, in fall 2016, the first semester in which we would like to offer it (see attached course flyer for the fall 2016). When selecting the specific content in any given semester, the field of expertise of the professor teaching such a course will be the decisive factor.

**Course description for Fall 2016:** please see attach flyer.
**Course Syllabus for specific topic offered in the Fall 2016:** please see attachment.
WGS 7500
Special Topics in Women’s and Gender and Sexuality Studies.
Fall 2016
Transatlantic Queer: Literary and Cultural Hispanism.
Prof. Elena Castro
Time and Place: TBA
Office hours: TBA
Email: ecastro@lsu.edu

Course description (Catalog) Topics in a range of disciplines including the humanities, social sciences, natural and physical sciences, art + design, and education; students are encouraged to develop research projects relevant to their primary disciplines and to their research interests.

Course description
In this course we will study the deconstruction of hegemonic positions in literature, gender, sexualities and cultures, mainly in the Iberian Peninsula and Latin America context, but also with a focus on a Transatlantic approach to the topic. We will discuss the actual problematics of visibility and representations of the so-called “peripheral” or non-normative sexualities in Spain and elsewhere. To that effect, we will be in dialogue with queer theories developed in the Anglophone context, but also converse with the contributions made to the field by theorists from Spain and Latin America, while demonstrating at the same time how queer cultural and social theories may be put into practice within the literary and cultural text. We will also reflect on the role of the cultural representations and theorizations produced within these communities in order to advance both a social activism and the queer representation of themselves. In so doing, we will explore the ways these cultural productions and theorizations function as sites of both the generation and subversion of hegemonic discourses, and those discourses’ technologies of regulatory control following among others the Spanish-Speaking philosophers and gender theorists Paul B. Preciado (previously know as Beatriz Preciado) and Sayak Valencia. Both Preciado and Valencia have shown the colonial nationalistic implications of sexual control by relating the State’s regulations of the body to the State’s regulations of the borders of the nation. During the course we will engage in dialogue with those theorists as well as others such Foucault, Witting, Halberstam, Butler, Volcano, Puad, et al., by studying in depth the implications of national and sexual identities’ (re)presentations; in particular, we will examine the instability of hegemonic identities such (re)presentations create, as seen in the work of contemporary LGTBQIA writers and artist. The transformation that feminist thought has experienced in recent decades has led it, thanks to the insights of queer theory, postcolonial theory, and transfeminist theory, to locate the crisis of fixed and homogenizing identity at the center of its discourse. In dialogue with the discourses of the so called postidentitarian feminist activisms, and particularly with the approach of Paul B. Preciado (whose work, a recurrent theme in my classes, bridging postcolonial studies and queer theory posits a crossroads between gender, sex, sexuality, race, ethnicity and social class that crosses all identity construction), we will explore contemporary poetry, novels, short stories, films written in English and Spanish (in translation). I examine the textual representations in these literary and cultural text of the ordination and control of gender identities, sex, and sexualities through the regulation of the limits/margins of the bodies and of the nations by the Power/State.

The class will be taught in English.

Text we will read in the course:

*Narrative texts in translation or originally written in English (required):*
Giménez Barlett, Alicia. *Donde nadie te encuentre*. Barcelona: Destino, 2011. (tentative, only if translation available in the fall)


**Poetry in translation (PDF in English translation by the poets and/or by Prof. Castro with consent of the poets):**
Eloy García, Maria. Selección de poemas PDF
Infante, José. *El dardo en la llaga*, 2011 (selección) PDF
Peri Rossi, Cristina, *Habitación de Hotel*, 2009 (selección) PDF

**Films and documentaries:**
*Paris is Burning* (1990)
*Tomboy* (2011) (in French with English subtitles)
*Bambi* (2013) (in French with English subtitles)
*Romos* (2012) (in German with English Subtitles)
*Born Naked* (2012) (in Spanish with English subtitles)
Max Farberbock, *Aimee and Jaguar* (1999) (in German with English Subtitles)
*Chucatow* (2007) (in Spanish with English subtitles)
*XXY* (2007) (in Spanish with English subtitles)
*Contracorriente (Undertow)* (2009) (in Spanish with English subtitles)
*El viaje de Carla* (2014)
*Tangerine* (2015)

**Theoretical texts** will include, among others,
Foucault, Michel, *The History of Sexuality*, vol.1; Halperin, David, *"Is there a History of Sexuality?"*;
Sedgwick, Eve Kosofsky, *"Axiomatic"* and *"Epistemology of the Closet"*; Rich, Adrienne,
*"Compulsory Heterosexuality and Lesbian Existence"*; Butler, Judith, *"Imitation and Gender insubordination"* and *"Bodies that Matter ("Introduction")"*; Wittig, Monique, *"One Is Not Born a Woman"* and *"The Straight Mind"*; Altman, *"The internationalization of Gay Identities"*; Smith, Paul Julian, *"Gay studies in the anglophon world and Spain"* and *"Gender, Nationality and the Limits of the Visible"*; Preciado, Beatriz, *Testo Yonqui* (2008), selected chapters (in translation); Halberstam, Jack, *Female Masculinity, In a Queer Time and Place*, selected chapters and *The Queer Art of Failure*. Some of these readings will be given in a handout or PDF format, but the majority of them are part of the **required texts** for the course, or appear in the recommended (but not required) texts listed below.

**Required texts**
Butler, Judith. *Undoing Gender*. Routledge, 2004
**Recommended, but not required texts:**
Halberstam, Jack. *In a Queer Time and Place.* New York University Press, 2005
Muñoz, José Esteban. *Desidentifications. Queer of Color and the Performances of Politics.* University of Minnesota Press, 1999
Sayak, Valencia. *Capitalismo Gere,* Melusina, 2010 (tentative, if translation available by Fall)

**Class Format:**
The format of the class will be the seminar and the grading system will be based on participation, class discussion, in-class presentations on articles and other critical and theoretical readings that will be assigned for each class (10 to 15 minutes presentations), brief written synopses of the critical and theoretical readings (2 pages max per synopsis), a draft of the final paper (6-8 pages), and the final paper (12 to 15 pages). The final project (draft on final paper and final paper) will consist of criticism of literary works, films and/or art work that, preferably, have not been included in the syllabus. Students may talk to the professor regarding their final project and the previous draft. MLA Style required.

**Grading System:**
Class participation: 10%
Writing synopsis on critical and theoretical readings: 10% (4 synopses x 25 points each)
In class presentation on critical and theoretical readings (10-15 minutes): 20%
Draft of final paper: 20%
Final paper: 40%

Final letter grades are assigned according to the following accumulated points totals:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tr>
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<td>D+</td>
<td>69-67</td>
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<td>D</td>
<td>66-63</td>
</tr>
<tr>
<td>D-</td>
<td>62-60</td>
</tr>
</tbody>
</table>

**Expectations**
LSU’s general policy states that for each credit hour, you (the student) should plan to spend at least two hours working on course related activities outside of class. Since this course is for three credit hours, you should expect to spend a minimum of six hours outside of class each week working on assignments for this course. For more information see: [http://catalog.lsu.edu/content.php?catoid=12&navoid=822](http://catalog.lsu.edu/content.php?catoid=12&navoid=822)
LSU student code of conduct
The LSU student code of conduct explains student rights, excused absences, and what is expected of student behavior. Students are expected to understand this code as described here: http://students.lsu.edu/saa/students/code. Any violations of the LSU student code will be duly reported to the Dean of Students.

Disabilities
Louisiana State University is committed to providing reasonable accommodations for all persons with disabilities. The syllabus is available in alternate formats upon request.

Any student with a documented disability needing academic adjustments is requested to speak with Disability Services and the instructor, as early in the semester as possible. All discussions will remain confidential. This publication/material is available in alternative formats upon request. Please contact Disability Services in 115 Johnston Hall, 225-578-5919 or www.lsu.edu/disability.

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**Weeks 1 and 2**

**Introduction and Preliminary Issues. Part I: Queer Theory Basic Concepts. From Feminism to Postidentitarian Feminism.**

Presentation of the course, goals, and materials. Choice of individual oral presentations.

The materials for this part of the course will include Jagose’s article (TBA), Altman’s “Rupture or Continuity? The Internalization of Gay Identities,” Paul Julian Smith’s essay on “The LGBTQ studies in the Anglophone world and Spain,” Donald E. Hall’s “Introduction: What ‘Queer Theories’ Can Do for You” and “A Query” in Queer Theories, Maureen Seaton’s Fear of Subway, and the film screening of Christian Fauré’s A Love to Hide.

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**Weeks 3 and 4**

**LABOR DAY, MONDAY, SEP. 5**

**Approaching Postidentitarian feminism.**

The materials for this part of the course will include:


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**Week 5**

**Gender construction, Gender Trouble and the subversion of identity. Undoing Gender. Binary order, sex and gender. Regarding how bodies and subjects are regulated by discourse. Part I**

The material for this part of the course will include: Judith Butler, “Introduction” in *Bodies That Matter*; and “Imitation and Gender Insubordination”, “Sex, Power and the Politics of Identity”
Gender construction. Gender Trouble and the subversion of identity. Undoing Gender.
Binary order, sex and gender. Regarding how bodies and subjects are regulated by discourse. Part II: Cyborgfeminisms.
The material for this part of the course will include Rosa Montero’s novel Tsars in Rain; selection of poems by María Eloy-García (PDF); Dona Haraway “Cyborg Manifesto” (PDF); Yvonne Volkart “La fantasía ciberfeminista sobre el placer del cyborg” (PDFs in English version, tentative); Beatriz Preciado, “Devenir Bollo-Lobo o cómo hacerse un cuerpo cero queer a partir de El pensamiento heterosexual” (PDF in translation); and “Multitudes queer. Notas para una política de los ‘anormales’” (PDF in translation); Judith Butler Undoing Gender chapter 2 “Gender Regulations” and “Bodily Inscriptions, Performative Subversions.”

FALL BREAK FROM Thursday, Oct. 6, to Sunday, Oct. 9

Weeks 9 and 10

Binary order and the collapse of identity. Regarding Transfeminism, Intersexualities and Queer Theories. Part I
The materials for this part of the course will include:
Parte I: Flavia Company, Melakor; a conversation between queer philosophers, “Entrevista-Diálogo Preciado y Butler” (English version)(PDF); Preciado, Testo Junkie and Butler, Undoing Gender (selected chapters from book); documentary Entrevista a Beatriz Preciado (Spanish with English subtitles)
Part II: Txus García’s “Poemas para una niña bien” (PDF in translation); Halberstam’s “The Transgender look” and Eduardo Barros Grela “Transfeminizing Postfeminism.”
Documentaries: Bambi (France, in French with English subtitles) and El viaje de Carla (Spain, in Spanish with English subtitles)

Week 11

Queer vs. gay communities. The queer resistance to normative assimilation
José Infante El dardo en la llaga (selection of poems); Katy Parra, Como Idílico and Por si los pájaros (selected poems; PDF in Spanish with English translation)
Film: Contra Corriente (Undertow) (Peru-Colombia, in Spanish with English subtitles) and discussion after the movie.
Deadline to turn in the draft on the final paper (at the beginning of the class period)

Weeks 12 and 13

Binary order and the collapse of identity. Regarding Transfeminism, Intersexualities and Queer Theories. Part II
Technologies of the flesh: the state regulations of bodies through the medical, quirurgical and pharmacological protocols
The materials for this part of the course will include: Alicia Giménez Barlett’s novel Donde nadie te encuentra (English translation if available); works by Moisés García and other transgender activist
artists from Spain and Latin America; David Hester “Intersexes and the end of gender”; J.
Halberstam, selected chapters from *Female Masculinity, In a Queer Time and Place,* and *The Queer Art of
Failure*; and J. E. Muñoz. *Desidentifications. Queer of Color and the Performance of Politics.* (selected chapters).
Film: *XXY* (2007) (Argentina, in Spanish with English subtitles) and *Romeos* (Germany, in
German with English subtitles).

### Weeks 14 and 15

**Binary order and the collapse of identity. Regarding Transfeminism, Intersexualities and
Queer Theories. Part III**

**From Transfeminism to Transnationalism.**

The material for this part of the course will include:

- Sayak Valencia, *Capitalismo Gore* (in English translation) and her novel *Adrift’s book (Indigo)*; Itxaro
  Borda, selected of poems (Basque with English translation); Txus Garcia (Spanish with English
  translation); Beatriz Preciado, *De naciones varias, Teorías queer y estudios postcoloniales*; and J. Puar,
  *Terrorist Assemblage. Homonationalism in Queer Times.*

**THANKSGIVING BREAK WEDNESDAY, FROM 12:30 PM TO SUNDAY**

**LAST DAY OF CLASS WEEK 15**

The content and material included in this syllabus will also be supplemented by Prof. Castro’s
organization (tentative at this point) of an LGTBQIA Cinema Festival at the Manship and several
talks/lectures by guest speakers: philosophers Sayak Valencia and Beatriz Preciado, and poet Itxaro
Borda, among other possible guests, pending confirmation of funding and speakers’ availability.

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**FINAL EXAMS PERIOD: 12/5-12/10**

**F 12/9 Deadline to submit final paper** (you must also turn in a copy of the final paper draft, previously
submitted and graded by professor, with the comments from Prof. Castro). Papers must be submitted in
hard copy at my office (322 Hodges Hall) before 5:00 pm, unless other arrangements (with justification) have
been previously made with Prof. Castro.
REQUEST FOR ADDITION OF NEW COURSE

Department: Communication Studies  
College: Humanities and Social Sciences  
Date: November 10, 2015

PROPOSED COURSE DESCRIPTION

<table>
<thead>
<tr>
<th>Rubric &amp; No.</th>
<th>CMST 7970</th>
<th>Title</th>
<th>Rhetoric &amp; Citizenship(s)</th>
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<td>Lab/Sem/Rec: —</td>
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<td>Lab</td>
<td>Seminar</td>
</tr>
<tr>
<td>Maximum enrollment per section: (use integer, e.g. 25 not 0-30)</td>
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<tr>
<td>Grading System:</td>
<td>Letter Grade X</td>
<td>Pass/Fail</td>
<td>Final Exam:**</td>
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Course Description:
(Concise catalog statement exactly as you wish it to appear in the General Catalog)

7970 Rhetoric & Citizenship(s) (3) Addresses the concept of citizenship in rhetorical studies; role of rhetoric in defining citizenship; ways concepts of citizenship include and exclude different communities

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: 12-4-2015  
College Faculty Approval Date: 12-17-16

Department Chair Signature: 12-4-2015  
Graduate Dean Signature: 3-9-16

College Contact: E-mail

College Dean Signature: 4-8-16  
Chair, FS C&C Committee: (date)

Academic Affairs Approval: (date)
JUSTIFICATION

*Rhetoric & Citizenship(s)* is a graduate seminar directed toward master's and PhD students interested in rhetorical theory and criticism. It attends to the central role of citizenship in rhetorical studies in particular and communication studies in general. Dating as far back as its formal development in Ancient Greece, but particularly during its formative years as an academic discipline in the early 20th century, rhetoric has typically justified its role in the academy by claiming to prepare students to participate in civil society—or to be good citizens. However, more recent scholarship in rhetorical studies deconstructs prevailing notions of citizenship and considers the ways the concept historically excludes women, people of color, members of the LGBTQ community, and other marginalized populations. Furthermore, critical interrogations of rhetoric and citizenship encourage us to re-think our assumptions about the roles of civility and violence in public life, as well as the place of higher education in civil society. This seminar seeks to interrogate the complexities associated with citizenship(s) by using the concept as a modality for exploring a number of key questions in rhetorical studies. What is the role of rhetoric in constituting norms of citizenship? What is the/a public? To what extent does the notion of a public sphere enhance or limit our understanding of citizenship? What is the role of marginalized communities in traditional models of citizenship? The seminar will function as part disciplinary history and part methods course, encouraging students to situate their scholarship in the key debates and theoretical innovations that have shaped rhetorical studies over the years. In addition to several short critical response essays, students will conclude the semester by submitting a full research essay suitable for conference and, eventually, journal submission. Because this is a graduate seminar designed to prepare students to produce high quality scholarship and become professionalized to academic life, I have determined that a final exam is not necessary or appropriate to achieve those ends. Rather, the focus will be on writing and critical engagement with literature.

I previously covered this material in a CMST 7966 special topics seminar last fall. The seminar was very successful and received very high ratings from students. Because I believe the questions addressed in this course are central to the professional and intellectual development of emerging rhetorical and other communication scholars, I am now seeking to list it as a stand-alone class.

The course complements already-existing graduate curriculum in the Department of Communication Studies, particularly courses taught by the rhetoric faculty. It supplements the analytical and critical skills developed in courses like Rhetorical Criticism and Rhetorical Theory by helping graduate students expand their theoretical repertoire and sense of disciplinary history, and put such knowledge to use with the skills they develop in these other courses. The course will also complement the required course CMST 7900: *Introduction to Graduate Study in Communication Studies* by building on that seminar's survey of the discipline with a more narrow focus on rhetoric. Given its attention to fundamental questions about citizenship and public life, the course may also be attractive to graduate students in programs like English, philosophy, political science, and women's and gender studies, while remaining firmly rooted in the traditions of rhetorical studies practiced by communication scholars.
I have consulted with the rhetoric faculty in English to confirm that this course does not duplicate their current curriculum. Our email communications to this effect are attached.
CMST 7970: Rhetoric and Citizenship(s)\(^1\)

Professor Bryan McCann, PhD  
Time: TBD  
Location TBD  
E-mail: bryanm@lsu.edu  
Office: 227 Coates Hall  
Office hours: TBD  
Office phone: 225-578-6813

Course Description

One of the defining characteristics of rhetorical scholarship in Communication Studies is its investment in, and critique of, the concept of citizenship. Growing alongside the land-grant university system, the discipline once known as Speech focused primarily on training students in the practices of eloquent citizenship. More recent scholarship in the field, while still connected to this founding impulse in important ways, also deploys the tools of rhetorical criticism and cultural studies to critique the normative foundations of citizenship.

Drawing from a wide range of readings in rhetorical studies and other fields, this seminar engages citizenship as an object of rhetorical critique. Throughout the semester, we shall address several questions, including: What is the role of rhetoric in constituting norms of citizenship? What is the/a public? To what extent does the notion of a public sphere enhance or limit our understanding of citizenship? What is the role of marginalized communities in traditional models of citizenship?

Required Texts/Materials


\(^1\) I am indebted to Mike Butterworth, Jay Childers, Dana Cloud, and Josh Gunn, whose sample syllabi were instrumental in the development of this one.


Additional readings (listed below) will be posted on Blackboard.

**ASSIGNMENTS**

**Reading Responses:** Three times in the semester, each enrolled participant will write and deliver a short reading response, followed by discussion questions. I will distribute a sign-up sheet on the first day of class to determine who will present on which readings. In most cases, there will be two presentations per reading. These responses must be typed and composed like a professional academic essay (i.e. *not* an outline). They should be 3-5 pages in length.

A good response will, first, briefly summarize the reading and then explore one to three issues or concepts that you find interesting, compelling, frustrating, etc. You may use textual analysis to illustrate your point, or may choose to write a straightforward theory essay. Think of this as a slightly more casual version of a conference presentation.

Some pointers:

- It is not your job to “teach” the reading in your essay. That’s my job. Rather, use this essay as an opportunity to explore your own areas of interest as they relate to the material.

- Please, please, *pretty please*, base your responses on issues and concepts about which you care deeply. Boring responses do a disservice to you and the rest of the seminar.

- Responses that clearly reflect a lack of preparation and/or effort will receive zero credit. All others will be graded seriously, but will also be approached in the spirit of dialogically interrogating difficult material. Still, this is half your grade, so please do your best.

- Responses should be read aloud and should last no more than ten minutes.

- End your response with two or three good questions that can sustain class discussion for the remainder of that day’s seminar (responses are to be delivered during the second half of class).

- It is your responsibility to email a copy of your response to the entire class at least an hour before we meet.
Term Paper: Your final paper should be between 7,000 and 9,000 words. It must explore some dimension of the intersection of rhetoric and citizenship. You may choose to perform a criticism of a relevant text or discourse, or opt for a more theoretically oriented paper (not that those two options are mutually exclusive). While you need not (indeed, should not) limit yourself to course material, the paper must reflect a faithful engagement of one or more of the readings/themes we cover. I encourage you to use this essay as an opportunity to develop ideas and themes connected to your broader research agenda. **Term papers must be submitted via email.**

This and all written assignments must be typed, double spaced, use one-inch margins and 12-point font. All pages must be numbered and include a running head. Your work must be grammatically correct and proof-read. You may use either the most recent versions of Chicago, APA, or MLA styles. **Papers that do not meet the professional norms of conference/journal submission will not be graded.**

In addition to the final essay, you are also required to submit a topic proposal halfway through the semester. This should be five to ten pages and provide a thorough rationale for the project’s relevance to the study of rhetoric and citizenship.

Minutes: For the sake of continuity, one enrolled participant will provide a summary of the previous week’s class at the beginning of every seminar. While this need not be an exhaustive regurgitation of all that was said and done, it should provide sufficient set-up for the proceeding discussion. A good minute-taker will take especially rigorous notes the week prior and describe highlights from the opening discussion/lecture, as well as the response paper presentations and ensuing discussion.

### AVAILABLE POINTS

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<th>Possible Points</th>
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<td>Reading Response 2</td>
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<td>Reading Response 3</td>
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<tr>
<td>Minutes</td>
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<td>Term Paper Proposal</td>
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#### Grading Key

*Outstanding achievement* relative to requirements
154-160 = A+
148-153 = A
143-147 = A-

*Good work* relative to requirements
139-142 = B+
Unsatisfactory work relative to requirements
123-126 = C+
116-121 = C
111-115
107-110 = D+
100-106 = D
95-99 = D-
94 and below = F

COURSE POLICIES

Office Hours and Availability If, for whatever reason, my posted office hours do not work for you, please do not hesitate to contact me and arrange an alternative meeting time. Email is your best bet for reaching me. Please allow up to 24 hours for a response to emails. I do not generally respond to emails on weekends.

The Communication Environment The study of rhetoric engages a wide range of philosophical, political, and ethical questions that cut to the very core of what it means to be a citizen, even a human. I am committed to ensuring that our classroom is a hospitable environment where we can respectfully discuss and debate a wide range of relevant issues. Everyone should feel comfortable to speak their minds, but must do so in a way that enables others to do the same. You should also prepare to be held accountable for anything you say in class.

Participation and Attendance This graduate class is discussion-oriented and practice-centered. Preparation for class and faithful attendance is directly correlated with success.

Readings I expect you to arrive to class each week having completed all required readings and prepared to engage in thoughtful and mature discussion.

If you are aware of readings, television clips, etc. that reflect the day’s discussion, you should feel free to share them with the class (provided they are appropriate) via Moodle or during the designated class session.

Workload Students are expected, in addition to time spent in class, to spend a minimum of an additional 6 hours per week reading and thinking about material and putting forth effort toward the completion of course assignments. Thus, students are expected to devote at least 9 hours per week toward the successful completion of CMST 7970.

Incomplete Incompletes are reserved for extraordinary circumstances such as personal emergencies that can be documented. An incomplete is granted when, in my judgment, a student can successfully complete the work of the course without attending regular class sessions. Incompletes that are not converted to a letter grade by the end of the following semester will automatically revert to an F (failing grade).
Academic Integrity I trust students in this class to do their own work. Students are responsible for adhering to the college’s standards for academic conduct. If you are ever confused about how these policies apply to your own work, please play it safe and consult me. For more information on this important issue, please look online at https://grok.lsu.edu/Article.aspx?articleId=17072

If you do engage in academic dishonesty, you will automatically fail the course and will be subject to disciplinary action from the college and/or university. For more information on this important issue, please look online at https://grok.lsu.edu/Article.aspx?articleId=17072

Drops/Withdrawals If you wish to drop this class, you must do so by 4:30pm on TBD. After this point, you will be issued a withdrawal grade.

Religious Observances It is LSU’s policy to respect the faith and religious obligations of students, faculty and staff. Students with exams or classes that conflict with their religious observances should notify me well in advance (at least 2 weeks) so that we can work out a mutually agreeable alternative.

Special Needs Louisiana State University is committed to providing reasonable accommodations for all persons with disabilities. The syllabus is available in alternate formats upon request. Any student with a documented disability needing academic adjustments is requested to speak with Disability Services and the instructor, as early in the semester as possible. All discussions will remain confidential. This publication/material is available in alternative formats upon request. Please contact the Disability Services, 115 Johnston Hall, 225.578.5919.

E-mail All students must obtain and regularly check an email account. Expect periodic updates from me about what’s happening in class via Moodle as well.

I will not, under any circumstances, communicate grade information via email or over the phone.

Moodle Please check Moodle for updates to the class schedule, assignment guidelines, grade information, etc.

Commitment to Conversation I believe in the right and responsibility of students to take an active interest in their education. If there is anything inside or outside this class that you care to discuss with me, please do not hesitate to do so.

I understand that “life happens” and will work with you to make REASONABLE accommodations for issues that may be negatively impacting your performance in this class. The sooner you consult me on such matters, the better.

I am also happy to discuss grades on individual assignments throughout the semester.

Contractual Agreement Your acceptance of these conditions, as well as the policies outlined in this document, is implied by your continuance in the class. To maintain the integrity of everyone’s grade, and ultimately, degree, all course policies are non-negotiable.
semester schedule
(tentative)

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Notes</th>
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<tr>
<td>Week 1</td>
<td>Course Introduction</td>
<td>Gehrke</td>
<td>Select reading response dates</td>
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<tr>
<td>Week 2</td>
<td>Public Sphere</td>
<td>Habermas</td>
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<td>Week 3</td>
<td>Counterpublics</td>
<td>Fraser, Warner, Brouwer &amp; Asen, Asen, Loehwing &amp; Motter</td>
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<td>Week 4</td>
<td>Agonism</td>
<td>Mouffe</td>
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<td>Friends and Enemies</td>
<td>Engels</td>
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<td>Citizenship(s), Violence, and (In)civility</td>
<td>Montag, Lozano-Reich &amp; Cloud, Rand, McKerrow, Bach</td>
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<td>Negt &amp; Kluge, May, Greene</td>
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<td>Queer Citizenship(s)</td>
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<td>Week 11</td>
<td>Borders and Citizenship(s)</td>
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<td>Week 13</td>
<td>Citizenship(s), Rhetorical Studies, and Higher Education</td>
<td>Gunn &amp; Luaites; Hartnett; Biesecker; Harney &amp; Moten; Bratich; Rufo &amp; Atchison</td>
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<td>Week 14</td>
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Additional Readings


Harney, Stefano, and Fred Moten. The Undercommons: Fugitive Planning & Black Study. Brooklyn: Autonomedia, 2013.


McKerrow, Raymie E. “Coloring outside the Lines; the Limits of Civility.” Spectra, January 2001, 7-10.


Hi Bryan,

Thanks for sending the syllabi. The courses look good. The only overlap I see might be with the Rhetoric and Social Theory Class. But it's a light overlap, only in using The Body in Pain, perhaps. They look like good seminars otherwise. We are down to a couple of profs who teach in rhetoric and each get a seminar only every 4th semester, so we appreciate it when you give our students a chance to take classes in rhetoric when we have none over here.

Thanks,
Barbara

Barbara A Hefferson
Professor of English
Department of English, 210A Allen Hall class: Rhetoric in the Flesh. It's a class centered on Visual Rhetoric, a course most folks in other programs across the country take. Perhaps because it is visual and focused on the body, it would also be a tie-in to performance studies. We'll study everything from Leonardo to a book titled Skin to a leprosarium and its visual communication. The class is held from 3:30-6:30 on Wednesdays this spring.
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