

Course Syllabus for HIST 1001

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Course: HIST 1001 3.0.(1): Western Civilization to 1500
Book: Course Syllabus for HIST 1001

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Description



The *Moodle book* is a resource that can be used to organize information and multimedia in your course. Click on any of the chapter titles to jump to the section you want to read. You can print this book by clicking on the link under the Table of Contents. This course syllabus is an example of the *Moodle book*.

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Instructor & Course Information

HIST 1001: Western Civilization to 1500 (3 credit hours)

Instructor: Lise Namikas

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Please email your instructor or post in the [Q & A Forum for Students](#) with questions about course content. Every effort will be made to respond within 24 hours.

Catalog description: This is an Integrative Learning Core (ILC) course that awards general education credit. Ideas, trends and institutions in western civilization from earliest times to the Reformation.

Pre/co-requisites: n/a

History 1001 surveys the evolution of Western civilization from the earliest human communities to the emergence of complex societies, rooted in social traditions and governing structures in the ancient Near East. It then examines the flourishing of Greek and Hellenistic cultures, the rise and fall of Rome, the Germanic invasions, and the development of medieval European civilization, culminating in the Renaissance. Embedded throughout the course is a consideration of the interconnected nature of Western Civilization and its interactions with other regions.

The readings focus on the political and social growth of early Western civilization. Key themes include the rise of important institutions such as the city-state, the Roman Empire, the medieval Christian church, the feudal realms, guilds, and the rise of the modern state. The course also addresses the cultural and political impact of Judaism and Christianity, and how Islamic civilization influenced the West. Additionally, it highlights the significance of intellectual history, covering Greek philosophy, Roman legal traditions, medieval scholasticism, and Renaissance humanism. The course also incorporates the significance of everyday life, cultural practices, and societal changes which are important for a well-rounded understanding of Western civilization.

Course Outcomes and Module Learning Objectives

This course covers the following specific measurable outcomes and learning objectives. All assessments are aligned to these outcomes and objectives.

Course Outcomes

When you complete this course, you will be able to:

1. Identify significant political, social, cultural, and economic developments in Western civilization from ancient times through the Renaissance and Reformation.
2. Compare themes such as governance, religion, cultural exchange, and technological advancements, in order to understand how these have shaped various political and social landscapes in Western civilization.
3. Develop critical thinking skills by examining primary and secondary sources related to Western civilization up to 1600.

Module Topics and Learning Objectives

The following is a breakdown of module topics and their associated learning objectives.

Module 1: Origins of Human Society

1. Consider the study of history, its process, and important terms related to its practice. (Course Outcome 1, 2)
2. Describe the evolution of modern human. (CO 2)
3. Examine the agricultural revolution and early human societies. (CO 2)

Module 2: Mesopotamia, Egypt, and Beyond

1. Explain the emergence of the Mesopotamia and Egyptia, highlighting the role of geography in shaping their respective cultures. (CO 1, 2)
2. Describe the re-ordering of the Near East based on the influence of cultures such as Hebrew, Assyrian and Persian and others. (CO 1, 2)
3. Analyze primary sources from Mesopotamian, Egyptian, and other Near Eastern civilizations, and interpret their historical and cultural contexts. (CO 3)

Module 3: Ancient Greece

1. Trace the development of early Greek civilization, from the Minoan civilization through the rise of independent city-states like Athens and Sparta and their impact on the Peloponnesian War. (CO 1)
2. Assess the significance of Alexander the Great's empire in the spread of Hellenistic culture and its lasting influence on Western civilization. (CO 2)
3. Interpret primary sources to gain a deeper understanding of ancient Greek society, culture, and worldview. (CO 3)

Module 4: Ancient Rome

1. Analyze the political and social structures of the Roman Republic and evaluate the factors that led to its transition into the Roman Empire. (CO 1)
2. Explain the emergence and spread of Christianity, including its initial persecution and eventual adoption as the state religion. (CO 2)
3. Interpret primary sources from the Roman Republic, Empire, and early Christian period, such as letters, inscriptions, and historical accounts, to gain a deeper understanding of the social, political, and religious contexts of the time. (CO 3)

Mid-course Exam

Module 5: Transitions: Byzantium and the Islamic World

1. Analyze the major developments of Byzantine Empire especially during the reign of Justinian and Theodora. (CO 1)
2. Evaluate the rise of Islam and its expansion during the Umayyad and Abbasid Caliphates. (CO 2)
3. Analyze primary and secondary sources related to the Byzantine and Islamic worlds, learning to assess the reliability, bias and context of historical documents. (CO 3)

Module 6: Early Medieval Europe

1. Survey the impact of the Germanic and Viking cultures on the transformation of Europe after the Fall of the Roman Empire. CO 1, 2)
2. Evaluate the significance of major rulers, especially Charlemagne and his efforts to unite Europe and advance its cultural revival. (CO 1, 2)
3. Consider the influence of the Christian Church in European affairs.(CO 1, 2)
4. Analyze primary documents from the early Middle Ages such as those related to Charlemagne and the monastic scholars and others to understand social, cultural and political change.(CO 3)

Module 7: The High Middle Ages

1. Examine the formation and evolution of medieval monarchies, the balance of papal power, and how this led to conflicts like the Hundred Years War. (CO 1, 2)
2. Evaluate the major cultural and social transformations of the High Middle Ages, including the rise of new monastic movements, the intellectual revolution, the dynamics of city life and chivalry. (CO 1, 2)
3. Analyze primary sources from the High Middle Ages, such as charters, monastic rules, legal documents, and contemporary accounts of the plague, to understand the period's social, cultural, and political changes. (CO 3)

Module 8: Renaissance & Reformation—Europe by 1500

1. Explain the recovery of Europe in the latter 15th century and the rise of the Renaissance, focusing on key figures such as da Vinci, Michelangelo, and scholars such as Machiavelli, to understand their impact on European thought and practices. (CO 1, 2)
2. Evaluate the causes and effects of the Reformation, particularly the role of Martin Luther in challenging the Catholic Church, and the resulting religious divisions that reshaped European society and religious practices. (CO 1, 2)
3. Interpret primary sources from the Renaissance and Reformation to understand their historical context and significance in reshaping European culture and religion. (CO 3)

Final Exam

Course Materials and Resources

Required Materials

The following materials are required for this course:

- [World History Volume 1, to 1500](#), Chapter 2, Openstax
- Cole and Symes, *Western Civilizations*, Volume 1 Brief, 6th Edition. ISBN (ebook): 978-1-324-04301-0
 - **Note:** If you purchase a new textbook, it should come with online resources (e.g., videos, tutorials, and additional resources). A new textbook is not required, but if you purchase a used textbook, the accompanying code has most likely been used and you will not have access to these additional materials.
- Other articles and readings will be assigned throughout the modules.

Ordering Information

Please review the following tips for ordering your course materials:

1. Do not purchase your textbooks until your enrollment is approved. During the processing period, a new section may be opened that could require a different textbook or edition.
2. Courses with special access codes require that students use the direct links to the publisher site.
3. Always order by the ISBN. Publishers and vendors often offer the same textbook title under different ISBNs. You must have the correct ISBN to access your online website.
4. If you are having problems locating a textbook, contact us at Answers@outreach.lsu.edu for assistance.

Additional Materials

This course includes written assignments where you share your thoughts and insights from the readings. Purdue OWL has many resources on [avoiding plagiarism](#) and [MLA citations](#). Use these resources as needed.

Suggested Study Techniques

The learning material for this course is examined through a series of eight modules. Each module contains information, activities, and assignments organized under a consistent format. Familiarize yourself with how the module is organized. Each module in this course is organized into the following sections: The introduction, learning objectives and task list, the lecture "Resources," graded quiz, and graded writing assignment. You should work through these parts of the module in order.

Some tips to help you organize yourself include:

1. Carefully review the module objectives to help you focus on the information that will be covered on the exams.
2. Concentrate on the reading assignments, the module lecture material, and any additional resources provided. This review should include a detailed examination of any illustrative problems and examples. After an assignment has been completed, a rapid re-reading of the related text and other materials is strongly recommended.
3. Put yourself on a definite schedule. Set aside a certain block of hours per day or week for this course and work in a place where distractions are minimal.
4. Try to submit one assignment each week or at least every two weeks. Delays in submitting assignments usually result in lagging interest and the inability to complete the course.
 - You should submit each module assignment in Moodle as soon as it is completed. Some courses have restrictions that require that a grade be received before you can submit additional assignments.
 - Once you submit an assignment, you cannot revise it, so be sure to check your work. Your instructor will normally post a grade for your assignment within *seven calendar days*. Understand that occasional delays will occur, such as during holidays or if you submit several assignments within the same week.
5. Review your module assignments after they have been graded, paying special attention to any instructor feedback provided. (We suggest that you wait for assignment feedback before you submit subsequent assignments.)
6. Regardless of how you complete your graded assignments, keep in mind that module completion should not be your sole preparation for your exams. As with any college course, you should study for your exams.

Technical Information and Assistance

Technical Help

- If you have questions about the functionality of your course, review the GROK article [LSU Online Technical Requirements](#) to make sure you have the right equipment and software.
- If you have any technical problems or questions, email CE Learner Services at Answers@outreach.lsu.edu or call (225) 578-2500. Be sure to mention your name, course number, and section.
- If you have questions about your grades or the course content, email your instructor.

Grading and Course Work

Remember, this course covers an entire semester of work or the equivalent of a classroom course lasting 15 weeks, or 135 hours. You will find some modules are longer than others and may require more time and effort on your part. *Do not expect to complete each module in a single study session.* Understand, too, that if you choose to submit assignments at a very high pace, your instructor may not be able to grade your work at the same rate. In other words, if you submit multiple assignments on the same date, your instructor may be unable to provide feedback and grade all of them within the expected seven-day response time.

Your grade in this course will be determined by the specific activities and assessments described in this syllabus. You will have a checklist in each module that instructs you on how to work through the materials and activities. In the following subchapters you will find details about each type of activity and assessment, as well as the grade breakdown and grading scale. Specific expectations for each graded item are included within these subchapters. Make sure you read all of the instructions!

Grade Breakdown and Grading Scale

Your grade in this course will be determined by the specific activities and assessments described in this syllabus. Specific expectations for each graded item are included within these subchapters. Make sure you read all of the instructions!

Note: To pass this course, you must earn a passing average on the (proctored) Mid-course Exam and the (proctored) Final Exam (a D- average or better). If you have a passing average on the exams, your grade will be calculated as follows.

There are four components to your course grade. The grade breaks down as follows:

- Quizzes = 10 points each
- Assignments = 100 points each
- Mid-course Exam = 100 points
- Final Exam = 100 points

Total = scores weighted by the following predetermined percentages.

Grade Breakdown

Component	Weight
Quizzes	10%
Assignments	30%
Mid-course Exam	30%
Final Exam	30%

LSU GRADING SCALE

The following grading scale applies:

97%-100% = A+
 93%-96% = A
 90%-92% = A-
 87%-89% = B+
 83%-86% = B
 80%-82% = B-
 77%-79% = C+
 73%-76% = C
 70%-72% = C-
 67%-69% = D+
 63%-66% = D
 60%-62% = D-
 0%-59% = F

Quizzes

Content

Each module contains a short quiz that will test your knowledge of the information covered in the readings and module resources. Click on the quiz title in each module, read the instructions, and begin your attempt. The questions are all multiple-choice or true/false and pull from a large question bank.

Timing and Takes

You can take each quiz twice, and you will be given 15 minutes for each attempt. Each quiz is worth 10 points, and your highest grade will be recorded in the gradebook.

Grading and Review

Your quiz will be automatically graded, and you will see your score after you submit. You will be able to review your answers when you are finished.

Assignments

Purpose of the Assignment

In each module, you will find an assignment that is meant to assess your understanding of the module content and your ability to analyze a primary source(s) and apply its lessons to better understand history and western civilization. These assignments have two parts: a short answer section and an essay section.

Directions

Click on the assignment title in the module, where you will find instructions for completing and submitting your assignment. In most of the assignments, you will choose two questions from a list of options to answer in a minimum of two paragraphs total. Be sure to include the questions in your submission. These are a good guide for preparing for the exams!

For the essay section, you will typically select a topic from two choices. Using the provided material, you will write an essay that incorporates quotes, specific examples, and in-text citations to support your arguments. Your response will be evaluated based on your ability to effectively evaluate the primary source provided and demonstrate a thorough understanding of the subject matter. Include some background in your discussion to help with your analysis, not add extra details. Strive for clarity, coherence, and depth of analysis in your writing. Any additional materials must be fully cited and referenced or they will not be considered for your grade. *Minimum recommended length: 4-5 paragraphs.*

Tips for writing: Find the place where the source or topic is mentioned in the textbook and start here for background. Your essay should include a thesis (or what you will argue) for the reader. Develop your evidence, then write conclusions, leaving the reader with a final thought-provoking statement.

Submission Guidelines

Please review the [Prohibited Use of Generative AI Policy](#) in the Syllabus.

As indicated in the instructions, Part 1 should be at least two paragraphs and Part 2 should be a minimum of four. Submit both parts in a single file, but make sure you identify each part and include any references you used and cited. Save your document as a Microsoft Word file (.doc or .docx) and upload it in the submission area. Include your name in the file name (e.g., TigerMike_M1 Assignment).

Note: You must click the "Submit" button after uploading your file or it will remain in draft mode.

Grading Guidelines

Criteria	Description	Max Points
Part 1: Requirements	Answer is focused, follows instructions, using provided sources.	20
Part 1: Critical Thinking	Exhibits strong critical thinking skills, interpreting and analyzing issues from multiple perspectives and offering well-supported arguments.	30
Part 1: Clarity of Language; use of Citations	Writing is clear, well-organized, and includes accurate citations throughout.	10
Part 2: Requirements	Response follows instructions, is written in essay format, includes a well-developed thesis, is focused, main section uses provided sources and using quotes as evidence, citations.	10
Part 2: Critical thinking and Interpretation	Exhibits exceptional critical thinking skills, interpreting and analyzing issues from multiple perspectives and offering well-supported arguments.	20
Part 2: Clarity of Language; Use of Citations	Writing is clear, well-organized, and include accurate citations throughout.	10
Total Points		100

Exams and Proctoring

An exam may not be taken until all of the modules covered in that exam have been completed. Exams must be taken in order (e.g., a mid-course exam must be taken before the final exam), and the final exam cannot be taken during the first three weeks of enrollment. You must have a grade on the last assignment before the final exam.

Carefully read the following information, which is also listed in the exam modules in your course. Navigate to those exam module(s) when you are ready to take your exam(s).

IMPORTANT: The Final Exam cannot be taken until you meet the following requirements.

Under no circumstances may the final exam be taken earlier.

1. You must have been enrolled in the course for at least three weeks, regardless of when the modules and other exams are completed.
2. You must have a *grade posted in the Moodle grade book for the Module 8 Quiz and Assignment in order to unlock access to the Final Exam*. Please allow at least seven days for the final assignment grade to be posted in the gradebook.

Content

The Mid-course Exam covers the material from Modules 1-4. The Final Exam will cover Modules 5-8. In each exam, you will have 50 multiple-choice questions and several essay questions. The multiple-choice questions will be similar to what you have seen in the module quizzes, and the essays will be similar to the module assignments.

Preparation

To prepare for your exam, review your notes, the lecture materials in the module resources, and the textbook readings. You may want to review all of the questions and prompts from the module assignments—especially the ones you did not select for the assignments—to use as a review guide.

Testing Rules

- Exams require all preceding module assignments to be completed and graded.
- You will have two hours to complete your exam.
- Exams will be completed under proctor supervision.
- No restroom breaks are allowed.
- You may **not** use any notes, books, or other resources during the exam.

To read the full exam policy and other policy statements, visit ODL's [Policy page](#).

Proctoring Information: ProctorU

To take exams in this course, you will use the proctoring service ProctorU. You cannot use an account created through another university, so if you already have an account, you will still need to create an account associated with LSU Online Distance Learning (ODL). When you are ready to create your account, visit the [Louisiana State University ProctorU portal](#). When you create your account, you will have access to the following items:

- [Login](#): used to access your account and schedule appointments
- [Sign Up](#): used to create your account and request a Login ID
- [Technical Specifications](#): provides specifications and a link to [test your equipment](#)
- [How It Works](#): video explaining testing process
- [Getting Started](#): instructions for first time users

- *Contact Us*: provides contact information for ProctorU

The [ProctorU Live Resource Center](#) provides information on:

- How ProctorU works
- What to expect when testing
- Technical requirements, and more.

Exam appointments are reserved on a first-come, first-served basis. Schedule your exams as early as possible so that you can choose the times that are best for you and so you will have enough time to prepare. Please note that if you schedule your exam fewer than seventy-two hours before your chosen day and time, additional premium scheduling fees may be assessed. The ProctorU [Test-Taker Knowledge Base](#) contains more information about scheduling and premium fees.

Proctored Exam Reviews

Students who have completed an exam and desire to review the results of their exam attempt must request an exam review. Students should follow the instructions provided in each exam module carefully in order to make sure that the exam will be available for their review appointment.

Course Policies

Carefully read the following important policies that apply to taking a course through [LSU Online Distance Learning \(ODL\)](#). For a complete list of our program policies, visit our [Policies page](#).

Engagement and Participation

Please check into your Moodle course frequently to keep track of your work. An online course requires you, the student, to be in control of your learning. In a face-to-face (F2F) course, instructors can play a much bigger role in actively directing your learning, since they see you two or three times a week. In an online course, it takes a lot more work in designing an appropriate learning environment, so that you can learn at your own pace. Since you are in control, you need to be disciplined enough to complete assignments on a regular basis and stay up to date with the course.

Timely communication is an e-learning best practice. Check your email and the News and Announcements Forum on the course front page regularly to make sure you do not miss any communications from your instructor.

Academic Integrity

Academic Misconduct

Students in Online Distance Learning (ODL) courses must comply with the LSU Code of Student Conduct. Suspected violations of the academic integrity policy may be referred to [LSU Student Advocacy & Accountability \(SAA\)](#), a unit of the Dean of Students. If found responsible of a violation, you will then be subject to whatever penalty SAA determines and will forfeit all course tuition and fees. ODL reserves the right to deny enrollment to any applicant or to discontinue the enrollment of any student who is in violation of the ODL academic integrity policy.

To read more, please visit our [policies page](#).

Plagiarism and Citation Method

Students are responsible for completing and submitting their own course work and preparing their own modules. All work submitted in the course modules must be the student's own work unless outside work is appropriate to the assignment; all outside material must be properly acknowledged. It is also unacceptable to copy directly from your textbook or to use published answer keys or the teacher's edition of a textbook. It is your responsibility to refrain from plagiarizing the academic property of another and to utilize appropriate citation method for all coursework. Ignorance of the citation method is not an excuse for academic misconduct. Remember, there is a difference between paraphrasing and quoting and how to properly cite each respectively.

One tool available to assist you in correct citations is the "References" function in Microsoft Word. This program automatically formats the information you input according to the citation method you select for the document. This program also has the ability to generate a reference or works cited page for your document. The version of Microsoft Word with the "References" function is available in most University computer labs. A demonstration of how to use this tool is available online at the [LSU Student Advocacy & Accountability page](#).

Unauthorized Assistance

Unauthorized collaboration constitutes plagiarism. Collaborative efforts that extend beyond the limits approved by the instructor are violations of the academic integrity policy. Students who study together are expected to prepare and write their own individual work for submission and grading.

Examinations

LSU has very strict regulations regarding the administration of exams that must be carefully followed by proctors and students. Examinations must represent the enrolled student's own work and must be completed under the supervision of the proctor without the assistance of books, notes, devices, or other help, unless specified otherwise in the exam directions or as part of accommodations approved by Disability Services.

The student must pay for any cost involved in having an exam supervised.

If ODL has any question or concern about the administration of an exam, LSU reserves the right, at its sole discretion, to require a student to retake an examination. If asked to retake an exam, you will be notified within thirty days of the original examination. Grades will be awarded on the basis of the second exam only.

Prohibited Use of Generative AI

As a partner in your learning, it is important to both of us that any assignment submission is a pure reflection of your work and understanding. The introduction of artificial intelligence options to complete academic work jeopardizes the instructor's ability to evaluate your understanding of our course content and robs you of the ability to master the subject matter. ***Therefore, the use of generative AI programs for the purpose of completing course work is prohibited.*** This includes, but is not limited to, using AI-generated essays, reports, code, or any other submissions as a substitute for your own original work. If you have questions about the use of specific tools or technologies in relation to coursework, seek guidance from your instructor beforehand.

Suspicious of the use of AI programs in academic work will be reported to Student Advocacy & Accountability for review under the Code of Student Conduct and may affect your assignment and/or course grades.

If the instructor suspects the use of Generative AI such as ChatGPT, it will be the student's responsibility to verify that they wrote the assignment, if they suggest it is their own work. The instructor and/or the Student Advocacy office may ask the student to send evidence (e.g., a screenshot) of their document history to show drafts or their internet search history to show research completed (with dates). It is the responsibility of the student to keep and access these draft versions. In the spirit of fairness, the student will be given an opportunity to explain any discrepancies. However, you may receive a failing grade on any academic work in which you have been determined to have committed an academic integrity violation.

Disability Accommodations

A learner with a disability is entitled by law to equal access to university programs. Two federal laws protect persons with disabilities in post-secondary education: the Rehabilitation Act of 1973 (Pub. L. No. 93-112, as amended), the 1990 Americans with Disabilities Act (Pub. L. No. 101-336) and the ADA Amendments Act (Pub. L. No.110-325). LSU A&M is committed to ensuring that its websites, online courses, and all online materials are accessible to people with disabilities.

Online Distance Learning (ODL) will make appropriate, reasonable accommodations for students with disabilities. Specific accommodations must be determined by LSU Disability Services or by the equivalent office at the student's own institution. Accommodations may be permitted for lesson assignments as well as for exams.

- If you are an LSU Student with a disability and need assistance to obtain or arrange reasonable accommodations, contact LSU Disability Services each time you enroll.
- If you are not an LSU student and have approved accommodations with your home institution, ODL will need official verification of those accommodations.
- If you are not an LSU student and not enrolled in another institution, you should contact LSU Disability Services for assistance.

If you have accessibility needs that we can help with, visit the [LSU Disability Services page](#) and register for accommodations before you begin your course work.

Netiquette

Communication in the online classroom comes across differently than the communication we are accustomed to through academic writing and face-to-face classroom discussion. Use online etiquette guidelines like the ones listed in the document below to craft your communication.

You can also read [The Core Rules of Netiquette](#) by Virginia Shea (1994) to understand the human aspect of online communication.



Online Etiquette Guide

It is important to recognize that the online classroom is in fact a classroom, and certain behaviors are expected when you communicate with both your peers and your instructors. These guidelines for online behavior and interaction are known as netiquette.

SECURITY

Remember that your password is the only thing protecting you from pranks or more serious harm.

- Do not share your password with anyone
- Change your password if you think someone else might know it
- Always log out when you are finished using the system

GENERAL GUIDELINES

When communicating online, you should always:

- Treat your instructor and classmates with respect in email or any other form of communication
- Always use your professors' proper title: Dr. or Prof., or if in doubt use Mr. or Ms.
- Unless specifically invited, do not refer to your instructor by first name
- Use clear and concise language
- All college level communication should have correct spelling and grammar (this includes discussion boards)
- Avoid slang terms such as "wassup?" and texting abbreviations such as "u" instead of "you"
- Use standard fonts such as Ariel, Calibri or Times new Roman and use a size 10 or 12 pt. font
- Avoid using the caps lock feature AS IT CAN BE INTERPRETTED AS YELLING.
- Avoid the use of emoticons like :) or ☺
- Be cautious when using humor or sarcasm as tone is sometimes lost in an email or discussion post and your message might be taken seriously or sound offensive.
- Be careful with personal information (both yours and that of another)
- Do not send confidential information via e-mail

EMAIL ETIQUETTE

When you send an email to your instructor, teaching assistant, or classmates, you should:

- Use a descriptive subject line
- Be brief, but include necessary information
- Avoid attachments unless you are sure your recipients can open them
- Avoid HTML in favor of plain text
- Sign your message with your name and return e-mail address
- Think before you send the email to more than one person—does everyone really need to see your message?
- Be sure you REALLY want everyone to receive your response when choosing to "reply all"
- Be sure the message author intended for the information to be shared before choosing to "forward" the message

MESSAGE BOARD ETIQUETTE AND GUIDELINES

When posting on the Discussion Board in your online class, you should:

- Make posts that are on topic and within the scope of the course material
- Take your posts seriously and review and edit your posts before sending
- Be as brief as possible while still making a thorough comment
- Always give proper credit when referencing or quoting another source
- Be sure to read all messages in a thread before replying
- Do not repeat someone else's post without adding something of your own to it
- Avoid short, generic replies such as, "I agree"—you should include why you agree or add to the previous point
- Always be respectful of all opinions even when they differ from your own
- When you disagree with someone, express your differing opinion in a respectful and non-critical way
- Do not make personal or insulting remarks
- Be open-minded when reading other posts

You can [click here to download the PDF file.](#)

Diversity Statement

Diversity is fundamental to LSU's mission and the University is committed to creating and maintaining a living and learning environment that embraces individual difference. Cultural inclusion is of highest priority. LSU recognizes that achieving national prominence depends on the human spirit, participation, and dedicated work of the entire university community. Through its Commitment to Community, LSU strives to create an inclusive, respectful, intellectually challenging climate that embraces individual difference in race, ethnicity, national origin, gender, sexual orientation, gender identity/expression, age, spirituality, socioeconomic status, disability, family status, experiences, opinions, and ideas. LSU proactively cultivates and sustains a campus environment that values open dialogue, cooperation, shared responsibility, mutual respect, and cultural competence—the driving forces that enrich and enhance cutting-edge research, first-rate teaching, and engaging community outreach activities.

Extensions

An extension of enrollment is available. The extension extends the enrollment period two months for a fee of \$75. Only one extension is available per course enrollment. Requests for an extension must be received in our office prior to the expiration date to avoid being dropped from the course and receiving a "W" in the course.

 [Request an extension](#)

Transcript Information

After you have completed this course, your grade will be filed with the Office of the University Registrar. If a transcript is needed, it is your responsibility to make a request to the registrar. If you would like to order a transcript, visit the [Office of the University Registrar Transcript Requests](#) page to view your options.

To close this book and return to the Welcome! module, click on the course title at the top of page.