Constitution Day
*By: Elizabeth Kemp*

This year LSUS alumnus Scott Wolf helped kick off our 10th annual Constitution Day event with an insightful look into the circumstances that lead to the creation of the world’s oldest national constitution still in operation: the Philadelphia Convention, which had originally been assigned to the monumental task of developing an entirely different constitutional framework. This would challenge over two thousand years of political theory and simultaneously address the needs and fears of a young nation.

The founding fathers originally began the Constitution’s construction inside Independence Hall under complete secrecy until they began to suffer under that summer’s particularly miserable heat wave, causing them to seek refuge in a local pub. There were a few conflicting theories at the time, most notably a question of how big of a role the government should play in our everyday lives. James Madison proposed a radically different alternative called Federalism, which was based on Aristotle’s moral principle of “The Golden Mean” or the idea of “moderation in all things.” Conventional wisdom deemed that Federalism could only work on a very small country and had empirically failed in a country of their size. Also at that point in time democracy had developed a bad reputation and people were highly suspicious of human nature, especially in politics.

Against all odds, on September 17, 1887, thirty-nine of the fifty-five delegates signed the new Constitution, balancing the power of government and solving several key issues that had begun to emerge by establishing a national currency, handling foreign affairs, and developing trade.

This year marks 225 years since our founding fathers signed our Constitution and its importance in our daily lives and our futures is without a doubt something worth commemorating.
Hot Topic Lecture

By: Kirsten Howard

Social networking is a big subject in our modern day and age, so it is not surprising that LSU Shreveport hosted a Social Networking Seminar on Wednesday, September 26, 2012.

Students from many on-campus organizations listened to speakers Amy Wren, Trey Gibson, and Chief Rebecca Chiles talk about the importance of knowing how to correctly use the many social networking sights we are accessible to today.

Director of Student Activities, Kim Thornton, opened up the assembly of students, introducing the keynote speakers and topic of discussion, and leaving the microphone open to first orator, Amy Wren.

Amy Wren, associate professor of business law, spoke about crucial problems that can occur when improperly using these networking tools on the internet including cyber bullying in its several varieties, posting things on the web that include illegal activities, and also posting things on the web about an employer, teacher, or peer.

Trey Gibson, instructor of communications as well as director of the LSUS Debate Team, delved further into the problems of social media/networking sites stating, “I can’t emphasize enough how much we want all of our students to protect themselves and their futures.”

He included information on the communication discipline and the speaking process model in which the message sent is not the same as the message received, especially over the internet.

October-November Calendar

October 18-20
Roosevelt seminars - each counts as a separate event for the Program

October 23
Author Mark Spencer visit

October 23
4:00 pm in Noel Library - Public Reading by Mark Spencer

October 25      Dr. Joiner teaches
October 30      Dr. Joiner
November 1      Dr. Joiner
How Erasmus Ruined My Social Life  

By: Anna Tedesco

Strategies:
1-to keep my eyes ‘stable honest’ and not frown with them, roll them, or ‘twynklyng with the brows’
2-“Let the browes be set up and nat bente...nat set up...nat hagyng in to his eyen”
3-“It is good maner to drie the fylthe of the nose with thy handercher”

Day One-This is awful, I can’t even...I made basically THE worst decisions for me. It appears I literally CANNOT talk without my eyebrows moving constantly, they just won’t stop, and I’ve rolled my eyes like...58 times today, it’s insane. My mother seems concerned since every time my eyebrows automatically raise I flail angrily and emit words that are half curse and half nonsense whilst trying to look up accusatorily at my own eyebrows with a scowl on my face. I explained the project...she seemed just as concerned afterward. Since I was home today there was really no reason to carry around a handkerchief, and nowhere to put it as I was wearing pajamas...

Day Two-Similar to yesterday, the ending of eyebrow movement has not much improved, but I’ve succeeded (to some small degree) to stop rolling my eyes as much...or at least...stopping and spas tally course correcting them mid-roll. I keep catching my mother shooting me worried glances as I feel my face with my hands to ensure my eyebrows are in proper formation. Hankie was again obsolete.

Day Three-Today I slept very late and then did homework, lucky that is fairly free of things that induce dramatic eyebrow movements.

Day Four-I’ve gotten some comments, apparently when I try to immobilize my eyebrows mid-quirk I look like I’m having some sort of seizure or developing a tick. I did however carry a handkerchief in my purse, but it went unused as my ‘nosethrales’ were blessedly ‘snyt’ free.

Day Five-The nerves in my face are rebelling against me. I had a big, angry twitch working in my left eyebrow for about a half hour today, and someone asked me if I was alright because I was staring at them with nearly no facial movement while conversing...I think some of my friends think I’m going through some sort of mental or emotional breakdown...at this point...they might be right. My face is simply too animated for me to follow these rules. Oh! But I did get to use my handkerchief today...though I was less thrilled with the advancement of the strategy when I realized I then had to carefully fold/wad it up and put it, now soiled, back into my purse....

Day Six-I did not have my handkerchief today as it was still drying from being washed due to aforementioned events. My forehead aches and I’ve been told I now look like a psychopath when I talk to people because I keep my whole face stiff, and because when my lips smile my eyes do nothing. Some people I normally talk to now seem wary of me and eye me nervously when I approach...for this reason I gathered my friends and explained the experiment...they are no less alarmed by my ‘serial killer stare,’ and for this reason after about 4 or 5 o’clock I took the day off from the project. Erasmus may or may not be ruining my life...also I think a few people think I’m schizophrenic now...

I’m not sure if I have failed the experiment...or if it has failed me.

This was a class project for the Renaissance module with Dr. Liebert.
Education in the Classical and Renaissance Eras

Education came in many forms throughout the ages with influences from many areas such as religion, local traditions, and the social norms.

For example, in the classical era most formal education was verbal. Great philosophers wrote books and such but for the most part, people learned through debates and being an orator was considered very important for future leaders and nobles. In the Renaissance era, education was extended to some of the middle class especially to the sons of merchants who lived in an urban setting. Education for women was condemned during these eras except for the basics like learning how to read and such.

In the Classical era, even that was considered outside of social norms. Dr. Taylor taught the classical era module of education which focused mainly on oratory skills for the most part except for the great philosophers like Aristotle, Plato, Socrates, or Quintilian. Drs. Liebert and Walford taught about education in the Medieval/Renaissance era with focus primarily on Europe and Spanish Mexico. The class learned of Sor Juana Inés de la Cruz, a nun born in Mexico who would be considered a genius in today’s time who was oppressed by society and the church during the Renaissance. The class also learned about the education structure during the renaissance of Europe, which included a lot of Latin and memorization. The class took university entrance exams for the typical Renaissance university and found out exactly how hard tests could be!