REQUEST FOR ADDITION OF NEW COURSE

Department: Oceanography and Coastal Sciences

Coast and Environment

Date: 07/26/2012

PROPOSED COURSE

Short Title: ENVIRONMENTAL OPTIC

Rubric & No.: OCS 7175

Title: Environmental Optics

COURSE CREDIT

Graduate Credit: X YES ___ NO

Semester Hours of Credit: 3

(For combination course types only: Lecture Hrs. Lab/Sem/Rec Hrs. If course may be repeated for credit (i.e. special topics), course may be taken for a max. of ___ credit hours. Credit will not be given for this course and: ___)

(Indicate rubrics and course numbers)

GRADING

Final Exam: X YES ___ NO

Grading System: X Letter Grade Pass/Fail

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

COURSE TYPE (Indicate hours in the appropriate course type)

__ LEC/REC __ LEC/SEM ___ LEC ___ LAB ___ LEC/LAB ___ SEM ___ CLIN/PRACT ___ RESIND

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

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

7175 Environmental Optics (3) Nature of light, solar radiation and its transmission through the atmosphere and the aquatic medium and interactions in the medium; optical instrumentation and applications.

BUDGET IMPACT

If this course is approved, will additional staff be needed? ___ YES X NO

Will additional space, equipment, special library materials or other major expense be involved? ___ YES X NO

(If answer to either question above is ‘yes’ attach explanation) 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 2/22/13 (date)

College Faculty Approval 2/28/13 (date)

Department Chair’s Signature 2/22/2013 (date)

College Dean’s Signature (date)

Graduate Dean’s Signature (for 4000 level and above) (date)

College Contact: Richard Shaw (Please print name.)

College Contact E-mail: rshaw@lsu.edu

Chair, FS C&C Committee (date)

Academic Affairs Approval (date)
SYLLABUS
Environmental Optics
OCS 7175 (3 Credits)

Instructor: Dr. Eurico D'Sa
Office: 306 Howe-Russell Geoscience Complex
Phone: 225-578-0212; Email: ejdsa@lsu.edu

Prerequisites: Consent of Instructor

Course Description:
This course provides an introductory study into the nature of light, solar radiation, its
behavior and propagation through atmosphere, the aquatic system and its interactions
with constituents such as suspended particles and dissolved material, uv-vis absorption
spectroscopy, applications addressing issues of water and air quality using field and
ocean color sensors.

Materials
Text:

Additional Reading Materials:
Remote Sensing of Coastal Aquatic Environments, by R. L. Miller, C.E. Del Castillo, and
B.A. McKee. Springer 2005 (selected chapters)

Journal Articles readings from a variety of sources and textbooks may be assigned
throughout the semester.

Expectations:
Conduct: It is expected that students will attend all classes and actively participate in
discussion. Academic misconduct will not be tolerated and the consequences will be in
line with University policy. In order to avoid plagiarism, proper citations should always
be used. If you have any questions please see me before you turn in an assignment.

Homework/Lab Assignment: Homework/Lab assignment will be assigned periodically
throughout the semester. All assignments will be due in class on the date specified.

Quizzes: Class quizzes will be given throughout the semester.

Final Project: Each student is expected to investigate an environmental optics topic of his
or her choice. Literature review and/or data analysis are considered typical class projects.
Project topics/proposal will be due assigned dates and must receive instructor approval.
Justification for the Proposed New Course:
Environmental Optics
OCS 7175 (3 Credits)

Optical measurements and techniques using laboratory and field sensors (in situ, on ships and satellites systems) are being increasingly used for monitoring the environment. These optical techniques and methods have attained significant importance in addressing the issues of water and air quality, and impact of climate change and its effects on the ecosystems.

The proposed course is intended to provide students with a basic understanding of the theory and application of optical measurements, with a focus on marine optics. This course will provide the students with knowledge on nature of light, solar radiation, its behavior and propagation through the atmosphere, the aquatic system and its interactions with constituents such as suspended particles and dissolved material. The course will also address field and laboratory techniques using optical methods and instruments used for environmental monitoring.

This same course has been offered previously as OCS 7001 (Marine Optics) in the Fall 2005, 2006, 2007, and 2008 and a more interdisciplinary course as OCS 7001 (Environmental Optics) in the Fall 2009 and 2010. Generally enrollment ranged from ~4-6 students. Students from the Department of Oceanography and Coastal Sciences and various other departments (e.g., Department of Biological Sciences, The School of Renewable Natural Resources, Chemical Engineering) have shown interest and taken the course over the years. Many students have found the material taught in this course useful for their thesis or dissertation research. The proposed course does not overlap with any other course presently offered at LSU and will be taught every alternate year.
Faculty Senate Courses and Curricula Committee

March 27, 2013

From: Lawrence Rouse, Chair, Courses and Curricula Committee

At their March 26, 2013 meeting, the Faculty Senate Courses and Curriculum Committee took the following action regarding the OCS proposal:

OCS 7175
- The Committee conditionally approved the proposal to add OCS 7175 pending a shortened course description as well as a new course proposal form as the revision date states 1/2008. Please check the Office of the University Registrar’s website to find the most current Form A for submission.

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

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

Department: Philosophy & Religious Studies
College: Humanities & Social Sciences
Date: 2/15/13

PROPOSED COURSE
Short Title: RELIGION & HEALING
Rubric & No.: REL 4018
Title: Religion and Healing

COURSE CREDIT
Graduate Credit: x YES _ NO
Semester Hours of Credit: 3
(For combination course types only: Lecture Hrs. Lab/Sem/Rec Hrs.
If course may be repeated for credit (i.e. special topics), course may be taken for a max. of credit hours.
Credit will not be given for this course and:

GRADING
Final Exam: x YES _ NO Grading System: x Letter Grade Pass/Fail
(Attach justification if the proposed course will not hold a final exam during examination week.)

COURSE TYPE
(Indicate hours in the appropriate course type)

__ LEC/REC ___ LEC/SEM _ 3 LEC ___ LAB ___ LEC/LAB ___ SEM ___ CLIN/PRACT ___ RES/AND
Maximum enrollment per section: 30 (use integer, e.g. 25 not 20-30)

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

4018 Religion and Healing (3) Analysis of cultural and religious influences on the concepts of illness and health and the relationship of body and mind in cross-cultural perspective, including bio-medicine and a range of Asian healing paradigms.

BUDGET IMPACT
If this course is approved, will additional staff be needed? x YES _ NO
Will additional space, equipment, special library materials or other major expense be involved? x YES _ NO
(If answer to either question above is "yes" attach explanation.) Academic Affairs Approval:

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 2/28/13
College Faculty Approval 3/20/13

Department Chair's Signature

Graduate Dean's Signature (for 4000 level and above)

College Contact: Paula Arai
College Contact E-mail: parai@lsu.edu

College Dean's Signature
Chair, FS C&C Committee

Academic Affairs Approval
Justification

"Religion & Healing" will expand the Religious Studies curriculum into a significant area that is not represented among the current offerings in the University. We offered it as a special topics course in fall 2010, and it enrolled 20 students. We plan now to make it a regular offering in the curriculum.
Religion & Healing

REL 4018

Professor Paula Arai
101 Coates Hall
parai@lsu.edu
ph: 590-7343
Office Hours:
Or by appointment

Course Description

The perspectives of modern bio-medical (allopathic) medicine and Asian healing and spiritual practices will be the focus of our cross-cultural exploration. Analysis of cultural and religious influences on the concepts of illness and health and the relationship of body and mind will direct our inquiry. An "Integrated Model of Affliction and Healing" from Boston University Medical School will facilitate our cross-cultural understandings and discussions. Through hands-on research, such as interviews and keeping a field journal, we will investigate the relationship of healing and the root assumptions that undergird the treatments and activities thought to help one heal. The questions that will guide us on our quest include: How does attitude and belief influence health and illness? What difference does culture make to your health? Did ancient cultures know more about healing than we do now? How do Japanese Buddhist healing practices compare with modern western scientific medicine? Does a prayer a day keep the doctor away? Sometimes is just saying “thank you” enough?

The primary format of the class will be discussions based upon the readings and your questions. This will involve drawing upon your experiences, perceptions, and ideas. If you are uncomfortable discussing these due to the nature of the topic, please simply indicate so. This will not be held against you in terms of your class participation. I will also provide background materials in the form of lectures.

Three main kinds of intelligence will be cultivated in this course. 1) Linguistic intelligence is the ability to use written and oral language flexibly and productively. Poets, novelists, lawyers, orators are examples of those who use their linguistic intelligence. 2) Interpersonal intelligence is the capacity to understand other individuals, to work well with them, to motivate them. Teachers, therapists, actors, salespeople, and religious and political leaders require interpersonal intelligence. 3) Intrapersonal intelligence involves a correlative understanding of oneself: one’s strengths, weaknesses, desires, fears and the capacity to use this knowledge to make judicious decisions about how to lead one’s life. The Dalai Lama, Gandhi, and Mother Teresa are exemplars of intrapersonal intelligence. (This is based on Howard Gardner’s scheme of seven different kinds of intelligence. “Cognition: A Western Perspective” in MindScience: An East-West Dialogue. Boston: Wisdom Publications, 1991, pp. 82-84.)

Course Requirements
The nature and pacing of assignments is carefully planned. Doing the assignments as scheduled will actually facilitate understanding the material and doing well in the course. It is important to be in communication with professor about questions and concerns related to the course.

A = 90-100%
B = 89-80%
C = 79-70%
D = 69-60%
F = 59-0%

1. Course engagement
   a.) presence in body and mind
   b.) engagement with discussions and activities
   c.) reading assignments done during week in which assigned.
       • Be in dialogue with the author as you are reading.
       • Jot a few notes to yourself:
         Before I read this text, the author assumed that I believed X.
         After I finished reading this text, the author wanted me to believe X.
         The author was/was not successful in changing my view.
         How so? Why or why not?
   • As you read ask yourself these questions:
     Who is this author?
     To whom is he or she writing?
     What occasion prompted this writing?
     What is the author’s purpose?
     What is the author’s worldview (primary reference point, concept of self, goal, and “how to”)?
   • When you underline a passage, write in the margins your answers to these questions:
     Why is this passage important?
     Is it a major new point in the argument?
     Is it a significant piece of support?
     Is it a summary of the opposition?
     Is it a particularly strong or weak point?
     Do you agree? Disagree?
   • Since this course runs as a workshop and discussion section, individual preparation and participation are crucial to group success. If you are not ready to speak, listen, disagree, argue, when you come to class on any given day, then you are not prepared for class. The success of the class depends on the enthusiastic participation of each and every member.

2. Mid-term essay
   • 6 pages, typed, double-spaced, 1” margins, 12-point font (Times New Roman preferred).
• **Analyze** (NOT SUMMARIZE) the healing paradigm found in the six assigned readings (from Morris to 1st Arai).

**Writing Guidelines**
1. A rule of thumb I find helpful in my writing is to write first then edit and revise second. Separating these two types of jobs is usually less frustrating, clearer, and more enjoyable. In other words, write what you are thinking, then see how it can be said more effectively.

2. Write as though your audience is other educated adults.

3. Writing an outline of the order in which things should appear in the paper helps maintain clarity. You can see how the big pieces relate to the smaller supporting pieces more clearly. This enables you then to be clear yourself about why you are writing about a certain idea at that point in the paper. (In other words, the material before a “point” should supply the background for understanding the “point” and the material that comes after needs the “point” in order to make sense.)

4. After you have completed a rough draft, read the paper to yourself. Ask yourself these questions:
   - Is it clear why the paragraphs appear in the order that they do?
   - That is, is there a transition from one subject to the next?
   - Have I repeated myself?

5. Next, read your paper out loud and listen. Does that comma seem misplaced? Is that a run-on sentence? Have you written an incomplete sentence? Does that word mean what you think it means?

6. If you quote from the book, please indicate the author and page numbers of the material at the end of the quote in parentheses. Be sure that a quote is used to support your argument, not make it for you.

7. Read your paper again and look for any remaining spelling or punctuation errors. Remember, your spell-checker can’t tell if you’ve written ‘there’ when you mean ‘their.’

• have coherent and logical design (organization)
• have internal coherence and focus
• create transitions to lend coherence and clarity to the topic
• if used, skillful use of the material from the text (textual evidence towards analysis as opposed to summary)
• demonstrate awareness of the complexities of the issue
• apply the reasoning used in each tradition
• analyze and compare the issues and assumptions in cultural context
• have proper spelling, punctuation, and grammar
3. **Presentation of research findings**

Based upon field research, do a practiced and polished presentation that clearly articulates your interpretation and analysis of the healing paradigm of a confidential (use only pseudonyms) person you interviewed. About 6 minutes long, depending on number of students in course. Presentations will be done on last day of the course.

The basic task:

You are to choose a person to converse with about their healing experiences. You should try and answer the question: What is the healing process of my interviewee? Use the integrated model as the basis of the analysis.

• It is imperative that you keep the identity of the interviewee confidential if they choose to remain unknown.
• It is best that you talk with the person fact-to-face in a quiet and private place. Audio and Video calls are possible if the best person for you to work with is not local.

The basic method:

Interview someone at least for three 60 to 90-minute sessions.
  . Come up with questions for the interview.
  . Record or take copious notes right after you finish the session.
  . Keep a field journal. (see journal tips below)
Analyze their healing paradigm
Do an oral presentation of your analysis. (see separate sheet on oral presentations)

Your journal is for exploring:
• Analyzing “What kind of a researcher am I?”
• insights into the nature of field research
• insights, frustrations, fears, delights about the interviewee relationship
• salient issues and questions that have arisen in the interviews
• insights into the healing process
• insights into cultural context
• complexities of the issues

**Suggestions for an Effective Oral Presentation**
1. Prepare ahead of time.

2. Make an outline of what you want to say and calculate the time it will take to explain the material.

3. Especially for presentations: practice the presentation. Get a willing friend to listen or at least practice in front of a mirror. This is not an exercise in vanity. It is helpful to get you
accustomed to looking up and into the faces of your listeners. Also, time yourself.

4. For some, practicing from an outline on note cards is most effective. For others, writing the whole script out is best. In the event of writing the entire script out, be sure to write with the aural audience in mind. Also, practice your presentation so you are delivering the presentation, not reading a paper.

• The presentation should focus on:

  What have I learned about how to study medicine, healing, and spirituality?

  What part of the learning process was most helpful? Least? (readings, interviewing, journaling, writing, oral reports)

  What have I learned about each of the 3 foci of the course, medicine, healing, and spirituality?

  What have I learned about how they relate to each other?

In addition to these issues, salient features of the interviewee’s healing process are appropriate to include.

• Evaluation is based on:
  preparation
  clarity
  enunciation, volume, speed
  organization
  “presence”
  content/depth of analysis

4. Final essay 33%

  • 6 pages, typed, double-spaced, 1” margins, 12-point font (Times New Roman preferred).
  • Analyze (NOT SUMMARIZE) the healing paradigm found in the six assigned readings (from 2nd Arai to Fadiman).
  • Please see the details for the mid-term essay.

Academic & Classroom Civility
Meaningful and constructive dialogue is encouraged in this class and requires a degree of mutual respect, willingness to listen, and tolerance of opposing points of view. Respect for individual differences and alternative viewpoints will be maintained at all times in this class. One’s words and use of language should be temperate and within acceptable bounds of civility and decency. All students are entitled to full participation in class without interruption, intimidation, harassment, or prejudice of any kind. Disruption of class—whether by latecomers, early-leavers, noisy electronic devices, or inconsiderate behavior—will not be tolerated. Those classroom behaviors that seriously disrupt the learning climate in the classroom are addressed as student
**code violations within the LSU Code of Student Conduct.** Repetitive and seriously disruptive behavior, e.g. fighting, using profanity, personal or physical threats or insults, damaging property, can result in your removal from class in consultation with the Dean of Students.

**Academic Integrity**
Scholarly activity is marked by honesty, fairness, and rigor. A scholar does not take credit for the work of others, does not take unfair advantages of others, and does not perform acts that frustrate the scholarly efforts of others. The violation of any of these principles is academic dishonesty. Academic Dishonesty includes the giving, taking, or presenting of information or material by a student with the intent of unethically or fraudulently aiding oneself or another person on any work which is to be considered in the determination of a grade or the completion of academic requirements. Academic Dishonesty will be handled by the Dean of Students as outlined in the LSU Code of Student Conduct, available online at [http://appl003.lsu.edu/slal/dos.nsf/index](http://appl003.lsu.edu/slal/dos.nsf/index). All work submitted for a grade (papers and exams) must be done individually unless explicitly noted in the assignment’s written instructions. Students may receive feedback on their papers before they are submitted to the professor. Studying for exams in small groups is highly encouraged.

**Accommodations**
The LSU Office of Disability Services in Johnston Hall assists students in identifying and developing accommodations and services to help work with students’ specific needs to aid in the achievement of personal and academic goals. If you have a need or disability that may have some impact on your work in this class and for which you may require accommodations, please see a Coordinator in the Office of Disability Services so that such accommodations may be arranged. After you receive your Accommodation Letter, please meet with someone in that office to discuss the provisions of those accommodations as soon as possible. In order to receive accommodations for a special need or disability in this class, please provide the appropriate documentation from the LSU Office of Disability Services. I am happy to work with you.

**Course Syllabus Modifications**
If there will be modifications to this Course Syllabus, they will be made as to the selection of reading assignments and due dates in consultation with students. The above schedule and procedures in this course are subject to change in the event of extenuating circumstances.

**LSU’s Equal Opportunity Statement** assures equal opportunity for all qualified persons without regard to race, color, religion, sex, national origin, age, handicap, marital status, sexual orientation, or veteran’s status in admission to, participation in, and treatment or employment in the programs and activities that the University operates. This policy statement applies equally to the teaching and learning environment within all university recognized courses, curriculum and co-curriculum programs.

**Course Schedule**
**Week I:** Integrative Model for Discourse on Religion & Healing
Week II: Curing and Healing from Cancer

Susan Kuner, Speaking the Language of Healing

Week III: Healing Power of Belief


• top-down brain exercise

Week IV: Healing in Cross-Cultural Perspectives


Week V: Neuroscience and Buddhism

The Buddha's Brain

Week VI: Zen and Healing

James Austin, Selfless Insight: Zen and the Meditative Transformations of Consciousness

• zazen practicum

Week VII: Yoga: Healing the Body/Mind through Motion


• yoga practicum

Week VIII: Ayurvedic: Bridge Between Mental and Physical Types

The Chemistry of Joy, pp. 119-175.

• analyze types and determine appropriate diet

Week IX: Chinese Healing Modality: Qigong


• Video: “Healing and the Mystery of Chi,” 58 min. (Bill Moyers)
• T’ai-chi exercise practicum
• Lecture on acupuncture

Week X: Healing and Art

“The Healing Power of Beauty” in Bringing Zen Home

• Iwasaki’s Paintings
• drawing exercise

Week XI: Healing Rituals


• field research footage
• Use worldview compass analysis and create a healing ritual (what is concept of self, root assumptions of illness and healing in context of primary reference point and goal)

Week XII: Training the Healer: Allopathic MD vs. Tibetan Buddhist Doctor

Rachel Remen, Kitchen Table Wisdom

• Tibetan Buddhism: “The Knowledge of Healing” DVD 89 min

Week XIII: Conflict Between Healing Paradigms


• Paradigms (Hospital Policies come out of healing paradigms.
So, come up with hospital policies)
Week XIV: Prepare for research presentation

Week XV: Presentations of Research
REQUEST FOR ADDITION OF NEW COURSE

Department: Renewable Natural Resources
College: Agriculture

Date: 2/19/2013

PROPOSED COURSE
Short Title: Green Energy
Rubric & No.: 7008
Title: Green Energy in Renewable Natural Resources

COURSE CREDIT
Graduate Credit: X YES NO
Semester Hours of Credit: 3
(Lecture Hrs. ___ Lab Hrs.)
If course may be repeated for credit (i.e. special topics), course may be taken for a max. of ___ credit hours.
Credit will not be given for this course and:

(Indicate rubrics and course numbers)

GRADING
Final Exam: X YES NO Grading System: X Letter Grade Pass/Fail
(Attach justification if the proposed course will not hold a final exam during examination week.)

COURSE TYPE
Check one type: X LEC ___ LAB ___ LEC/LAB ___ SEM ___ CLIN/PRACT ___ RES/IND
Maximum enrollment per section: 20
(use integer, e.g. 25 not 20-30)
Total weekly contact hours: 3
(If lecture/lab, contact hours of: Lecture ___ Lab ___)

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

RNR 7008 Green Energy (3) 3 hrs. lecture. Energy derived from green sources, including wood and agronomic biomass, wind, solar, conversion technologies, gasification, ethanol, biodiesel, synthetic gas, landfill gas, manures, economic considerations, and carbon credits.

BUDGET IMPACT
If this course is approved, will additional staff be needed? YES X NO
Will additional space, equipment, special library materials or other major expense be involved? YES X NO
(if answer to either question above is "yes" attach explanation.)
Academic Affairs Approval:

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: 8/15/2012
College Faculty Approval: (date)

Department Chair's Signature: (date)
Graduate Dean's Signature: (for 4000 level and above) (date)

College Dean's Signature: (date)
Chair, FS C&C Committee: (date)
Academic Affairs Approval: (date)
JUSTIFICATION: Increasingly, graduates in the M.S. and Ph.D. in Renewable Natural Resources are finding opportunities in utilizing renewable natural resources, such as forest products and byproducts (e.g., leaves and small wood debris usually left onsite) for energy. These opportunities must be balanced with the legally-specified or implied multiple-use mandate of national and global forest resources. This course is designed to expose students to the opportunities and responsibilities that come with directing forest products and byproducts toward energy production compared to other opportunities. This course has been offered as a special topic during spring 2011 (9 students), 2012 (14 students), and 2013 (6 students). As a special topic, this course drew students from the School of Renewable Natural Resources (6), Department of Biological and Agricultural Engineering (7), School of Environmental, Plant and Soil Sciences (4), Department of Agricultural Economics and Agribusiness (1), and departments within the College of Engineering (11). In all three semesters, the vast majority of students came from these other departments and schools. Therefore, clear interest in this type of course is evident.

CURRICULUM:
The proposed course RNR 7008 is not included in any curriculum.
RNR 7008 Green Energy
Spring 20xx
Class Syllabus

Course Description:
RNR 7008 Green Energy (3) hrs. lecture. Energy derived from green sources, including wood and agronomic biomass, wind, solar, conversion technologies, gasification, ethanol, biodiesel, synthetic gas, landfill gas, manures, economic considerations, and carbon credits.

Justification for Course:
Fluctuating energy prices, a substantial dependence upon foreign energy sources, and concern about greenhouse gases have created a strong interest in many areas of the world to develop energy sources with greater local control and improved environmental benefits.

Professor: Cornelis F. de Hoop, RNR 136, 578-4242, cddehoop@lsu.edu.
Office Hours: Mondays 10 am to 2 pm, Wednesdays 8-4:30, Fridays 8-noon.

Credit: 3 semester hours.

Format of Course:
Class sessions will be a combination of lectures and facilitated discussions. Students will be given assigned readings the week prior to the discussion of a topic and be expected to come prepared for discussions. Students will also bring a scientific publication of their own choosing to summarize/discuss with the class. In the last weeks of classes, students will give a presentation and prepare a short paper on assigned topics. Grade will be based on participation (oral summaries and discussion), reading, presentation and paper.

Texts:
No textbook is assigned. Students will research articles on assigned topics.

Ph.D. Students:
A higher level of academic achievement is expected from Ph.D. students, compared to Master’s students. As a Ph.D. student at LSU, your research will be expected to advance scientific knowledge. In this class, you will be expected to seek that spirit. In your summaries of scientific articles that you will present in class, you will be expected to choose high-quality articles and extract how scientific knowledge has been advanced in the work reviewed. Also, your term project must reflect some original work, as opposed to a simple conclusion based on literature reviews.

When, Where: Monday, 2:30-5:20 PM, Renewable Natural Resources Building, Room 230.

Grading:
35% Weekly article submissions
15% Weekly oral summaries in class of article
10% Term presentation
20% Term Paper
20% Final Exam

A = 90%
B = 80%
C = 70%
D = 60%
F = < 60%

Absences will naturally result in a 0 grade for that day’s oral summary, unless the absence is excused. Excused absences due to medical reasons, extenuating circumstances, participation in professional conferences, etc., will be granted providing weekly articles are still submitted.

Academic Integrity: At LSU plagiarism is defined to include any use of another’s work and submitting that work as one’s own. This means not only copying passages of writing or direct quotations but also paraphrasing or using structure or ideas without citation. Learning how to paraphrase and when and how to cite is an essential step in maintaining academic integrity. More details can be found at http://saa.lsu.edu/Plagiarism.html. Students in this class must abide by these standards.
ADA: 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.

Updated: March 27, 2013

Agenda: (NOTE: Our schedule may be altered due to field trip availability. Be prepared to be flexible. Pay attention to announcements in class.)

Week 1  Class logistics. Conventional and Green Energy issues.
Week 2  Martin Luther King Holiday.
Week 3  Energy efficiency and conservation.
Week 4  Solar Energy.
Week 5  Guest speaker: Jeff Shaw, GulfSouthSolar.com.
Week 6  Wind Energy
Week 7  Field trip to LA House.
Week 8  Wood & Agronomic Biomass.
Week 9  Biomass economics. Guest speaker – Dr. Joseph Chang, RNR
Week 10  Biogasification, Anaerobic digestion.
Week 11  Ethanol, BioDiesel
Week 12  Landfill Gas. GeoThermal.
Break  Spring Break.
Week 13  Landfill gas utilization field trip. Larry Gilbert, President, Renovar Corp. Dale Campau, EBR Parish 389-5456
Week 14  Carbon Credits. Government programs in renewable energy.
Week 15  Student presentations.
Week 16  Final Exam. Term Papers Due.
Term Project

Weight of Project in final grade:  

| Written: 20% | Oral: 10% | Total: 30% |

Also, 1-page proposal is to be submitted early in the semester. It will count the same as one of your weekly articles.

Purpose: The purposes of the project are (1) to familiarize the student with a current alternative energy issue, (2) to provide a means for the student to focus on a single topic of his or her choosing, and (3) to help in the development of written and oral presentation skills.

The project may be either a traditional paper, with information gathered from library sources, experts, etc., or it may be a research-type project using raw data gathered specifically for this project.

DUE DATE for 1-page proposal: Week 6.
DATE of PRESENTATION: Week 15.
DUE DATE FOR PAPER: Week 16.

Contents of Proposal:

Topic or Title.
Introduction: a concise statement of the background leading up to the problem or issue to be studied. The importance of the issue to be presented.
Objectives: a statement of the goals or objectives of the paper and presentation.
Methods: a statement of how the research work is to be done. What are some of the possible sources of information? Will astute persons in the field be contacted for information? If a research-type project: What data will be collected? How will the data be analyzed? How will results be verified?
What visual aids will be used in the presentation to the class?

Normal projects of similar scope are between 8 and 20 pages (double spaced).

Possible topics:
Wind and solar power; biomass sources such as wood, wildfire fuel reduction biomass, agronomic crops, milling residues, manures, urban wastes and dedicated energy crops; conversion technologies, cogeneration, boilers, gasifiers, pyrolysis, gasification, ethanol, biodiesel, synthetic gas, landfill gas, methane from animal lagoons, harvesting & handling of biomass, energy conversions, energy balances, economic evaluation, and green energy credits (carbon credits), renewable portfolio standards (RPS).
**Criteria for judgement on oral presentation:**

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
<th>Speaker(s)</th>
</tr>
</thead>
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<tr>
<td><strong>Introduction</strong></td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td><strong>Content</strong></td>
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</tr>
<tr>
<td>Substance of material</td>
<td>8%</td>
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<tr>
<td>Significance (importance of material)</td>
<td>8%</td>
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<tr>
<td>Clarity in presenting material</td>
<td>8%</td>
<td></td>
</tr>
<tr>
<td>Boredom - Is the material presented in an interesting manner?</td>
<td>6%</td>
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<tr>
<td><strong>Delivery of material:</strong></td>
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<tr>
<td>Stance</td>
<td>5%</td>
<td></td>
</tr>
<tr>
<td>Clarity &amp; speed of speech</td>
<td>6%</td>
<td></td>
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<tr>
<td>Quality of language</td>
<td>7%</td>
<td></td>
</tr>
<tr>
<td>Confidence - Does speaker appear to have command of his/her topic?</td>
<td>6%</td>
<td></td>
</tr>
<tr>
<td>Appearance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speaker's appearance gives an aura of knowledge about the topic.</td>
<td>6%</td>
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<tr>
<td><strong>Visual Aids:</strong></td>
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<tr>
<td>Did visual aids improve clarity/retention of material?</td>
<td>5%</td>
<td></td>
</tr>
<tr>
<td>Neatness</td>
<td>5%</td>
<td></td>
</tr>
<tr>
<td>Too many items per slide or transparency? Graphs vs. Tables?</td>
<td>5%</td>
<td></td>
</tr>
<tr>
<td>Overall quality of visual aids.</td>
<td>5%</td>
<td></td>
</tr>
<tr>
<td><strong>Conclusion</strong></td>
<td>10%</td>
<td></td>
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Term Project
RNR 7008 – Green Energy

Weight of Project in final grade:

<table>
<thead>
<tr>
<th>Written:</th>
<th>20%</th>
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<tbody>
<tr>
<td>Oral:</td>
<td>10%</td>
</tr>
<tr>
<td>Total:</td>
<td>30%</td>
</tr>
</tbody>
</table>

Also, 1-page proposal is to be submitted early in the semester. It will count the same as one of your weekly articles.

Purpose: The purposes of the project are (1) to familiarize the student with a current alternative energy issue, (2) to provide a means for the student to focus on a single topic of his or her choosing, and (3) to help in the development of written and oral presentation skills.

The project may be either a traditional paper, with information gathered from library sources, experts, etc., or it may be a research-type project using raw data gathered specifically for this project.

DUE DATE for 1-page proposal: Week 6.
DATE of PRESENTATION: Week 15.
DUE DATE FOR PAPER: Week 16.

Contents of Proposal:
Topic or Title.
Introduction: a concise statement of the background leading up to the problem or issue to be studied. The importance of the issue to be presented.
Objectives: a statement of the goals or objectives of the paper and presentation.
Methods: a statement of how the research work is to be done. What are some of the possible sources of information? Will astute persons in the field be contacted for information?
If a research-type project: What data will be collected? How will the data be analyzed? How will results be verified?
What visual aids will be used in the presentation to the class?

Normal projects of similar scope are between 8 and 20 pages (double spaced).

Possible topics:
Wind and solar power; biomass sources such as wood, wildfire fuel reduction biomass, agronomic crops, milling residues, manures, urban wastes and dedicated energy crops; conversion technologies, cogeneration, boilers, gasifiers, pyrolysis, gasification, ethanol, biodiesel, synthetic gas, landfill gas, methane from animal lagoons, harvesting & handling of biomass, energy conversions, energy balances, economic evaluation, and green energy credits (carbon credits), renewable portfolio standards (RPS).
Criteria for judgement on oral presentation:

Introduction - 10%

Content
Substance of material - 8%
Significance (importance of material) - 8%
Clarity in presenting material - 8%
Boredom - Is the material presented in an interesting manner? - 6%

Delivery of material:
Stance - 5%
Clarity & speed of speech - 6%
Quality of language - 7%
Confidence - Does speaker appear to have command of his/her topic? - 6%
Appearance - Speaker's appearance gives an aura of knowledge about the topic. - 6%

Visual Aids:
Did visual aids improve clarity/retention of material? - 5%
Neatness - 5%
Too many items per slide or transparency? Graphs vs. Tables? - 5%
Overall quality of visual aids. - 5%

Conclusion - 10%
Faculty Senate Courses and Curricula Committee

From: Lawrence Rouse, Chair, Courses and Curricula Committee

March 27, 2013

At their March 26, 2013 meeting, the Faculty Senate Courses and Curriculum Committee took the following action regarding the RNR proposal:

RNR 7008

- The Committee conditionally approved the proposal to add RNR 7008 pending a shortened course description for the course. The description should be no more than 30 words approximately. The catalog statement should be a broad description of the course.

- The Committee also requested justification for having no final exam included in the syllabus; however, the proposal itself has the final exam option checked. Either justify why there is no final exam for the course or add a final exam to the grading criteria.

- Revise the statement within the syllabus: “Credit: 3 semester hours.” The course proposal states two credit hours for the course.

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

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

Department: FL&L
College of Humanities and Social Sciences

Date: 01-18-13

PROPOSED COURSE

Short Title: SP TOP TRANSLST
Rubric & No.: SPAN 4500
Title: Special Topics in Transatlantic Studies

COURSE CREDIT

Graduate Credit: X YES NO
Semester Hours of Credit: 3
(Lecture Hrs. Lab/Sem/Rec Hrs.
If course may be repeated for credit (i.e., special topics), course may be taken for a max. of 6 credit hours.
Credit will not be given for this course and:

Indicate rubrics and course numbers)

GRADING

Final Exam: X YES NO Grading System: X Letter Grade Pass/Fail
(Attach justification if the proposed course will not hold a final exam during examination week.)

COURSE TYPE

(Indicate hours in the appropriate course type)

LEC/REC / LEC/SEM 3 LEC / LAB / LEC/LAB / SEM / CLIN/PRACT / RES/IND

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

CATALOG TEXT

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

SPAN 4500 Special Topics in Transatlantic Studies (3) Prereq: one literature course at the 3000 level or the consent of instructor.
may be taken for a maximum of 6 hours of credit when topics vary.

BUDGET IMPACT

If this course is approved, will additional staff be needed? X YES NO
Will additional space, equipment, special library materials or other major expense be involved? X YES NO
(If answer to either question above is “yes” attach explanation.) Academic Affairs Approval:

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

College Faculty Approval

Department Chair's Signature

Graduate Dean's Signature (for 4000 level and above)

College Contact:

College Contact E-mail:

Chair, FS C&C Committee

Academic Affairs Approval

(please print name.)
Attachment to Form A-108 REQUEST FOR ADDITION OF NEW COURSE

SPAN 4500 Special Topics in Transatlantic Studies

Justification:
At the present the Spanish program does not offer a course at the undergraduate or graduate level which is dedicated entirely to the existing cultural dialogue between Spain and the Americas. The course will be a valuable addition to the program in that it will open the possibility for undergraduate and graduate students interested in literary, cultural (and possibly linguistic studies) to approach a variety of topics such as migration, exile, identity formation and hybridity, cultural exchange and mutual influence of movements, forms, and styles within the Hispanic culture and in the context of Spain’s and Latin America’s cultural interactions with the United States. The course will not duplicate other courses currently listed in the General Catalog. Enrollment will be monitored by Undergraduate and Graduate Advisors. The course could apply to the elective requirements for the Spanish majors and minors.
Course Description:

This course will be dedicated to the cultural dialogue between Spain, Latin America, and the United States. Through the selections of variety of texts and genres, paintings, and cinematographic works from the second half of the 19th century until present, students will trace different writers’ and artists’ representations of topics such as migration, portraits of immigrants / los indígenas in Restoration Spain, nationalism, the cultural mutual influence between Spain and the Americas, and the tensions related to identity formation, hybridity, and the reconfigurations of images of masters and slaves.

The class will be taught in Spanish this semester.

Texts:


Selected Secondary Sources:


**Evaluation:**

~*Undergraduate Students:*

Oral presentations: 20% (15-20 minutes in length)

Undergraduate students will complete two Power Point presentations. Students will make one presentation based on their research on a specific topic related to the course material and assigned by the professor for class discussion. Later on, students will make another presentation based on their research on a topic related to the course content. The topic will be either recommended by the professor or chosen by the student. The second presentation must be based on a dialogue with at least two secondary sources and must be accompanied by a 1-2 page hand-out for the class.

Midterm Exam: 25%

Final exam 40%

Class Participation: 15% (Class participation will consists of students’ active contribution to class discussions and group debates)

~*Graduate Students:*

Oral presentations: 20% (30-35 minutes in length)

Graduate students will complete two Power Point presentations. Students will make one presentation based on their research on a specific topic related to the course material and assigned by the professor. Later on, students will make another presentation based on their research on a topic related to the course content and chosen by them. The topic must be discussed with the professor before researching the material and preparing the presentation. The second presentation must be supported by at least one theoretical work, three bibliographical sources, and must be accompanied by a 2-3 page hand-out for the class.

Midterm Exam: 25%

Final exam 40%

Class Participation: 15% (Class participation will consist of students’ active contribution to class discussions and group debates. At times, graduate students will be asked to lead class discussions and group debates)

**Grading Scale:**

A=90-100
CLASS ATTENDANCE POLICY

Regular attendance at all class meetings is expected. Each student is responsible for all work assigned. If you know you will miss class, please inform me in advance so that alternative scheduling can be arranged. If you are planning to be absent due to a religious observance, please inform me in private, and in advance, in order to schedule any make-ups at a mutually acceptable time. Work may not be made up unless a valid, documented excuse is presented.

ACADEMIC HONESTY

Academic honesty is any treatment or representation of works as if one were fully responsible for it, when it is in fact the work of another person. I will enforce all rules pertaining to Academic Dishonesty as outlined by the procedures and regulations of the University. It is the responsibility of each student to acknowledge the contributions of others to an assignment. Asking an acquaintance to check, edit, or alter something you have written may constitute a breach of academic honesty if that assistance is not acknowledged in the body of your text. Peer editing and consultation among classmates can serve an important function and should be documented in your writing assignments. Information obtained from a reference work or shared by someone else must be identified and acknowledged.

READING ASSIGNMENTS

Week 1
M  8/20  Introducción al curso
W  8/22  Rosalía de Castro, “Adiós Ríos, Adiós Fontes”
F  8/24  Emilia Pardo Bazán, “Las medias rojas”

Week 2
M  8/27  Emilia Pardo Bazán, “El voto”
W  8/29  Emilia Pardo Bazán, La Quimera Cap. 1
F  8/31  Emilia Pardo Bazán, La Quimera Cap. 2-3

Week 3
M  9/3   LABOR DAY HOLIDAY
W  9/5   Clarín, “Boroñá”
F  9/7   Clarín, La Regenta Cap. 1

Week 4
<table>
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<td>M</td>
<td>09/10</td>
<td>Clarín, La Regenta</td>
<td>Cap. 4-5</td>
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<tr>
<td>W</td>
<td>09/12</td>
<td>Pérez Galdós</td>
<td>El amigo Manso</td>
<td>Cap. 1-2</td>
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<tr>
<td>F</td>
<td>09/14</td>
<td>Pérez Galdós</td>
<td>El amigo Manso</td>
<td>Cap. 7-8</td>
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<td><strong>Week 5</strong></td>
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<tr>
<td>M</td>
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<td>Tormento</td>
<td>Cap. 1-2</td>
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<td>Aves sin nido</td>
<td>Cap. 1-4</td>
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<td>09/28</td>
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<td>10/1</td>
<td>Eugenio Gambaceres</td>
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<td>10/3</td>
<td>Eugenio Gambaceres</td>
<td>Sin rumbo</td>
<td>Cap. 17-20</td>
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<td>Miguel Unamuno</td>
<td>Paz en la guerra</td>
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<tr>
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<td>10/15</td>
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<td>FALL BREAK</td>
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<td>M</td>
<td>10/22</td>
<td>Federico García Lorca</td>
<td>“Norma y paraíso de los negros”</td>
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<td>W</td>
<td>10/24</td>
<td>Federico García Lorca</td>
<td>“El rey de Harlem”</td>
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<tr>
<td>F</td>
<td>10/26</td>
<td>Federico García Lorca</td>
<td>“La aurora”</td>
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Week 11
M 10/29  Joan Miró in the United States / Presentations
W 10/31  Salvador Dalí in the United States / Presentations
F 11/2   Pablo Picasso in the United States / Presentations

Week 12
M 11/5   Jorge Luis Borges, “El sur”
W 11/7   Jorge Luis Borges, “El etnógrafo”
F 11/9   Edgardo Cozarinsky, “La novia de Odessa”

Week 13
M 11/12  Edgardo Cozarinsky, “Bienes raíces”
W 11/14  Edgardo Cozarinsky, “Hotel de emigrantes”
F 11/16  El abrazo partido / Película

Week 14
M 11/19  El abrazo partido / Película
W 11/21  THANKSGIVING HOLIDAY
F 11/23  THANKSGIVING HOLIDAY

Week 15
M 11/26  Flores de otro mundo / Película
W 11/28  Flores de otro mundo / Película
F 11/30  General Discussion / Presentations

Week 16
12/3-12/8 Final exam Period. NO CLASS
Faculty Senate Courses and Curricula Committee

March 27, 2013

From: Lawrence Rouse, Chair, Courses and Curricula Committee

At their March 26, 2013 meeting, the Faculty Senate Courses and Curriculum Committee took the following action regarding the SPAN proposal:

SPAN 4500
- The Committee conditionally approved the proposal to add SPAN 4500 pending a revised syllabus including explanations of the class participation and oral presentation components of the grading criteria.

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

If you have any questions regarding the request, please feel free to contact me at lrouse@lsu.edu.