REQUEST FOR ADDING, CHANGING, SUSPENDING OR DROPPING AN UNDERGRADUATE CURRICULUM

Department: Geography and Anthropology
College: Humanities and Social Sciences
Name of Curriculum/Major: Geography B.S.

Date: 9/10/15
Type of Degree: B.S.

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

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

ACTION (check appropriate box):

( ) ADDING: The entire new curriculum, by semester, must be typed on plain sheets and attached to Form D. (See sample layout attached.)
( X) CHANGING: Regardless if all semesters of a curriculum are to be changed or only parts, the present and proposed (eight-semester) recommended path should be attached on separate pages. On the Present recommended path, use strikeout and on the Proposed recommended path, highlight areas to identify deletions and additions. Do not use boldface to designate changes as boldface is reserved for critical requirements within the recommended path. Explain all changes adequately on attachment.

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

CURRICULUM

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

APPROVALS:
Department Faculty Approval Date 11/14/14
Department Chair’s Signature 9/10/15

College Faculty Approval Date 9-16-15
College Dean’s Signature 9/15

Chair, FS C & C Committee 10/14/15
Academic Affairs Approval 10/15/15

College/Division/Department Contact: 
(Please print name.)
Contact E-mail: 

JUSTIFICATION of changes to Geography B.S. curriculum  
Steven Namikas, Geography B.S. advisor  
Sept. 7th, 2015

In 2014 the Geography and Anthropology department had a program review, including two external reviews and an internal panel review. An action plan resulting from those reviews, received March 31st, included several recommendations. Recommendation #5 stated, “The department should also consider whether course requirements should target 30 credit hours, consistent with other programs in the College of Humanities and Social Sciences.” The proposed changes in curriculum contained herein were approved by vote at a department faculty meeting conducted on November 14th, 2014.

The most significant change involves reducing the B.S. core course requirements from 15 hours to 12 hours. In addition, upper division requirements have been reduced by three hours to bring the total required hours down from 36 to 30. Currently, majors must take both Geography 1001 and 1003. The proposed changes would require students to take only one of either 1001 or 1003. The current upper division requirement of 21 hours split 12-9 or 9-12 between Mapping Sciences and Physical Geography courses is reduced to 9 hours in each category.

At the 3000 and 4000 level, majors will be able to select courses from either of the two elective groups (mapping sciences and physical geography) in all semesters, in place of the current recommended path that has students take mapping science electives during semesters 5 and 6, and physical geography courses during semesters 7 and 8. This will ease a current problem faced by our majors in which some students struggle to find the courses needed to fill the elective categories, or are unable to schedule courses of specific interest to them, because a lack of faculty precludes our offering many of these courses more frequently than once every two years.

A number of course changes in the Geography Electives are also included in this curriculum revision. These changes reflect the addition of new courses, the removal of courses no longer taught, and changed course numbers and titles since the last curriculum revision. For example, some current geographic information science courses are not listed among the current Group A mapping science electives, although we regularly grant substitutions for these courses for the degree programs of individual students. The faculty also voted to replace GEOG 2055 Map Reading with GEOG2040 Geospatial Techniques as a required core course, in order to keep pace with changing technologies within the discipline.

An additional proposed change to the Geography B.A. and B.S. degree programs is that three required major courses will be counterclockwise towards both General Education requirements and the major requirements. GEOG 1001 or 1003 and GEOG 2050 and 2051 are core courses for both the B.A. and B.S. degrees in both the current and proposed curricula. GEOG 1001 and 1003 are also Social Science Gen Ed courses, and GEOG 2050 and 2051 are Natural Science Gen Ed courses. The discipline of Geography, is at its core a holistic, integrative science, and provides majors with broad knowledge from fields like climatology, geomorphology, demography, economics, sociology, and political science. Thus, we believe that the intention of General Education for students to gain insights from disciplines beyond their major is inherently accomplished by Geography majors, who gain from these core courses both broad knowledge within their areas of specialization (human geography for the B.A., physical geography for the B.S.) and exposure to areas outside it (through physical geography core courses for the B.A. and a human geography core for the B.S.). In at least one other HSS program, the Philosophy B.A., a core course (logical reasoning) is counted to satisfy both a major-specific requirement and one of the General Education requirements (analytical reasoning). Further, in this proposal all Geography majors will still have to take additional General Education Social Science and Life Science courses outside of the major.

Sincerely,

Steven Namikas  
Chair, Geography Undergraduate Curriculum Committee  

snamik@lsu.edu  
(225)578-6142
# GENERAL EDUCATION REQUIREMENTS

When a department adds a new curriculum or makes changes in an existing one, a Form D Addendum must also be submitted. This form is simply a list of those courses in the curriculum that satisfy the General Education requirement. Include course rubric, number, and credit hours when curricula differ from the default values. Indicate the curriculum semester for all General Education courses.

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<td>Natural Sciences (9 hrs.)</td>
<td>General Education natural science course sequence</td>
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<td>General Education social science course</td>
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PRESENT

ADMISSION to the BS degree program in Geography requires that a student be admissible to the College of Humanities and Social Sciences; earn at least 24 semester hours; have a cumulative and LSU GPA of at least 2.0; complete ENGL 1001 with a "C" or better; and complete three hours of General Education Analytical Reasoning course work.

BASIC SCHOLASTIC EXPECTATIONS
* Maintain a minimum 2.0 Cumulative and LSU GPA.
* Maintain a minimum 2.0 GPA in the major field.
* At least 30 of the hours required for this degree must be taken at the 3000/4000-level. See the LSU General Catalog for information on University, College, major, and minor residency requirements.

Geography majors pursuing a Bachelor of Science must complete a curriculum of 36 semester hours, consisting of 15 hours of core courses, 9-12 hours of mapping sciences, and 9-12 hours of physical geography. In consultation with the departmental advisor, students may elect to modify the curriculum to fit specific needs.

CRITICAL REQUIREMENTS

SEMESTER 1: "C" or better in ENGL 1001
SEMESTER 2: GEOG 1001/1003; MATH 1021
SEMESTER 3: GEOG 1001/1003; First Course in Foreign Language Sequence; Admission to the College
SEMESTER 4: GEOG 2050/2051/2055; Second Course in Foreign Language Sequence
SEMESTER 5: GEOG 2050/2054/2055; ENGL 2000

RECOMMENDED PATH

Semester 1
Critical: "C" or better in ENGL 1001
ENGL 1001 ENGLISH COMPOSITION 3
GEOG 1001/1003 3
FIRST COURSE IN FOREIGN LANGUAGE SEQUENCE 4
MATH 1021 3
GEN. ED. COURSE - NATURAL SCIENCES 3
Total Semester Hours: 16

Semester 2
Critical: GEOG 1001/1003; MATH 1021
SECOND COURSE IN FOREIGN LANGUAGE SEQUENCE 4
GEOG 1001/1003 3
GEN. ED. COURSE - NATURAL SCIENCES 3
GEN. ED. COURSE - HUMANITIES (OTHER THAN ENGLISH OR FOREIGN LANGUAGE) 3
Total Semester Hours: 13

Semester 3
Critical: GEOG 1001/1003; First Course in Foreign Language Sequence; Admission to the College
GEOG 2050/2051 3
THIRD COURSE IN FOREIGN LANGUAGE 4-3
MATH 1021 PLANE TRIGONOMETRY (MATH 1021) 3
CSC 1250/1253 3
GEN. ED. COURSE - NATURAL SCIENCES 3
Total Semester Hours: 16-15

Semester 4
Critical: GEOG 2050/2051/2055; Second Course in Foreign Language Sequence.
GEOG 2050/2051 3
ENGL 2000 ENGLISH COMP [ENGL 1001] 3
GEOG 2055 MAP READING 3
FOURTH COURSE IN FOREIGN LANGUAGE SEQUENCE 4-3
MATH 1550 AN GEOM & CALCULUS 5
Total Semester Hours: 18-17

Semester 5
Critical: GEOG 2050/2051/2055; ENGL 2000
EXT 2201 STATISTICAL ANALYSIS (MATH 201) 4
GEOG ELECTIVES: GROUP A 6
GEN. ED. COURSE - ARTS 3
GEN. ED. COURSE - HUMANITIES (OTHER THAN FOREIGN LANGUAGE) 3
Total Semester Hours: 16

Semester 6
GEOG ELECTIVE(S): GROUP A 3-6
SCIENCE ELECTIVE (3000-LEVEL OR ABOVE OTHER THAN GEOG) 3
APPROVED ELECTIVES 6-8
Total Semester Hours: 42-17

Semester 7
GEOG ELECTIVE(S): GROUP B 6-3
GEN. ED. COURSE - SOCIAL SCIENCES (OTHER THAN GEOG) 3
APPROVED ELECTIVES 8
Total Semester Hours: 17-14

Semester 8
GEOG ELECTIVES: GROUP B 6
GEN. ED. COURSE - HUMANITIES (OTHER THAN FOREIGN LANGUAGE) 3
GEN. ED. COURSE - SOCIAL SCIENCES (OTHER THAN GEOG; 2000 LEVEL) 3
Total Semester Hours: 13

1—If two-course sequence is taken in the physical sciences, the additional three-hour course must be taken from the life sciences; and vice versa.

2—If emphasizing mapping sciences, select 12 hours from Group A; nine hours from Group B. If emphasizing physical geography, select nine hours from Group A; 12 hours from Group B.
   —Group A: GEOG 2039, 4020, 4041, 4044, 4045, 4047, 4048.
   —Group B: GEOG 4013, 4014, 4015, 4016, 4018, 4022, 4024, 4029, 4070, 4083.
PROPOSED

ADMISSION to the BS degree program in Geography requires that a student be admissible to the College of Humanities and Social Sciences; earn at least 24 semester hours; have a cumulative and LSU GPA of at least 2.0; complete ENGL 1001 with a "C" or better, and complete three hours of General Education Analytical Reasoning course work.

BASIC SCHOLASTIC EXPECTATIONS
* Maintain a minimum 2.0 Cumulative and LSU GPA.
* Maintain a minimum 2.0 GPA in the major field.
* At least 30 of the hours required for this degree must be taken at the 3000/4000-level. See the LSU General Catalog for information on University, College, major, and minor residency requirements.

Geography majors pursuing a Bachelor of Science must complete a curriculum of 38 semester hours, consisting of 12 hours of core courses, 9 hours of mapping sciences, and 9 hours of physical geography. In consultation with the departmental advisor, students may elect to modify the curriculum to fit specific needs.

CRITICAL REQUIREMENTS
SEMESTER 1: "C" or better in ENGL 1001;
SEMESTER 2: GEOG 1001 or 1003; MATH 1021
SEMESTER 3: GEOG 2050 and 2051; First Course in Foreign Language Sequence; Admission to the College
SEMESTER 4: Second Course in Foreign Language Sequence
SEMESTER 5: GEOG 2040; ENGL 2000

RECOMMENDED PATH

Semester 1
Critical: "C" or better in ENGL 1001

ENGL 1001 ENGL COMPOSITION 3
GEOG 1001 or 1003 3
FIRST COURSE IN FOREIGN LANGUAGE SEQUENCE 4
MATH 1021 3
GEOG 2050 or 2051 3

Total Semester Hours: 16

Semester 2
Critical: GEOG 1001 or 1003; MATH 1021

SECOND COURSE IN FOREIGN LANGUAGE SEQUENCE 4
GEOG 2050 or 2051 3
GEN. ED. COURSE – LIFE SCIENCES LECTURE 3
GEN. ED. COURSE - HUMANITIES (OTHER THAN ENGLISH OR FOREIGN LANGUAGE) 3

Total Semester Hours: 13

Semester 3
Critical: GEOG 2050 and 2051; First Course in Foreign Language Sequence; Admission to the College

GEN. ED. COURSE - SOCIAL SCIENCES (OTHER THAN GEOG, 2000-LEVEL) 3
THIRD COURSE IN FOREIGN LANGUAGE SEQUENCE 4-3
MATH 1022 PLANE TRIGONOMETRY (MATH 1021) 3
CSC 1250/1253 3
GEN. ED. COURSE - HUMANITIES (OTHER THAN ENGLISH OR FOREIGN LANGUAGE) 3

Total Semester Hours: 16-15

Semester 4
Critical: Second Course in Foreign Language Sequence.

ENGL 2000 ENGLISH COMP [ENGL 1001] 3
GEOG 2040 GEOSPATIAL TECHNIQUES 3
FOURTH COURSE IN FOREIGN LANGUAGE SEQUENCE 4-3
MATH 1550 AN GEOM & CALCULUS 5

Total Semester Hours: 15-14

Semester 5
Critical: GEOG 2040; ENGL 2000

EXST 2201 STATISTICAL ANALYSIS (MATH 2051) 4
GEOG ELECTIVE: MAPPING SCIENCES OR PHYSICAL 3
GEN. ED. COURSE - ARTS 3
GEN. ED. COURSE - HUMANITIES (OTHER THAN FOREIGN LANGUAGE) 3
APPROVED ELECTIVE 3

Total Semester Hours: 16

Semester 6

GEOG ELECTIVE(S): MAPPING SCIENCES OR PHYSICAL 3-6
SCIENCE ELECTIVE (3000-LEVEL OR ABOVE OTHER THAN GEOG) 3
APPROVED ELECTIVES 9

Total Semester Hours: 15-18

Semester 7

GEOG ELECTIVE(S): MAPPING SCIENCES OR PHYSICAL 6-3
APPROVED ELECTIVES 9

Total Semester Hours: 15-12

Semester 8

GEOG ELECTIVES: MAPPING SCIENCES OR PHYSICAL 6
APPROVED ELECTIVES 8-10

Total Semester Hours: 14-16

GEOG ELECTIVES:

Mapping Sciences: GEOG 2039, 4020, 4041, 4044, 4045, 4046, 4047, 4048.
Physical Geography: GEOG 4013, 4014, 4015, 4016, 4018, 4022, 4024, 4029, 4070, 4083, 4221.
REQUEST FOR ADDING, CHANGING, SUSPENDING OR DROPPING AN UNDERGRADUATE CURRICULUM

Department | Geography and Anthropology
College     | Humanities and Social Sciences
Name of Curriculum/Major | Geography B.A.
Type of Degree | B.A.

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

ATTACH JUSTIFICATION for all actions: Use separate sheet.
ATTACH RESPONSE from any departments affected [i.e. any department whose course(s) are to be added.]
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ACTION (check appropriate box):

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College Faculty Approval Date | 9/16/15 |
Department Chair's Signature | 9/10/15 |
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Chair, FS C & C Committee | 10/14/15 |
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Academic Affairs Approval | 10/15/15 |
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College/Division/Department Contact: ____________________________________________

Contact E-mail: ________________________________
JUSTIFICATION of changes to Geography B.A. curriculum
September 7th, 2015

In 2014 the Geography and Anthropology department had a program review, including two external reviews and an internal panel review. An action plan resulting from those reviews, received March 31st, included several recommendations. Recommendation #5 stated, "The department should also consider whether course requirements should target 30 credit hours, consistent with other programs in the College of Humanities and Social Sciences." The department faculty voted affirmatively on Nov. 14th, 2014 for the curricular changes expressed in this collection of documents and its counterpart for the Geography B.S. degree program.

In brief, the B.A. has gone from 33 to 30 hours and the B.S. from 36 to 30. One of the five required core courses has been removed from both degree programs. At present, majors must take both Geography 1001 and 1003 and both Geography 2050 and 2051. The proposed changes would require students to take only one of either 1001 or 1003 towards their degree. This would bring the B.A. program to 30 hours. For the B.S. program, three hours of 3000+ level GEOG courses were also deleted to make the upper division requirements consistent with those of the B.A. program.

A number of course changes are also included in this curriculum revision. These changes reflect the addition of new courses and the removal of courses no longer taught since the last revision, changed course numbers and titles since the last revision, and the addition of more courses that fall within the Elective Groups for their respective degree programs. For instance, some regional geography and systematic geography courses not currently listed among the Elective Group B and Group C choices for the B.A. are added in the proposed changes. While the existing curriculum allows other approved regional and systematic courses to substitute in, these changes add all the current courses on the books in the department that fall within these Elective Groups' purview.

An additional proposed change to the Geography B.A. and B.S. degree programs is the counting of three of the majors' core courses towards General Education requirements and major requirements. This proposal also received a positive vote by the large majority of the Geography and Anthropology. GEOG 1001 or 1003 and GEOG 2050 and 2051 are core courses for both the B.A. and B.S. degrees in both the current and proposed curricula. GEOG 1001 and 1003 are also Social Science Gen Ed courses, and GEOG 2050 and 2051 are Natural Science Gen Ed courses. The proposal is to count these courses simultaneously towards satisfying the Social Science and Natural Science General Education requirements of LSU and core credit for the major(s). The discipline of Geography, at its core an holistic, integrative science, provides majors with broad knowledge from fields like climatology, geomorphology, demography, economics, sociology, and political science. Thus, the intention of General Education to provide students with insights from disciplines beyond their major is less vital for Geography majors, who get through these core courses both broad knowledge within their areas of specialization (human geography for the B.A., physical geography for the B.S.) and exposure to areas outside it (through the physical geography core courses for the B.A. and the human geography core for the B.S.). I note that in at least one identified instance, the Philosophy B.A. counts its logical reasoning course to satisfy both a major-specific requirement and, simultaneously, a General Education requirement. In the contemplated changes, all Geography majors will still have to take additional General Education Social Science and Life Science courses outside of the department.

Sincerely,

Steve Namikas
Chair, Geography Undergraduate Curriculum Committee
snamik1@lsu.edu
(225)578-6142
GENERAL EDUCATION REQUIREMENTS

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<td>General Education natural science course</td>
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PRESENT

ADMISSION to the BA degree program in Geography requires that a student be admissible to the College of Humanities and Social Sciences; earn at least 24 semester hours; have a cumulative and LSU GPA of at least 2.0; complete ENGL 1001 with a "C" or better; and complete three hours of general education analytical reasoning coursework.

BASIC SCHOLASTIC EXPECTATIONS
* Maintain a minimum 2.0 Cumulative and LSU GPA.
* Maintain a minimum 2.0 GPA in the major field.
* At least 30 of the hours required for this degree must be taken at the 3000/4000-level. See the LSU General Catalog for information on University, College, major, and minor residency requirements.

Geography majors pursuing a Bachelor of Arts must complete a curriculum of 33 semester hours, consisting of 4+ hours of core courses, three hours of GEOG 2010, three hours of mapping sciences, nine hours of human geography (six hours systematic and three hours regional), and three hours in courses numbered 3000-level or above. In consultation with the departmental advisor, students may elect to modify the curriculum to fit specific needs.

CRITICAL REQUIREMENTS

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<tr>
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RECOMMENDED PATH

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1—If two course sequence is taken in the physical sciences, the additional three-hour course must be taken from the life sciences, and vice versa.

2—Group A: GEOG 2039, 4020, 4041, 4044, 4045, 4047.

3—Group B: ANTH 4051; GEOG 3001, 4002, 4031, 4052, or other approved regional course.

4—Group C: GEOG 4073, 4077, 4078, 4087, 4090, or other approved systematic geography course.
PROPOSED

ADMISSION to the BA degree program in Geography requires that a student be admissible to the College of Humanities and Social Sciences; earn at least 24 semester hours; have a cumulative and LSU GPA of at least 2.0; complete ENGL 1001 with a "C" or better; and complete three hours of general education analytical reasoning coursework.

BASIC SCHOLASTIC EXPECTATIONS
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* Maintain a minimum 2.0 GPA in the major field.
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CRITICAL REQUIREMENTS

<table>
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<th>SEMESTER 1:</th>
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Semester 2
Critical: GEOG 1001 or 1003

| SECOND COURSE IN FOREIGN LANGUAGE SEQUENCE | 4 |
| GEOG 2050 or 2051 | APPROVED ELECTIVES | 3 |
| GEN. ED. COURSE - ANALYTICAL REASONING | 3 |
| GEN. ED. COURSE - HUMANITIES (OTHER THAN FOREIGN LANGUAGE) | 3 |
| Total Semester Hours: | 13 |

Semester 3
Critical: GEOG 2050 or 2051; First Course in Foreign Language Sequence; Admission to the College

| GEOG 2040 GEOSPATIAL TECHNOLOGIES | 3 |
| THIRD COURSE IN FOREIGN LANGUAGE SEQUENCE | 4-3 |
| GEOG 2010 HUMAN GEOGRAPHY | 3 |
| GEN. ED. COURSE - HUMANITIES (OTHER THAN FOREIGN LANGUAGE) | 3 |
| GEN. ED. COURSE – LIFE SCIENCES LECTURE | 3 |
| Total Semester Hours: | 16-15 |

Semester 4
Critical: GEOG 2010/2040; Second Course in Foreign Language Sequence

| ENGL 2000 ENGLISH COMP [ENGL 1001] | 3 |
| FOURTH COURSE IN FOREIGN LANGUAGE SEQUENCE | 4-3 |
| GEN. ED. COURSE - SOCIAL SCIENCES (2000-LEVEL) | 3 |
| APPROVED ELECTIVES | 5-7 |
| Total Semester Hours: | 15-16 |

Semester 5
Critical: ENGL 2000

| GEN. ED. COURSE - ARTS | 3 |
| GEOG ELECTIVE: REGIONAL GROUP | 3 |
| APPROVED ELECTIVES | 6 |
| Total Semester Hours: | 15 |

Semester 6

| GEOG ELECTIVE: MAPPING SCIENCES | 3 |
| GEOG ELECTIVE: SYSTEMATIC GROUP | 3 |
| GEN. ED. HUMANITIES COURSE (OTHER THAN FOREIGN LANGUAGE) | 3 |
| APPROVED ELECTIVES | 6 |
| Total Semester Hours: | 15 |

Semester 7

| UPPER DIVISION GEOGRAPHY ELECTIVE | 3 |
| APPROVED ELECTIVES | 12 |
| Total Semester Hours: | 15 |

GEOG ELECTIVES:
1. ‘Mapping Sciences’: GEOG 2039, 4020, 4011, 4044, 4045, 4046, 4047, 4048
2. ‘Regional Group’: ANTH 4051; GEOG 3001, 4002, 4031, 4037, 4052, or other approved regional course.
3. ‘Systematic Group’: GEOG 4012, 4061, 4072, 4073, 4074, 4077, 4078, 4079, 4080, 4086, 4087, 4090, or other approved systematic geography course.
### Request for CHANGING an Existing Course

<table>
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<tr>
<th>Department</th>
<th>Geography &amp; Anthropology</th>
<th>College</th>
<th>HSS</th>
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<tbody>
<tr>
<td>Course Rubric &amp; Number</td>
<td>GEOG 4041</td>
<td>Date</td>
<td>Sept. 7, 2015</td>
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#### PRESENT COURSE DESCRIPTION

**Title:** Field Methods in Geography  
**Semester Hours of Credit:** 3  
**If combination course type, # hrs. of credit for:**  
**Lecture:** 1  
**Lab/Sem/Rec:** 2  
**Repeat Credit Max. (if repeatable):**

**Graduate Credit?** Yes [ ]  No [X]  
**Credit will not be given for this course and:**

**Contact Hours Per Week:** (Indicate hours in appropriate course type.)  
**Lecture**  
**Lab** 4  
**Seminar**  
**Recitation**  
**Intern**  
**Res/Ind**  
**Clin/Pract**  
**Total Weekly Contact Hours:** 5  
**Grading System:** Letter Grade [X]  
**Pass/Fail** [ ]

**Course Description:** (Include course number, title, etc. exactly as it appears in the General Catalog)  
4041 Field Methods in Geography (3) 1 hr. lecture; 4 hrs. lab. Cannot be repeated for credit. Students must have Saturdays free. Fall semester emphasis on interpretation of the cultural landscape; spring semester emphasis on the physical landscape.

#### PROPOSED COURSE DESCRIPTION

**Title:** Field Methods in Physical Geography  
**Short Title:** FIELD METHODS  
**Semester Hours of Credit:** 3  
**If combination course type, # hrs. of credit for:**  
**Lecture:** 3  
**Lab/Sem/Rec:**  
**Repeat Credit Max. (if repeatable):**

**Graduate Credit?** Yes [X]  No [ ]  
**Credit will not be given for this course and:**

**Contact Hours Per Week:** (Indicate hours in appropriate course type.)  
**Lecture**  
**Lab**  
**Seminar**  
**Recitation**  
**Intern**  
**Res/Ind**  
**Clin/Pract**  
**Total Weekly Contact Hours:** 3  
**Grading System:** Letter Grade [X]  
**Pass/Fail** [ ]

**Course Description:** (Include course number, title, etc. exactly as it appears in the General Catalog)  
4041 Field Methods in Geography (3) Methods, tools and instruments employed in the field by physical geographers. Measurement theory; tools and techniques in data collection, reduction, analysis, and presentation.

---

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

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

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

#### APPROVALS

<table>
<thead>
<tr>
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<th>Nov. 14, 2014</th>
<th>College Faculty Approval Date</th>
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<td>Department Chair Signature</td>
<td>9/10/15</td>
<td>College Dean Signature</td>
<td>9/11/15</td>
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<tr>
<td>Graduate Dean Signature</td>
<td>10/8/15</td>
<td>CRR, FS C&amp;C Committee</td>
<td>10/14/15</td>
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<tr>
<td>Academic Affairs Approval</td>
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</table>
Instructions for Form C - Request for Changing a Course

GEOG 4041 Course Change: Additional Materials

Curricula including this course: Geography B.S., B.A., and Minor

Justification

1) For at least the past 25 years, this course has only been taught as a physical geography course and has not been offered as a cultural geography course. Hence, the course title and description have been modified to indicate the correct emphasis.

2) The original course description was quite vague, and it has therefore been expanded to provide a clearer indication of the course content.

3) This course was previously taught as a series of Saturday morning field exercises. However, enrollment has dwindled in recent years, likely due in part to this unusual scheduling. The course format is being changed to allow a more standard scheduling format, thereby freeing up Saturdays during the semester for students to work or engage in other pursuits.
**Syllabus: GEOG4041 Field Methods in Geography**

**Catalog Entry:**

4041 Field Methods in Geography (3) Methods, tools and instruments employed in the field by physical geographers. Measurement theory; tools and techniques in data collection, reduction, analysis, and presentation.

**Instructor Contact and Course Information:**

<table>
<thead>
<tr>
<th>Professor:</th>
<th>Dr. Steve Namikas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office:</td>
<td>248 Howe-Russell</td>
</tr>
<tr>
<td>Phone:</td>
<td>578-6142</td>
</tr>
<tr>
<td>Office hours:</td>
<td>MWF 1:30-3:30</td>
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<tr>
<td>Classrooms:</td>
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<tr>
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<td>5:30-8:30 Th</td>
</tr>
<tr>
<td>Email:</td>
<td><a href="mailto:snamik1@lsu.edu">snamik1@lsu.edu</a></td>
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**Introduction:**

Physical geography can be subdivided into several major areas: geomorphology, climatology, hydrology, and biogeography. Collectively these sub-disciplines focus on a wide range of environmental subjects, from identifying and understanding the physical processes that are currently shaping various aspects of the landscape to reconstructing past environments. Physical geographers employ a broad range of methods in the field, and draw tools and approaches from many other disciplines. Among the key subjects we will cover in this course are surveying and field mapping techniques, monitoring atmospheric conditions, measuring sediment transport and the flows that drive it, measuring soil moisture and associated water table fluctuations, sediment sampling and characterization, measurement of vegetation characteristics such as spatial variability and density, collection of spectral signatures for ground-truthing remotely sensed data, and dendrochronology. Other topics may be added depending upon specific student interests. The primary goal of this course is to familiarize students with the proper use of a range of techniques commonly used by physical geographers in the field.

A tremendous amount of useful data is available on the internet, on the websites of government agencies, nonprofit organizations, universities and scientific associations. And much more can be found through careful searches of relevant scientific literature. But in many cases we won’t be able to find the specific data that are needed to answer a particular question or resolve a problem at hand. This course addresses the fundamental question: What do we do if the data needed to address a problem are not available on the internet or in the published literature?

In theory, the answer is simple: We go out into the field and collect it! But in practice, successful data collection in the field is usually not at all simple. Gathering data in the field tends to be expensive, time-consuming, and can be quite difficult. There are many, many potential problems and complications that can result in data that is not sufficient to resolve the issue at hand. Along with familiarizing students
with a wide range of commonly used field methods, a key goal of this course is to teach them how to identify and avoid potential pitfalls that can derail field work or lead to inadequate results.

Learning Objectives:

After completing this course students will:

1) Understand basic measurement theory, including how to evaluate the quality of data.

2) Be able to analyze an environmental problem/question and identify what data are required to resolve that problem/question.

3) Be familiar with a wide range of commonly used sensors and instruments and proper usage techniques.

4) Be able to identify appropriate measurement techniques for a given problem including instrumentation and sensor selection and design of an appropriate sampling strategy.

5) Be able to apply those techniques in field situations.

6) Be able to evaluate the quality of the resulting data set, and identify and apply appropriate data reduction techniques.

7) Be able to present the resulting data in a professional manner.

Required Readings:

Because physical geography is such a broad and diverse field, there are no recent textbooks that attempt to provide a comprehensive survey of common approaches. Instead, numerous texts are available that focus narrowly but in detail on subtopics such as surveying, global positioning systems, data logging, weather instrumentation, environmental sensors, sampling methods and strategies, data reduction and presentation, etc. The primary readings for this course will be comprised of selected chapters from a number of texts, and these will be posted on moodle each week. Additionally, we will read, discuss, and critique 1-2 journal articles each week that illustrate applications of various field methods and techniques. These articles will also be posted on moodle.

Course Format:

Class will normally meet in 245 HR and will generally start with a short lecture on the current topic.

This will be followed by an “Evaluation Session”. In the evaluation session, we will discuss a field project reported in a journal article that is related to the current topic. To support these discussions, students
will be required to read the article in advance and prepare a 1-2 page summary of the project. The summary will identify the problem/issue investigated, the field techniques that were employed (sensors/instruments/sampling plan, etc.), any problems the investigators reported, and an example of the resulting data and data presentation. Following the discussion these summaries will be collected for grading.

The remainder of the class will focus on demonstrations and hands-on activities. These will include use of surveying instruments, building and soldering instrument cables, constructing and testing simple DC circuits for sensors, testing and calibration of sensors such as pressure transducers, anemometers, temperature probes, soil moisture probes, etc., programming and use of data logging systems, design and installation of instrument deployments, sediment sampling and analysis procedures, identification and assessment of error in datasets, fundamental data analysis techniques, best practices in data presentation. When possible these activities will be conducted outdoors at nearby locations on campus (e.g. use of surveying instruments). In other cases they will be conducted in HR E117 or 113, as appropriate (e.g. soldering cables and building circuits).

**Field Project**

Much of the work during the first two-thirds of the course will be focused on topics related to, and preparation for, an actual field project that will be conducted by the students under supervision by the instructor.

This project will be undertaken during a 1-2 day (as appropriate) weekend field trip. Students will be responsible for designing the project, installing the instruments, setting up the data logging system, surveying the site, etc.

The remainder of the course will be spent working with the data generated by the project, including production of a site map, data reduction and calibration, error analysis, and data analysis and presentation. Each student will write a journal article format report using the dataset, and these will be graded.

At the most basic level, these field projects will typically involve measuring an environmental process and the response of the environment to that parameter. Potential field projects include: monitoring atmospheric parameters and wind-blown sediment transport on a beach or bare agricultural field; measuring water flow and suspended sediment transport in a river; measuring surface moisture content variability on a beach in response to water table fluctuations; monitoring soil temperature profile changes in response to the surface energy budget; measuring the influence of coastal dunes on near-ground wind flow; etc.
Grading

Grading will be based on three tests, the journal article summaries, and the final project as follows: two midterm exams (10% each), final exam (20%), journal article summaries (30%), and the final project report (30% (10% for graduate students)). The usual grade ranges (A=90%, B=80%, C=70%, D=60%) will be used. Plus/minus grades will be given for the highest and lowest 1/3 of each grade range.

For graduate students, 20% of the final grade will be determined from an additional project developed in consultation with the instructor. Ideally these will be related to the student's own research focus. They could consist of an extended literature review on a topic relevant to the course, an additional component built into the class field project, or an individual project such as a pilot study to evaluate a field methodology under development for a thesis.

Class Schedule:

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<th>Week</th>
<th>Topic</th>
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<tr>
<td>2.</td>
<td>Surveying and Field Mapping</td>
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<td>3.</td>
<td>Basic Electronics: Principles and Techniques</td>
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<td>4.</td>
<td>Environmental Sensors I</td>
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<td>5.</td>
<td>Environmental Sensors II</td>
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<td>6.</td>
<td>Approaches to Data Logging</td>
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<td>7.</td>
<td>Instrument Deployment and Sampling Design</td>
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<td>8.</td>
<td>Sediment Sampling and Characterization</td>
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<tr>
<td>9.</td>
<td>Vegetation Surveys, Dendrochronology</td>
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<td>10.</td>
<td>How to Prepare for Field Work</td>
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<td>11.</td>
<td>Preparations for Field Project</td>
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<td>12.</td>
<td>Additional Preparation</td>
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<td>13.</td>
<td>Data Reduction, Calibration, Error Analysis</td>
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<td>14.</td>
<td>Data Analysis Techniques</td>
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<td>15.</td>
<td>Data Presentation</td>
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<td>16.</td>
<td>Final Projects Due</td>
</tr>
</tbody>
</table>

Cell Phone Policy:

Cell phone use during class is not permitted. Please turn all phones off and leave them in your bag/purse. Laptops and other devices used for note-taking are allowed.
REQUEST FOR ADDITION of NEW COURSE

**PROPOSED COURSE DESCRIPTION**

**Rubric & No.** FMA 7001  **Title** Graduate Seminar in Film and Media Arts

<table>
<thead>
<tr>
<th>Short Title (≤ 19 characters)</th>
<th>G R A D S E M</th>
<th>F I L M &amp; M E D I A</th>
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</thead>
</table>

**Semester Hours of Credit**

3  

**Repeat Credit Max. (If repeatable):**  6 credit hours  
Graduate Credit?  x Yes  
No

Credit will not be given for this course and:

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

Lecture  Lab  Seminar  Recitation  Lec/Rec  Lec/Sem  Lec/Lab  Res/Ind  Clin/Pract
3  3  3  3  3  3  3  3  3

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

Grading System: Letter Grade  x  Pass/Fail  Final Exam:**  Yes  No  x

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

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

FMA 7001 Graduate Seminar in Film and Media Arts (3) Preq.: Permission of Instructor. May be repeated for up to 6 hours of credit when topics vary. Interdisciplinary graduate level study of selected topics in Film and Media Arts.

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

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

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

Academic Affairs Approval:

**ATTACHMENTS (ATTACH THE FOLLOWING TO YOUR PROPOSAL)**

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

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

**APPROVALS**

Department Faculty Approval Date: 4/21/15  
College Faculty Approval Date: 4/22/15  

Department Chair Signature:  4/22/15  
Graduate Dean Signature:  10/14/15  

College Dean Signature:  4/29/15  
Chair, FS CAC Committee:  10/15/15  
Academic Affairs Approval:  10/15/15  

College Contact:  E-mail
FMA 7001: Seminar in Film and Media

Interdisciplinary study of selected topics in Film and Media Arts

JUSTIFICATION

This course is designed to respond to requests from multiple programs in Humanities and Social Sciences to provide a foundational theory and methods course at the graduate level for students with interdisciplinary research and teaching interests in film and media arts. Students who successfully complete this course will be well prepared to undertake further scholarly work and projects that match interests and research in their own particular areas of scholarship.

FINAL EXAM

In keeping with common practice in many graduate seminars, this course substitutes a substantial research and production project, due at the end of the semester, in lieu of a formal, in-class final exam.

This course does not duplicate any courses.
FMA 7001: Seminar in Film and Media
Theories of Digital Cinema and Media

What is cinema? While this might seem like a limiting question, throughout the history of cinema, it’s been a question that has prompted scholars and filmmakers to imagine new possibilities for the medium. In this course, we’ll ask this question specifically in relation to our contemporary digital age. If so many of the new movies released every weekend are no longer shot on film, no longer projected as film, and possibly no longer distributed in theaters at all, to what extent are we still talking about “film”? What, if anything, have we lost in this turn to the digital? What might we have to gain? How applicable are older models of film theory to these new developments, and what new questions might we, as theorists, pose of digital or multimedia texts? This course will, first, stake out a history of the emergence of digital cinema across the turn of the twenty-first century. We will then turn to the proliferation of new screens, new forms, and new appropriations that characterize the spread of digital media. Finally, we will assess our own relationship—as spectators, as fans, as bodies—with the cinema and the culture of the digital.

***

BLOG / UNIT ONE
Every Thursday through Unit One, you will be responsible for a short post on one of that week’s films. The response should be approximately 300 words and should fulfill the following guidelines:

1. The post should focus on ONE SCENE from the film. (A scene is a short section of the film, probably one to two minutes long.)
2. The post should include the TIME STAMP from the DVD or stream. This way your fellow students and I will be able to locate the scene for discussion purposes.
3. The post should analyze the scene by focusing on some element of film form. We will talk more about what this means as the semester progresses, but your post must comment in some way on a VISUAL ELEMENT of the scene. The lighting, the camera placement, the editing, the acting, etc. Do not summarize the scene, do not write about the plot. Tell us what you SEE!
4. Ask a QUESTION.

SHOW & TELL BLOG / UNIT TWO
Every Thursday through Unit Two, you will be responsible for finding and posting a piece of digital culture. It can be anything—a Vine, a Twitter stream, a YouTube video, a piece of fan fiction, a GIF—as long as it has some visual component. The response should be approximately 300 words and should fulfill the following guidelines:

1. The post should describe and explain the object. What is it? What does it do?
2. The post should describe how you found it. (Search, twitter, facebook, a link, etc)
3. The post should analyze the object aesthetically, in terms of its content, in terms of its viral (or non-viral) context. And it should make an argument for why we should be thinking about this object, especially this week.
4. Ask a QUESTION.
GENERAL EXPECTATIONS:

It is expected that the students have read the assigned chapters or pages prior to class for the background necessary to properly participate in the discussion and think critically about the concepts addressed. As a general policy, for each hour you are in class, you (the student) should plan to spend at least two hours preparing for the next class. Since this course is for three credit hours, you should expect to spend around six hours outside of class each week reading or writing assignments for the class.

NEW MATERIAL PRESENTATION

Every week, one student will be responsible for presenting a short critical work that pertains to that week’s topic but that we have not read together as a class and that explores a movement or an idea in realism over the course of the century that we are not covering in class. You will be required to read the work carefully, research its context (is it from a full-length book, a collection, is it well-regarded in the field?), and present its argument to the class. You will “teach” the article to the class using between 10 and 15 minutes of class time (handouts are a plus!), and you will then prepare three questions in order to lead a discussion of the text in light of whatever film was assigned. (You may read from a script or speak from notes.) You will be graded on your preparedness, your ability to convey complex ideas to the course, and your ability to craft compelling questions for class discussion. Within 24 hours of the presentation, you will hand in a clean copy of the three questions you’ve prepared as well as a 300-word reflection on the presentation itself. What was your pedagogical strategy? How did it work out? What would you have done differently?

FILM ANALYSIS

This is a four to five page analysis of a sequence from one of the films screened for class. Select a sequence that you found particularly rich and tell me how it works. All great analyses of film begin at the level of form, and that is the focus of this paper. Merely by closely describing all the elements of the sequence, you will be well on your way. Using the language of film form, exhaustively describe what the sequence does, how it accomplishes this, and how you perceive it to fit into the larger context of the film. This essay should be structured with an introduction and conclusion, and it ought to advance your analysis as an argument. We will spend time in class discussing how to write about film. I will grade these papers on originality of analysis and scene selection, structural coherence, and, most specifically, grasp of film vocabulary.

SUPER ANNOTATED BIBLIOGRAPHY

For the first part of the research sequence, you must select a film around which you will build the project. Your text needn’t be a “film” necessarily, but it ought to be a substantial media object or interface. For this assignment, you will “surround” the text contextually. You will research three things about this text:

1. Its production and distribution history (how was it made, who financed it, what were the biographical circumstances of the text’s author, etc.);
2. Its popular reception history (did people like it, was it popular, was it a failure, what did critics say about it upon release, etc.);

3. Its critical history (how has it survived in our scholarship, what fields have found it useful, what kinds of scholarly work have been done on this text, etc.).

Having done this research, pick the history that you think is most interesting. For each of the least interesting two histories, write up a short narrative (200-500 words) describing your findings, followed by a bibliography of sources—not annotated. The length depends entirely on how much there is to say.

For the most interesting of the three histories, you’ll write up an actual essay (about 5-6 pages) making an argument for why this particular aspect of the text is the most interesting, important, or crucial for interpreting the text. Tell us, then, what the major points of interest or themes are in this history. What questions are raised by this information? What would answering them illuminate? What questions do you want to ask in the light of this knowledge? Finally, provide an annotated bibliography of this section—between 6 and 10 entries—with each entry being about 100 words.

CRITICAL MEDIA OBJECT
Your final project will be a digital essay based on the research you undertook for your annotated bibliography. As to composition, this will depend on you. The essay must include:

1. Extended critical commentary on images or scenes from your text, synced with those images or scenes.
2. Evidence of historical and cultural research undertaken to support your analyses.
3. A coherent argument about the text, its importance, and its interest to the themes of the course.

The project must be at least ten to fifteen minutes long. It may include voiceover narration or on-screen text, it may be a single edited clip available to stream, or it may be a more interactive web-based work of curation. We will talk, as the class goes on, about the various tools available to you.

META-REFLECTION
This consists of two things:
1. A script, plan, or map of your Critical Media Object;
2. A reflection of no less than 2000 words on your experience building an argument digitally. How did your interaction with these various interfaces constrain or open up your thought process? What did you discover by working and thinking digitally?

REQUIRED READINGS
Reading Materials Posted on Moodle and E-Reserve.

GRADE BREAKDOWN
Blog 10%
Presentation 10%
Analysis 15%
Bibliography 30%
Media Object/Reflection 35%

A-, A, A+ 90-93, 94-96, 97-100
B-, B, B+ 80-83, 84-86, 87-89
C-, C, C+ 70-73, 74-76, 77-79
D-, D, D+ 60-63, 64-66, 67-69
F 0-59

***

WEEK ONE
THE FILTER OF HISTORY: Instagram and the Aura of the Past

"The Work of Art in the Age of Mechanical Reproduction" / Walter Benjamin / 1936
"Shoot Hip or Die" / Matt Pearce / The New Inquiry / 2012
"Dappled Things: Pinkhassov on Instagram" / Teju Cole / Double Take / 2012

UNIT ONE
FILM IS DEAD, LONG LIVE FILM
The Emergence of Digital Cinema

WEEK TWO
"HISTORY OF FILM, ON VIDEO": Histories of a Medium

Histoire(s) du cinema (Jean-Luc Godard 1988-1998) / parts 1-4
Video Revolutions: On the History of a Medium (First Half) / Michael Z. Newman / 2014

Histoire(s) du cinema (Jean-Luc Godard 1988-1998) / parts 5-8
Video Revolutions: On the History of a Medium (Second Half) / Michael Z. Newman / 2014

WEEK THREE
WHAT IS DIGITAL CINEMA?: Medium and Reality

The Matrix (Andy and Lana Wachowski 1999)
"Simulacra and Simulations" / Jean Baudrillard / 1998

Bamboozled (Spike Lee 2002)
"What is Digital Cinema?" / Lev Manovich / 1996
WEEK FOUR
FORMAT ANXIETY & OPTIMISM: Cinema Between Film and Digital

*Orlando* (Sally Potter 1992)

*Taste of Cherry* (Abbas Kiarostami 1997)
“Introduction” / *New Philosophy for New Media* / Mark B.N. Hansen / 2004
“A Post-Photographic Cinema” / J. Hoberman / 2012

WEEK FIVE
THE DIGITAL MULTITUDE: CGI Special Effects

*Titanic* (James Cameron 1997)

*Crouching Tiger, Hidden Dragon* (Ang Lee 2000)
“The New Verticality” / *Spectacular Digital Effects* / Kristen Whissel / 2014

WEEK SIX
BLURRED LINES: Digital Futures of Form

*Russian Ark* (Aleksandr Sokurov 2002)
“The Virtual Life of Film” and “What *was* Cinema?” / *The Virtual Life of Film* / D.N. Rodowick / 2007

*Children of Men* (Alfonso Cuaron 2007)
“A New Landscape (Without Image)” / D.N. Rodowick / *The Virtual Life of Film* / 2007

WEEK SEVEN
HAUNTED MEDIA: Technological Anxiety and Home Movie Horror

*The Ring* (Gore Verbinski 2002)
“To Scan a Ghost: The Ontology of Mediated Vision” / Tom Gunning / 2007
“Opening Up to Home Video” / Caetlin Benson-Allott / 2013

*Paranormal Activity* (Oren Peli 2007)
“Paranormal Spectatorship: Faux Footage Horror and the P2P Spectator” / Caetlin Benson-Allott / 2013

WEEK EIGHT
FACE TIME: Case Studies in Digital Aesthetics
Broad City (Ilana Glazer & Abbi Jacobson 2010—web series)
Misadventures of an Awkward Black Girl (Issa Rae 2011) / Season One

Inland Empire (David Lynch 2006)
The Knick (Steven Soderbergh 2014) / Episode One

WEEK NINE
SPRING BREAK

UNIT TWO
CINEMA IS DEAD, LONG LIVE _______
Digital Media’s Screens

WEEK TEN
YOUTUBE AESTHETICS: Theories of Fragmented Media


WEEK ELEVEN
CULTURES OF INTERACTION: Convergence and Remix


Transformative Works Special Issue: “Fan/Remix Video” / Francesca Coppa and Julie Levin Russo / 2012 (read online w/ embedded video:
http://journal.transformativeworks.org/index.php/twc/issue/view/10)

WEEK TWELVE
FIRST-PERSON VIEWER: Race, Identity, and Digital Images

“Origins of the First-Person Shooter” / Alexander Galloway / 2006

Tropes vs. Women in Video Games (Anita Sarkeesian 2013-present)
“Race and/as Technology, or How to Do Things with Race” / Wendy Hui Kyong Chun / 2009
“Introduction” / How to Do Things with Video Games / Ian Bogost / 2011
WEEK THIRTEEN
ON DEMAND: Digital Experience/Online Aesthetics

“Coming Soon to a Computer Near You: Digital Delivery and Ubiquitous Entertainment” / Chuck Tryon / 2013

“Netflix is the New Canon” / Anne Helen Peterson / LA Review of Books / 2013
“Why We Watch Netflix in the Middle of the Night” / Lili Loofbourow / LA Review of Books / 2013

WEEK FOURTEEN
MOBILITY AESTHETICS: GoPro and Vine

Show and Tell GoPro Videos
“On Plato’s Cave” / Susan Sontag / 1977
“We Are a Camera” / The New Yorker / Nick Paumgarten / 2014
“We Can Be Heroes” / The New Inquiry / Ben Valentine / 2014

Show and Tell Vine Videos
“GIF Typologies and the Heritage of the Moving Image” / Hyperallergic / Jane Hu / 2012
“Do it For the Vine” / Avidly / Ashon Crawley / 2014

WEEK FIFTEEN
THE SURVEILLANCE SELFIE: Nostalgia, Reality, The Digital

Standard Operating Procedure (Errol Morris 2008)
“Abu Ghraib Essays (Photographs Reveal and Conceal)” / Errol Morris / 2011

The Wilderness Downtown (Chris Milk & Arcade Fire 2010)
“The Sound of Terror: Phenomenology of a Drone Strike” / Boston Review / Nasser Hussain / 2013
You replied on 4/22/2015 4:22 PM.

Faculty in the Department of Communication Studies are strongly supportive of the courses proposed by FMA, as seen in an email from Dr. Trish Suchy pasted below.

Renee Edwards  
Professor and Chair  
Department of Communication Studies  
Louisiana State University  
www.lsu.edu/cmst  
225.578.6821

From: Patricia A Suchy  
Sent: Wednesday, April 22, 2015 10:43 AM  
Subject: Re: FMA course proposals

The undergrad course is designed to take advantage of Glen Pitre, who is the genuine article: a successful indigenous independent filmmaker with great professional connections (e.g., Ben Zeitlen) and wonderful gravitas. He is currently visiting faculty for FMA and an extraordinary asset. All for it.

As far as the grad courses go, these as I see it may be a great boon for us in recruiting and training masters students (to name a few, Kerry Jenkins and Mollye Deloach and Nick Arnold would have done these) and PhD students who are interested in digital media/film and are studying performance and/or rhetoric with us.

You might say that they complement our grad program well. They complement but do not replicate our courses in Performance and Media, Performance and Culture, Visual Culture and Rhetoric, et al.

Trish
Re: FMA Proposals

Delbert Burkett
Tue 4/21/2015 9:56 AM
Inbox

To: Film and Media Arts;

Jim,

These all appear to be good courses to have in the catalog. As you say, they do not duplicate any work in our own department. I support the proposals.

Cordially,
Delbert Burkett, Chair
Department of Philosophy & Religious Studies

From: Film and Media Arts
Sent: Tuesday, April 21, 2015 7:16 AM
To: Delbert Burkett
Subject: FMA Proposals

Dear Delbert:

I’m writing to let you know of 3 courses that are being proposed by Film and Media Arts for addition to the curriculum: Film Producing, Graduate Seminar in Film and Media, Graduate Independent Study in Film and Media.

These courses will not duplicate any work in your own department. In fact, they have been requested by a number of Chairs as a way of supporting both Graduate and Undergraduate work in their Departments, especially in HSS. In particular, it is expected that a planned Graduate Minor would be of interest to your students while at the same time increasing enrollments in your own film-related graduate courses.

If you would like to write a note to me supporting these proposals I would be glad to attach it to the proposals.

If you have any questions, please don’t hesitate to write. Or you can speak to a member of the FMA Steering Committee, who support these proposals:

Jean Xavier Brager, French Studies
Paolo Chirumbolo, Foreign Language and Literature
Zach Godshall, English
Dear Jim,

I am happy to support the three courses being proposed by Film and Media Arts. These courses would definitely be of interest to a number of our students in the Department of Foreign Languages and Literatures.

Best wishes,

John

John Pizer  
Professor of German and Comparative Literature  
Chair, Department of Foreign Languages and Literatures  
316 Hodges Hall  
Louisiana State University  
Baton Rouge, LA 70803  
225-578-5172  
pizerj@lsu.edu

From: Film and Media Arts  
Sent: Tuesday, April 21, 2015 7:05 AM  
To: John D Pizer  
Subject: Fw: FMA Proposals

Dear John:

I’m writing to let you know of 3 courses that are being proposed by Film and Media Arts for addition to the curriculum: Film Producing, Graduate Seminar in Film and Media, Graduate Independent Study in Film and Media.

These courses will not duplicate any work in your own department. In fact, they have been requested by a number of Chairs as a way of supporting both Graduate and Undergraduate work in their Departments, especially in HSS. In particular, it is expected that a planned Graduate Minor would be of interest to your students while at the same time increasing enrolments in your own film-related graduate courses.

If you would like to write a note to me supporting these proposals I would be glad to attach it to
Re: FMA Proposals

John L Protevi
Tue 4/21/2015 10:26 PM
Inbox

To: Film and Media Arts;

You replied on 4/22/2015 7:16 AM.

Dear Jim, I support your proposal of these courses.

Best,

John

----
John Protevi
Chair, Department of French Studies
Phyllis M Taylor Professor of French Studies
Professor of Philosophy
Louisiana State University
Baton Rouge LA 70803 USA

On Apr 21, 2015, at 7:05 AM, Film and Media Arts wrote:

Dear John:

I'm writing to let you know of 3 courses that are being proposed by Film and Media Arts for addition to the curriculum: Film Producing, Graduate Seminar in Film and Media, Graduate Independent Study in Film and Media.

These courses will not duplicate any work in your own department. In fact, they have been requested by a number of Chairs as a way of supporting both Graduate and Undergraduate work in their Departments, especially in HSS. In particular, it is expected that a planned Graduate Minor would be of interest to your students while at the same time increasing enrolments in your own film-related graduate courses.
Re: FMA Proposals

English Department
Tue 4/21/2015 8:19 AM
Inbox

To: Film and Media Arts;

Dear Jim,

The English Department supports the 3 new courses proposed by Film and Media Arts. They do not conflict with anything in the English curriculum and are, indeed, courses that will enhance the academic experience of the many English undergraduates and graduates who have an interest in Film and Media Arts.

Sincerely yours,
Elsie Michie

From: Film and Media Arts
Sent: Tuesday, April 21, 2015 7:05 AM
To: English Department
Subject: Fw: FMA Proposals

Dear Elsie:

I’m writing to let you know of 3 courses that are being proposed by Film and Media Arts for addition to the curriculum: Film Producing, Graduate Seminar in Film and Media, Graduate Independent Study in Film and Media.

These courses will not duplicate any work in your own department. In fact, they have been requested by a number of Chairs as a way of supporting both Graduate and Undergraduate work in their Departments, especially in HSS. In particular, it is expected that a planned Graduate Minor would be of interest to your students while at the same time increasing enrolments in your own film-related graduate courses.

If you would like to write a note to me supporting these proposals I would be glad to attach it to the proposals.

If you have any questions, please don’t hesitate to write. Or you can speak to a member of the FMA Steering Committee, who support these proposals:

Jean Xavier Brager, French Studies
Paolo Chirumbolo, Foreign Language and Literature
Support for Film and Media Arts Proposed Graduate Minor in Film and Media Arts

Adelaide M Russo
Wed 4/22/2015 6:30 PM
Inbox

To: □ Film and Media Arts; □ Director of Comparative Literature LSU;
Cc: □ James V Catano;

This message was sent with high importance.

Dear Professor Catano,
As you know students in the PhD Program in Comparative Literature are very interested in the Graduate Minor that you are proposing in Film and Media Arts. Our students include cinema in their dissertations and some of them are qualified to teach in your program, such as Guillermo Severiche. We endorse the courses you have proposed and your efforts to formalize a Graduate minor in your discipline. As you know, we will also present a course to the College Curriculum Committee as an additional elective for our students. Please tell me what I may do in addition to this endorsement to facilitate your proposed minor being approved.

With all good wishes,
Adelaide Russo

Adelaide M. Russo
Phyllis M. Taylor Professor of French Studies
Director, Program in Comparative Literature
Louisiana State University
President, Association of Literary Scholars, Critics, and Writers
403 Hodges Hall
REQUEST FOR ADDITION OF NEW COURSE

Department: Film and Media Arts  
College: Humanities and Social Sciences  
Date: 2/2/15

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<td><strong>Grading System:</strong></td>
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<td><strong>Course Description:</strong></td>
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<tr>
<td>FMA 7900 Independent Study in Film and Media Arts (3) Prereq.: Permission of Instructor. May be repeated for up to 6 hours of credit when topics vary. Independent graduate level research and study of designed topics in Film and Media Arts.</td>
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<tr>
<td>Department Faculty Approval Date: 4/21/15</td>
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<td>Department Chair Signature: 4/22/15</td>
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<td>College Dean Signature: 5/11/15</td>
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<tr>
<td>Chair, FS C&amp;C Committee: 10/15/15</td>
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<td>Academic Affairs Approval: 10/15/15</td>
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FMA 7900: Independent Study in Film and Media

Interdisciplinary study of selected topics in Film and Media Arts

JUSTIFICATION

This course is designed to respond to requests from multiple programs in Humanities and Social Sciences to provide an opportunity at the graduate level for students to engage in-depth independent research, study, and production in film and media arts. Students who successfully complete this course will be well prepared to undertake further scholarly work and projects that match interests and research in their own particular areas of scholarship.

FINAL EXAM

In keeping with common practice in many graduate seminars, this course substitutes a substantial research and production project, due at the end of the semester, in lieu of a formal, in-class final exam.

This course does not duplicate any courses.

A version of this course has already been successfully piloted at the graduate level during S13. It was taught by Professor Pat McGee, faculty member of FMA and ENGL, as ENGL 7783. It enrolled 10 students.
The following syllabus is intended as an example for the purposes of this course proposal only. In practice, students taking an Independent Study will consult with an appropriate professor in FMA. That consultation will be the basis for the student, in consultation with the Professor, to co-create a syllabus that includes a time/meeting schedule, grading procedures, work expected, and all other matters relating to the creation of a normal syllabus created for the specific situation of Independent Study work. As always, such a syllabus will be considered a contract b/w faculty and student, to be fulfilled according to the guidelines it establishes and those of the Program in Film and Media Arts. All Independent Studies must receive final approval from the Director of the FMA Program.

FMA 7900: INDEPENDENT STUDY
Adorno and Hitchcock

TEXTS:

Primary Reading:


Additional Reading:

2. ______. “Theses on the Philosophy of History,” Illuminations, 253-64.
6. ______. “Can a Film Be Spoken About?” Cinema, 94-99.

Other Readings

GENERAL EXPECTATIONS:

It is expected that you will have read the assigned chapters or pages prior to class for the background necessary to properly participate in the discussion and think critically about the concepts addressed. As a general policy, for each hour you are in class, you (the student) should plan to spend at least two hours preparing for the next class. Since this course is for three credit hours, you should expect to spend around six hours outside of class each week reading or writing assignments for the class.

FILMS

The Hitchcock films to be studied and discussed are listed on the schedule at the end of this syllabus with their release dates. Three of Hitchcock’s earliest films are available on YouTube for free: The Lodger (1927), Blackmail (1929), and Murder! (1930).

DISCUSSION:

20 percent of the grade for this course will be based on discussion. You are expected to read all material before the meetings (including any material I may have added to the assignment, should I need to do that) and to come to the meeting prepared to work with the material. This grade will be based on the quality of your discussion. You are expected to view the Hitchcock films prior to our meetings.

BOOK REVIEWS:

You will write an analytical review of a book on or related to Adorno. These reviews should be roughly five pages or 1500 words in length. By “analytical,” I mean something beyond summarizing or evaluating. The review should be an attempt to explain the work in its own terms, making visible its presuppositions, methodology, and conclusions, so that other readers can decide for themselves whether the book is worth reading on their own. In the process, of course, you are free to summarize and evaluate, but that should not be the main objective in your review. For the format, you may follow the style of MFS Modern Fiction Studies. List the bibliographical information on the book under review at the beginning. For example,


These reviews are due by 11pm on March 10 and will be made public on MOODLE so that other students may have access to them. Below are some books that you might want to consider for this project, though you may review a book not on the list if you get my approval. Some of these books are not available in the library or are available only in electronic versions.


**FINAL PROJECT:**

The final project should come as close as possible to being a publishable article. The topic should be one that relates to a film or films by Hitchcock and to Adorno’s *Aesthetic Theory*. The average length of an article is around 6000 words or 20 pages. Very few journals will accept an article that’s over 30 pages or 9000 words. You should use the MLA method of documentation, including parenthetical page number citations in the text and a Works Cited at the end. The due date is at Noon, Monday, May 5.

Students are also free to work on videos as part of this final project.

**GRADES:**

<table>
<thead>
<tr>
<th></th>
<th>points</th>
<th>grade scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meetings/Discussion</td>
<td>20</td>
<td>A-, A, A+: 90-93, 94-96, 97-100</td>
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<tr>
<td>Weekly Short Papers</td>
<td>10</td>
<td>B-, B, B+: 80-83, 84-86, 87-89</td>
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<tr>
<td>Review</td>
<td>10</td>
<td>C-, C, C+: 70-73, 74-76, 77-79</td>
</tr>
<tr>
<td>Final Project</td>
<td>60</td>
<td>D-, D, D+: 60-63, 64-66, 67-69</td>
</tr>
<tr>
<td></td>
<td>100</td>
<td>F: 0-59</td>
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</tbody>
</table>

**SCHEDULE:**

- **January 21**
- **January 27**
  - Film: *The Man Who Knew Too Much* (1934) and *The 39 Steps* (1935)
- **January 28**
  - Additional Reading: Benjamin, "The Work of Art in the Age of Mechanical Reproduction."
- **February 3**
  - Film: *Shadow of a Doubt* (1943)
- **February 4**
  - Additional Reading: Benjamin, "Theses on the Philosophy of History."
- **February 10**
  - Film: *Notorious* (1946)
- **February 11**
  - Reading: AT, "The Ugly, the Beautiful, and Technique" and "Natural Beauty," 45-78.
  - Additional Reading: Adorno, "Transparencies on Film."
- **February 17**
  - Film: *Rope* (1948)
- **February 18**
Reading: AT, “Art Beauty,” 78-100.
Additional Readings: Hansen, “The Question of Film Aesthetics.”

February 24
Film: Strangers on a Train (1951)

February 25

March 10
Film: Rear Window (1954)

March 11
Additional Reading: Badiou, “The False Movements of Cinema” and “Can a Film Be Spoken About?”

March 17
Film: The Man Who Knew Too Much (1956)

March 18
Reading: AT, “Subject-Object,” 163-175.

March 24
Film: Vertigo (1958)

March 25
Additional Reading: Rancière, “The Aesthetic Revolution and Its Outcomes”

March 31
Film: North by Northwest (1959)

April 1
Reading: Jameson, “Allegorizing Hitchcock.”

April 7
Film: Psycho (1960)

April 8

April 21
Film: The Birds (1963)

April 22
Reading: AT, “Paralipomena,” 262-95.

April 28
Film: Marnie (1964)

April 29
Reading: AT, “Paralipomena,” 296-324.
Faculty in the Department of Communication Studies are strongly supportive of the courses proposed by FMA, as seen in an email from Dr. Trish Suchy pasted below.

Renee Edwards  
Professor and Chair  
Department of Communication Studies  
Louisiana State University  
www.lsu.edu/cmst  
225.578.6821

From: Patricia A Suchy  
Sent: Wednesday, April 22, 2015 10:43 AM  
Subject: Re: FMA course proposals

The undergrad course is designed to take advantage of Glen Pitre, who is the genuine article: a successful indigenous independent filmmaker with great professional connections (e.g., Ben Zeitlen) and wonderful gravitas. He is currently visiting faculty for FMA and an extraordinary asset. All for it.

As far as the grad courses go, these as I see it may be a great boon for us in recruiting and training masters students (to name a few, Kerry Jenkins and Mollye Deloach and Nick Arnold would have done these) and PhD students who are interested in digital media/film and are studying performance and/or rhetoric with us.

You might say that they complement our grad program well. They complement but do not replicate our courses in Performance and Media, Performance and Culture, Visual Culture and Rhetoric, et al.

Trish
Re: FMA Proposals

Delbert Burkett
Tue 4/21/2015 9:56 AM
Inbox

To: Film and Media Arts;

Jim,

These all appear to be good courses to have in the catalog. As you say, they do not duplicate any work in our own department. I support the proposals.

Cordially,
Delbert Burkett, Chair
Department of Philosophy & Religious Studies

From: Film and Media Arts
Sent: Tuesday, April 21, 2015 7:16 AM
To: Delbert Burkett
Subject: FMA Proposals

Dear Delbert:

I’m writing to let you know of 3 courses that are being proposed by Film and Media Arts for addition to the curriculum: Film Producing, Graduate Seminar in Film and Media, Graduate Independent Study in Film and Media.

These courses will not duplicate any work in your own department. In fact, they have been requested by a number of Chairs as a way of supporting both Graduate and Undergraduate work in their Departments, especially in HSS. In particular, it is expected that a planned Graduate Minor would be of interest to your students while at the same time increasing enrollments in your own film-related graduate courses.

If you would like to write a note to me supporting these proposals I would be glad to attach it to the proposals.

If you have any questions, please don’t hesitate to write. Or you can speak to a member of the FMA Steering Committee, who support these proposals:

Jean Xavier Bréger, French Studies
Paolo Chirumbolo, Foreign Language and Literature
Zach Godshall, English
RE: FMA Proposals

John D Pizer
Tue 4/21/2015 5:33 PM
Inbox

To: Film and Media Arts;

Dear Jim,

I am happy to support the three courses being proposed by Film and Media Arts. These courses would definitely be of interest to a number of our students in the Department of Foreign Languages and Literatures.

Best wishes,

John

John Pizer
Professor of German and Comparative Literature
Chair, Department of Foreign Languages and Literatures
316 Hodges Hall
Louisiana State University
Baton Rouge, LA 70803
225-578-5172
pizerj@lsu.edu

From: Film and Media Arts
Sent: Tuesday, April 21, 2015 7:05 AM
To: John D Pizer
Subject: Fw: FMA Proposals

Dear John:

I’m writing to let you know of 3 courses that are being proposed by Film and Media Arts for addition to the curriculum: Film Producing, Graduate Seminar in Film and Media, Graduate Independent Study in Film and Media.

These courses will not duplicate any work in your own department. In fact, they have been requested by a number of Chairs as a way of supporting both Graduate and Undergraduate work in their Departments, especially in HSS. In particular, it is expected that a planned Graduate Minor would be of interest to your students while at the same time increasing enrolments in your own film-related graduate courses.

If you would like to write a note to me supporting these proposals I would be glad to attach it to...
Re: FMA Proposals

John L Protevi
Tue 4/21/2015 10:26 PM
Inbox

To:Film and Media Arts;

You replied on 4/22/2015 7:15 AM.

Dear Jim, I support your proposal of these courses.

Best,

John

----
John Protevi
Chair, Department of French Studies
Phyllis M Taylor Professor of French Studies
Professor of Philosophy
Louisiana State University
Baton Rouge LA 70803 USA

On Apr 21, 2015, at 7:05 AM, Film and Media Arts wrote:

Dear John:

I’m writing to let you know of 3 courses that are being proposed by Film and Media Arts for addition to the curriculum: Film Producing, Graduate Seminar in Film and Media, Graduate Independent Study in Film and Media.

These courses will not duplicate any work in your own department. In fact, they have been requested by a number of Chairs as a way of supporting both Graduate and Undergraduate work in their Departments, especially in HSS. In particular, it is expected that a planned Graduate Minor would be of interest to your students while at the same time increasing enrolments in your own film-related graduate courses.
Re: FMA Proposals

English Department  Tue 4/21/2015 8:19 AM
Inbox

To: Film and Media Arts;

Dear Jim,

The English Department supports the 3 new courses proposed by Film and Media Arts. They do not conflict with anything in the English curriculum and are, indeed, courses that will enhance the academic experience of the many English undergraduates and graduates who have an interest in Film and Media Arts.

Sincerely yours,
Elsie Michie

From: Film and Media Arts
Sent: Tuesday, April 21, 2015 7:05 AM
To: English Department
Subject: Fw: FMA Proposals

Dear Elsie:

I’m writing to let you know of 3 courses that are being proposed by Film and Media Arts for addition to the curriculum: Film Producing, Graduate Seminar in Film and Media, Graduate Independent Study in Film and Media.

These courses will not duplicate any work in your own department. In fact, they have been requested by a number of Chairs as a way of supporting both Graduate and Undergraduate work in their Departments, especially in HSS. In particular, it is expected that a planned Graduate Minor would be of interest to your students while at the same time increasing enrolments in your own film-related graduate courses.

If you would like to write a note to me supporting these proposals I would be glad to attach it to the proposals.

If you have any questions, please don’t hesitate to write. Or you can speak to a member of the FMA Steering Committee, who support these proposals:

Jean Xavier Brager, French Studies
Paolo Chirumbolo, Foreign Language and Literature
Support for Film and Media Arts Proposed Graduate Minor in Film and Media Arts

Adelaide M Russo
Wed 4/22/2015 6:30 PM
Inbox

To: □Film and Media Arts; □Director of Comparative Literature LSU;
Cc: □James V Catano;

This message was sent with high importance.

Dear Professor Catano,
As you know students in the PhD Program in Comparative Literature are very interested in the Graduate Minor that you are proposing in Film and Media Arts. Our students include cinema in their dissertations and some of them are qualified to teach in your program, such as Guillermo Severiche. We endorse the courses you have proposed and your efforts to formalize a Graduate minor in your discipline. As you know, we will also present a course to the College Curriculum Committee as an additional elective for our students. Please tell me what I may do in addition to this endorsement to facilitate your proposed minor being approved.

With all good wishes,
Adelaide Russo

Adelaide M. Russo
Phyllis M. Taylor Professor of French Studies
Director, Program in Comparative Literature
Louisiana State University
President, Association of Literary Scholars, Critics, and Writers
403 Hodges Hall
Request for CHANGING an Existing Course

Department: Oceanography and Coastal Sciences
College: School of the Coast and Environment
Course Rubric and #: OCS7028
Date: 5/4/2015

Present Course Description
Title: Numerical Modeling of Ocean Circulation

Semester Hours of Credit: 3
If combination course type, # hrs. of credit for lecture: lab/sem rec: ___/___
Repeat Credit Max (if repeatable): X
Graduate Credit?: Yes: ___ No: ___
Credit will not be given for this course and: ______
Contact Hours Per Week: (Indicate hours in appropriate course type.)
LEC ___ LAB ___ SEM ___ REC ___ RES/IND ___ CLIN/PRAC ___
Total Weekly Contact Hours: ___3___
Grading System: Letter Grade ___X___ Pass/Fail ___

Course Description:
Includes course number, title, etc. exactly as it appears in the General Catalog

7028 Numerical Modeling of Ocean Circulation (3) V Prereq: OCS4170 and ME 4563 or equivalent. Numerical modeling of ocean dynamics; numerical methods; parameterization schemes; review of state-of-the-art models.

7028 Numerical Modeling of Ocean Circulation (3) V Fundamental concepts in computational fluid dynamics; finite difference and finite volume numerical methods; review of state-of-the-art ocean models and their applications to coastal oceans, estuaries, and marine environment.

Proposed Course Description
Title: Numerical Modeling of Ocean Circulation
Short Title: NUM MODEL OCEAN CIR
Semester Hours of Credit: 3
If combination course type, # hrs. of credit for lecture: lab/sem rec: ___/___
Repeat Credit Max (if repeatable): X
Graduate Credit?: Yes: ___ No: ___
Credit will not be given for this course and: ______
Contact Hours Per Week: (Indicate hours in appropriate course type.)
LEC ___ LAB ___ SEM ___ REC ___ RES/IND ___ CLIN/PRAC ___
Total Weekly Contact Hours: ___3___
Grading System: Letter Grade ___X___ Pass/Fail ___

Course Description:
Includes course number, title, etc. exactly as it will appear in the General Catalog

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

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

JUSTIFICATION/EXPLANATION: Use separate sheet.

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

APPROVALS:
Department Faculty Approval Date: 9/4/2015
9/17/2015
Department Chair's Signature: (Date: 10/8/2015)
Graduate Dean's Signature: (Date: 10/21/15)
College Contact: ________
(Please print name.)
College Contact E-mail: ________

College Faculty Approval Date: 9/28/2015
College Dean's Signature: (Date: 10/14/15)
Chair, FS C & C Committee: (Date: 10/15/15)
Academic Affairs Approval: (Date: 10/15/15)
JUSTIFICATION:

OCS 7028 has been taught in the Department of Oceanography and Coastal Sciences for many years. More than 70% of the students who took this course were from various engineering departments (e.g., Civil and Environmental Engineering, Chemical Engineering, Mechanical Engineering, and Petroleum Engineering), while others might come from various backgrounds including oceanography. Thus OCS 4170 (Physical Oceanography) and ME 4563 (Mathematical Methods in Engineering) were put in as prerequisites in the original course description to ensure that all students taking this course will have some basic background in physical oceanography and mathematical methods. However, we have been notified that ME 4563 will no longer be offered by the Mechanical Engineering Department. In addition, starting from 2009 the instructor of OCS 7028 has added two lectures to cover all necessary background contents to make the course more self-contained. Therefore, we request that both OCS 4170 and ME 4563 be removed in the prerequisites to OCS 7028. In addition, the course description is revised to more accurately reflect the evolution of course contents over the years.
Request for **CHANGING** an Existing Course

<table>
<thead>
<tr>
<th>Department</th>
<th>Theatre</th>
</tr>
</thead>
<tbody>
<tr>
<td>College</td>
<td>Music and Dramatic Arts</td>
</tr>
<tr>
<td>Course Rubric &amp; Number</td>
<td>THTR 3900</td>
</tr>
<tr>
<td>Date</td>
<td>5/28/2015</td>
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**PRESENT COURSE DESCRIPTION**

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<th>Title</th>
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<tbody>
<tr>
<td>Semester Hours of Credit</td>
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<td>Lecture</td>
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<td>Lab/Sem/Rec.:</td>
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<tr>
<td>Repeat Credit Max. (If repeatable):</td>
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<tr>
<td>Graduate Credit?</td>
<td>Yes, x No</td>
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<tr>
<td>Credit will not be given for this course and:</td>
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<td>Contact Hours Per Week: (Indicate hours in appropriate course type.)</td>
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<tr>
<td>Lecture</td>
<td>Lab</td>
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<td>Total Weekly Contact Hours:</td>
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<td>Grading System:</td>
<td>Letter Grade X Pass/Fail</td>
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<td>Course Description: (Include course number, title, etc. exactly as it appears in the General Catalog)</td>
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<tr>
<td>THTR 3900 Selected Topics in Theatre (3)</td>
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<tr>
<td>Prereq.: consent of instructor. May be taken for a max. of 6 hrs. of credit when topics vary. Consult Schedule of Classes for current offering.</td>
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**PROPOSED COURSE DESCRIPTION**

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<td>Lecture</td>
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<tr>
<td>THTR 3900 Selected Topics in Theatre (3)</td>
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**APPROVALS**

<table>
<thead>
<tr>
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<th>5/6/2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Faculty Approval Date</td>
<td>10/15/15</td>
</tr>
</tbody>
</table>

Department Chair Signature (date): 5/6/15

Graduate Dean Signature (date): 10/15/15

James Murphy (date): john.b.hope@su.edu

College Contact E-mail: 10/15/15
Form C - Request for Changing a Course

Justification:

THTR 3900 is a course the Department uses to "try out" new topics for possible inclusion in our curriculum. It has come to our attention that recently we have had students who were motivated to take more than two such courses. We would like to lift the current repeat limitation to allow our students the opportunity to undertake any diverse topics we may be presenting.
REQUEST FOR ADDITION OF NEW COURSE

PROPOSED COURSE DESCRIPTION

<table>
<thead>
<tr>
<th>Rubric &amp; No.</th>
<th>BE 4910</th>
<th>Title</th>
<th>Special Topics in Undergraduate Biological Engineering</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Title (≤ 19 characters)</td>
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<td></td>
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<tr>
<td>If combination course type, # hrs. of credit for</td>
<td>Lecture:</td>
<td>Lab/Sem/Rec:</td>
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<td>Repeat Credit Max. (if repeatable):</td>
<td>0 credit hours</td>
<td>Graduate Credit?</td>
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<td>Credit will not be given for this course and:</td>
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<tr>
<td>Course Type (Indicate hours in the appropriate course type.)</td>
<td>Lecture:</td>
<td>Lab:</td>
<td>Seminar:</td>
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<tr>
<td>Maximum enrollment per section: (use integer, e.g. 25 not 20-30)</td>
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<tr>
<td>Grading System:</td>
<td>Letter Grade</td>
<td>Pass/Fail</td>
<td>Final Exam:</td>
</tr>
</tbody>
</table>

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

Course Description:

BE 4910 Special Topics in Undergraduate Biological Engineering (3) May be taken for a max. of 6 hrs. when topics vary. One or more phases of undergraduate biological engineering practice.

Preq: permission of instructor.

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

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

ATTACHMENTS (ATTACH THE FOLLOWING TO YOUR PROPOSAL)

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

APPROVALS

Department Faculty Approval Date | 8-31-2015 | College Faculty Approval Date |
Department Chair Signature | (date) | College Dean Signature | (date) |
Graduate Dean Signature | (date) | Chair, FS C&C Committee | (date) |
Academic Affairs Approval | (date) |
BE 4910 Special Topics in Undergraduate Biological Engineering

There is presently not a special topics course in Biological Engineering. The department is using BE 3989 or BE 4989 to teach special topics courses. BE 3989 and BE 4989 are research independent study courses. These courses should not be used to teach special topics courses. Therefore, the department needs a course number to be used to teach special topic courses. Hence, the request for a special topics course. This course will not duplicate any other course. A 14 week outline and syllabus is not required as this will change with topic. There will not be different requirements for graduate and undergraduate students.
Fall 2015

BE 4910: SUSTAINABLE ENERGY ENGINEERING

2015-16 Catalog Description: Advanced Topics in Biological Engineering
One or more phases of advance biological engineering practice.

Credit: 3 hr Credit. 1 hr. lecture, 3 hrs. lab.

Prerequisites: None. But please talk to the instructor if you do not have any
thermo/transport/bio-reactor background (such as BE 4352 or BE 4341 or
ME 3333 or CHE 3102 or equivalent classes). Instructor will cover the
basics during the first 2 lab periods for student without
thermo/transport/bioreactor background.

Required Textbook: None required. Partial notes will be passed out before each class. Some
lecture and lab material may be posted on moodle (http://moodle2.istu.edu).

References:

- Energy Systems Engineering, Evaluation & Implementation. Francis M. Vanek and
- Sustainable Energy, Choosing Among Options. Jefferson W. Tester, Elisabeth M.
  Drake, Michael J. Driscoll, Michael W. Golay, William A. Peters, The MIT Press,
  2005.
- Energy Systems and Sustainability, Power for a Sustainable Future. Godfrey Boyle,
  Gabriola Island, Canada. 2007.
  1999.
  NY. ISBN:0824790022

Class Schedule: Lecture: 11:30 AM – 1:20 PM Wednesday, Room 115 EB Doran
Bldg.
Laboratory: 12:30 – 3:30 P.M. Friday, 115/118/142 BAE Ag. Metal

Instructor: Chandra S. Theegala, PhD, PE., Professor
### Biological and Agricultural Engineering
Office Location: Room 161, E.B. Doran Bldg., Office Phone: 225-578-1060
Office Hours: 10:30 AM – 11:30 PM Monday; 2:00 PM – 3 PM Thursday
Other times are ok – Please schedule before you come.
E-mail: theccgala@lsu.edu

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**Course Topics and Class Schedule***:

<table>
<thead>
<tr>
<th>Week of</th>
<th>Lecture Topics</th>
<th>Laboratory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Course Introduction&lt;br&gt;Need for conservation and sustainability; Energy history, demand, demand projections; Environmental impacts; Measures of energy. Problems.</td>
<td>Optional - Thermo Review – For students without BE 4352 or appropriate heat transfer background (conduction, convection, radiation)</td>
</tr>
<tr>
<td>Aug 26</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 2</td>
<td>Energy Conservation/Efficiency; Introduction to energy conservation/efficiency; Energy efficiency in buildings (air heating, insulation, lighting, water heating, air conditioning, window glazing, etc.). Problems.</td>
<td>Optional - Thermo Review Continuation. Optional - Biological Kinetics Review – For students without BE 4341 or bioreactor background.</td>
</tr>
<tr>
<td>Sep 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 3</td>
<td>Project Planning. Energy efficiency in transportation and industry (IC gasoline engines, diesel engines, hybrid engines, electrical motors, distillation, heat exchangers, etc.). Problems.</td>
<td>Lab1. DASYLab - Data Acquisition Lab &amp; STELLA Modeling Lab. You will need these for projects. May also include Arduino based acquisition.</td>
</tr>
<tr>
<td>Sep 9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sep 16</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sep 23</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 6</td>
<td>Biomass Energy &lt;br&gt;Technologies: Pyrolysis; gasification; liquefaction; biodiesel; ethanol; methane. Feedstocks: Traditional, non-traditional including Chinese tallow and microalgae</td>
<td>Lab4. Solar Water Heater Challenge Lab</td>
</tr>
<tr>
<td>Sep 30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oct 7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 8</td>
<td><em>Midterm Exam (best of two)</em></td>
<td>Lab6. Evaporative Cooling Challenge Lab</td>
</tr>
<tr>
<td>Oct 14</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 9</td>
<td>Advanced Bioreactor Kinetics and problems.</td>
<td>Lab7. Pyrolysis Lab&lt;br&gt;Biomass Gasifier Lab</td>
</tr>
<tr>
<td>Oct 21</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 10</td>
<td>Microalgal Cultivation, Potential and Challenges. Problems.</td>
<td><em>Oct 30th. Fall Holiday. No lab</em></td>
</tr>
<tr>
<td>Oct 28</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 11</td>
<td>Biofuels (ethanol, butanol, etc). Problems.</td>
<td>Lab8. Microalgal Photo-Bioreactors Lab</td>
</tr>
<tr>
<td>Nov 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 12</td>
<td>Catalysis for Renewables and Problems.</td>
<td>Lab9. Bio-ethanol Lab</td>
</tr>
<tr>
<td>Nov 11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Week 15</td>
<td>Project Presentations. Final Exam Review Problems. Last day of class</td>
<td></td>
</tr>
<tr>
<td>Dec 2</td>
<td></td>
<td>Lab11. Bright Ideas – Lab??</td>
</tr>
<tr>
<td>Week 16</td>
<td>Final Exam (Optional, best of two)</td>
<td>Dec 10th, 2015. 12:30 – 2:30 PM (for classes on MWF classes at 12:30-1:30 PM)</td>
</tr>
<tr>
<td>Dec 9</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Note: Instructor reserves the right to alter the schedule during the course of the semester. However, any alterations will be clarified in the class.

**Purpose of the Course**

This is a senior/graduate level course designed to help the students learn about energy needs, energy conservation, and alternative energy options. The students will also gain relevant hands-on experience through laboratory experiments and class project.

**Course Objectives:**

1. To familiarize students with the needs, types, sources of energy.
2. To help students understand the concepts of energy conservation and related calculations through problems, lab experiments, and a term project.
3. To educate students on various renewable energy alternatives.

**Important Dates to Remember:**

Last day to drop w/o “W” grade: Sep 1, 2015
Last day to add courses and make section changes: Sep 2, 2015
Last day for resigning from the University and/or dropping courses: Nov 6, 2015
Last Day of Class: Dec 5, 2015

**Grading Scale (See the Plus and Minus Grading Statement Below):**

<table>
<thead>
<tr>
<th>Grade Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-92; 93-96; 97-100 %</td>
<td>A-; A; A+</td>
</tr>
<tr>
<td>80-82; 83-86; 87-90 %</td>
<td>B-; B; B+</td>
</tr>
<tr>
<td>70-72; 73-76; 77-80 %</td>
<td>C-; C; C+</td>
</tr>
<tr>
<td>60-62; 63-66; 67-70 %</td>
<td>D-; D; D+</td>
</tr>
<tr>
<td>Below 60%</td>
<td>F</td>
</tr>
</tbody>
</table>

**BE 4910 Grading Policy***:

1. Homework Assignments (20%) and Class & Lab Participation/Attendance (5%) 25%
2. Midterm or Final Exam (best of two) 25%
3. Lab Participation – 6 One Page Summary Sheets (Individual) 25%
4. Project Report/Presentation (Groups of 3) 25%
5. Bonus Assignment/Project (at the discretion of instructor) 0-4%

*Instructor reserves the right to alter the grading policy. But you will be notified in class.

**Graduate Student Credit - Grading Policy***:

1. Homework Assignments (20%) and Class Participation/Attendance (5%) 25%
2. Midterm or Final Exam (best of two) 25%
3. Lab Participation and 6 One Page Summary Sheets (Individual) 25%
4. Project Report/Presentation (Individual effort) 25%
5. Bonus Assignment/Project (at the discretion of instructor) 0-4%

*Instructor reserves the right to alter the grading policy. But you will be notified in class.

Total 100-104%

Course Policies:

Attendance Policy: Attendance is expected. Lateness beyond 5 minutes will be considered absent. Regular lateness will not be allowed, unless you have a valid excuse. Attendance & class participation (disruptive behavior included) will carry up to 5% of grade (at instructor’s discretion). Attendance in lab will also be counted. Students have to make up any missed labs and cannot turn in summary sheets otherwise. Regular sleeping/napping in class period will be considered as absent (zero participation).

Submission Policy: Homework and lab summary sheets must be turned in regularly and will be due on the due date announced (usually before the beginning of a class period). The format/template for the one page lab summary sheet and semester project presentation/report will be discussed in class. Penalty for late submission will be 5% for each working day (valid until graded assignment is returned). You will be allowed one late HW per semester (late by up to 5 working days). You cannot submit a summary sheet for missed labs.

Make-up Exam: No make-up exam will be given for scheduled exam unless the student has a legitimate excuse documented properly (e.g. letter from court clerk that he/she must appear in a court, or a letter from a physician stating that he/she is/was sick). If you know that you will be missing a class, let me know in advance.

Academic Misconduct Policy: Cheating and plagiarism will not be tolerated. The LSU Code of Student Conduct has a section on misconduct (both academic and behavioral). I suggest each of you obtain a copy of this document and be familiar with its contents (https://saa.lsu.edu/code). If you have any questions/concerns about plagiarism, feel free to ask me. It is my professional, ethical obligation, as a faculty member to uphold academic standards. I take this responsibility seriously and will forward the case to respective officials at LSU. It will be outside my control after that point. On all homework assignments and lab summary sheets, I am expecting independent work (absolutely no sharing).

Disruptive Behavior Policy: Absolutely no cell phones and pagers. I DO NOT BRING MY CELL PHONE TO CLASS OR LAB (UNLESS IT IS AN EMERGENCY) (I am giving my undivided attention – so I am expecting the same. Facebook, twitter, chatting, browsing…..etc. will distract the student’s attention and lowers the instructor’s enthusiasm/morale). Avoid going in and out during class. Any behavior that will disturb the attention of fellow students or instructor should be avoided.

Lab Safety: The laboratory is potentially dangerous. A concise set of safety rules is given below. Safety rules will be strictly enforced. Violations of safety rules can lead to dismissal from the laboratory. In case of an accident call Campus Safety or Emergency for help (contact numbers given below). All accidents (even minor ones) are to be reported to Dr. Theegala or department’s front office staff immediately.
Contact Numbers: Emergency: 911
Campus Safety: 578-5640
Dr. Theegala: 578-1060
LSU Emergency Help: 578-4357

Lab Safety Rules (in no particular order)
1. Never lift anything more than 50 Lbs. No group lifting allowed without instructor approval.
2. Follow proper electrical safety. Also do not assume unless you know for sure. If you do know, ask.
3. Never add water to acid.
4. Wear safety glasses and hard hats when needed (instructor will notify you)
5. Wear lab coat or appropriate clothing in the lab (no sandals, no shorts).
7. All volatiles, explosives, strong acids or bases must be handled only in the fume hood. Wear gloves while handling these compounds.
8. Do not work alone in the lab.
9. Do not eat, drink, or smoke in the lab.
10. Keep working area clean.
11. No horseplay.
Re: Scanned from CM7351

David Constant <mondav1a1@mac.com>

Wed 3/18/2015 2:53 PM

To: Anna M Castrillo <acastrilo@lsu.edu>
Cc: Richard L Bengtson <bengtson@lsu.edu>

Yes, you are correct. We need to put in the paperwork for a special topics course. I was mixing apples and oranges here.

I'll check with Dr. Bengtson on the paperwork for special topics.

Thanks,

W. David Constant, PhD, PE, BCEE
Head, Department of Biological and Agricultural Engineering and
Humphreys T. Turner Professor of Civil and Environmental Engineering
49 E.B. Doran Hall
LSU AgCenter
Louisiana State University
Baton Rouge, LA 70803
Email: dconstant@agcenter.lsu.edu
Office: 225.578.3153
Cell: 225.324.9470

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On Mar 18, 2015, at 2:45 PM, Anna M Castrillo <acastrilo@lsu.edu> wrote:

Dr. Constant,

This was the email I sent to Dr. Hopkins, the chair of the C&C Committee. We noticed that there were no real special topics courses in BE at the moment. I believe there is a 7000 level one for advanced topics, but there is a 3989 and a 4989 designated as Independent Study or Special Projects, but they are in the form of research courses. Special topics courses are just like any regular course, but are used to test out new courses to see how successful they will be or just for one time topics.

You can still use 4989, but as it was supposed to be taught, as an independent study course, a research course. Not as a special topics course.

I hope this helps.

Anna Castrillo, M.A.
Coordinator
Office of the University Registrar
Louisiana State University
112 Thomas Boyd Hall
Phone: (225)578-4111
# REQUEST FOR DROPPING A COURSE

<table>
<thead>
<tr>
<th>COURSE DESCRIPTION</th>
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</thead>
<tbody>
<tr>
<td>Rubric &amp; No.</td>
</tr>
<tr>
<td>Title</td>
</tr>
<tr>
<td>Semester Hours of Credit</td>
</tr>
</tbody>
</table>

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

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

This course is presently included or referenced in the following curriculum, minor, concentration, area of specialization, or catalog chapter:

*(If additional space is needed, please attach a separate piece of paper.)*

<table>
<thead>
<tr>
<th>Is this course a prerequisite or corequisite for any other courses?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes ❌ No ✔</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Is this course on the general education list?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes ❌ No ✔</td>
</tr>
</tbody>
</table>

**REASON FOR REQUEST TO DROP COURSE:**

There is not enough student demand to support teaching the course.

---

## APPROVALS

<table>
<thead>
<tr>
<th>Department Faculty Approval Date</th>
<th>8-31-2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Faculty Approval Date</td>
<td>9/16/15</td>
</tr>
</tbody>
</table>

Department Chair Signature (date)  
Graduate Dean Signature (date)  
College Contact: E-mail

<table>
<thead>
<tr>
<th>College Dean Signature (date)</th>
<th>9/16/15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chair, FS C&amp;C Committee (date)</td>
<td>10/15/15</td>
</tr>
</tbody>
</table>

Academic Affairs Approval (date)
REQUEST FOR DROPPING A COURSE

Department: Bid & Agr Engineering  
College: Engineering  
Date: August 31, 2015

COURSE DESCRIPTION

Rubric & No.: BE 2307  
Title: Elements of Landscape Construction  
Semester Hours of Credit: 3

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

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

This course is presently included or referenced in the following curriculum, minor, concentration, area of specialization, or catalog chapter:

(If additional space is needed, please attach a separate piece of paper.)

None

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

Yes  X  No

Rubric  Course #       Rubric  Course #       Rubric  Course #

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

Yes  X  No

REASON FOR REQUEST TO DROP COURSE:

There is not enough student demand to support teaching the course.

APPROVALS

Department Faculty Approval Date: 8-31-2015  
College Faculty Approval Date: 9/16/15

Department Chair Signature:  9/2/15  
Graduate Dean Signature:  (date)

College Contact:  E-mail

Chair, FS C&C Committee:  10/1/15

Academic Affairs Approval:  (date)
REQUEST FOR ADDING, CHANGING, SUSPENDING OR DROPPING UNDERGRADUATE MINOR

Department Interdepartmental College E. J. Ourso College of Business Date 2/4/15
Name of Minor Energy

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

ATTACH JUSTIFICATION for all actions: Use separate sheet. ATTACH RESPONSE from any departments affected (i.e. any department whose course(s) are to be added).

ACTION (check appropriate box):
(x) ADDING: Show the entire new minor using catalog format. Use plain sheets and attach.
( ) CHANGING: List present catalog description which is to be changed (left column) and the changes proposed (right column). In proposed column use strikeout and bold to indicate deletions and additions. Explain all changes adequately on attachment.
( ) SUSPENDING: Provide an adequate explanation for suspending the minor on plain sheets and attach.
( ) DROPPING: Provide an adequate explanation for dropping the minor on plain sheets and attach.

MINOR

<table>
<thead>
<tr>
<th>PRESENT</th>
<th>PROPOSED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total semester hours in current minor:</td>
<td>Total semester hours in proposed minor: 15</td>
</tr>
</tbody>
</table>

To graduate with a minor in energy, students must complete 15 hours consisting of the following courses: GEOL 1001; GEOL 1003 or GEOL 2020; FIN 3351; and six hours chosen from: ACCT 4501, ECON 4320, ECON 4325, ENV 4261, FIN 3718, GBUS 4040, ISDS 4160, or a faculty advisor approved energy elective. Students must have a 2.0 GPA in the courses used to satisfy the minor. At least nine semester hours must be taken on this campus.

APPROVALS:

Department Faculty Approval Date June 29, 2015
Department Chair’s Signature 6/29/15
(Date)

Chair, FS C & C Committee 10/22/15
(Date)

College/Faculty Approval Date June 29, 2015
College Dean’s Signature 7/22/15
(Date)

Academic Affairs Approval 10/22/15
(Date)

College/Faculty Approval Date June 29, 2015
College Dean’s Signature 7/22/15
(Date)

Department Contact: Ashley Junek
(Please print name.)
Contact Email cxjunek@lsu.edu
BACKGROUND

LSU’s E. J. Ourso College of Business has set a standard for outstanding undergraduate and graduate education with a reputation for developing students who are innovative and ready to contribute to the bottom line of corporations. In the fall of 2015, the college will launch an energy initiative that will build upon the traditional core curriculum offered and provide classes that prepare our students for diverse and exciting careers in the energy industry.

The energy initiative is designed to provide the skills and knowledge needed by the next generation of energy professionals. Not only will students take classes that are specific to the energy sector, but they will also be provided a wide range of learning opportunities, including site visits, access to speakers in the industry, case competitions, energy conferences and expos, and industry-related internships.

UNDERGRADUATE MINOR

As part of this initiative, the college would like to establish an undergraduate minor in energy. The curriculum includes courses in energy economics, geology, real estate, petroleum accounting, energy and the environment, multinational managerial finance, as well as other energy electives.

To graduate with a minor in energy, students must complete 15 hours consisting of the following courses: GEOL 1001; GEOL 1003 or GEOL 2020; FIN 3351; and six hours chosen from: ACCT 4501, ECON 4320, ECON 4325, ENVS 4261, FIN 3718, GBUS 4040, ISDS 4160, or a faculty advisor approved energy elective. Students must have a 2.0 GPA in the courses used to satisfy the minor. At least nine semester hours must be taken on this campus.

Notes
1. General education natural sciences sequence taken by freshmen or sophomores
   • GEOL 1001: General Geology: Physical (3)
   • GEOL 1003: General Geology: Historical (3)
   • GEOL 2020: Geology and the Environment (3)
2. FIN 3351: Principles of Real Estate (3); Prereq.: BLAW 3201 or FIN 3715 or FIN 3716.
3. ACCT 4501: Petroleum Accounting (3) Prereq.: ACCT 3021 and 3121; MS in accounting students or permission of department.
4. ECON 4320: Environmental Economics (3) Prereq.: ECON 2000 and 2010; or 2030.
6. ENVS 4261: Energy and the Environment (3); no prerequisites.
7. FIN 3718: Multinational Managerial Finance (3); Prereq.: FIN 3715 or FIN 3716.
7. GBUS 4040: Entrepreneurship in China (3); no prerequisites.
8. ISDS 4160: Sourcing in China (3); no prerequisites.
Permission for ACCT 4501

From: Ye-Sho Chen
Sent: Thursday, January 29, 2015 9:30 AM
To: Thomas J Phillips
Cc: Joseph Legoria; D Larry Crumbley
Subject: Energy Minor for Business Undergraduates: ACCT 4501

Dear Thomas:

I hope that you’re doing well.

Could you please confirm that you are in agreement with allowing ACCT 4501 to be offered as part of the attached Energy Minor for Business Undergraduates?

Thank you.

Ye-Sho

From: Thomas J Phillips
Sent: Thursday, January 29 1:37 PM

Ye-Sho,

Yes, we want to participate. Please count on us.

Tommy
Permission for ECON 4320 and 4325

On Jan 6, 2015, at 9:25 AM, "Robert J Newman" <eonentm@lsu.edu> wrote:

Dick,

Both Econ 4320 and 4325 would be appropriate for students wanting to have a concentration in energy (course descriptions are attached).

Although Econ 4320 is titled Environmental Economics, it covers many important aspects of the economics of energy...particularly policy issues related to government regulations. I think students should have a firm foundation in cost/benefit analysis, if they want to understand the policy issues relating to the energy sector.

We will be bringing in two environmental/resource economists to campus in a couple of weeks for interviews. If you’re on campus, I’ll make sure you get an opportunity to meet with them. If you’re out, maybe Tim can meet with them (?)..

Bob

Robert J. Newman
Chair, Department of Economics
Editor, Journal of Labor Research
Louisiana State University
Permission for ENVS 4261

From: Ye-Sho Chen
Sent: Thursday, January 29, 2015 10:44 AM
To: David E Dismukes; Christopher F D'Elia
Cc: Kevin L Armbrust

Subject: RE: Energy Minor for Business Undergraduates: ENVS 4261

Chris and David,

Many thanks! I removed "offered in the spring semester." Attached are the updates.

Please confirm that you are in agreement with allowing ENVS 4261 to be offered as part of the Energy Minor for Business Undergraduates.

Thank you again.

Ye-Sho

From: Christopher F D'Elia
Sent: Thursday, January 29, 2015 12:02 PM
To: Ye-Sho Chen; David E Dismukes
Cc: Kevin L Armbrust

Subject: RE: Energy Minor for Business Undergraduates: ENVS 4261

I have not discussed this with my department chair, Kevin Armbrust, but from my perspective as an instructor and dean, this is fine. Just remember, this is a restricted enrollment class. The room we use only holds 25. It is also CxC. The class fills during the first day or two of registration, so you students may have trouble getting in even with two sections.

From: Ye-Sho Chen
Sent: Thursday, January 29, 2015 12:11 PM
To: Christopher F D'Elia; David E Dismukes
Cc: Kevin L Armbrust

Subject: RE: Energy Minor for Business Undergraduates: ENVS 4261

Chris,

I am very thankful for your opening up this great opportunity for business students.

Let me check with my colleagues on the constraints. I will get back with you.

Thank you.

Ye-Sho
From: Ye-Sho Chen  
Sent: Tuesday, February 03, 2015 10:24 AM  
To: Christopher F D'Elia  
Cc: Kevin L Armbrust; David E Dismukes  
Subject: ENVS 4261  

Good morning, Chris!

I have discussed with my colleagues regarding the constraints of ENVS 4261. We decided to have ENVS 4261 as an elective course of Energy Minor for Business Undergraduates. In the 1st attachment, please see the update.

We also have ENVS 4261 as an elective course for MBA Energy Specialization (please see the 2nd attachment).

If it is ok with you, could you please confirm that you are in agreement with allowing ENVS 4261 to be offered as part of the attached Energy Minor for Business Undergraduates and MBA Energy Specialization?

Thank you.

Ye-Sho

From: Christopher F D'Elia  
To: Ye-Sho Chen  
Sent: Tuesday, February 3, 2015 10:48 am  

Yes, glad to oblige! We'll add a fall section, as discussed, and consider adding a non-CxC version that can accommodate more students in future years.
Permission for FIN 3351

Carlos,

Please see Ashley email below.

Do you think FIN 3351 is good for being a required course for Energy Minor (attached)?

Thank you.

Ye-Sho

Since Kelley is the RERI Director and Real Estate Chair, I discussed it with him yesterday afternoon (and then slept on it).

I am confident that, with planning, we can accommodate the demand. FIN 3351 is offered every Fall and Spring, as well as intersession and summer. So it is a "year-round" class. Given that it is the course I have taught most in my career (since January 1993), I know the content. An issue is having flexibility to accommodate fluctuating demand each semester. But, with our 300-seat auditorium, if we have at least one section in the auditorium, that should not be a problem (it's how we've handled the increased business law demand).

So, bottom line, after careful consideration, we are in agreement that it could be required.

Carlos
Permission for GBUS 4040

From: Ye-Sho Chen  
Sent: Thursday, January 29, 2015 11:56 AM  
To: Jean B McGuire  
Cc: Daniel B Marin  
Subject: Energy Minor for Business Undergraduates: GBUS 4040

Dear Jean:

I hope that you’re doing well.

Could you please confirm that you are in agreement with allowing GBUS 4040 to be offered as part of the attached Energy Minor for Business Undergraduates?

Thank you.

Ye-Sho

From: Jean B McGuire  
Sent: Thursday, January 29, 2015 1:06 PM  
To: Ye-Sho Chen  
Subject: RE: Energy Minor for Business Undergraduates: GBUS 4040

I am fine with it in principle. However, I am not certain that keeping the same course title is a good idea, as the focus is now more on energy. You might want to find a title that more closely reflects the energy focus.

From: Ye-Sho Chen  
Sent: Thursday, January 29, 2015 1:13 PM  
To: Jean B McGuire

Thanks, Jean.

Very good point! Originally, I proposed a title change to Energy Entrepreneurship in China. In the Curriculum Committee meeting yesterday, they suggested not to change the title as it will become a new course which we want to avoid. Please let me know if you have further questions.

Best,

Ye-Sho
Permission for GEOL 1001, 1003, and 2020

From: Ye-Sho Chen
Sent: Tuesday, January 20, 2015 3:48 PM
To: Carol Wicks
Subject: Energy Minor

Carol,

I hope that you’re doing well.

Could you please confirm that you are in agreement with allowing GEOL 1001, GEOL 1003, GEOL 2020 to be offered as part of the attached energy minor?

Thank you.

Ye-Sho

From: Carol Wicks
Sent: Wednesday, January 21, 2015 10:57 AM

Ye-Sho,

I confirm that G&G is in agreement with allowing Geol1001-1003 or Geol1001-2020 to be offered as part of the Energy Minor in the College of Business.

Carol M. Wicks
Permission for ISDS 4160

From: Ye-Sho Chen  
Sent: Thursday, January 29, 2015 11:52 AM  
To: Helmut Schneider  
Subject: Energy Minor for Business Undergraduates: ISDS 4160

Dear Helmut:

I hope that you’re doing well.

Could you please confirm that you are in agreement with allowing ISDS 4160 to be offered as part of the attached Energy Minor for Business Undergraduates?

Thank you.

Ye-Sho

From: Helmut Schneider  
Sent: Thursday, January 29, 2015 1:19 PM  
To: Ye-Sho Chen

Yes, I am in agreement.
Ye-Sho,

Yes, I approve of this and confirm the use of this course as stated below. Please let me know if you have any questions.

Kevin

Kevin L. Armbrust, Ph.D.
Clai borne Chair of Environmental Toxicology
Professor and Chair, Department of Environmental Sciences
School of the Coast and Environment
1279 Energy, Coast and Environment Building
Louisiana State University
Baton Rouge, LA 70803
armbrust@lsu.edu
office: (225)578-4281
cell: (662)418-9458

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Kevin,

The University Course & Curriculum Committee would like to have the department chair’s confirmation regarding ENVS 4261 as an elective course of Energy Minor for Business Undergraduates. Could you help on this?

Thank you.

Ye-Sho

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From: Christopher F D'Elia
Sent: Tuesday, February 03, 2015 10:48 AM
To: Ye-Sho Chen
Cc: Kevin L Armbrust; David E Dismukes; Richard D White
Subject: RE: ENVS 4261
Yes, glad to oblige! We’ll add a fall section, as discussed, and consider adding a non-CxC version that can accommodate more students in future years.

From: Ye-Sho Chen  
Sent: Tuesday, February 03, 2015 10:24 AM  
To: Christopher F D’Elia  
Cc: Kevin L Armbrust; David E Dismukes  
Subject: ENVS 4261

Good morning, Chris!

I have discussed with my colleagues regarding the constraints of ENVS 4261. We decided to have ENVS 4261 as an elective course of Energy Minor for Business Undergraduates. In the 1st attachment, please see the update.

We also have ENVS 4261 as an elective course for MBA Energy Specialization (please see the 2nd attachment).

If it is ok with you, could you please confirm that you are in agreement with allowing ENVS 4261 to be offered as part of the attached Energy Minor for Business Undergraduates and MBA Energy Specialization?

Thank you.

Ye-Sho

From: Ye-Sho Chen  
Sent: Thursday, January 29, 2015 12:11 PM  
To: Christopher F D’Elia; David E Dismukes  
Cc: Kevin L Armbrust  
Subject: RE: Energy Minor for Business Undergraduates: ENVS 4261

Chris,

I am very thankful for your opening up this great opportunity for business students.

Let me check with my colleagues on the constraints. I will get back with you.

Thank you.

Ye-Sho

From: Christopher F D’Elia  
Sent: Thursday, January 29, 2015 12:02 PM  
To: Ye-Sho Chen; David E Dismukes  
Cc: Kevin L Armbrust  
Subject: RE: Energy Minor for Business Undergraduates: ENVS 4261

I have not discussed this with my department chair, Kevin Armbrust, but from my perspective as an instructor and dean, this is fine. Just remember, this is a restricted enrollment class. The room we use only holds 25. It is also CxC. The class fills during the first day or two of registration, so you students may have trouble getting in even with two sections.
From: Ye-Sho Chen
Sent: Thursday, January 29, 2015 10:44 AM
To: David E Dismukes; Christopher F D'Elia
Cc: Kevin L Armbrust
Subject: RE: Energy Minor for Business Undergraduates: ENVS 4261

Chris and David,

Many thanks! I removed “offered in the spring semester.” Attached are the updates.

Please confirm that you are in agreement with allowing ENVS 4261 to be offered as part of the Energy Minor for Business Undergraduates.

Thank you again.

Ye-Sho

From: David E Dismukes
Sent: Thursday, January 29, 2015 10:34 AM
To: Christopher F D’Elia
Cc: Ye-Sho Chen; Kevin L Armbrust
Subject: RE: Energy Minor for Business Undergraduates: ENVS 4261

Yea – let’s keep doing this as CxC with 25 for now – and if we get waiting list again, for both semesters, we can consider other alternatives like larger class size... for now, I don’t want to remove that aspect of the class since I think that is what makes it so different and attractive...

david

From: Christopher F D'Elia [mailto:cdelia@lsu.edu]
Sent: Thursday, January 29, 2015 10:30 AM
To: David E Dismukes
Cc: Ye-Sho Chen; Kevin L Armbrust
Subject: RE: Energy Minor for Business Undergraduates: ENVS 4261

Ok we will put on another section in the fall then, same days, times, format and place. I will copy Kevin Armbrust on this. That is only 25 students though, and I suspect that the potential “market” is much larger.

From: David E Dismukes
Sent: Thursday, January 29, 2015 10:23 AM
To: Christopher F D’Elia
Cc: Ye-Sho Chen
Subject: RE: Energy Minor for Business Undergraduates: ENVS 4261

Yes – that sounds like a plan..
david
From: Christopher F D'Elia [mailto:cdelia@lsu.edu]  
Sent: Thursday, January 29, 2015 10:21 AM  
To: David E Dismukes  
Cc: Ye-Sho Chen  
Subject: RE: Energy Minor for Business Undergraduates: ENVS 4261

If you are willing to be the instructor of record in the fall, I'm ok with doing a couple of one-up lectures – even a few more, but I would be more in a guest speaker role. I am glad to keep on with the Spring Semester course as instructor of record, but after next year, I will probably hand the whole thing off to you. Can you handle that?

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Sent: Thursday, January 29, 2015 10:12 AM  
To: Christopher F D'Elia  
Cc: Ye-Sho Chen  
Subject: RE: Energy Minor for Business Undergraduates: ENVS 4261

Why don't we try to do this twice a year (fall, spring)) – still as CXC and see how it goes – I have a new faculty member here that can help cover a big part of this... what I would propose is maybe you could do two of the early principle lectures ... I will fill in on some of the more general stuff you were doing, and split some of the industry stuff up with my new faculty person – plus, we are trying to make a new hire at CES that I hope can help out – what I would say is that the version you and I do in the spring would have Olsen and Guenter – the fall might have entirely different slate of people (probably more local) if we go down that route for outside speakers...

Ye-Sho – when are you all planning on starting this option? Will it be this upcoming fall?

david

From: Christopher F D'Elia [mailto:cdelia@lsu.edu]  
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David: I absolutely agree, but we will need some reinforcements! I don't think either of us has the time to do the course in the fall as well. Also, we would need to have a non-CxC version that could go in a large lecture setting. I think one of the special features of the class is that you and I “have an attitude,” which is to say that we go into the course with a certain amount of cynicism and skepticism about the topic. This helps engage students and gives them some realization about how important and complex the topic of energy is, especially when you layer in environmental issues as well. I am not sure that one can do this nearly as well in a large lecture setting. I am wondering whether doing a slightly different course at the 2000 level might make sense instead? I will send Ye-Sho the syllabus so he can see what we are up to. Chris
Chris – see below and attached – do you approve of them being able to use ENVS 4261 for the energy minor in business? Seems like great opportunity to me – I guess we’ll need to talk about options of offering the class more often like every semester – would that be an issue?

david

Dear David:

I hope that you’re doing well.

Could you please ask your department to confirm that you are in agreement with allowing ENVS 4261 to be offered as part of the attached Energy Minor for Business Undergraduates?

Thank you.

Ye-Sho

Ye-Sho Chen, Ph.D.
Director of Globalization
James C. & Cherie H. Flores Professor of MBA Studies #2
Professor of Information Systems and Decision Sciences
E. J. Ourso College of Business
2211 Business Education Complex
Louisiana State University
Baton Rouge, LA 70803
ENG 2673: Introduction to Asian American Literature
Tuesday and Thursday, 10:30am – 11:50am, 19 Allen Hall

Dr. Sunny Yang
Email: sunnyyang@lsu.edu
Office Hours: Wednesday 10-12 and 1-5, or by appointment

COURSE DESCRIPTION
This course is an introduction to Asian American literature. We will analyze a range of texts (short stories, novels, critical essays, etc.) in order to understand how Asian American writing has been shaped by, and responded to, specific moments in American history. Topics covered will include Japanese internment during World War II, Chinatown stories, Vietnam War narratives, and contemporary accounts of the “model minority” myth.

COURSE SCHEDULE
Assignments and readings are due on the date listed. You must print out and bring the readings (found on Moodle) to class in order to participate in discussion and in-class writing assignments.

Tuesday, Aug 25
Introduction/explanation of syllabus

Thursday, Aug 27
Historical Introduction to Asian American Literature

Tuesday, Sept 1
Read: Sui Sin Far, “In the Land of the Free,” “The Story of One White Woman Who Married a Chinese,” “The Wisdom of the New,” and “Leaves from the Mental Portfolio of an Eurasian” from Mrs. Spring Fragrance

Thursday, Sept 3
Read: Carlos Bulosan, America is in the Heart; Mae Ngai “From Colonial Subjects to Undesirable Alien: Filipino Migration in the Invisible Empire”

Tuesday, Sept 8
Read: Julie Otsuka, When the Emperor was Divine (pg. 3-48)
In-class: Executive Order 9066, California Alien Land Act; Selections from Nisei Daughter and Desert Exile

Thursday, Sept 10
Journal entry
Read: Mae Ngai “The World War II Internment of Japanese Americans and the Citizenship Renunciation Cases”
In-class: Rabbit in the Moon screening pt 1 (84 mins)

Tuesday, Sept 15
In-class: Rabbit in the Moon screening pt 2
Thursday, Sept 17
Read: *When the Emperor Was Divine* (106-144); John Okada, *No-No Boy*

Tuesday, Sept 22
Read: C.Y. Lee *Flower Drum Song*; Robert G. Lee “Cold War Origins of Model Minority Myth”
In-class: *Flower Drum Song* screening pt 1 (133 minutes)

Thursday, Sept 24
Journal entry
In-class: *Flower Drum Song* pt 2

Tuesday, Sept 29
Read: Anne Anlin Cheng “Beauty and Ideal Citizenship”
In-class: *Flower Drum Song* pt 3 (if necessary)

Thursday, Oct 1
Read: Maxine Hong Kingston *Woman Warrior* (“No-Name Woman” and “White Tigers”); Robert G. Lee, “The Woman Warrior as Intervention in Asian American Historiography”

Tuesday, Oct 6
Read: Preface to *Aiiieee*; Frank Chin “Confessions of the Chinatown Cowboy”; “Come All Ye Asian American Writers of the Real and the Fake”; “Chickencoop Chinaman” (Act 1)

Thursday, Oct 8
Journal Entry
Read: “Chickencoop Chinaman” (Act 2); Daryl Maeda “Black Panthers, Red Guards, and Chinamen: Constructing Asian American Identity through Performing Blackness”

Tuesday, Oct 13
MIDTERM EXAM

Thursday, Oct 15
Read: Michele Janette “Introduction” to *My Viet*; Nguyễn Thị Thư-Lâm *Fallen Leaves*

Tuesday, Oct 20
Read: Lan Cao *Monkey Bridge*

Thursday, Oct 22
Read: Andrew Pham *Catfish and Mandela*

Tuesday, Oct 27
Journal entry
Read: Theresa Cha, *Dictee*

Thursday, Oct 29
FALL BREAK

Tuesday, Nov 3
Read: Lois-Ann Yamanaka, *Wild Meat and the Bully Burgers*

**Thursday, Nov 5**

**Tuesday, Nov 10**
*Read:* Jhumpa Lahiri, “A Temporary Matter,” “Interpreter of Maladies,” and “Mrs. Sen’s” from *Interpreter of Maladies*

**Thursday, Nov 12**
*Journal Entry*
(day to talk about writing)

**Tuesday, Nov 17**
*In class:* *A Village Called Versailles* screening (67 minutes)

**Thursday, Nov 19**
*Read:* Celeste Ng, *Everything I Never Told You* (pg 1-56)

**Tuesday, Nov 24**
*Read:* *Everything I Never Told You* (pg 57-157)

**Thursday, Nov 26**
Thanksgiving break

**Tuesday, Dec 1**
*Read:* *Everything I Never Told You* (finish)

**Thursday, Dec 3**
Final class/Final Essay Due
Ye-Sho,

Yes, I approve of this and confirm the use of this course as stated below. Please let me know if you have any questions.

Kevin

Kevin L. Armbrust, Ph.D.
Claiborne Chair of Environmental Toxicology
Professor and Chair, Department of Environmental Sciences
School of the Coast and Environment
1279 Energy, Coast and Environment Building
Louisiana State University
Baton Rouge, LA 70803
armbrust@lsu.edu
office: (225)578-4281
cell: (662)418-9458

Kevin,

The University Course & Curriculum Committee would like to have the department chair’s confirmation regarding ENVS 4261 as an elective course of Energy Minor for Business Undergraduates. Could you help on this?

Thank you.

Ye-Sho
Yes, glad to oblige! We’ll add a fall section, as discussed, and consider adding a non-CxC version that can accommodate more students in future years.

From: Ye-Sho Chen  
Sent: Tuesday, February 03, 2015 10:24 AM  
To: Christopher F D’Elia  
Cc: Kevin L Armbrust; David E Dismukes  
Subject: ENVS 4261

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