
2018

Guide to General Education Requirements

LSU | **University College**



About the Guide

This Guide to General Education Requirements is provided to you as a courtesy of LSU University College. The course listings are accurate at the time of this publication (Feb 2018). The information included is offered as a representative description of what a student might encounter when enrolled in one of these classes. The actual delivery of any course may vary based on classroom size, the individual instructor, and the syllabus presented at the beginning of the semester. The intention is to provide students with a generalized perspective of each course to assist in the selection of allowable general education options.

Information on courses and degree requirements is subject to change. Refer to the online catalog for complete and updated information.

Louisiana State University and A&M College is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award baccalaureate, master's, and doctoral degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Louisiana State University and A&M College.

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Guide to General Education Requirements at LSU

There are two components to General Education at LSU. One component requires students to complete 39 hours that provide a breadth of knowledge across the following six major areas:

- | | |
|--------------------------------------|----------------------------------|
| I. Analytical Reasoning (six hours) | IV. Humanities (nine hours) |
| II. Arts (three hours) | V. Natural Sciences (nine hours) |
| III. English Composition (six hours) | VI. Social Sciences (six hours) |

The second component requires that courses used to satisfy the above requirement also assess the student's competency in one or more of the following Learning Outcomes:

- An LSU graduate will demonstrate effective communication of complex knowledge and ideas through written, oral, visual, and technological media.
- An LSU graduate will demonstrate an understanding of historical, cultural, and philosophical complexity which supports sophisticated discourse.
- An LSU graduate will be able to conduct research-based inquiry, including articulation of complex disciplinary and interdisciplinary problems, effective evaluation and analysis of primary and secondary sources, and integration of relevant information into original discourse.
- An LSU graduate will be able to employ scientific and mathematical methods and technology in the resolution of laboratory and real-world problems.
- An LSU graduate will demonstrate an understanding of the factors associated with global interdependence, including economic, political, psychological, cultural, and linguistic forces.
- An LSU graduate will have the knowledge, skills, and disposition which attest to a commitment and ability to recognize and to participate in processes which improve the civic life of communities.

These assessments require additional reporting by faculty but not students. Because of these assessments, student appeals seldom are granted to substitute a non-general education course for a general education course even though both contribute to a breadth of knowledge. It also is expected that numerous upper level courses will help students achieve the Learning Outcomes prior to graduation but those courses lack additional reporting by faculty and are not designated as general education.

A complete master list of general education courses by category is provided for your reference on the following pages. This guide also provides summaries for each individual course. The descriptions in the guide should provide the answers

to many frequently asked questions. Most course summaries include the following information:

- Course number and title
- Credit hours
- Average enrollment
- “Why?” explains what a student can expect to gain from the course.
- “Content” provides information on the major topics included in the course.
- “Format” describes how the course is taught.
- “Evaluation” describes the kind of student work on which grades are based.
- “Required for” and “Recommended for” indicate which students must take the course and those for whom it is recommended, but not required.
- “What next?” indicates additional courses in the same department for which this course will prepare you.
- “Across Curricula” indicates if development of one or more across-the-curriculum components is an important part of the learning skills utilized in this course.
- “Related Courses” provides a list of courses a student may want to consider in a future semester if he or she wants to pursue related topics.
- “Prerequisites” notes if a student must have a specific background in order to take this course or if prior course work is required.

I. Analytical Reasoning..... 6 Hours

General education analytical reasoning courses must come from the following list. All students must have credit in at least one mathematics course.

COMPUTER SCIENCE

1240 Statistics and Graphics with MATLAB 3

EXPERIMENTAL STATISTICS

2201 Introduction to Statistical Analysis 4

MATHEMATICS

1021 College Algebra 3
 1022 Plane Trigonometry 3
 1023 College Algebra and Trigonometry 5
 1029 Introduction to Contemporary Mathematics 3
 1100 The Nature of Mathematics 3

1431 Calculus with Business and Economic Applications 3
 1550 Analytic Geometry and Calculus I 5
 1551 HONORS: Analytic Geometry and Calculus I 5
 1552 Analytic Geometry and Calculus II 4
 1553 HONORS: Analytic Geometry and Calculus II 4
 1554 Calculus II for Life Sciences 4

PHILOSOPHY

1021 Introduction to Logic 3
 2010 Symbolic Logic I 3

II. Arts..... 3 Hours

ARCHITECTURE

2401 Appreciation of Architecture 3

ART

1001 Introduction to Fine Arts 3

ART HISTORY

1440 Historical Survey of the Arts 3
 1441 Historical Survey of the Arts 3
 2401 Art of the Ancient Near East and Egypt 3
 2402 Classical Art and Archaeology 3
 2411 Survey of Asian Art 3
 2470 Survey of Modern to Contemporary Art 3

HONORS

2021 Colloquium in the Arts 3

INTERIOR DESIGN

1051 Introduction to Interior Design 3

LANDSCAPE ARCHITECTURE

1201 Introduction to Landscape Architecture 3

MUSIC

1600 American Popular Music 3
 1751 Music Appreciation 3
 1755 HONORS: Music Appreciation 3
 1799 Rudiments of Music 3
 2000 History of Jazz 3

THEATRE

1020 Introduction to Theatre 3
 1021 HONORS: Introduction to Theatre 3
 1800 Introduction to Dance 3
 2022 Introduction to Theatrical Design 3
 2024 Live Entertainment Technology 3
 2028 Introduction to Dramatic Literature 3

III. English Composition..... 6 Hours

All students must have credit in English 1001 or 1004 (for international students only) and English 1002 and 2000.

ENGLISH

1001 English Composition 3
 1004 English Composition (for international students) 3
 1005 English Composition (for international students) 3
 2000 English Composition 3

2020 Contemporary Studies 3
 2021 Colloquium in the Arts 3
 2030 Humanities Colloquium 3
 2033 Social Science Colloquium 3
 2041 Classical Traditions: The Mediterranean World 4
 2042 Modern Traditions: Europe and the West 4

HONORS

2000 Critical Analysis 3
 2012 The 19th Century 3
 2013 The 20th Century 3

IV. Humanities 9 Hours

Students must take three humanities courses to fulfill this requirement.

AFRICAN & AFRICAN AMERICAN STUDIES

2025 African American Religion (see also REL 2025) 3

ARABIC

1101 Beginning Arabic 4
 1102 Beginning Arabic 4
 2101 Intermediate Arabic 3
 2102 Intermediate Arabic 3

ARCHITECTURE

2007 History of Architecture I 3
 2008 History of Architecture II 3

CHINESE

1101 Beginning Mandarin Chinese 4
 1102 Beginning Mandarin Chinese 4
 2001 Intermediate Mandarin Chinese 4
 2002 Intermediate Mandarin Chinese 4
 2070 Chinese Cinema 3

CLASSICAL STUDIES

2101 Ancient Greek Civilization 3
 2102 Ancient Roman Civilization 3

COMMUNICATION STUDIES

1061 Fundamentals of Communication 3
 2040 Introduction to Performing Literature 3
 2060 Public Speaking 3
 2063 Argumentation and Debate 3

COMPARATIVE LITERATURE

2201 Introduction to World Literary Traditions (see also ENGL 2201) 3
 2202 Introduction to Modern World Literature (see also ENGL 2202) 3

ENGLISH

2024 Critical Strategies 3
 2025 Fiction 3
 2027 Poetry 3
 2029 Drama 3
 2123 Studies in Literary Traditions and Themes 3
 2148 Shakespeare 3
 2201 Introduction to World Literary Traditions (see also CPLT 2201) 3
 2202 Introduction to Modern World Literature (see also CPLT 2202) 3
 2220 Major British Authors 3
 2231 Reading Film as Literature 3
 2270 Major American Authors 3
 2300 Interpreting Discourse 3

2593 Images of Women: An Introduction 3
 2673 Literature and Ethnicity 3
 2674 Introduction to African American Literature 3
 2823 HONORS: Studies in Literary Traditions and Themes 3
 2824 HONORS: Critical Analysis of Literature 3

FRENCH

1001 Elementary French 4
 1002 Elementary French 4
 1201 Elementary Cajun French 4
 1202 Elementary Cajun French 4
 2101 Intermediate French 3
 2102 Intermediate French 3
 2201 Intermediate Cajun French I 3
 2202 Intermediate Cajun French II 3
 2155 Readings in French Literature 3

GERMAN

1101 Elementary German 4
 1102 Elementary German 4
 2075 German Civilization (see also HIST 2075) 3
 2101 Intermediate German 3
 2102 Intermediate German 3
 2155 Readings in German Literature 3

GREEK

1001 Elementary Greek 4
 2051 Intermediate Greek 4
 2103 Intermediate Greek Prose 3
 2153 Homer 3
 2155 Greek Drama 3
 2156 New Testament 3
 2165 Plato's Dialogues 3
 2166 Attic Oratory 3

HEBREW (see also Religious Studies)

1001 Beginning Hebrew (see also REL 1001) 4
 1002 Beginning Hebrew (see also REL 1002) 4
 2003 Intermediate Hebrew (see also REL 2003) 4
 2004 Intermediate Hebrew (see also REL 2004) 4

HISTORY

1001 Western Civilization to 1500 3
 1002 HONORS: Western Civilization to 1500 3
 1003 Western Civilization Since 1500 3
 1004 HONORS: Western Civilization Since 1500 3
 1005 World History to 1500 3
 1007 World History Since 1500 3
 2012 Britain from 1689 to the Present 3
 2020 Medieval Europe 3
 2022 Modern Europe 3

2025	Early Modern Europe	3
2030	War, Mass Violence and Genocide	3
2035	Home Fronts	3
2049	Violence in the American West	3
2055	The United States to 1865	3
2056	HONORS: The United States to 1865	3
2057	The United States from 1865 to the Present	3
2058	HONORS: The United States from 1865 to the Present	3
2061	African American History	3
2065	History of Popular Culture in the U.S.	3
2075	German Civilization (see also GERM 2075)	3
2085	Colonial Latin America	3
2096	East Asian Civilization Since 1800	3
2100	Introduction to Asia	3
2125	PreModern Cities	3
2126	Cities in Europe since 1500	3
2160	The Contemporary Middle East	3
2184	Introduction to African Civilizations	3
2185	African Colonialism	3
2186	Post-colonial Africa	3
2190	Modern South Asia	3

HONORS

2000	Critical Analysis	3
2012	The 19th Century	3
2013	The 20th Century	3
2020	Contemporary Studies	3
2030	Humanities Colloquium	3
2041	Classical Traditions: The Mediterranean World	4
2042	Modern Traditions: Europe and the West	4
2056	The United States to 1865	3
2058	The United States from 1865 to the Present	3

ITALIAN

1001	Elementary Italian	4
1002	Elementary Italian	4
2101	Intermediate Italian	3
2102	Intermediate Italian	3
2155	Readings in Italian Literature	3

LANDSCAPE ARCHITECTURE

1203	Views of the American Landscape	3
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LATIN

1001	Elementary Latin	4
2051	Intermediate Latin	4
2053	Intermediate Latin	3
2065	Golden Age Narrative Poetry	3
2066	Golden Age Prose	3
2073	Roman Historians	3
2074	Golden Age Lyric Poetry	3

PHILOSOPHY

1000	Introduction to Philosophy	3
1001	HONORS: Introduction to Philosophy	3

2018	Professional Ethics	3
2020	Ethics	3
2024	Philosophy in Literature	3
2028	Philosophy of Religion (see also REL 2028)	3
2033	History of Ancient and Medieval Philosophy	3
2035	History of Modern Philosophy	3
2050	HONORS: Ethics	3
2053	HONORS: History of Ancient and Medieval Philosophy	3

RELIGIOUS STUDIES

1000	Religions of the World	3
1001	Beginning Hebrew (see also HEBR 1001)	4
1002	Beginning Hebrew (see also HEBR 1002)	4
1004	Old Testament	3
1005	New Testament	3
2000	Introduction to the Study of Religion	3
2001	Faith and Doubt	3
2003	Intermediate Hebrew (see also HEBR 2003)	4
2004	Intermediate Hebrew (see also HEBR 2004)	4
2025	African American Religion (see also AAAS 2025)	3
2027	Asian Religions	3
2028	Philosophy of Religion (see also PHIL 2028)	3
2029	Judaism, Christianity, and Islam	3
2030	HONORS: Judaism, Christianity, and Islam	3
2031	HONORS: Asian Religions	3
2033	American Religions	3

SOCIAL WORK

2500	Introduction to LGBTQ Studies	3
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SPANISH

1101	Elementary Spanish	4
1102	Elementary Spanish	4
1152	Intensive Beginning Spanish	4
2101	Intermediate Spanish	3
2102	Intermediate Spanish	3

WOMEN'S AND GENDER STUDIES

2500	Introduction to Women's and Gender Studies	3
2501	HONORS: Introduction to Women's and Gender Studies	3

V. Natural Sciences 9 Hours

To complete the natural sciences requirement a student must take at least nine semester hours from the following list. A minimum of six hours must be in a physical or a life science course sequence and the remaining hours must be in an area other than that previously selected (i.e., both physical and life sciences must be taken). Life science courses are identified in the list below with an asterisk (*).

Sequence Courses

ASTRONOMY

1101	The Solar System	3
1102	Stellar Astronomy	3

BIOLOGICAL SCIENCES

1001*	General Biology	3
1002*	General Biology	3
1201*	Biology for Science Majors I	3
1202*	Biology for Science Majors II	3
1503*	HONORS: Biology for Science Majors II	4

CHEMISTRY

1001	Chemical Fundamentals	3
1002	Chemistry of Life and the Environment	3
1201	General Chemistry I	3
1202	General Chemistry	3
1421	HONORS: General Chemistry I	3
1422	HONORS: General Chemistry	3

ENVIRONMENTAL SCIENCES

1126*	Introduction to Environmental Sciences	3
1127*	HONORS: Introduction to Environmental Sciences	3
2126*	Environmental and Anthropogenic Impacts of Microbes	3

GEOGRAPHY

2050	Physical Geography: The Atmosphere	3
2051	Physical Geography: Land and Water Surfaces, Plant and Animal Realms	3

GEOLOGY

1001	General Geology: Physical	3
1002	HONORS: General Geology: Physical	3
1003	General Geology: Historical	3
1004	HONORS: General Geology: Historical	3
2020	Geology and the Environment	3

HONORS

1007*	Introduction to Life Sciences	4
1008*	Introduction to Life Sciences	4

HORTICULTURE

2050*	General Horticulture	3
2061*	Plant Propagation	3

PHYSICAL SCIENCE

1001	Physical Science	3
1002	Physical Science	3

PHYSICS

1201	General Physics for Physics Majors	4
1202	General Physics for Physics Majors	4
2001	General Physics I	3
2002	General Physics II	3
2110	Particle Mechanics	3
2112	Fluids, Thermodynamics, Waves and Modern Physics	3
2113	Fields: Gravity, Electricity and Magnetism	3

Laboratories and Other Individual Science Courses

AGRICULTURE

1005*	Science and Society	3
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AGRONOMY

1001*	Plants and People	3
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BIOLOGICAL SCIENCES

1011*	Microorganisms and Man	3
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GEOLOGY

1066	Dinosaurs, Catastrophes, and Extinctions	3
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HONORS

1035*	Life Science Seminar	3
1036	Physical Science Seminar	3

MEDICAL PHYSICS

2051	Radiation Science for Medical Applications	3
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OCEANOGRAPHY AND COASTAL SCIENCES

1005	Introduction to Oceanography	3
1006	HONORS: Introduction to Oceanography	3
2050*	Coastal Ecosystem Design	3

PHYSICS

2401	Introduction to Concepts in Physics	3
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RENEWABLE NATURAL RESOURCES

1001*	Natural Resource Conservation	3
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WOMEN'S & GENDER STUDIES

1001*	Evolution of Sex and Gender	3
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VI. Social Sciences..... 6 Hours

All students must take at least three hours of social sciences at the 2000 level.

AFRICAN AND AFRICAN AMERICAN STUDIES

2000 Introduction to African and African American Studies 3

AGRICULTURAL ECONOMICS

2003 Introduction to Agricultural Economics 3

ANTHROPOLOGY

1001 Introduction to Physical Anthropology and Prehistory 3
 1003 Introduction to Cultural and Social Anthropology 3
 2015 Introduction to Archaeology 3
 2050 World Archaeology 3
 2051 Introduction to World Ethnography 3
 2423 Introduction to Folklore (see also ENGL 2423) 3

COMMUNICATION DISORDERS

2050 Introduction to Language 3

COMMUNICATION STUDIES

2010 Interpersonal Communication 3

CURRICULUM AND INSTRUCTION

2001 Education, Schooling, and Society 3
 2500 Knowing & Learning in Mathematics and Science 3

ECONOMICS

2000 Principles of Microeconomics 3
 2001 HONORS: Principles of Microeconomics 3
 2010 Principles of Macroeconomics 3
 2011 HONORS: Principles of Macroeconomics 3
 2030 Economic Principles 3
 2031 HONORS: Economic Principles 3

ENGLISH

2423 Introduction to Folklore (see also ANTH 2423) 3
 2716 Language Diversity, Society & Power 3
 (see also LING 2716)

GEOGRAPHY

1001 Human Geography: Americas and Europe 3
 1003 Human Geography: Africa and Asia 3

HONORS

2000 Critical Analysis 3
 2012 The 19th Century 3
 2013 The 20th Century 3
 2020 Contemporary Studies 3
 2033 Social Science Colloquium 3
 2041 Classical Traditions: The Mediterranean World 4
 2042 Modern Traditions: Europe and the West 4

INTERNATIONAL STUDIES

2000 Contemporary Global Issues 3

KINESIOLOGY

1600 Individual Wellness and Public Health 3

LIBRARY & INFORMATION SCIENCE

2000 Introduction to Information and Society 3

LINGUISTICS

2716 Language Diversity, Society & Power 3
 (see also ENGL 2716)

MASS COMMUNICATION

2000 Introduction to Mass Media 3
 2001 HONORS: Introduction to Mass Media 3
 2002 Sports & Mass Communication 3
 2025 The Business of Entertainment Media 3
 2030 Civic Engagement, Youth, and Media 3
 (see also POLI 2030)

POLITICAL SCIENCE

1001 Fundamental Issues of Politics 3
 2030 Civic Engagement, Youth, and Media 3
 (see also MC 2030)
 2051 American Government 3
 2052 HONORS: American Government 3
 2053 Introduction to Comparative Politics 3
 2057 Introduction to International Politics 3
 2060 Introduction to Political Theory 3

PSYCHOLOGY

2000 Introduction to Psychology 3
 2001 HONORS: Introduction to Psychology 3

SOCIOLOGY

2001 Introductory Sociology 3
 2002 HONORS: Introductory Sociology 3
 2501 Current Social Problems 3
 2505 Marriage and Family 3

WOMEN'S AND GENDER STUDIES

2900 Gender, Race, and Nation 3

ANALYTICAL REASONING COURSES

General education analytical reasoning courses must come from the following list. All students must have credit in at least one mathematics course.

Requirement: 6 Credit Hours

COMPUTER SCIENCE

COMPUTER SCIENCE 1240: STATISTICS AND GRAPHICS WITH MATLAB (3)

Enrolls: 50 students per section; offered each semester

Why? CSC 1240 provides knowledge of probability and logic to solve computational problems in theoretical and real world situations. Also, the course stresses how to translate problem situations in to symbolic representations by using a programming language.

Content: This basic computer programming course provides an introduction to both statistics and graphical programming via MATLAB. Students learn the basics of statistics using the language constructs, but also have access to the MATLAB library of functions which quickly, conveniently and accurately perform many statistical calculations.

Format: Lecture/Lab

Evaluation: Two exams and a final exam, and twelve laboratory programming assignments during the semester

Recommended For: Students wishing to further develop analytical reasoning skills by solving problems using the MATLAB programming platform

What Next? Consult degree requirements for chosen curriculum

Across Curricula: Problem-solving and analytical reasoning skills are emphasized in this course.

Related Courses: Any computer programming course

Prerequisites: Math 1021 or placement in Math 1022 or 1023 or 1431 or 1550 or 1551.

Notes: Credit will not be given for both this course and OSC 2011 or CSC 2262 or 2533. Not for degree credit for computer science majors

EXPERIMENTAL STATISTICS

EXPERIMENTAL STATISTICS 2201: INTRODUCTION TO STATISTICAL ANALYSIS (4)

Enrolls: 950 students in fall and spring semesters

Why? Statistics play an integral and expanding role in society. The use and reporting of statistical summaries and analyses are no longer limited to scientific journals. Indeed, the use of statistics in the sciences has grown tremendously in recent years, both in an expansion of the use of statistical methodologies in fields traditionally associated with statistics (e.g., agriculture and psychology) and in new areas such as business and literature. Statistics are increasingly reported and displayed in newspapers and televised news reports and in both print and broadcast advertising. Statistics are used liberally during political campaigns and have become indispensable in industry. In fact, it may well be argued that at least a basic knowledge

of statistics is essential to a well-informed society. H. G. Wells' prediction that "statistical thinking will one day be as necessary for efficient citizenship as the ability to read and write" has come to pass.

Content: Introduction to and application of basic statistical methods including descriptive statistics, hypothesis testing, confidence interval estimation, two-sample tests, one-way anova correlation, and simple regression.

Format: Lecture/discussion/lab

Evaluation: Exams, quizzes, and lab reports

Recommended For: Students interested in becoming better prepared for quantitative applications and/or graduate study in most major fields, and/or informed consumers of statistics in society

What Next? Any 3000- or 4000- level experimental statistics course; minor in applied statistics

Across Curricula: Technical writing, critical thinking, and statistical software applications are Secondary learning methods in this course.

Related Courses: Quantitative and/or research method courses in various majors

Prerequisites: Math 1021 or equivalent

MATHEMATICS

MATHEMATICS 1021: COLLEGE ALGEBRA (3)

Enrolls: 40 students per section

Content: Solving equations and inequalities; function properties and graphs with transformations; inverse functions; linear, quadratic, polynomial, rational, exponential and logarithmic functions with applications; systems of equations

Format: Lecture one day per week, plus a minimum of three flexible lab hours per week. This format is not used in the online section of Math 1021.

Evaluation: Homework, quizzes, four tests and a final exam, all online, plus class and lab participation

Recommended For: All students whose major directly or indirectly requires it

What Next? Math 1022 or 1431 or other math courses (consult requirements for chosen curriculum)

Related Courses: Math 1023

Prerequisites: Math ACT score of 20 - 24, or QSAT score of 480 - 569, or placement by department; see www.math.lsu.edu/ugrad/ Placement Credit

Notes: Credit will not be given for this course and Math 1015 or 1023.

MATHEMATICS 1022: PLANE TRIGONOMETRY (3)

Enrolls: 175 students per section in fall; 40 students per section in spring

Content: Trigonometric functions with applications; graphs with transformations; inverse functions; fundamental identities and angle formulas; solving equations; solving triangles with applications; polar coordinate system; vectors.

Format: Lecture one day per week, plus a minimum of three flexible lab hours per week. This format is not used in the online section of Math 1022.

Evaluation: Homework, quizzes, four tests and a final exam, all online, plus class and lab participation

Recommended For: Students requiring more advanced math courses; consult requirements for chosen curriculum

What Next? Math 1550; consult requirements for chosen curriculum

Related Courses: Math 1023

Prerequisites: Math ACT score of 25 or higher, QSAT of 570 or higher, Math 1021, or placement by department; see www.math.lsu.edu/ugrad/PlacementCredit.

Notes: Credit will not be given for this course and Math 1015 or 1023.

MATHEMATICS 1023: COLLEGE ALGEBRA AND TRIGONOMETRY (5)

Enrolls: 40 students per section

Content: Function properties and graphs; inverse functions; linear, quadratic, polynomial, rational, exponential and logarithmic functions, with applications; systems of equations; partial fraction decomposition; conics; trigonometric functions and graphs; inverse trigonometric functions; fundamental identities and angle formulas; solving equations and triangles with applications; polar coordinate system; vectors

Format: Lecture two days per week, plus a minimum of four and a half flexible lab hours per week; this format is not used in the online sections.

Evaluation: Homework, quizzes, six tests, and a final exam, all online, plus class and lab participation

Recommended For: Students whose major requires calculus but who need more preparation

What Next? Math 1550; consult requirements for chosen curriculum

Related Courses: Math 1021 and 1022

Prerequisites: Math ACT score of 23 - 24 or QSAT score of 480 - 569, or placement by department; see www.math.lsu.edu/ugrad/PlacementCredit

Notes: Credit will not be given for this course and Math 1021 or 1022

MATHEMATICS 1029: INTRODUCTION TO CONTEMPORARY MATHEMATICS (3)

Enrolls: 500 - 600 students in one section

Content: Mathematical approaches to contemporary problems, handling of data and optimization using basic concepts from algebra, geometry, and discrete mathematics

Format: Lecture, with online quizzes and homework, and computer-graded tests

Evaluation: Three or four tests, a final exam, quizzes, and homework assignments

Recommended For: Primarily for students in liberal arts and social sciences, required for the Early Childhood Education PK-3 curriculum and the Elementary Grades Education curriculum

What Next? Completion of analytical reasoning requirements; consult requirements for chosen curriculum; this course is not a prerequisite for any other course.

Related Courses: Math 1100

Prerequisites: None

MATHEMATICS 1100: THE NATURE OF MATHEMATICS (3)

Enrolls: 100 students in one section in fall; does not run in spring

Content: Logic; the algebra of logic, computers, and number systems; networks and combinations; probability and statistics

Format: Lecture

Evaluation: Four tests, a final exam, and homework assignments, all online

Recommended For: Students who desire an exposure to mathematics as part of a liberal education; consult requirements for chosen curriculum

What Next? Completion of analytical reasoning requirement; consult requirements for chosen curriculum

Related Courses: Math 1029

Prerequisites: None

MATHEMATICS 1431: CALCULUS WITH BUSINESS AND ECONOMIC APPLICATIONS (3)

Enrolls: 500 - 700 students in one section for lecture portion of the course; 25 - 35 students per section for the laboratory portion of the course

Content: Differential and integral calculus of algebraic, logarithmic, and exponential functions; applications to business and economics, such as maximum-minimum problems, marginal analysis, and exponential growth models

Format: Lecture 80 minutes on Tuesday and Thursday, and 50 minutes laboratory one day a week

Evaluation: Three tests and a final exam, quizzes, and homework assignments, plus lab participation

Recommended For: Students majoring in business curricula and some agriculture majors

What Next? Consult requirements for chosen curriculum

Related Courses: None

Prerequisites: Math 1021 or equivalent

Notes: Credit will be given for only one of the following: Math 1431, 1550 or 1551

MATHEMATICS 1550: ANALYTIC GEOMETRY AND CALCULUS I (5)

Content: Analytic geometry, limits, derivatives, integrals

Format: There are two versions of the format: (1) Traditional lecture class, 5 days a week, (2) A large lecture class meeting 4 days/week,

and typically 5 small recitation labs meeting 80 minutes TTh.

Evaluation: Depends on the section. Typically quizzes, 4 or 5 tests, and a final exam.

Enrolls: In format (1), 40 students per section; in format (2), 40 students in each recitation section, and 200 students in the large lecture

Recommended For: Mainly science and engineering students

What Next? Math 1552, 1553, or 1554; consult requirements for chosen curriculum

Related Courses: None

Prerequisites: A “fresh” ALEKS score of at least 70 percent; see <https://www.math.lsu.edu/ugrad/ALEKS>

Notes: Credit will be given for only one of the following: Math 1431, 1550 or 1551

MATHEMATICS 1551: HONORS ANALYTIC GEOMETRY AND CALCULUS I (5)

Enrolls: 30 students per section

Content: Same as Math 1550, with special honors emphasis for qualified students

Format: Lecture

Evaluation: At discretion of the individual instructor

Recommended For: Ogden Honors College students; other qualified students.

What Next? Math 1552, 1553, or 1554; consult requirements of chosen curriculum

Related Courses: None

Prerequisites: A “fresh” ALEKS score of at least 75 percent; see <https://www.math.lsu.edu/ugrad/ALEKS>

MATHEMATICS 1552: ANALYTIC GEOMETRY AND CALCULUS II (4)

Enrolls: Some sections have 40, others have 200 students

Content: Techniques of integration, parametric equations, polar coordinates, infinite series, vectors in low dimensions, introduction to differential equations and partial derivatives.

Format: Lecture

Evaluation: At discretion of the individual instructor

Recommended For: Mainly science and engineering

What Next? Math 2057 or 2090; consult requirements for chosen curriculum

Related Courses: None

Prerequisites: Math 1550/1551

MATHEMATICS 1553: HONORS ANALYTIC GEOMETRY AND CALCULUS II (4)

Enrolls: 25 students per section

Content: Same as Math 1552, with special honors emphasis for qualified students

Format: Lecture

Evaluation: Four exams and a final exam, quizzes, and homework assignments

Recommended For: Ogden Honors College students and other qualified students

What Next? Consult requirements for chosen curriculum

Related Courses: None

Prerequisites: Math 1550

Notes: Credit will be given for only one of the following: Math 1552, 1553 or 1554.

MATHEMATICS 1554: CALCULUS II FOR LIFE SCIENCES (4)

Enrolls: 40 students per section, spring only

Content: Techniques of integration, introduction to differential equations and stability of equilibrium points, elementary linear algebra, elements of multi-variable calculus, systems of differential equations

Format: Lecture

Evaluation: At discretion of the individual instructor

Recommended For: Biological science majors

What Next? Nothing in Math, consult requirements for chosen curriculum

Related Courses: None

Prerequisites: Math 1550/1551

Notes: Credit will be given for only one of the following: Math 1552, 1553 or 1554. Math 1554 is not a prerequisite for higher-level math courses.

PHILOSOPHY

PHILOSOPHY 1021: INTRODUCTION TO LOGIC (3)

Enrolls: 30 - 50 students per section; some large lecture classes

Why: Understanding arguments and any general discourse depends on the ability to organize material, to distinguish intent and content, and to draw conclusions.

Content: An introduction to formal and informal logic, inductive and deductive argumentation, categorical and propositional logic, and the distinction between form and content

Format: Lecture and discussion

Evaluation: Quizzes, homework, and exams

Recommended For: Natural and social science majors and students preparing for law school

What Next? Philosophy 2010

Across Curricula: Analysis, critique, and evaluation are primary learning skills in this course

Related Courses: Any course that requires analytical reasoning

Prerequisites: None

PHILOSOPHY 2010: SYMBOLIC LOGIC I (3)

Enrolls: 30 - 50 students per section

Why: Formal analysis of argumentation is adaptable to any field of study. Understanding arguments or any general discourse is dependent on the ability to organize the material, to distinguish intent and content, and to draw conclusions.

Content: An introduction to symbolic logic, specifically propositional

logic and predicate logic, using truth tables, truth trees, and deductive analysis

Format: Lecture and discussion

Evaluation: Quizzes, homework, and exams

Recommended For: Natural and social science majors and students preparing for law school

What Next? Philosophy 4010, 4011, 4914

Across Curricula: Analysis, critique, and evaluation are primary learning skills in this course

ART COURSES

Requirement: 3 Credit Hours

ARCHITECTURE

ARCHITECTURE 2401: APPRECIATION OF ARCHITECTURE (3)

Enrolls: 100 - 200 students per semester

Why: An introduction to a variety of issues and concepts that affect the structure, experience, and making of the built environment; The course presents an introduction to various ways to get involved with the making of architecture.

Content: Architectural concepts and principles, architectural vocabulary, style, symbolic form characteristics, spatial character, and refinements

Format: Lecture

Evaluation: Essay and short answer exams, as well as short papers

Recommended For: Students interested in gaining a better understanding of architects and architecture

What Next? ARCH 2007 and ARCH 2008

Across Curricula: Writing and library research are secondary skills learned in this course

Related Courses: None

Prerequisites: None

Notes: Required for Architecture Majors

ART

ART 1001: INTRODUCTION TO FINE ARTS (3)

Enrolls: 250 - 750 students per section

Why: Not strictly an art history course, this is an art appreciation course that provides students with general knowledge of terms, concepts, and tools for approaching the understanding of art of any period.

Content: Varies somewhat depending on the instructor, but typically covers a discussion of the cultural relevance of art, introduction to formal analysis of art and introduction to the major media and genres of art of all periods and cultures.

Format: Slide lectures/discussion in some sections

Evaluation: Three to four multiple choice exams spaced throughout the semester

Recommended For: Students interested in art, but not planning to specialize in this area

What Next? Art 1440, 1441, 2411, 2470

Across Curricula: Reading and note-taking are primary learning skills in this course; writing is a secondary skill in some sections depending on class size.

Prerequisites: None

ART HISTORY

ART HISTORY 1440: HISTORICAL SURVEY OF THE ARTS (3)

Enrolls: 150 - 250 students per section each semester

Why: This course not only introduces students to the development of painting, sculpture, and architecture from prehistoric times through the Middle Ages, but by situating artistic monuments of the past within their historical context, it also provides an overview of the social, political, religious, and economic factors that shaped the world of our ancestors. Thus, the course should be of great interest and value to students in a variety of different disciplines.

Content: An historical survey of prehistoric, Near- Eastern and Egyptian, Greek, Roman, and medieval art and architecture

Format: Lecture, and in some sections, occasional discussion

Evaluation: Short answer and/or short essay exams; short papers in some sections

Recommended For: Students interested in art, architecture, history, classical studies, religious studies, and/or general cultural enrichment

What Next? Any 2000- or 4000-level art history course (or Art 1441 if not already taken)

Across Curricula: Reading, writing, and speaking are secondary learning skills, depending on the instructor

Related Courses: Art 1001, 1441, 2401, 2411, 2469, 2470

Prerequisites: None

Notes: A major component of this course is viewing works of art in the form of slides

ART HISTORY 1441: HISTORICAL SURVEY OF THE ARTS (3)

Enrolls: 150 - 250 students per section each semester

Why: This course not only introduces students to the development of painting, sculpture, and architecture from the Renaissance to the present, but by situating artistic monuments of the past within their historical context, it also provides an overview of the social, political, religious, and economic factors that shaped the modern world. Thus, the course should be of great interest and value to students in a variety of different disciplines.

Content: An historical survey of art and architecture from the Renaissance to the present

Format: Lecture and occasional discussion

Evaluation: Short answer and/or short essay exams; short papers in some sections

Recommended For: Students interested in art, architecture, history, classical studies, religious studies, and/or general cultural enrichment

What Next? Any 2000- or 4000-level art history course (or Art 1441 if not already taken)

Across Curricula: Reading, writing, and speaking are secondary

learning skills, depending on the instructor

Related Courses: Art 1001, 1441, 2401, 2411, 2469, 2470

Prerequisites: None

Notes: A major component of this course is viewing works of art in the form of slides, and, in some sections, films

ART HISTORY 2401: ART OF THE ANCIENT NEAR EAST AND EGYPT (3)

Enrolls: 15 - 30 students per section.

Why: This course introduces students to the great civilizations of the ancient world and treats works of art within their political, religious, and larger cultural contexts.

Content: This historical survey focuses on the development of art and architecture in the ancient Near East and Egypt over three millennia.

Format: Slide lectures and discussion

Evaluation: Two to three exams and, occasionally, a brief paper

Recommended For: Students with good reading ability and interest in art, architecture, ancient history, classical studies, or religious studies

What Next? Any other 2000- or 4000-level art history course

Across Curricula: Reading and note-taking are primary learning skills in this course; writing is a secondary learning skill.

Related Courses: Art 1440, History 2001

Prerequisites: None

ART HISTORY 2402: CLASSICAL ART & ARCHAEOLOGY (3)

Enrolls: 50 - 65 students per section

Why: Survey of the art and archaeology of the ancient Greek and Roman worlds, ca. 1000 BCE-300 CE.

Content: This course exposes students to broad themes and underlying concepts in classical art & archaeology, and encourages an understanding of historical, visual, and aesthetic paradigms. The masterpieces of Greek and Roman art and architecture are famous for both their idealizing aesthetics and their interest in the human condition. Archaeologists have made great strides over the last 150 years, however, in understanding the people behind those works of art — not only the artists, but the societies within which they worked. This course will examine the evidence available for these two remarkable ancient cultures, including issues such as how political systems were organized, how people lived their day-to-day lives, how they worshiped, and how they interacted with other groups, especially foreigners.

Format: Four exams and a short paper

Evaluation: Short answer and/or short essay exams; short papers in some sections

Recommended For: Students with good reading ability and interest in art, architecture, ancient history, classical studies, or religious studies

What Next? Companion course, ARTH 2401

Across Curricula: Reading and note-taking are primary learning skills in this course; writing is a secondary learning skill.

Related Courses: Any other 2000- or 4000-level art history course

Prerequisites: None

ART HISTORY 2411: SURVEY OF ASIAN ART (3)

Enrolls: 100 - 150 students per section each semester

Why: This course covers the art history of Asia and the Pacific cultures. Students are introduced to fundamentals of art history in the updated and globalized, post-colonial arena, and important background is provided for students dealing with contemporary politics and economics. Students are introduced to an overview of monuments and styles of a variety of Asian and Pacific cultures and, in the process they learn about the political, religious, and economic contexts of the artwork.

Content: An historical survey that focuses on the art and culture of India, China, Japan, and Southeast Asia from prehistoric times to the present.

Format: Slide lectures and, in some sections, discussion

Evaluation: Three to four multiple choice exams spaced throughout the semester

Recommended For: Students with good reading ability and interest in Asian philosophy and culture or interest in contemporary trends in economics and foreign affairs

What Next? Art 1440 or 1441 for European art survey and any 2000- or 4000-level art history survey

Across Curricula: Reading and note taking are primary learning skills in this course; writing is a secondary learning skill in some sections.

Related Courses: Religion 2027, 3600, 4191, and 4800; History 2095 and 2096; Art 1440 and 1441

Prerequisites: None

ART HISTORY 2470: SURVEY OF MODERN TO CONTEMPORARY ART (3)

Enrolls: 60 - 150 students per section each semester, depending on room size and availability

Why: This course introduces students to art of the modern and contemporary periods and to the concept of abstraction in art. In most sections, students learn how the art of their own time evolved. Appreciation for local and regional artists and art museums and galleries is encouraged.

Content: An historical survey that focuses on the 19th and 20th centuries, although exact starting point varies with different instructors; The course covers painting and sculpture; some sections cover architecture and/or new media such as performance art and installation art.

Format: Slide lectures, and in some sections, discussion

Evaluation: Three to four multiple choice exams spaced throughout the semester, two slide identification and essay exams, or a combination of the two types of exams spaced throughout the semester

Recommended For: Students interested in modern and/or contemporary culture

What Next? Art 4422, 4450, 4465, and 4466

Across Curricula: Reading and note taking are primary learning skills in this course; writing is a secondary learning skill in some sections.

Related Courses: Art 1441, 4450, 4465, and 4466

Prerequisites: None

HONORS

HONORS 2021: COLLOQUIUM IN THE ARTS (3)

Enrolls: 18 students

Why: Special topics colloquia offer the opportunity to study the research interest of a professor in a small, discussion-oriented class setting.

Content: Selected themes and materials in the arts

Format: Colloquium

Evaluation: Papers and class participation

Recommended For: Ogden Honors College students seeking Sophomore Honors Distinction

What Next? Interested students may wish to continue study of the selected topic through courses of the relevant department.

Across Curricula: Written and oral communication are important components of this course.

Related Courses: Other Honors courses

Prerequisites: 30 hours earned

Notes: May be taken for a maximum of 6 hours of credit

INTERIOR DESIGN

INTERIOR DESIGN 1051: INTRODUCTION TO INTERIOR DESIGN (3)

Enrolls: Approximately 220 students each semester

Why: The design of interior space affects almost every aspect of human experience. Understanding Interior design as a means of satisfying functional, aesthetic, and emotional needs makes one a more knowledgeable user and consumer.

Content: The nature of the interior environment and the elements that comprise it; designing for specific needs; presentations by professional designers; contemporary practice of interior design as a profession and the responsibilities of the interior designer.

Format: Lecture

Evaluation: Exams and, possibly, a project

Recommended For: Students interested in interior design from a user/consumer perspective or as a possible career choice

What Next? Visit the Department of Interior Design, rm 402 Design building, for more information about majoring in Interior Design, or visit ID.lsu.edu

Across Curricula: Basic research skills are an important part of the course learning objectives.

Related Courses: Beginning courses in architecture and landscape architecture

Prerequisites: None

LANDSCAPE ARCHITECTURE

LANDSCAPE ARCHITECTURE 1201: INTRODUCTION TO LANDSCAPE ARCHITECTURE (3)

Enrolls: 190-270 students each fall and spring semester

Why: To learn about the profession of landscape architecture and the role of the profession in designing and shaping our cities and the places where we work, live, and recreate that improve the quality of life for everyone. To understand that landscape architecture is a combination of art and science that many people are looking to find as a career choice.

Content: Concerns and responsibilities of landscape architects; overview of the profession; elements and processes of design; and examples of public and private landscape design in Louisiana, the United States, and selected regions of the world

Format: Lecture and assigned readings

Evaluation: Exams, reading and written assignments (term project), and attendance

Recommended For: Students interested in gaining a better understanding of the landscape architecture profession, employment opportunities, and career opportunities.

What Next? See Robert Reich School of Landscape Architecture Administrative Coordinator, in 302 Design Building.

Across Curricula: Writing and reading are secondary learning skills in this course

Related Courses: Beginning courses in landscape architecture, LA 1203, geography, philosophy, and the arts

Prerequisites: None

Notes: This course uses multimedia instructional methods including color slide images, videos, and music.

MUSIC

MUSIC 1600: AMERICAN POPULAR MUSIC (3)

Enrolls: Up to 375 students per section

Why: Besides delivering sheer pleasure, American popular music can teach us something about ourselves, others, and even our nation. This course approaches popular music from three essential perspectives: as a product of artistic expression, as a mirror of cultural values and social structures, and as a vehicle for the construction and articulation of personal identity.

Content: This course examines the history of American popular music from the mid-nineteenth century to the present day. Recurring themes include the interaction of European-American, African-American, and Latin-American musical traditions; the bearing of mass media and technology on music's style, dissemination, and consumption; and music's role in major social movements through American history.

Format: Lecture

Evaluation: 4 exams and a written report

Recommended For: Students interested in popular music and American history

What Next? Consult requirements for chosen curriculum.

Across Curricula: This course develops critical thinking about culture and identity and introduces basic skills for listening to and describing unfamiliar music.

Related Courses: Beginning courses in the arts

Prerequisites: None

Notes: This course requires documentation of outside concert attendance.

MUSIC 1751: MUSIC APPRECIATION (3)

Enrolls: 800 - 1000 students per semester; section size maximum: 150

Why: The understanding and appreciation of musical literature can enrich our lives and our educational experience. This course introduces students to various genres and styles of music with emphasis on listening skills. It offers a nontechnical approach to understanding the vocabulary and materials of music. It includes correlation of musical literature with other disciplines in the humanities.

Content: The area of music, with emphasis on listening skills; a survey of various composers, styles, and literature; In-class listening and out-of-class concert attendance

Format: Lecture and assigned listening

Evaluation: Exams, reading, written assignments, and out-of-class concert attendance

Recommended For: Students interested in gaining a better understanding of music literature.

What Next? Music 1799

Across Curricula: Writing and listening are secondary learning skills in this course.

Related Courses: Beginning courses in the arts

Prerequisites: None

Notes: This course uses multimedia instructional methods. Additional concert attendance may be accepted for extra credit. No prior musical experience is required for the class. Not open to music majors.

MUSIC 1755: HONORS: MUSIC APPRECIATION (3)

Enrolls: 25 students per semester

Why: The understanding and appreciation of musical literature can enrich our lives and our educational experience. This course introduces students to various genres and styles of music, with emphasis on listening skills, and offers a nontechnical approach to understanding the vocabulary and materials of music. It includes correlation of musical literature with other disciplines in the humanities.

Content: The varied facets of the musical arts, including folk music, symphony, opera, ballet, vocal, and chamber music, with emphasis on listening skills. In-class listening and out-of-class concert attendance.

Format: Lecture and assigned listening

Evaluation: Exams, reading and writing assignments, and out-of-class concert attendance.

Recommended For: Students interested in gaining a better understanding of music literature. Students must be enrolled in the Ogden Honors College to participate in this course.

What Next? Music 1799, 2053, or 2054

Across Curricula: Writing and listening are secondary learning methods in this course.

Related Courses: Beginning courses in the arts

Prerequisites: Enrollment in Ogden Honors College

Notes: This course uses multimedia instructional methods. Additional concert attendance may be accepted for extra credit. No prior musical experience is required for this class. Not open to music majors.

MUSIC 1799: RUDIMENTS OF MUSIC (3)

Enrolls: 30 - 35 students per semester; section size maximum: 35

Why: The understanding of the grammar of music can enrich our lives and our educational experience. This course introduces students to basic musical notation and structure.

Content: The grammar of music, including basic notation and elementary construction, leading to a study of tonal harmony.

Format: Lecture

Evaluation: Exams, reading, and written assignments

Recommended For: Students interested in gaining a better understanding of music

What Next? Music 1751

Across Curricula: Writing is a secondary learning skill in this course.

Related Courses: Beginning courses in the arts

Prerequisites: None

Notes: No prior music experience is required for this class. Not open to music majors.

THEATRE

THEATRE 1020: INTRODUCTION TO THEATRE (3)

Enrolls: 600 - 1000 students each semester

Why: This course introduces students to the theatrical experience and its social dynamics.

Content: Examination of the "dramatic event" as encountered on stage and screen; the artistic collaboration of the production process and the cultural meaning of performance

Format: Lecture

Evaluation: Exams, quizzes, and essay; students are required to attend LSU Theatre and Swine Palace productions.

Recommended For: Students interested in performance, education, and communication

What Next? Theatre 1025, 2130

Across Curricula: Encourages critical response to performance and representation; enhances visual awareness and verbal articulation

Related Courses: Theatre 1021 is an honors version of this course. Any 2000- or 3000- level theatre course

Prerequisites: None

Notes: This course utilizes the productions of LSU Theatre and Swine Palace in lecture and discussion. Theatre 1021 is an honors version of this course.

THEATRE 1021: HONORS: INTRODUCTION TO THEATRE (3)

Same as Theatre 1020 with special emphasis for Ogden Honors College students and other qualified students. In addition to the aforementioned requirements, Theatre 1021 students gain practical experience in making theatre through the creation and performance of an original theatre event.

THEATRE 1800: INTRODUCTION TO DANCE (3)

Enrolls: 50+ students

Why: The student will gain the knowledge to become an interested and discerning audience member and the background to more deeply pursue the study of dance.

Content: Introduces dance as a communicative art form as well as a social custom by looking at its history, its varied styles and its current uses and trends

Format: Lecture/video/discussion; three to five practical classes involve social dances through the ages

Evaluation: Exams, quizzes and one paper; one critique of a dance performance (live or assigned video) and a group presentation

Recommended For: Students interested in all forms of performance art, art history, and the study of movement

What Next? THTR 4801

Across Curricula: Encourages critical response to dance performance; the critique, group presentation, short research paper and class discussion all enhance communication skills and critical response

Prerequisites: None

THEATRE 2022: INTRODUCTION TO THEATRICAL DESIGN (3)

Enrolls: 20 students

Why: This course introduces the understanding of each design area: scenery, costumes, light and sound. It will also foster the importance of script analysis, conceptualization and development of basic visualization and simulation skills. Students will have the opportunity to improve their critical assessment skills that relate to the evaluation of one's process.

Content: Introduces students to all areas of theatre design by teaching basic design principles

Format: Lecture/Discussion

Evaluation: Individual and group projects/Presentations/ Self-evaluations

Recommended For: All students interested in learning about Theatrical Design elements that offer an understanding and appreciation of, and interest in, art in general.

What Next? THTR 2830, 3123, 3134, 3435, 3530, 3531

Across Curricula: Familiarizes students with the historical roots, general terminology, critical thinking and analysis; will have continued development in research writing, presentation and communication skills.

THEATRE 2024: LIVE ENTERTAINMENT TECHNOLOGY (3)

Enrolls: 20 - 30 students each semester

Why: This course looks into the relationship of technological development and its use in theatrical productions of all types, including live performances, video, and possibly film

Content: Examination of how technology is employed in all areas of theatrical productions. Areas include lightning, sound, scenery/rigging, and costumes. It will focus on the techniques and methods used presently and the development of new ideas.

Format: Discussion/Lecture/Participation

Evaluation: Projects/Reports/Tests. Mainly a projects/research type class that will weigh heavily on students exploration of covered subjects. A significant portion of the grade will be based on the solving of real life problems using the explored technologies.

Recommended For: Students in the arts, communications and/or sciences that have an interest in exploring the connection and interactions between the technical solution and the effect it has on the period: impact and success of productions.

What Next? Courses in any area of theater technology/design including THTR 2022, 3134, 3530 and 3531. Some of these courses may require additional prerequisites.

Across Curricula: Encourages problem solving and exploring the relationship between the arts and the sciences. Includes use of all methods of communication to present projects examining the use of technology to achieve desired theatrical effects. In addition, attendance at LSU and Swine Palace productions is required.

Related Courses: THTR 2022

Prerequisites: None

Notes: This course will utilize productions in the area to supplement the covered material. This may require some time outside of the class.

THEATRE 2028: INTRODUCTION TO DRAMATIC LITERATURE (3)

Enrolls: 20 - 30 students each semester

Why: Fulfills general education requirement for many students; required of theatre majors. Explores treatment of social themes in various eras.

Content: A survey of dramatic literature from the Greek era to the contemporary.

Format: Lecture/discussion

Evaluation: Weekly quizzes, midterm and final exams, a term paper, group presentations, and projects are possible assessment forms. Students are required to attend LSU Theatre and Swine Palace productions.

Recommended For: All students interested in how cultural and political issues of different periods are conveyed in plays and performances.

What Next? THTR 2130

Across Curricula: Reading of dramatic texts, critical writing, and analysis of cultural contexts are secondary learning skills in this course.

Related Courses: THTR 3120, 3121, 3122, **Prerequisites:** None

ENGLISH COMPOSITION COURSES

All students must have credit in English 1001 or 1004 (for international students only) and English 2000.

Requirement: 6 Credit Hours

ENGLISH

ENGLISH 1001: ENGLISH COMPOSITION (3)

Enrolls: 19 students per section

Content: Introduction to inquiry-based writing with emphasis on analysis and research

Format: Process writing, discussion, group work, peer evaluations, and oral presentations

Evaluation: Based on in-class work and writing assignments

Required For: All students must have English 1001 and 2000 or equivalent courses.

Recommended For: Most incoming students; initial placement determined by ACT/SAT scores

What next? English 2000 is taken in the second semester of second (sophomore) year.

Notes: English 1004 is the English 1001 equivalent for international students.

ENGLISH 1004: ENGLISH COMPOSITION (3)

Same as English 1001 with special emphasis for international students.

Prerequisites: English 0004 or placement by department

ENGLISH 2000: ENGLISH COMPOSITION (3)

Enrolls: 19 students per section

Content: Advanced instruction in research and argumentative writing

Format: Process writing, group work, and peer evaluations

Evaluation: Based on in-class work and writing assignments

Required For: To graduate, all students must have English 1001 and 2000 or equivalent courses.

What next? Any 2000- or 3000- level English course

Prerequisites: Credit for English 1001

Notes: English 1005 is for international students.

HONORS

HONORS 2000: CRITICAL ANALYSIS (3)

Enrolls: 20 students per section, as scheduled

Why? Designed for Ogden Honors College students as an introduction to collegiate study. Contributes to College Honors.

Content: Academic discussion of local and global events with social and ethical considerations

Format: Lecture/discussion

Evaluation: Papers and exams

Recommended For: All first-year Ogden Honors College students

What next? Honors courses of all disciplines

Across Curricula: Essays, exams, and (at the discretion of the instructor) oral and multimedia communication

Related Courses: Courses in critical analysis, philosophy, ethics, and sociology; this course is broadly interdisciplinary.

Prerequisites: None

HONORS 2012: THE 19TH CENTURY (3)

Enrolls: 20 students per section, as scheduled

Why? This course is designed for Ogden Honors College students interested in the 19th century.

Content: Literature, history, philosophy, and the arts of the 19th century

Format: Lecture/discussion

Evaluation: Papers and exams

Recommended For: Honors students interested in the 19th century

What next? Courses in literature, history, philosophy, religious studies, and the arts

Across Curricula: Essays, exams, and papers

Related Courses: Courses in humanities and social sciences

Prerequisites: None

HONORS 2013: THE 20TH CENTURY (3)

Enrolls: 20 students per section, as scheduled

Why? Designed for Ogden Honors College students interested in 20th century civilization; contributes to Sophomore Honors Distinction.

Content: Selected themes in 20th century civilization: literature, history, politics, philosophy, theology and the arts

Format: Lecture/discussion

Evaluation: Papers and exams

Recommended For: Ogden Honors College students interested in the 20th century

What next? Courses in literature, history, philosophy, religious studies, politics, and the arts

Related Courses: Courses in humanities and social science

Prerequisites: None

HONORS 2020: CONTEMPORARY STUDIES (3)

Enrolls: 20 students per section, as scheduled

Why? Designed for Ogden Honors College students interested in studying contemporary topics; contributes to Sophomore Honors Distinction.

Content: Interdisciplinary critical analysis of contemporary topics in the humanities and social sciences

Format: Seminar

Evaluation: Papers and exams

Recommended For: Honors students interested in the humanities and social sciences

What next? Courses in literature, history, philosophy, religious studies and the arts

Across Curricula: Essays, exams, and papers

Related Courses: Courses in humanities and social sciences

Prerequisites: 30 hours earned

HONORS 2021: COLLOQUIUM IN THE ARTS (3)

Enrolls: 18 students per section, as scheduled

Why? Special topics colloquia offer the opportunity to study the research interest of a professor in a small, discussion-oriented class setting.

Content: Selected themes and materials in the arts

Format: Colloquium

Evaluation: Papers and exams

Recommended For: Ogden Honors College students seeking Sophomore Honors Distinction

What next? Interested students may wish to continue study of the selected topic through courses of the relevant department.

Across Curricula: Written and oral communication are important components of this course.

Related Courses: Other Honors courses

Prerequisites: 30 hours earned

Notes: May be taken for a maximum of 6 hours

HONORS 2030: HUMANITIES COLLOQUIUM (3)

Enrolls: 18 students

Why? Special topics colloquia offer the opportunity to study the research interest of a professor in a small, discussion-oriented class setting.

Content: Selected themes and materials in literature, philosophy, history, and art

Format: Colloquium

Evaluation: Papers and class participation

Recommended For: Ogden Honors College students seeking Sophomore Honors Distinction

What next? Interested students may wish to continue study of the selected topic through courses of the relevant department.

Across Curricula: Written and oral communication are important components of this course.

Related Courses: Other Honors courses

Notes: May be taken for a maximum of 6 hours of credit

HONORS 2033: SOCIAL SCIENCE COLLOQUIUM (3)

Enrolls: 18 students

Why? Special topics colloquia offer the opportunity to study the research interest of a professor in a small, discussion-oriented class setting.

Content: Selected themes and materials in the social sciences

Format: Colloquium

Evaluation: Papers and class participation

Recommended For: Ogden Honors College students seeking Sophomore Honors Distinction

What next? Interested students may wish to continue study of the selected topic through courses of the relevant department.

Across Curricula: Written and oral communication are important components of this course.

Related Courses: Other Honors courses

Notes: May be taken for a maximum of 6 hours of credit

HONORS 2041: CLASSICAL TRADITIONS (4)

Enrolls: 20 students per section, as scheduled

Why? Examines ultimate human questions through a study of Ancient Greek and Roman, then medieval European civilization; contributes to Sophomore Honors Distinction.

Content: Ancient Greek and Roman, then medieval European history, literature, philosophy, theology, politics, art, and architecture.

Format: Seminar

Evaluation: Papers and participation in seminar discussions

Recommended For: Ogden Honors College students interested in the ancient and medieval European world; contributes to Sophomore Honors Distinction

What next? HNRS 2042: Modern Traditions

Across Curricula: Written papers and contribution to seminar discussions

Related Courses: Courses in philosophy, art, religion, history, and political science

HONORS 2042: MODERN TRADITIONS (4)

Enrolls: 20 students per section, as scheduled

Why? Examines ultimate human questions through a study of Renaissance, then modern European civilization; contributes to Sophomore Honors Distinction.

Content: Renaissance, then modern European history, literature, philosophy, theology, politics, art, and architecture

Format: Seminar

Evaluation: Papers and participation in seminar discussions

Recommended For: Ogden Honors College students interested in the Renaissance and modern European world; contributes to achieving Sophomore Honors Distinction

What next? Other Honors courses

Across Curricula: Written papers and contribution to seminar discussions.

Related Courses: Courses in philosophy, art, religion, history, and political science

HUMANITIES COURSES

All students must take three courses to fulfill this requirement.

Requirement: 9 Credit Hours

AFRICAN & AFRICAN AMERICAN STUDIES

AFRICAN & AFRICAN AMERICAN STUDIES 2025: AFRICAN AMERICAN RELIGION (3)

(see also Religious Studies 2025)

Enrolls: 35 students or more

Why? African American religion has been and continues to be a driving force in African American culture in the United States, affecting politics, hip hop, gender and sexuality, race, magic/conjure, and popular culture. In addition, Yale scholar Harold Bloom argues that African American religion is paradigmatic for what he calls "The American Religion." It is therefore significant for anyone who wants to learn more about African American religion and culture in particular and religion in America generally.

Content: Writing from scholars covering a wide range of themes

Format: Lecture, discussion, film, and group presentations

Evaluation: Quizzes, short reflections, participation

Recommended For: Students at all levels, but especially those seeking to understand African American culture and those seeking General Education credit who desire to enhance their knowledge of the interaction between religions in the United States

What next? Any Religious Studies course or African & African Studies course

Across Curricula: Students will benefit from critical readings, theory of religion, working with peers on a creative project on African American religion that will utilize their library, technical and cooperative skills

Notes: None

ARABIC

ARABIC 1101: BEGINNING ARABIC (4)

Enrolls: 25 - 28 students per section

Why? This course lays the foundations of Arabic language acquisition to help students develop both their ability to communicate in the Arabic language and their understanding of the cultures of the Arab-speaking world.

Content: Arabic 1001 provides students the opportunity to develop their ability to understand and speak everyday Arabic. Students will also learn to read and write Arabic. Students will learn how to talk about not only themselves, but also a wide variety of experiences. They will begin learning to discuss political and social issues and gain the competence to express their own views. Students will also learn about aspects of everyday culture in the Middle East and Arabic-speaking countries.

Format: Communicative language teaching

ARABIC 1102: BEGINNING ARABIC (4)

Enrolls: 28 students per section; offered in the spring semester.

Why? Proficiency in Arabic helps students understand and communicate with Arabic-speaking people. Proficiency in Arabic will enable students to meet career goals in such areas as law, business, and government.

Content: Basic vocabulary and grammatical structures of Arabic presented through the communicative uses of language. Attention given to understanding Arabic culture.

Format: Lecture and communicative activities to develop listening, speaking, reading, and writing skills; workbook and language laboratory assignments

Evaluation: Written exams, short quizzes, oral presentations, and short compositions

Recommended For: Students fulfilling the language requirement and those interested in Arabic culture and/or pursuing a career in government or business. Students whose native language is Arabic may not enroll in this course. Prerequisite for this course is Arabic 1101.

What next? Arabic 2101

Across Curricula: Understanding of language and another culture.

Related Courses: Political Science 4059 and 4061; History 4095 and 4096; Religious Studies 2029 and 2030

Prerequisites: Arabic 1101 or equivalent

Notes: Students use resources in the Multimedia Language Laboratory

ARABIC 2101: INTERMEDIATE ARABIC (3)

Enrolls: 20 students per section; offered in the fall semester

Why? Proficiency in Arabic helps students understand and communicate with Arabic-speaking people. Proficiency in Arabic will enable students to meet career goals in such areas as law, business, and government.

Content: Continuation of basic vocabulary and grammatical structures of Arabic presented through the communicative uses of language. Attention given to further development of speaking, writing, and reading skills, as well as understanding Arabic culture.

Format: Lecture and communicative activities to develop listening, speaking, reading, and writing skills; workbook and language laboratory assignments

Evaluation: Written exams, short quizzes, oral presentations, and short compositions

Recommended For: Students fulfilling the language requirement and those interested in Arabic culture and/or pursuing a career in government or business. Students whose native language is Arabic may not enroll in this course.

What next? Arabic 2102

Across Curricula: Understanding of language and another culture
Related Courses: Political Science 4059 and 4061; History 4095 and 4096; Religious Studies 2029 and 2030
Prerequisites: Arabic 1102 or equivalent
Notes: Students use resources in the Multimedia Language Laboratory.

ARABIC 2102: INTERMEDIATE ARABIC (3)

Enrolls: 20 students per section; offered in the spring semester
Why? Proficiency in Arabic helps students understand and communicate with Arabic-speaking people. Proficiency in Arabic will enable students to meet career goals in such areas as law, business, and government.
Content: Continuation of basic vocabulary and grammatical structures of Arabic presented through the communicative uses of language; attention given to further development of speaking, writing, and reading skills, as well as understanding Arabic culture
Format: Lecture and communicative activities to develop listening, speaking, reading, and writing skills; workbook and language laboratory assignments
Evaluation: Written exams, short quizzes, oral presentations, and short compositions
Recommended For: Students fulfilling the language requirement and those interested in Arabic culture and/or pursuing a career in government or business. Students whose native language is Arabic may not enroll in this course. Prerequisite for this course is Arabic 2101.

What next? 2001, 3101, 3102 and 3080

Across Curricula: Understanding of language and another culture
Related Courses: Political Science 4059 and 4061; History 4095 and 4096; Religious Studies 2029 and 2030
Prerequisites: Arabic 2101 or equivalent
Notes: Students use resources in the Multimedia Language Laboratory.

ARCHITECTURE

ARCHITECTURE 2007: HISTORY OF ARCHITECTURE I (3)

Enrolls: 100-200 students per semester
Why? This course provides an excellent introduction for students interested in history, architecture, landscape, urbanism, material culture, and the history of western thought and design.
Content: This course addresses architecture from pre-history to the Middle Ages. Students learn through the formal and theoretical analysis of case studies within historical context. Themes include the social, material, intellectual, and ecological factors in design, as well as the importance of ritual and symbol. While the focus of the survey is on western architecture, lectures and comparative research assignments will also be dedicated to Asia, Africa, and the Americas.
Format: Lecture
Evaluation: Class exercises, comparative research essays, final exam
Recommended For: Any student interested in gaining a better understanding of the built environment.

What next? Architecture 2008

Across Curricula: Writing, library research, and visual analysis are secondary skills learned in this course
Related Courses: None
Prerequisites: None
Notes: Required for architecture majors.

ARCHITECTURE 2008: HISTORY OF ARCHITECTURE II (3)

Enrolls: 100-200 students per semester
Why? This course provides an excellent introduction for students interested in history, architecture, landscape, urbanism, material culture, and modern western thought and design.
Content: This course addresses architecture from the Renaissance to the 20th century. Students learn through the formal and theoretical analysis of case studies within historical context. Themes include the social, material, intellectual, and ecological factors in design, as well as the influence of modern science and technology. While the focus of the survey is on western architecture, lectures and comparative research assignments will also be dedicated to Asia, Africa, and the Americas.
Format: Lecture
Evaluation: Class exercises, comparative research essays, final exam
Recommended For: Any student interested in gaining a better understanding of the built environment.

What next? Architecture 2007

Across Curricula: Writing, library research, and visual analysis are secondary skills learned in this course
Related Courses: None
Prerequisites: None
Notes: Required for architecture majors.

CHINESE

CHINESE 1101: BEGINNING MANDARIN CHINESE (4)

Enrolls: 25 - 28 students per section
Why? This course lays the foundations of Chinese language acquisition to help students develop both their ability to communicate in the Chinese language and their understanding of the cultures of the Chinese-speaking world.
Content: Chinese 1001 provides students the opportunity to develop their ability to understand and speak everyday Chinese. Students will also learn to read and write Chinese. Students will learn how to talk about not only themselves, but also a wide variety of experiences. They will begin learning to discuss political and social issues and gain the competence to express their own views. Students will also learn about aspects of everyday culture in China and Chinese-speaking countries.
Format: Communicative language teaching

CHINESE 1102: BEGINNING MANDARIN CHINESE (4)

Enrolls: 20 students per section
Why? Proficiency in Chinese helps students understand and

communicate with Chinese-speaking people. Proficiency in Chinese will enable students to meet career goals in such areas as law, business, and government.

Content: Basic vocabulary and grammatical structures of Chinese presented through the communicative uses of language; attention given to understanding Chinese culture

Format: Lecture and communicative activities to develop listening, speaking, reading, and writing skills; workbook and language laboratory assignments

Evaluation: Written exams, short quizzes, oral presentations, and short compositions

Recommended For: Students fulfilling the language requirement and those interested in Asian culture and/or pursuing a career in government or business. Students whose native language is Chinese may not enroll in this course.

What next? Chinese 2001

Across Curricula: Understanding of language and another culture

Related Courses: History 2095 and 2096; Religious Studies 2027; Art 2411; Chinese 3801 and 3802

Prerequisites: Chinese 1101

Notes: Students use resources in the Multimedia Language Laboratory.

CHINESE 2001: INTERMEDIATE MANDARIN CHINESE (4)

Enrolls: 20 students per section; offered in fall semester

Why? Proficiency in Chinese helps students understand and communicate with Chinese-speaking people. Proficiency in Chinese will enable students to meet career goals in such areas as law, business, and government.

Content: Continuation of basic vocabulary and grammatical structures of Chinese presented through the communicative uses of language; attention given to further development of speaking, writing, and reading skills, as well as understanding Chinese culture

Format: Lecture and communicative activities to develop listening, speaking, reading, and writing skills; workbook and language laboratory assignments

Evaluation: Written exams, short quizzes, oral presentations, and short compositions

Recommended For: Students fulfilling the language requirement and those interested in Asian culture and/or pursuing a career in government or business. Students whose native language is Chinese may not enroll in this course.

What next? Chinese 2002

Across Curricula: Understanding of language and another culture

Related Courses: History 2095 and 2096; Religious Studies 2027; Art 2411; Chinese 3801 and 3802

Prerequisites: Chinese 1102

Notes: Students use resources in the Multimedia Language Laboratory.

CHINESE 2002: INTERMEDIATE MANDARIN CHINESE (4)

Enrolls: 20 students per section; offered in spring semester

Why? Proficiency in Chinese helps students understand and communicate with Chinese-speaking people. Proficiency in Chinese will enable students to meet career goals in such areas as law, business, and government.

Content: Continuation of basic vocabulary and grammatical structures of Chinese presented through the communicative uses of language; attention given to further development of speaking, writing, and reading skills, as well as understanding Chinese culture.

Format: Lecture and communicative activities to develop listening, speaking, reading, and writing skills; workbook and language laboratory assignments

Evaluation: Written exams, short quizzes, oral presentations, and short compositions

Recommended For: Students fulfilling the language requirement and those interested in Asian culture and/or pursuing a career in government or business. Students whose native language is Chinese may not enroll in this course.

What next? Chinese 3101

Across Curricula: Understanding of language and another culture

Related Courses: History 2095 and 2096; Religious Studies 2027; Art 2411; Chinese 3801 and 3802

Prerequisites: Chinese 2001

Notes: Students use resources in the Multimedia Language Laboratory.

CHINESE 2070: CHINESE CINEMA (3)

Enrolls: 25 students

Why? Introduces students to Chinese cinema and to analysis of film

Content: Chinese film from 1896 to the present; emphasis on the New Chinese Cinema since the 1980s

Format: Lecture and discussion

Evaluation: Exams, quizzes, and paper

Recommended For: Students interested in film studies and Chinese culture

What next? CHIN 3801 and 3802

Across Curricula: Critical analysis of visual arts

Related Courses: CHIN 3801 and 3802

Notes: Knowledge of Chinese not required

CLASSICAL STUDIES

CLASSICAL STUDIES 2101: ANCIENT GREEK CIVILIZATION (3)

Enrolls: 30 - 60 students

Why? This course introduces a student to ancient Greek culture, which is the foundation of Western Civilization.

Content: Survey of the development of ancient Greek literature, philosophy, art, and culture from its beginnings to the death of Alexander the Great.

Format: Lecture and discussion

Evaluation: Exams

Recommended For: Students completing the Concentration in Classical Civilization in the Liberal Arts BA; students completing a minor in Classical Civilization; students interested in ancient Greek civilization.

Related Courses: Classical Studies 2102

Prerequisites: None

Notes: Knowledge of ancient Greek not required

CLASSICAL STUDIES 2102: ANCIENT ROMAN CIVILIZATION (3)

Enrolls: 30 - 60 students

Why? This course introduces a student to ancient Roman culture and provides an understanding of Western cultural traditions.

Content: Survey of the development of Roman literature, philosophy, art, and culture from its beginnings to the death of Marcus Aurelius

Format: Lecture and discussion

Evaluation: Exams

Recommended For: Students completing the Concentration in Classical Civilization in the Liberal Arts BA; students completing a minor in Classical Civilization; students interested in ancient Roman civilization.

Related Courses: Classical Studies 2101

Prerequisites: None

Notes: Knowledge of Latin not required

COMMUNICATION STUDIES

COMMUNICATION STUDIES 1061: FUNDAMENTALS OF COMMUNICATION (3)

Enrolls: 30 students per section

Why? For practical knowledge of the communication process

Content: Theory and skills needed to become more critical consumers and producers of messages

Format: Lecture and activities

Evaluation: Exams, written reports and a final exam

Recommended For: Students who want to learn how human beings interact in order to solve personal, social and cultural problems

What Next? Communication Studies 2010, 2040, and 2060

Across Curricula: Cultural studies, mass media, sociology

Related Courses: Courses in professional communication, public discourse, communication in human relationships, visual and media communication, and communication in art and culture

Prerequisites: None

Notes: Students learn how to create and use messages effectively in their personal, social, and professional lives.

COMMUNICATION STUDIES 2040: INTRODUCTION TO PERFORMING LITERATURE (3)

Enrolls: 100 - 150 students per semester

Why? Students who want to obtain a deeper appreciation of the oral dimensions of literature

Content: Study of literature through performance.

Format: Lecture/recitation/written analysis

Evaluation: Solo performances, workshops, and exams

Recommended For: Students interested in the deep exploration of literary works

What Next? Communication Studies 3040.

Across Curricula: Speaking, drama, and literary criticism are skills learned in this course.

Related Courses: Courses in literature, theatre and anthropology

Prerequisites: None

Notes: This course is for students who want to explore kinetic oral dimensions of texts.

COMMUNICATION STUDIES 2060: PUBLIC SPEAKING (3)

Enrolls: 600 students each semester

Why? Students who desire to be effective and ethical communicators within the context of civic culture

Content: Theory and skills needed to be an effective communicator and a knowledgeable consumer of speech

Format: Discussion and delivering speeches

Evaluation: Exams, written assignments, and graded speeches

Recommended For: All students

What Next? Communication Studies 3060

Across Curricula: Writing, criticism, and rhetorical theory are stressed in this course.

Related Courses: Mass communication, business, and English

Prerequisites: None

Notes: Students learn both persuasive and informative communication in a civic framework.

COMMUNICATION STUDIES 2063: ARGUMENTATION AND DEBATE

Enrolls: 26 students per section

Why? To develop students' capability to construct, analyze and evaluate the competing claims that characterize civic discourse

Content: Principles of argumentation and debate; analysis, briefing, evidence, reasoning, and refutation; debating on vital questions

Format: Lecture, activities, formal and informal debates

Evaluation: Quizzes, written assignments, activities, and debates

Recommended For: Students who want to develop skills in argumentation; pre-law, business, science, and those targeting graduate school—all fields in which comprehension of sound argumentation practice is an asset

What Next? Communication Studies 3060, 4160, 4164

Across Curricula: Political science, economics, pre-law, physical science, business management, and marketing

Related Courses: Communication Studies 3060, 4160, 4164

Notes: Students learn to construct and analyze arguments within a historical and cultural context

COMPARATIVE LITERATURE

COMPARATIVE LITERATURE 2201: INTRODUCTION TO WORLD LITERARY TRADITIONS (3)

(see also English 2201)

Enrolls: 30 - 40 students per section

Why? Literature teaches us what it is to be human and how humans around the world have imagined themselves and their cultures in language. Classics in Western and non-Western traditions have been and still are influential in the world today.

Content: Students will read influential literary classics in Western and non-Western traditions, from beginnings to 1650, with an emphasis on reading and writing about literature.

Format: Lecture/discussion

Evaluation: Essays, quizzes, projects, exams, and a minimum of 4,000 words of writing

Recommended For: Students interested in the history of literature and other cultures

What Next? Any 2000- or 3000-level English or comparative literature course.

Across Curricula: Students will write frequently to communicate their critical and interpretive insights about literary texts. They will practice analysis, interpretation, and argumentation.

Related Courses: English 2025, 2027, 2029, 2123, 2148, 2201, 2202, 2220, 2270, 2300, 2593, 2673, and 2674

Prerequisites: English 1001 or equivalent

Notes: Cannot be taken more than once for credit

COMPARATIVE LITERATURE 2202: INTRODUCTION TO MODERN WORLD LITERATURE (3)

(see also English 2202)

Enrolls: 30 - 40 students per section

Why? Literature teaches us what it is to be human and how humans around the world have imagined themselves and their cultures in language.

Content: Students will read exemplary literature of the world from 1650 to the present, with an emphasis on reading and writing about literature.

Format: Lecture/discussion

Evaluation: Essays, quizzes, projects, exams, and a minimum of 4,000 words of writing.

Recommended For: Students interested in imaginative literature from around the world

What Next? Any 2000- or 3000-level English or comparative literature course

Across Curricula: Students will write frequently to communicate their critical and interpretive insights about literary texts. They will practice analysis, interpretation, and argumentation.

Related Courses: English 2025, 2027, 2029, 2123, 2148, 2201, 2202, 2220, 2270, 2300, 2593, 2673, and 2674

Prerequisites: English 1001 or equivalent

Notes: Cannot be taken more than once for credit

ENGLISH

ENGLISH 2024: CRITICAL STRATEGIES (3)

Enrolls: Usually 30 - 40 students per section. Some sections meet in large lectures (up to 240 students) twice weekly and small discussions (up to 30 students) once weekly.

Why? Complex literature requires readers to develop sophisticated strategies for reading that give the student different perspectives for interpreting texts

Content: Students will gain a variety of critical perspectives for interpreting literature.

Format: Lecture/discussion

Evaluation: Essays, quizzes, projects, exams, and a minimum of 4,000 words of writing

Recommended For: Students interested in imaginative literature and the theory of literary study, especially English majors choosing the literature concentration

What Next? Any 2000- or 3000-level English course, especially English 3024 and 3084

Across Curricula: Students will write frequently to communicate their critical and interpretive insights about literary texts. They will practice analysis, interpretation, and argumentation.

Related Courses: English 2025, 2027, 2029, 2123, 2148, 2201, 2202, 2220, 2270, 2300, 2593, 2673, and 2674

Prerequisites: English 1001 or equivalent

ENGLISH 2025: FICTION (3)

Enrolls: Usually 30 - 40 students per section. Some sections meet in large lectures (up to 240 students) twice weekly and small discussions (up to 30 students) once weekly.

Why? Literature is the written expression of how people have imagined and represented themselves, their cultures, and times.

Content: Students will read short stories and novels, think critically about their reading, and communicate their thoughts in writing.

Format: Lecture/discussion

Evaluation: Essays, quizzes, projects, exams, and a minimum of 4,000 words of writing

Recommended For: Students interested in imaginative literature

What Next? Any 2000- or 3000-level English course

Across Curricula: Students will write frequently to communicate their critical and interpretive insights about literary texts. They will practice analysis, interpretation, and argumentation.

Related Courses: English 2024, 2027, 2029, 2123, 2148, 2201, 2202, 2220, 2270, 2300, 2593, 2673, and 2674

Prerequisites: English 1001 or equivalent

ENGLISH 2027: POETRY (3)

Enrolls: 30 - 40 students per section. Some sections meet in large lectures (up to 240 students) twice weekly and small discussions (up to 30 students) once weekly.

Why? Literature is the written expression of how people have imagined and represented themselves, their cultures, and times.

Content: Students will read poems, think critically about readings, and communicate their thoughts in writing.

Format: Lecture/discussion

Evaluation: Essays, quizzes, projects, exams, and a minimum of 4,000 words of writing

Recommended For: Students interested in imaginative literature

What Next? Any 2000- or 3000-level English course

Across Curricula: Students will write frequently to communicate their critical and interpretive insights about literary texts. They will practice analysis, interpretation, and argumentation.

Related Courses: English 2025, 2027, 2029, 2123, 2148, 2201, 2202, 2220, 2270, 2300, 2593, 2673, and 2674

Prerequisites: English 1001 or equivalent

ENGLISH 2029: DRAMA (3)

Enrolls: Usually 30 - 40 students per section. Some sections meet in large lectures (up to 240 students) twice weekly and small discussions (up to 30 students) once weekly.

Why? Literature is the written expression of how people have imagined and represented themselves, their cultures and times.

Content: Students will read and watch drama, and perhaps film, think critically about their reading and viewing, and communicate their thoughts in writing.

Format: Lecture/discussion

Evaluation: Essays, quizzes, projects, exams, and a minimum of 4,000 words of writing

Recommended For: Students interested in imaginative literature

What Next? Any 2000- or 3000-level English course

Across Curricula: Students will write frequently to communicate their critical and interpretive insights about literary texts. They will practice analysis, interpretation, and argumentation.

Related Courses: English 2025, 2027, 2029, 2123, 2148, 2201, 2202, 2220, 2270, 2300, 2593, 2673, and 2674

Prerequisites: English 1001 or equivalent.

ENGLISH 2123: STUDIES IN LITERARY TRADITIONS AND THEMES (3)

Enrolls: Usually 30 - 40 students per section. Some sections meet in large lectures (up to 240 students) twice weekly and small discussions (up to 30 students) once weekly.

Why? Literature is the written expression of how people have imagined and represented themselves, their cultures, and times.

Content: Students will read a variety of literary genres, think critically about their readings, and communicate their thoughts in writing. Every section of this course explores a different theme or tradition through the literature of at least two centuries.

Format: Lecture/discussion

Evaluation: Essays, quizzes, projects, exams, and a minimum of 4,000 words of writing

Recommended For: Students interested in imaginative literature

What next? Any 2000- or 3000-level English course

Across Curricula: Students will write frequently to communicate

their critical and interpretive insights about literary texts. They will practice analysis, interpretation, and argumentation

Related Courses: English 2025, 2027, 2029, 2123, 2148, 2201, 2202, 2220, 2270, 2300, 2593, 2673, and 2674

Prerequisites: English 1001 or equivalent

Notes: Cannot be taken more than once for credit

ENGLISH 2148: SHAKESPEARE (3)

Enrolls: Usually 30 - 40 students per section. Some sections meet in large lectures (up to 240 students) twice weekly and small discussions (up to 30 students) once weekly.

Why? Shakespeare, more than any other single literary author, has influenced how we imagine what it is to be human.

Content: Students will read and watch Shakespearean drama, think critically about their reading and viewing, and communicate their thoughts in writing.

Format: Lecture/discussion

Evaluation: Essays, quizzes, projects, exams, and a minimum of 4,000 words of writing

Recommended For: Students interested in imaginative literature

What next? Any 2000- or 3000-level English course; English 4148

Across Curricula: Students will write frequently to communicate their critical and interpretive insights about literary texts. They will practice analysis, interpretation, and argumentation.

Related Courses: English 2025, 2027, 2029, 2123, 2148, 2201, 2202, 2220, 2270, 2300, 2593, 2673, and 2674

Prerequisites: English 1001 or equivalent

ENGLISH 2201: INTRODUCTION TO WORLD LITERARY TRADITIONS (3)

(see also English 2201)

Enrolls: 30 - 40 students per section

Why? Literature is the written expression of how people have imagined themselves, their culture, and times. Classics in Western and non-Western traditions have been and still are influential in the world today.

Content: Students will read influential literary classics in Western and non-Western traditions, from beginnings to 1650, with an emphasis on reading and writing about literature.

Format: Lecture/discussion

Evaluation: Essays, quizzes, projects, exams, and a minimum of 4,000 words of writing

Recommended For: Students interested in the history of literature and other cultures

What next? Any 2000- or 3000-level English or comparative literature course.

Across Curricula: Students will write frequently to communicate their critical and interpretive insights about literary texts. They will practice analysis, interpretation, and argumentation.

Related Courses: English 2025, 2027, 2029, 2123, 2148, 2201, 2202, 2220, 2270, 2300, 2593, 2673, and 2674

Prerequisites: English 1001 or equivalent

Notes: Cannot be taken more than once for credit

ENGLISH 2202: INTRODUCTION TO MODERN WORLD LITERATURE (3)

(see also English 2202)

Enrolls: 30 - 40 students per section

Why? Literature is the written expression of how people have imagined and represented themselves, their cultures and times.

Content: Students will read exemplary literature of the world from 1650 to the present, with an emphasis on reading and writing about literature

Format: Lecture/discussion

Evaluation: Essays, quizzes, projects, exams, and a minimum of 4,000 words of writing

Recommended For: Students interested in imaginative literature from around the world

What next? Any 2000- or 3000-level English or comparative literature course

Across Curricula: Students will write frequently to communicate their critical and interpretive insights about literary texts. They will practice analysis, interpretation, and argumentation.

Related Courses: English 2025, 2027, 2029, 2123, 2148, 2201, 2202, 2220, 2270, 2300, 2593, 2673, and 2674

Prerequisites: English 1001 or equivalent

Notes: Cannot be taken more than once for credit

ENGLISH 2220: MAJOR BRITISH AUTHORS (3)

Enrolls: Usually 30 - 40 students per section. Some sections meet in large lectures (up to 240 students) twice weekly and small discussions (up to 30 students) once weekly.

Why? Literature is the written expression of how people have imagined and represented themselves, their cultures, and times. The foundation of the language we write and speak was built in the literature of Great Britain.

Content: Students will read exemplary British authors ranging from the 8th century to the modern period; place this literature in social, historical, and religious contexts; and write about the relationship between literature and context.

Format: Lecture/discussion

Evaluation: Essays, quizzes, projects, exams, and a minimum of 4,000 words of writing

Recommended For: Students interested in the history of literature

What next? Any 2000- or 3000-level English course

Across Curricula: Students will write frequently to communicate their critical and interpretive insights about literary texts. They will practice analysis, interpretation, and argumentation.

Related Courses: English 2025, 2027, 2029, 2123, 2148, 2201, 2202, 2220, 2270, 2300, 2593, 2673, and 2674

Prerequisites: English 1001 or equivalent

ENGLISH 2230: READING FILM AS LITERATURE (3)

Enrolls: Usually 30 - 40 students per section. Some sections meet in large lectures (up to 240 students) twice weekly and small discussions (up to 30 students) once weekly

Why? Comparable to literature, film is the visual expression in images and sound of how people have imagined and represented themselves, their cultures, and times.

Content: Students will view and read about films, think critically about their viewing and reading, and communicate their thoughts in writing

Format: Lecture/discussion

Evaluation: Essays, quizzes, projects, exams, and a minimum of 4,000 words of writing

Recommended For: Students interested in film, literature, and culture, especially students choosing the literature, writing and culture, or creative writing concentrations

What next? Any 2000- or 3000-level English course, especially 3133, and then later, 4133 and 4231

Across Curricula Students will write frequently to communicate their critical and interpretive insights about film. They will practice analysis, interpretation, and argumentation.

Related Courses: English 2024, 2025, 2027, 2029, 2123, 2148, 2201, 2202, 2220, 2270, 2300, 2593, 2673, and 2674

Prerequisites: English 1001 or equivalent

ENGLISH 2270: MAJOR AMERICAN AUTHORS (3)

Enrolls: Usually 30 - 40 students per section. Some sections meet in large lectures (up to 240 students) twice weekly and small discussions (up to 30 students) once weekly.

Why? Literature is the written expression of how people have imagined and represented themselves, their cultures, and times. The literature of the United States teaches us what it is to be American.

Content: Students will read exemplary American authors ranging from the colonial to the modern period; place this literature in social, historical, and religious contexts; and write about the relationship between literature and context.

Format: Lecture/discussion

Evaluation: Essays, quizzes, projects, exams, and a minimum of 4,000 words of writing

Recommended For: Students interested in the history of literature.

What next? Any 2000- or 3000-level English course.

Across Curricula: Students will write frequently to communicate their critical and interpretive insights about literary texts. They will practice analysis, interpretation, and argumentation.

Related Courses: English 2024, 2025, 2027, 2029, 2123, 2201, 2202, 2220, and 2300

Prerequisites: English 1002, 1003, 1005, or equivalent

ENGLISH 2300: INTERPRETING DISCOURSE (3)

Enrolls: Usually 30 - 40 students per section. Some sections meet in large lectures (up to 240 students) twice weekly and small discussions (up to 30 students) once weekly.

Why? All texts—from a rock video to a scientific report—need interpretation.

Content: Students will interpret a variety of discourse forms (fiction, popular and critical texts, technical and legal documents) using linguistic, rhetorical, and cultural analysis.

Format: Lecture/discussion

Evaluation: Essays, quizzes, projects, exams, and a minimum of 4,000 words of writing

Recommended For: Students interested in all kinds of writing, especially English majors choosing the writing and culture concentration

What next? Any 2000 or 3000 level English course, especially 3593, 4493, and 4593

Across Curricula: Students will write frequently to communicate their critical and interpretive insights about literary texts. They will practice analysis, interpretation, and argumentation.

Related Courses: English 2025, 2027, 2029, 2123, 2148, 2201, 2202, 2220, 2270, 2300, 2593, 2673, and 2674

Prerequisites: English 1001 or equivalent

ENGLISH 2593: IMAGES OF WOMEN: AN INTRODUCTION (3)

Enrolls: Usually 30 - 40 students per section. Some sections meet in large lectures (up to 240 students) twice weekly and small discussions (up to 30 students) once weekly.

Why? Literature is the written expression of how people have imagined and represented themselves, their cultures, and times. This course focuses on the representation of women in literature and popular culture.

Content: Students will read a variety of texts, think critically about their reading, and communicate their thoughts in writing

Format: Lecture/discussion

Evaluation: Essays, quizzes, projects, exams, and a minimum of 4,000 words of writing

Recommended For: Students interested in imaginative literature, culture, and feminist theory

What next? Any 2000- or 3000-level English course

Across Curricula: Students will write frequently to communicate their critical and interpretive insights about literary texts. They will practice analysis, interpretation, and argumentation

Related Courses: English 2025, 2027, 2029, 2123, 2148, 2201, 2202, 2220, 2270, 2300, 2593, 2673, and 2674

Prerequisites: English 1001 or equivalent

ENGLISH 2673: LITERATURE AND ETHNICITY (3)

Enrolls: Usually 30 - 40 students per section. Some sections meet in large lectures (up to 240 students) twice weekly and small discussions (up to 30 students) once weekly.

Why? Literature is the written expression of how people have imagined and represented themselves, their cultures, and times. This course focuses on the literature of America's ethnic cultures.

Content: Students will read a variety of texts, think critically about their reading, and communicate their thoughts in writing

Format: Lecture/discussion

Evaluation: Essays, quizzes, projects, exams, and a minimum of 4,000 words of writing

Recommended For: Students interested in imaginative literature and

American culture

What next? Any 2000- or 3000-level English course

Across Curricula: Students will write frequently to communicate their critical and interpretive insights about literary texts. They will practice analysis, interpretation, and argumentation.

Related Courses: English 2025, 2027, 2029, 2123, 2148, 2201, 2202, 2220, 2270, 2300, 2593, 2673, and 2674

Prerequisites: English 1001 or equivalent

ENGLISH 2674: INTRODUCTION TO AFRICAN AMERICAN LITERATURE (3)

Enrolls: Usually 30 - 40 students per section. Some sections meet in large lectures (up to 240 students) twice weekly and small discussions (up to 30 students) once weekly.

Why? Literature is the written expression of how people have imagined and represented themselves, their cultures, and times. This course focuses on the literature and culture of African Americans.

Content: Students will read a variety of texts, think critically about their reading, and communicate their thoughts in writing

Format: Lecture/discussion

Evaluation: Essays, quizzes, projects, exams, and a minimum of 4,000 words of writing

Recommended For: Students interested in imaginative literature

What next? Any 2000- or 3000-level English course, especially 3674, 4220, and 4674

Across Curricula: Students will write frequently to communicate their critical and interpretive insights about literary texts. They will practice analysis, interpretation, and argumentation

Related Courses: English 2025, 2027, 2029, 2123, 2148, 2201, 2202, 2220, 2270, 2300, 2593, 2673, and 2674

Prerequisites: English 1001 or equivalent

ENGLISH 2823: HONORS: STUDIES IN LITERARY TRADITIONS AND THEMES (3)

Enrolls: 20 students per seminar. This seminar is the honors equivalent of English 2123

Why? Literature is the written expression of how people have imagined and represented themselves, their cultures, and times.

Content: Students will read a variety of literary genres, think critically about the readings, and communicate their thoughts in writing. Every section of this course explores a different theme or tradition through the literature of at least two centuries.

Format: Lecture/discussion

Evaluation: Essays, quizzes, projects, exams, and a minimum of 4,000 words of writing

Recommended For: Students, especially English majors, interested in imaginative literature

What next? Any 2000- or 3000-level English course

Across Curricula: Students will write frequently to communicate their critical and interpretive insights about literary texts. They will practice analysis, interpretation, and argumentation.

Related Courses: English 2025, 2027, 2029, 2123, 2148, 2201, 2202,

2220, 2270, 2300, 2593, 2673, and 2674

Prerequisites: English 1001 or equivalent

ENGLISH 2824: HONORS: CRITICAL ANALYSIS OF LITERATURE (3)

Enrolls: 20 students per seminar. This seminar is the honors equivalent of English 2024

Why? All texts, from a rock video to a scientific report, need interpretation; complex literature requires readers to develop sophisticated strategies for reading.

Content: Students will read a variety of literary genres, think critically about the readings, and communicate their thoughts in writing.

Format: Lecture/discussion

Evaluation: Essays, quizzes, projects, exams, and a minimum of 4,000 words of writing

Recommended For: Students, especially English majors, interested in literature, rhetoric, & theory

What next? Any 2000- or 3000-level English course

Across Curricula: Students will write frequently to communicate their critical and interpretive insights about literary texts. They will practice analysis, interpretation, and argumentation.

Related Courses: English 2025, 2027, 2029, 2123, 2148, 2201, 2202, 2220, 2270, 2300, 2593, 2673, and 2674

Prerequisites: English 1001 or equivalent

FRENCH

FRENCH 1101: BEGINNING FRENCH (4)

Enrolls: 25 - 28 students per section

Why? This course lays the foundations of French language acquisition to help students develop both their ability to communicate in the French language and their understanding of the cultures of the French-speaking world.

Content: French 1001 provides students the opportunity to develop their ability to understand and speak everyday French. Students will also learn to read and write French. Students will learn how to talk about not only themselves, but also a wide variety of experiences. They will begin learning to discuss political and social issues and gain the competence to express their own views. Students will also learn about aspects of everyday culture in France and French speaking countries.

Format: Communicative language teaching

FRENCH 1002: ELEMENTARY FRENCH (4)

Enrolls: 25 - 28 students per section

Why? This course continues to help students develop both their ability to communicate in the French language and their understanding of the cultures of the French-speaking world.

Content: French 1002 provides students the opportunity to develop their ability to understand and speak everyday French. Students will also learn to read and write French. Students will learn how to talk about not only themselves, but also a wide variety of experiences. They will begin learning to discuss political and social issues and gain

the competence to express their own views. Students will also learn about some aspects of everyday culture in France and other French speaking countries

Format: Communicative language teaching and activities

Evaluation: Exams (quizzes, chapter tests, two oral exams, one final exam), daily assignments, and weekly audio/computer lab work

Recommended For: Students who are interested in developing their abilities to communicate in French and their understandings of the cultures of the French-speaking world

What next? French 2101

Prerequisites: French 1001, 1050, or equivalent

Notes: Credit will not be given for both this course and French 1202.

FRENCH 1201: ELEMENTARY CAJUN FRENCH (4)

Enrolls: 20 - 25 students per section

Why? Studying the various French dialects spoken in Louisiana is a unique way to learn more about the French language in an authentic and personal context. Further, it offers the opportunity to see how French has influenced Louisiana culture and history.

Content: Fundamental structures and vocabulary used to communicate about family, self, physical description and health, cooking and eating, leisure activities, the home, clothing and shopping, as well as cultural phenomena

Format: Communicative activities, discussion, grammar explanations, films, and music

Evaluation: Three major exams, oral interviews, quizzes, role plays, short writing assignments

Recommended For: Students with an interest in Louisiana Cajun and Creole culture and language; students interested in anthropology and folklore studies, students who will be dealing with the elderly in their professional lives

What next? French 2201, 2202, 3280, or 3295

Across Curricula: Speaking, oral, writing and reading comprehension strategies are primary objectives in this course.

Related Courses: English 2173 and 2423; History 4073

Prerequisites: None

Notes: Credit will not be given for both this course and French 1001. Louisiana French is very similar to standard French and the two are mutually comprehensible.

FRENCH 1202: ELEMENTARY CAJUN FRENCH (4)

Enrolls: 15 - 20 students per section

Why? Studying the various French dialects spoken in Louisiana is a unique way to learn more about the French language in an authentic and personal context. Further, it offers the opportunity to see how French has influenced Louisiana culture and history.

Content: Continuation of the fundamental structures and vocabulary used to communicate about family, self, physical description and health, cooking and eating, leisure activities, the home, clothing and shopping, as well as cultural phenomena such as Mardi Gras and the fais-do-do.

Format: Communicative activities, discussion,

grammar explanations, films, and music. Thirty minutes per week of outside listening activity in the language lab required

Evaluation: Three major exams, two oral interviews, weekly quizzes, role plays, short writing assignments, and one fieldwork project

Recommended For: Students with an interest in Louisiana Cajun and Creole culture and language; students who may be dealing with the elderly in their professional lives

What next? French 2201, 2202, 3280, or 4065

Across Curricula: Writing, speaking, and reading comprehension strategies are primary objectives in this course. Field research is a secondary learning skill in this course.

Related Courses: English 2173 and 2423; History 4073

Prerequisites: French 1001, 1050, or 1201

Notes: Credit will not be given for both this course and French 1002.

FRENCH 2101: INTERMEDIATE FRENCH (3)

Enrolls: 25 - 28 students per section

Why? This course continues to help students develop both their ability to communicate in the French language and their understanding of the cultures of the French-speaking world.

Content: French 2101 provides students the opportunity to continue to develop their abilities to understand and speak French. Reading and writing receive more emphasis this stage. This course is organized around contemporary themes that will help students develop language beyond the arena of survival in a world of more complex ideas and relationships and gain the competence necessary to express their own views, both orally and in writing. Students will continue to learn about some aspects of culture in France and other French-speaking countries.

Evaluation: Exams (quizzes, chapter tests, two oral exams, one final exam), daily assignments, and writing a newsletter

Recommended For: Students who are interested in developing their abilities to communicate in French and their understandings of the cultures of the French-speaking world

What next? French 2102

Prerequisites: French 1002 or equivalent

FRENCH 2102: INTERMEDIATE FRENCH (3)

Enrolls: 20 - 25 students per section

Why? This course continues to help students develop both their ability to communicate in the French language and their understanding of the cultures of the French-speaking world.

Content: French 2102 is designed to build skills and encourage creativity in reading, writing, and speaking French. Methodology will include a variety of activities designed to encourage students to use the French language: grammar review, reading, conversations, and compositions focusing on French and Francophone cultures, as presented in short stories, newspapers, periodicals, films, and modern songs

Format: Communicative language teaching and activities

Evaluation: Participation, projects, written and oral exams, and a final exam

Recommended For: Students who are interested in developing

an ability to communicate in French and an understanding of the cultures of the French-speaking world

What next? French 2154 or 2155

Prerequisites: French 2101 or equivalent

FRENCH 2201: INTERMEDIATE CAJUN FRENCH I (3)

Enrolls: 20 - 28 students per section

Why? Studying the various French dialects spoken in Louisiana is a unique way to learn more about the French language in an authentic and personal context. Further, it offers the opportunity to see how French has influenced Louisiana culture and history.

Content: French 2201 builds upon the structures of the introductory French courses, giving students opportunities to work with more advanced structures and expand vocabulary. This is done in the thematic context of Cajun and Creole folklore, particularly folk tales and legends. Students receive grammar and vocabulary instruction designed to help them understand readings and oral narratives. As a culminating project, students conduct field interviews with native speakers and present accounts of their experience in class.

Format: Communicative language teaching and activities

Evaluation: Participation, oral and written exams, online exercises, compositions, and a fieldwork project

Recommended For: Students with an interest in Louisiana Cajun and Creole culture and language; students who may be dealing with the elderly in their professional lives

What next? French 2202, 3280, 3260, or 3295

FRENCH 2202: INTERMEDIATE CAJUN FRENCH II (3)

Enrolls: 20 - 28 students

Why? Studying the various French dialects spoken in Louisiana is a unique way to learn more about the French language in an authentic and personal context. Further, it offers the opportunity to see how French has influenced Louisiana culture and history.

Content: French 2202 builds upon the structures of the introductory French courses, giving students opportunities to work with more advanced structures and expand vocabulary. This is accomplished within the context of thematic units dealing with Acadian history, traditions of courtship and marriage, and the study of narratives about childhood. As a culminating project, students conduct a field interview with native speakers and present accounts of their experiences in class.

Format: Communicative language teaching and activities

Evaluation: Participation, oral and written exams, online exercises, compositions, and a fieldwork project

Recommended For: Students with an interest in Louisiana Cajun and Creole culture and language; students who may be dealing with the elderly in their professional lives

What next? French 3280, 3260, or 3295

FRENCH 2155: READINGS IN FRENCH LITERATURE (3)

Enrolls: 20 - 25 students per section

Why? This course helps students develop both their abilities to communicate in the French language and their understandings of the cultures of the French-speaking world.

Content: French 2155 introduces students to a broad range of literary subjects, including novels, plays, short stories, and poetry. Emphasis is on comprehension, as well as oral and written expression.

Format: Reading, lecture, and discussion

Evaluation: Participation, compositions, exams, and a final exam

Recommended For: Students who are interested in pursuing studies in French and in perfecting their understandings of the cultures of the French-speaking world.

What next? Any French course at the 3000 level

Across Curricula: This course helps students develop critical and analytical skills as well as helps them in composition.

Related Courses: French 3080 and 3280

Prerequisites: French 2102 or equivalent

GERMAN

GERMAN 1101: BEGINNING GERMAN (4)

Enrolls: 25 - 28 students per section

Why? This course lays the foundations of German language acquisition to help students develop both their ability to communicate in the German language and their understanding of the German culture.

Content: German 1101 provides students the opportunity to develop their ability to understand and speak everyday German. Students will also learn to read and write German. Students will learn how to talk about not only themselves, but also a wide variety of experiences. They will begin learning to discuss political and social issues and gain the competence to express their own views. Students will also learn about aspects of everyday culture in Germany.

Format: Communicative language teaching

GERMAN 1102: ELEMENTARY GERMAN (4)

Enrolls: 25 students per section in the fall and spring semesters

Why? Develops effective oral and written communication skills; provides an understanding of another culture; will enhance career goals, e.g., postgraduate studies, professions, and business.

Content: Basic lexicon and structures of German, introduction to German life, and emphasis on communicative language use

Format: Discussion and exercises; assignments in the textbook, workbook, and computer and listening laboratories

Evaluation: Class and laboratory participation, written and aural-oral exams, quizzes, oral presentations, short compositions, and homework assignments

Recommended For: Students interested in German language and culture and those fulfilling the language requirement; majors in fields such as literature, music, art history, philosophy, and business. Students whose native language is German may not enroll in this course.

What next? German 2101

Across Curricula: Develops oral and written communication skills and enables comparison of cultures

Prerequisites: German 1101 or equivalent

GERMAN 2075: INTRODUCTION TO GERMAN CULTURE AND CIVILIZATION (3)

Enrolls: 40 students; offered in fall

Why? Geography, religion, music, art, architecture, literature as well as scientific and technological achievements serve as a basis for understanding the history, society, and culture of Germany

Content: An interdisciplinary study of German culture and civilization from the Middle Ages to the present; emphasis is more historical than contemporary.

Format: Lectures, Power Point presentations, films

Evaluation: Written exams and papers

Recommended For: Students with general interest in Germany

What next? German 3090, 3091, 4046, 4091

Across Curricula: Develops oral and written communication skills and enables comparison of cultures

Prerequisites: None

Notes: Knowledge of German not required

GERMAN 2101: INTERMEDIATE GERMAN (3)

Enrolls: 25 students per section in the fall and spring semesters.

Why? Develops skills in reading and effective oral and written communication; provides an understanding of another culture; will enhance career goals, e.g., postgraduate studies, professions, and business.

Content: Reading, conversation, and composition; emphasis on communicative language use; review of lexicon and structure

Format: Discussion and exercises, as well as assignments in the textbook, workbook, and computer and listening laboratories

Evaluation: Class and laboratory participation, written and aural-oral exams, quizzes, oral presentations, compositions, and homework assignments

Recommended For: Students interested in German language and culture and those fulfilling the language requirement. Majors in fields such as literature, music, art history, philosophy, and business. Students whose native language is German may not enroll in this course.

What next? German 2102

Across Curricula: Develops reading, oral, and written communication skills and enables comparison of cultures

Prerequisites: German 1102 or equivalent

GERMAN 2102: INTERMEDIATE GERMAN (3)

Enrolls: 25 students per section in the fall and spring semester

Why? Continues development of skills in reading and effective oral and written communication; provides an understanding of another culture; will enhance career goals, e.g., postgraduate studies, the professions, and business.

Content: Reading, conversation, and composition; emphasis on communicative language use; review of lexicon and structure

Format: Discussion and exercises, assignments in textbook, workbook, and computer and listening laboratories

Evaluation: Class and laboratory participation, written and aural-oral exams, quizzes, oral presentations, compositions, and homework exercises

Recommended For: Students interested in German language and culture and those fulfilling the language requirement; majors in fields such as literature, music, art history, philosophy, and business. Students whose native language is German may not enroll in this course.

What next? German 2155, 3060, 3061

Across Curricula: Develops reading, oral, and written communication skills and enables comparison of cultures

Prerequisites: German 2101 or equivalent

GERMAN 2155: READINGS IN GERMAN LITERATURE (3)

Enrolls: 25 students per section in the fall semester

Why? Continues to build vocabulary and reading, aural/oral, and written skills in the German language; develops critical thinking through the analysis of written texts; facilitates understanding of German culture and history

Content: Literary texts of diverse genres: poetry, prose, and drama

Format: Lecture/discussion

Evaluation: Participation, essays, and essay tests

Recommended For: Students interested in German literature and culture

Across Curricula: Develops critical thinking and writing skills

Related Courses: German 2075

Prerequisites: German 2102

GREEK

GREEK 1001: ELEMENTARY GREEK (4)

Enrolls: 28 students per section

Why? A mastery of one of the world's most beautiful and influential languages

Content: Begin learning the mechanics of the language and simple readings

Format: Recitation and discussion

Evaluation: Exams and quizzes

Recommended For: Students satisfying their foreign language requirement through Greek; students completing a minor in Greek or Classical Studies; or students completing a concentration in Classical Civilization in the Liberal Arts BA.

What next? Greek 2051

Across Curricula: Fuller understanding of the language and culture of the Greeks

Related Courses: Classical Studies 2090, 2092, 2101

Prerequisites: None

Notes: Daily assignments and exercises

GREEK 2051: INTERMEDIATE GREEK (4)

Enrolls: 28 students per section

Why? A mastery of one of the world's most beautiful and influential languages

Content: Learning the mechanics of the language and simple readings

Format: Recitation and discussion

Evaluation: Exams and quizzes

Recommended For: Students satisfying their foreign language requirement through Greek; students completing a minor in Greek or Classical Studies; or students completing a concentration in Classical Civilization in the Liberal Arts BA.

What next? Greek 2103

Across Curricula: Fuller understanding of the language and culture of the Greeks

Related Courses: Classical Studies 2101, 3020, 3032, and 3040

Prerequisites: Greek 1001 or equivalent

Notes: Daily assignments and exercises

GREEK 2103: INTERMEDIATE GREEK PROSE (4)

Enrolls: 28 students per section

Why? A mastery of one of the world's most beautiful and influential languages

Content: Learning the mechanics of the language and simple readings

Format: Recitation and discussion

Evaluation: Exams and quizzes

Recommended For: Students satisfying their foreign language requirement through Greek; students completing a minor in Greek or Classical Studies; or students completing a concentration in Classical Civilization in the Liberal Arts BA.

What next? Greek 2153, 2155, 2156, 2165, or 2166

Across Curricula: Fuller understanding of the language and culture of the Greeks

Related Courses: Classical Studies 2090, 2092 and 2101

Prerequisites: Greek 2051 or equivalent

Notes: Daily assignments and exercises

GREEK 2153: HOMER (3)

Enrolls: 28 students per section

Why? Read some of Homer's Iliad and Odyssey in the original language.

Content: Intermediate readings in the poetry of Homer

Format: Recitation and discussion

Evaluation: Exams and quizzes

Recommended For: Students satisfying their foreign language requirement through Greek; students completing a minor in Greek or Classical Studies; or students completing a concentration in Classical Civilization in the Liberal Arts BA.

What next? Greek 2155, 2156, 2165, 2166, 4023, or 4024

Across Curricula: Acquaintance with the works of Homer, seminal for Western literature.

Related Courses: Classical Studies 2090, 3020, 3032, and 3040

Prerequisites: Greek 2103 or equivalent

GREEK 2155: GREEK DRAMA (3)**Enrolls:** 15 students per section**Why?** Read Greek tragedy and comedy in the original language**Content:** Intermediate readings from the plays of Classical Greek drama**Format:** Recitation and discussion**Evaluation:** Exams and quizzes**Recommended For:** Students satisfying their foreign language requirement through Greek; students completing a minor in Greek or Classical Studies; or students completing a concentration in Classical Civilization in the Liberal Arts BA.**What next?** Greek 2153, 2156, 2165, 2166, 4023, or 4024**Across Curricula:** Detailed study of the oldest plays in the world and their iconic stories**Related Courses:** Classical Studies 2090, 3020, 3032, and 3040**Prerequisites** Greek 2103 or equivalent**GREEK 2156: NEW TESTAMENT (3)****Enrolls:** 15 students; offered every fourth year**Why?** Read the New Testament in the original language**Content:** Intermediate readings in Biblical Greek**Format:** Recitation and discussion**Evaluation:** Exams and quizzes**Recommended For:** Students satisfying their foreign language requirement through Greek; students completing a minor in Greek or Classical Studies; or students completing a concentration in Classical Civilization in the Liberal Arts BA.**What next?** Greek 2153, 2155, 2165, 2166, 4023, or 4024**Across Curricula:** Close reading of a fundamental text in world religions**Related Courses:** Classical Studies 2101. Religious Studies 1005**Prerequisites:** Greek 2103 or equivalent**GREEK 2165: PLATO'S DIALOGUES (3)****Enrolls:** 15 students**Why?** Read about Socrates and some of the earliest philosophy in the original language**Content:** Intermediate readings in the writings of Plato**Format:** Recitation and discussion**Evaluation:** Exams and quizzes**Recommended For:** Students satisfying their foreign language requirement through Greek; students completing a minor in Greek or Classical Studies; or students completing a concentration in Classical Civilization in the Liberal Arts BA.**What next?** Greek 2153, 2155, 2156, 2166, 4023, or 4024**Across Curricula:** Close reading of seminal philosophical writings in the Western tradition.**Related Courses:** Classical Studies 2101, 3040. Philosophy 2033**Prerequisites:** Greek 2103 or equivalent**GREEK 2166: ATTIC ORATORY (3)****Enrolls:** 15 students per section**Why?** Read early legal and political writings in the original language.**Content:** Intermediate readings from the legal and political speeches of ancient Greek orators.**Format:** Recitation and discussion**Evaluation:** Exams and quizzes**Recommended For:** Students satisfying their foreign language requirement through Greek; students completing a minor in Greek or Classical Studies; or students completing a concentration in Classical Civilization in the Liberal Arts BA.**What next?** Greek 2153, 2155, 2156, 2165, 4023, or 4024**Across Curricula:** Close reading of writings seminal in the Western tradition**Related Courses:** Classical Studies 2101**Prerequisites:** Greek 2103 or equivalent**HEBREW****HEBREW 2003: INTERMEDIATE HEBREW (4)**

(see also Religious Studies 2003)

Enrolls: 15 - 20 students per section; offered in the fall semester**Why?** Proficiency in classical Hebrew enables students to read the Hebrew Bible (Old Testament) in its original language, and thereby, to appreciate the literature's great beauty and depth of its meaning.**Content:** Study of Hebrew syntax; development of vocabulary; competence in translating moderately difficult narratives from Genesis and Second Samuel; practice in reading Hebrew aloud.**Format:** Short lectures on syntax; review of daily translations assigned as homework**Evaluation:** Daily homework, weekly quizzes, and a final exam.**Recommended For:** Any student with an interest in the Bible; philosophy majors concentrating in religious studies; minors in Jewish studies**What next?** Hebrew 2004, "Intermediate Hebrew"**Prerequisites:** Hebrew 1002 (second semester of "Beginning Hebrew") or the equivalent. Students with the equivalent should contact Stuart Irvine (sirvine@lsu.edu) for placement approval.**Notes:** The Hebrew program fulfills foreign language requirements.**HEBREW 2004: INTERMEDIATE HEBREW (4)**

(see also Religious Studies 2004)

Enrolls: 15 - 20 students per section; offered in the fall semester**Why?** Proficiency in classical Hebrew enables students to read the Hebrew Bible (Old Testament) in its original language, and thereby, to appreciate the literature's great beauty and depth of its meaning.**Content:** Mastery of Hebrew syntax; development of vocabulary; competence in translating moderately difficult narratives from First and Second Kings and poetic speeches of Hebrew prophets; practice in reading Hebrew aloud; rudimentary text criticism**Format:** Short lectures on syntax; review of daily translations assigned as homework

Evaluation: Daily homework, weekly quizzes, and a final exam

Recommended For: Any student with an interest in the Bible; philosophy majors concentrating in religious studies; minors in Jewish studies

Prerequisites: Hebrew 2003 (first semester of "Intermediate Hebrew") or the equivalent. Students with the equivalent should contact Stuart Irvine (sirvine@lsu.edu) for placement approval.

Notes: The Hebrew program fulfills foreign language requirements.

HISTORY

HISTORY 1001: WESTERN CIVILIZATION TO 1500 (3)

Enrolls: 50 - 200 students per section

Why? Provides a basic understanding of the origins and development of Western civilization

Content: Ideas, trends, and institutions in Western civilization from earliest times to the Reformation

Format: Lecture

Evaluation: Three or four exams and occasional papers; evaluation varies by section

Recommended For: Students interested in the origin of Western civilization

What Next? History 1003 or History 1007

Across Curricula: Reading and essay writing are primary skills in this course

Related Courses: Any history course in ancient or medieval history

Prerequisites: None

HISTORY 1002: HONORS: WESTERN CIVILIZATION TO 1500 (3)

Enrolls: 12 - 20 students per section

Why? Provides a basic understanding of the origins and development of Western civilization.

Content: Ideas, trends, and institutions in Western civilization from earliest times to the Reformation.

Format: Seminar

Evaluation: Supervised reading, discussion, writing, and exams

Recommended For: Students interested in an Honors version of History 1001, with a greater emphasis on reading, written work, and discussion

What Next? History 1004

Across Curricula: Reading, essay writing, and oral disputation are primary skills in this course.

Related Courses: Any course in ancient or medieval history

HISTORY 1003: WESTERN CIVILIZATION SINCE 1500 (3)

Enrolls: 50 - 200 students per section

Why? Provides a basic understanding of the historical development of modern Western civilization

Content: Ideas, trends, and institutions in Western civilization from 1500 to the present

Format: Lecture

Evaluation: Three or four exams and occasional papers. Evaluation varies by section

Recommended For: Students interested in understanding the historical development of modern western civilization

What Next? Any history course

Across Curricula: Reading and essay writing are primary skills in this course

Related Courses: Any course in modern European or American History

Prerequisites: None

HISTORY 1004: HONORS: WESTERN CIVILIZATION SINCE 1500 (3)

Enrolls: 12 - 20 students per section

Why? Provides a basic understanding of the historical development of modern Western civilization

Content: Ideas, trends, and institutions in Western civilization from 1500 to the present

Format: Seminar

Evaluation: Supervised reading, discussion, writing, and exams

Recommended For: Students interested in an honors version of History 1003

What Next? Any history course

Across Curricula: Reading, essay writing, and oral disputation are primary skills in this course

Related Courses: Any course in modern European or American History

HISTORY 1005: WORLD HISTORY TO 1500 (3)

Enrolls: 50 - 200 students per section

Why? Provides a basic understanding of the origins and development of many of the world's civilizations

Content: An overview of migratory and trade patterns, urbanization, intellectual, and religious movements among Asian, Middle Eastern, African, European, and American cultures before 1500.

Format: Lecture

Evaluation: Quizzes, tests, and a final examination

Recommended For: Students interested in understanding the early historical development of the global community

What Next? History 1007 or 1003

Across Curricula: Reading and essay writing are primary skills in this course

Related Courses: Any course in ancient or medieval history

Prerequisites: None

HISTORY 1007: WORLD HISTORY SINCE 1500 (3)

Enrolls: 50 - 70 students per section

Why? Provides basic understanding of the historical development of many of the world's cultures

Content: Interactions among Asian, Middle Eastern, African, European, and American cultures in the modern era

Format: Lecture

Evaluation: Three exams and journal

Recommended For: Students interested in understanding the historical development of the modern global community

What Next? Any history course

Across Curricula: Reading and essay writing are primary skills in this course

Related Courses: Any course in modern European, Asian, American, or African history.

Prerequisites: None

HISTORY 2012: BRITAIN FROM 1689 TO THE PRESENT (3)

Enrolls: 30 - 50 students per section

Why? To understand better the emergence of modern Britain

Content: Britain from 1689 to the present

Format: Lecture

Evaluation: Two exams and a final

Recommended For: Students with a particular interest in understanding more about the emergence of modern Britain

What Next? Any history course

Across Curricula: Reading and essay writing are primary skills in this course

Related Courses: History 2022

Prerequisites: None

HISTORY 2020: MEDIEVAL EUROPE (3)

Enrolls: 25 - 30 students per section

Why? To understand better the evolution of European civilization in the medieval period

Content: Social, cultural, religious, and political history of Europe from the reign of Constantine in the fourth century to the fall of Constantinople in 1453.

Format: Lecture

Evaluation: No information provided

Recommended For: Students interested in medieval European history and culture

What Next? History 2021

HISTORY 2022: MODERN EUROPE (3)

Enrolls: 25 - 30 students per section

Why? To understand better the historical development of contemporary Europe

Content: Political, economic, and social developments and diplomacy from 1848 to the present

Format: Lecture

Evaluation: No information provided

Recommended For: Students with particular interests in modern Europe

What Next? Any history course

Across Curricula: Reading and essay writing are primary skills in this course

Related Courses: History 2012

Prerequisites: None

HISTORY 2025: EARLY MODERN EUROPE (3)

Enrolls: 30-40 students per section

Why? To understand better the formation of modern European states and their peoples

Content: Social, cultural, religious and political history of Europe from the Renaissance to the French Revolution.

Format: Lecture

Evaluation: Varies by section; exams and possible written assignments.

Recommended For: Students interested in European cultures, politics, society and religion.

What Next? Courses in modern European history

Across Curricula: Reading and essay writing are primary skills in this course

Related Courses: History 2022

Prerequisites: None

HISTORY 2030: WAR, MASS VIOLENCE AND GENOCIDE (3)

Enrolls: 25-40 students per section

Why? To explore the causes and consequences of genocide and other violence against civilians in the modern era

Content: Selected cases of genocide, ethnic cleansing, and other forms of mass violence against civilians in world history studied in the context of warfare or postwar settlements.

Format: Lecture and Discussion

Evaluation: Participation, exams and essays

Recommended For: Students with particular interests in politics, race relations, warfare and its impact on civilians.

What Next? Any modern history course

Across Curricula: Reading and essay writing are primary skills in this course

Prerequisites: None

HISTORY 2035: HOME FRONTS (3)

Enrolls: 15-35 students per section

Why? To explore and compare the domestic impact of war.

Content: Comparative Study of social, cultural, political and economic impact of war. The specific wartime experiences studied vary by instructor.

Format: Lecture and discussion.

Evaluation: Participation, reading and map quizzes, informal and formal essays, presentation or project, and final exam

Recommended For: Students in any major who are interested in the impact of war on modern societies and in developing their critical thinking and communication skills

Across Curricula: Critical thinking, reading and writing are primary skills in this course

Related Courses: History 4079, 4028, 4130

Prerequisites: None

HISTORY 2049: VIOLENCE IN THE AMERICAN WEST (3)**Enrolls:** 25-30 students per section**Why?** To explore the myth and the reality of how our past was shaped by violent encounters between people, especially in the American West.**Content:** Encounters between cultures west of the Mississippi River and the significance of the frontier in American History.**Format:** Lectures, Discussions, Films.**Evaluation:** Exams, Short Papers**Recommended For:** Students with particular interests in America and its growth.**What Next?** Any American history course**Across Curricula:** Reading and essay writing are primary skills in this course**Related Courses:** History 2065, 4068**Prerequisites:** None**HISTORY 2055: THE UNITED STATES TO 1865 (3)****Enrolls:** 50 - 200 students per section**Why?** Provides a basic knowledge of American history to 1865**Content:** United States history from the Colonial Period to 1865**Format:** Lecture**Evaluation:** Quizzes, tests, and a final examination**Recommended For:** Students needing a basic course in early American history**What Next?** History 2057**Across Curricula:** Reading and essay writing are primary skills in this course**Related Courses:** Any course in pre-Civil War American history**Prerequisites:** None**HISTORY 2056: HONORS: THE UNITED STATES TO 1865 (3)****Enrolls:** 12 - 20 students per section**Why?** Provides a basic knowledge of American history to 1865**Content:** United States history from the Colonial Period to 1865**Format:** Seminar, directed readings, and discussion**Evaluation:** Exams and short papers**Recommended For:** Students needing a basic course in the first half of United States history**What Next?** History 2058**Across Curricula:** Reading, essay writing, and oral disputation are primary skills in this course.**Related Courses:** Any course in pre-Civil War American history**HISTORY 2057: THE UNITED STATES FROM 1865 to PRESENT (3)****Enrolls:** 50 - 200 students per section**Why?** Provides a basic knowledge of American history since 1865**Content:** United States history from 1865 to the present**Format:** Lecture**Evaluation:** Exams and short papers, depending on section**Recommended For:** Students needing a basic course in modern America**What Next?** Any history course**Across Curricula:** Reading and essay writing are primary skills in this course**Related Courses:** Any course in modern American history**Prerequisites:** None**HISTORY 2058: HONORS: THE UNITED STATES FROM 1865 TO PRESENT (3)****Enrolls:** 12 - 20 students per section**Why?** Provides a basic knowledge of American history since 1865**Content:** United States history from 1865 to the present**Format:** Seminar, directed readings, and discussion**Evaluation:** Exams and short papers**Recommended For:** Students needing a basic course in post-Civil War United States history**What Next?** Any history course**Across Curricula:** Reading, essay writing, and oral disputation are primary skills in this course.**Related Courses:** Any course in post-Civil War American history**HISTORY 2061: AFRICAN AMERICAN HISTORY (3)****Enrolls:** 50 - 200 students per section**Why?** To understand the history of African Americans**Content:** A chronological and thematic study of African American life and culture from 1619 to the present**Format:** Lecture**Evaluation:** Exams**Recommended For:** Students needing a better understanding of African American history**What Next?** Any history course**Across Curricula:** Reading and essay writing are primary skills in this course**Related Courses:** History 4076 and 4068**Prerequisites:** None**HISTORY 2065: HISTORY OF POPULAR CULTURE IN THE U.S. (3)****Enrolls:** 60 - 100 students per section**Why?** To explore popular culture—movies, music, popular books, and other forms of expression to understand what they tell us about our history and who we are**Content:** The history of popular culture in the United States from the mid-nineteenth century to the present.**Format:** Lecture**Evaluation:** Four writing assignments and a final exam**Recommended For:** Any student interested in movies, music, society and life in modern America**What Next?** Any modern American history course.**Across Curricula:** Reading and essay writing are primary skills in this

course

Related Courses: History 2049, 4059, 4065

Prerequisites: None

HISTORY 2085: COLONIAL LATIN AMERICA (3)

Enrolls: 50 - 200 students per section

Why? To better understand the history of early Latin America

Content: Survey of major historical developments and institutions in the Spanish and Portuguese empires in the Americas

Format: Lecture

Evaluation: Four exams

Recommended For: Students needing a better understanding of Latin American history

What Next? History 2086

Across Curricula: Reading and essay writing are primary skills in this course

Related Courses: History 4081, 4083, 4087, or 4089

Prerequisites: None

HISTORY 2095: EAST ASIAN CIVILIZATION TO 1800 (3)

Enrolls: 50 - 200 students per section

Why? To better understand the origins of East Asian civilization

Content: Interdisciplinary and cultural approach to the civilizations of East Asia, particularly China and Japan, from antiquity to early contacts with the West

Format: Lecture

Evaluation: Midterm and final exams

Recommended For: Students needing a better understanding of the origins of East Asian civilization.

What Next? History 2096

Across Curricula: Reading and essay writing are primary skills in this course

Related Courses: History 4091, 4092, 4093, and 4094

Prerequisites: None

HISTORY 2096: EAST ASIAN CIVILIZATION SINCE 1800 (3)

Enrolls: 50 - 200 students per section

Why? To better understand the modern evolution of East Asian civilization

Content: Modern Asian civilization; emphasis on contact with the West and the rise of nationalism and communism

Format: Lecture

Evaluation: Exams

Recommended For: Students needing a better understanding modern East Asian civilization.

What Next? Any history course

Across Curricula: Reading and essay writing are primary skills in this course

Related Courses: History 4091, 4092, 4093, and 4094

Prerequisites: None

HISTORY 2100: INTRODUCTION TO ASIA (3)

Enrolls: Up to 70 students per section

Why? To understand better the historical development of Asian civilizations from origins to the present.

Content: The history of Asian peoples and civilizations from ancient to modern times

Format: Lecture

Evaluation: Varies by sections; exams and possible short papers.

Recommended For: Students with particular interests in China, India, Japan and exploring non-Western history

What Next? Any history course

Across Curricula: Reading and essay writing are primary skills in this course

Related Courses: History 2096, 2190, 4091, 4092, 4093, 4094

Prerequisites: None

HISTORY 2125: PREMODERN CITIES (3)

Enrolls: 25-30 students per section

Why? To understand how politics, society and culture were shaped by life in the cities of Greece, Rome, and other ancient and medieval societies.

Content: Social, cultural, and political history of cities before 1500.

Format: Lecture, discussions, and class projects.

Evaluation: Exams, papers and participation.

Recommended For: Students interested in ancient and medieval urban culture, Greek, Hellenistic, Roman, and Medieval cities.

What Next? History 2126

Across Curricula: Reading and essay writing are primary skills in this course

Related Courses: History 1003, 2126, 4001, 4003, 4004, 4007, 4106

Prerequisites: None

HISTORY 2126: CITIES IN EUROPE SINCE 1500 (3)

Enrolls: Up to 100 students

Why? To understand how city life evolved in European societies, from the Renaissance up to modern times

Content: Cities in European social, cultural, and economic history since 1500.

Format: Lecture, discussions, and class projects.

Evaluation: Exams, papers and participation.

Recommended For: Students with particular interests in modern Europe, architecture, and city planning

What Next? Any modern history course.

Across Curricula: Reading and essay writing are primary skills in this course

Related Courses: History 1003, 2125, 2025, 4009, 4011, 4016, 4017

Prerequisites: None

HISTORY 2160: THE CONTEMPORARY MIDDLE EAST (3)

Enrolls: 25 - 30 students per section.

Why? To understand better the peoples of the modern Middle East

and the sources of contemporary conflicts

Content: Social and political history of the Middle East, from the late eighteenth century to the present.

Format: Lecture.

Evaluation: Varies by section; exams and possible writing assignments.

Recommended For: Students with particular interests in Middle Eastern society, religion, and culture

What Next? Any World History course.

Across Curricula: Reading and essay writing are primary skills in this course

Related Courses: History 4096

Prerequisites: None

HISTORY 2184: INTRODUCTION TO AFRICAN CIVILIZATIONS (3)

Enrolls: 25 - 40 students per section.

Why? To better understand the early history of African peoples and their fundamental role as a source and continuing engine of political, social and cultural change.

Content: Social, cultural, economic and political history of the peoples of the African continent from the origins of humanity, through the millennia up until the late 19th century.

Format: Lecture and discussions.

Evaluation: Examinations, papers and class participation

Recommended For: Students needing a better understanding of the origins of humanity and some of the political and cultural forces that still shape the world today.

What Next? History 2185, or any world history course

Across Curricula: Reading and essay writing are primary skills in this course

Related Courses: History 2185, History 2185, History 1005, History 4084

Prerequisites: None

HISTORY 2185: AFRICAN COLONIALISM (3)

Enrolls: 25 - 40 students per section.

Why? To better understand the impact of the encounter with European colonial powers on African peoples, and the way African nations responded and had an impact on the colonizers.

Content: Africa under colonial rule, approximately 1800 (ending of the slave trade) through European colonial rule, to the struggle for freedom in the 1950s. Incorporation of Africa into the world economy; the political, economic and social impact of colonialism; ways in which Africans struggled, resisted and in other ways acted to shape the contours of their societies.

Format: Lecture and discussions

Evaluation: Examinations, papers and class participation

Recommended For: Students interested in understanding cross-cultural encounters, the confrontations that shaped the modern world, and the legacy of colonialism that still remains in post-colonial Africa and developing societies.

What Next? History 2186, or any world history course.

Across Curricula: Reading and essay writing are primary skills in this course

Related Courses: History 2184, History 2186, History 1007, History 4085

Prerequisites: None

HISTORY 2186: POST-COLONIAL AFRICA (3)

Enrolls: 25 - 40 students per section.

Why? To better understand the modern history, both global and domestic, of African peoples and their role in the contemporary international scene

Content: Social, political, and economic transformation of African societies from the Independence period to the present. Changes in the social and political institutions of African societies; successes as well as the challenges of democratization and development in the contemporary global context. Themes include the legacy of European colonialism, African political economies, politics and civil society, economic sustainability, religion and politics, gender, urban culture, and the role and place of the youth movement, among others.

Format: Lectures and discussions

Evaluation: Examinations, papers and class participation

Recommended For: Students interested in gaining a deeper understanding of modern African societies and their history, as well as issues facing developing societies and other cultures worldwide.

What Next? Any world history course.

Across Curricula: Reading and essay writing are primary skills in this course

Related Courses: History 2184, History 2186, History 1007, History 4088

Prerequisites: None

HISTORY 2190: MODERN SOUTH ASIA (3)

Enrolls: 25 - 40 students per section.

Why? To gain a better understanding of the history and cultures of South Asian peoples in the modern period

Content: Survey of the social, political and religious changes that swept South Asia (basically Pakistan and India) from the middle of the eighteenth century to the second half of the twentieth century. Understanding the impact of the confrontation and negotiation between South Asian cultures and colonial powers; transformation of post-colonial societies; law, governance, knowledge, power, reform and nationalism

Format: Lectures and discussions

Evaluation: Examinations, homeworks assignments and quizzes

Recommended For: Students interested in the increasingly important role played by nations such as India and Pakistan, and the historical events laying the groundwork for modern developments.

What Next? Any world history course.

Across Curricula: Reading and essay writing are primary skills in this course

Related Courses: History 1007, History 4097

Prerequisites: None

HONORS

HONORS 2000: CRITICAL ANALYSIS (3)

Enrolls: 20 students per section, as scheduled

Why? Designed for Ogden Honors College students as an introduction to collegiate study; contributes to College Honors

Content: Academic discussion of local and global events with social and ethical considerations

Format: Lecture/discussion

Evaluation: Papers and exams

Recommended For: All first-year Ogden Honors College students

What Next? Honors Courses of all disciplines

Across Curricula: Essays, exams, and at the discretion of the instructor, oral and multimedia communication.

Related Courses: Courses in critical analysis, philosophy, ethics, and sociology; this course is broadly interdisciplinary.

Prerequisites: None

HONORS 2012: THE 19TH CENTURY (3)

Enrolls: 20 students per section, as scheduled

Why? For Ogden Honors College students interested in the 19th century

Content: Literature, history, philosophy, and the arts of the 19th century

Format: Lecture/discussion

Evaluation: Papers and exams

Recommended For: Honors students interested in the 19th century

What Next? Courses in literature, history, philosophy, religious studies, and the arts.

Related Courses: Courses in humanities and social sciences

Prerequisites: None

HONORS 2013: THE 20TH CENTURY (3)

Enrolls: 20 students per section, as scheduled.

Why? Designed for Ogden Honors College students interested in 20th century civilization; Contributes to Sophomore Honors Distinction

Content: Selected themes in 20th century civilization: literature, history, politics, philosophy, theology, the arts

Format: Lecture/discussion

Evaluation: Papers and exams

Recommended For: Ogden Honors College students interested in the 20th century

What Next? Courses in literature, history, philosophy, religious studies, politics, and the arts

Related Courses: Courses in humanities and social sciences

Prerequisites: None

HONORS 2020: CONTEMPORARY STUDIES (3)

Enrolls: 20 students per section, as scheduled.

Why? This course is designed for Ogden Honors College students interested in studying contemporary topics; contributes to

Sophomore Honors Distinction

Content: Interdisciplinary critical analysis of contemporary topics in the humanities and social sciences

Format: Seminar

Evaluation: Papers and exams

Recommended For: Honors students interested in the humanities and social sciences

What Next? Courses in literature, history, philosophy, religious studies and the arts

Across Curricula: Essays, exams, and papers

Related Courses: Courses in humanities and social sciences

Prerequisites: 30 hours earned

HONORS 2030: HUMANITIES COLLOQUIUM

Enrolls: 18 students

Why? Special topics colloquia offer the opportunity to study the research interest of a professor in a small, discussion-oriented class setting

Content: Selected themes and materials in literature, philosophy, history, and art

Format: Colloquium

Evaluation: Papers and class participation

Recommended For: Ogden Honors College students seeking Sophomore Honors Distinction

What Next? Interested students may wish to continue study of the selected topic through courses of the relevant department

Across Curricula: Written and oral communication are important components of this course

Related Courses: Other Honors courses

Notes: May be taken for a maximum of 6 hours of credit

HONORS 2041: CLASSICAL TRADITIONS (4)

Enrolls: 20 students per section, as scheduled

Why? Examines ultimate human questions through a study of Ancient Greek and Roman, then medieval European civilization; contributes to Sophomore Honors Distinction

Content: Ancient Greek and Roman, then medieval European history, literature, philosophy, theology, politics, art, and architecture

Format: Seminar

Evaluation: Papers and participation in seminar discussions

Recommended For: Ogden Honors College students interested in the ancient and medieval European world; contributes to Sophomore Honors Distinction

What Next? HNRS 2042: Modern Traditions

Across Curricula: Written papers and contribution to seminar discussions.

Related Courses: Courses in philosophy, art, religion, history, and political science

HONORS 2042: MODERN TRADITIONS (4)

Enrolls: 20 students per section, as scheduled

Why? Examines ultimate human questions through a study of Renaissance, then modern European civilization; contributes to Sophomore Honors Distinction

Content: Renaissance, then modern European history, literature, philosophy, theology, politics, art, and architecture

Format: Seminar

Evaluation: Papers and participation in seminar discussions

Recommended For: Ogden Honors College students interested in the: Renaissance and modern European world; contributes to achieving Sophomore Honors Distinction

What Next? Other Honors courses

Across Curricula: Written papers and contribution to seminar discussions

Related Courses: Courses in philosophy, art, religion, history, and political science

HONORS 2056: THE UNITED STATES TO 1865 (3)

Enrolls: 12-20 students per section

Why? Provides a basic knowledge of American history to 1865

Content: United States history from the Colonial Period to 1865

Format: Seminar, directed readings, and discussion

Evaluation: Exam and short papers

Recommended For: Students needing a basic course in the first half of United States history

What Next? History 2058

Across Curricula: Reading, essay writing, and oral disputation are primary skills in this course

Related Courses: Any course in pre-Civil War American history

HONORS 2058: THE UNITED STATE FROM 1865 TO PRESENT (3)

Enrolls: 12-20 students per section

Why? Provides a basic knowledge of American history since 1865

Content: United States history from 1865 to the present

Format: Seminar, directed readings, and discussion

Evaluation: Exam and short papers

Recommended For: Students needing a basic course in post-Civil War United States history

What Next? Any history course

Across Curricula: Reading, essay writing, and oral disputation are primary skills in this course

Related Courses: Any course in post-Civil War American history

ITALIAN

ITALIAN 1001: ELEMENTARY ITALIAN (4)

Enrolls: 25 - 28 students per section

Why? This course lays the foundations of Italian language acquisition to help students develop both their ability to communicate in the Italian language and their understanding of the Italian culture

Content: Italian 1001 provides students the opportunity to develop their ability to understand and speak everyday Italian. Students will also learn to read and write Italian. Students will learn how to talk about not only themselves, but also a wide variety of experiences. They will begin learning to discuss political and social issues and gain

the competence to express their own views. Students will also learn about aspects of everyday culture in Italy.

Format: Communicative language teaching

ITALIAN 1002: ELEMENTARY ITALIAN (4)

Enrolls: 25 students per section

Why? With Italy's rich history and cultural heritage from ancient Rome to the Renaissance to the present, one cannot help but find its many cultural influences in art, literature, music, and architecture all around us. Design of the LSU campus itself is but one classic example. Studying Italian will provide students the opportunity to gain access to this culture in its most immediate and natural form through its language.

Content: Italian 1002 provides students the opportunity to continue developing the ability to understand and speak everyday Italian. Students will also continue learning to read and write Italian. In this course, students continue to learn how to express themselves. They talk about their interests and studies, as well as their future goals and hopes. Through a number of conversational activities, students also continue developing practical skills necessary for traveling and studying in Italy

Format: Communicative language teaching and activities

Evaluation: Participation, written and oral exams and a final exam

Recommended For: Students who are interested in developing their abilities to communicate in Italian and who wish to gain greater familiarity with Italian culture. Any student who wishes to study in Italy

What Next? Italian 2101

Prerequisites: Italian 1001 or equivalent

ITALIAN 2101: INTERMEDIATE ITALIAN (3)

Enrolls: 25 students per section

Why? With Italy's rich history and cultural heritage from ancient Rome to the Renaissance to the present, one cannot help but find its many cultural influences in art, literature, music, and architecture all around us. Design of the LSU campus is but one classic example. Studying Italian will give the students the opportunity to gain access to this culture in its most immediate and natural form through its language.

Content: Italian 2101 is designed to build skills and encourage creativity in reading, writing, and speaking Italian. Methodology will include a variety of activities designed to encourage students to use the Italian language: grammar review, reading short graded novels, written composition, and creative conversation focusing on Italian culture as presented in Italian newspapers, periodicals, films, and modern songs

Format: Communicative language teaching and activities

Evaluation: Participation, projects, written and oral exams, and a final exam

Recommended For: Students who are interested in continuing to develop their abilities to communicate in Italian and who wish to gain greater familiarity with Italian culture; any student who wishes to study in Italy.

What Next? Italian 2102

Prerequisites: Italian 1002 or equivalent

ITALIAN 2102: INTERMEDIATE ITALIAN (3)

Enrolls: 25 students per section

Why? With Italy's rich history and cultural heritage from ancient Rome to the Renaissance to the present, one cannot help but find its many cultural influences in art, literature, music, and architecture all around us. Design of the LSU campus is but one classic example. Studying Italian will give the students the opportunity to gain access to this culture in its most immediate and natural form through its language.

Content: Italian 2102 is designed to build skills and encourage creativity in reading, writing, and speaking Italian. Methodology will include a variety of activities designed to encourage students to use the Italian language: grammar review, reading, conversations, and compositions focusing on Italian culture, as presented in novels, short stories, Italian newspapers, periodicals, films, and modern songs.

Format: Communicative language teaching and activities

Evaluation: Participation, projects, written and oral exams, and a final exam

Recommended For: Students who are interested in continuing to develop their abilities to communicate in Italian and who wish to gain greater familiarity with Italian culture; any student who wishes to study in Italy.

What Next? Italian 2155

Prerequisites: Italian 2101 or equivalent

ITALIAN 2155: READINGS IN ITALIAN LITERATURE (3)

Enrolls: 25 students per section

Why? With its rich history and influence, Italian literature is all around us. Studying Italian literature will give the student a greater understanding of Italian culture, history, and civilization. It will also provide a greater understanding of the cultures, civilizations, and literatures to which they belong and which surround them.

Content: The course introduces students to a broad range of literary subjects including novels, plays, short stories, and poetry. Emphasis is on comprehension, as well as oral and written expression.

Format: Reading, lecture, and discussion

Evaluation: Participation, projects, written and oral exams, and a final exam

Recommended For: Any students interested in continuing their studies of Italian language, literature, culture, and civilization.

What Next? Any 3000-level Italian course

Across Curricula: This course helps students develop critical and analytical skills, as well as helping them with composition.

Related Courses: Italian 3001

Prerequisites: Italian 1002 or equivalent

LANDSCAPE ARCHITECTURE

LANDSCAPE ARCHITECTURE 1203: VIEWS OF THE AMERICAN LANDSCAPE (3)

Enrolls: 300 - 600 students each fall and spring semester

Why? To learn about the varied American natural landscape and how

it has come to be that we set aside important landscape as National Parks, National Monuments, and Wildlife Refugees to be enjoyed by everyone. To understand how human views and activities have impacted the landscape and our natural resources in both positive and negative ways.

Content: Concepts, patterns, and themes that shape human attitudes and activities concerning the American landscape; natural systems as links between managed landscapes and the built environments; and environmental and conservation ethics. Analyses of how the changes and modifications to the physical environment affect endeavors to exploit the land's resources for welfare and profit. The course explores natural systems as links among natural, managed and built components of the environment and presents an overview of environmental and conservation ethics. It will demonstrate how environmental views have influenced the management and use of our nation's natural resources, the formulation of environmental policies, and the patterns of land development for human use. This course focuses on our human relationships with the American landscape while highlighting two of America's major 'gifts' (ideas) to the world: preservation of nature and equality/dignity of all people.

Format: Lecture and assigned readings

Evaluation: Exams, reading and written assignments (term project), and attendance

Recommended For: Students interested in gaining a better understanding of the American landscape, environmental and conservation ethics, environmental policy, and the landscape of architecture profession.

What Next? See Robert Reich, School of Landscape Architecture Administrative Coordinator, in 302 Design Building

Across Curricula: Writing and reading are secondary learning skills in this course.

Related Courses: Beginning courses in landscape architecture, LA 1201, geography, philosophy, and the arts

Prerequisites: None

Notes: This course uses multimedia instructional methods, including color slide images, videos, and music.

LATIN

LATIN 1001: ELEMENTARY LATIN (4)

Enrolls: 28 students per section

Why? Latin is one of the most important languages in the history of the Western world, is the direct ancestor of many modern European languages, and a major influence on the English language

Content: Introduction to basic grammatical concepts; reading of connected passages of adapted Latin

Format: Recitation

Evaluation: Exams and quizzes

Recommended For: Students satisfying their foreign language requirement through Latin; students completing a minor in Latin or Classical Studies; or students completing a concentration in Classical Civilization in the Liberal Arts BA; students interested in law school.

What Next? Latin 2051

Across Curricula: Greater understanding of the language and culture of the Romans

Related Courses: Classical Studies 2102, 3020, 3032, and 3040

Prerequisites: None

LATIN 2051: INTERMEDIATE LATIN (4)

Enrolls: 28 students per section

Why? Latin is one of the most important languages in the history of the Western world, is the direct ancestor of many modern European languages, and a major influence on the English language

Content: Reading of connected passages of moderate difficulty and introduction of more advanced grammatical concepts

Format: Recitation

Evaluation: Exams and quizzes

Recommended For: Students satisfying their foreign language requirement through Latin; students completing a minor in Latin or Classical Studies; or students completing a concentration in Classical Civilization in the Liberal Arts BA; students interested in law school.

What Next? Latin 2053

Across Curricula: Greater understanding of the language and culture of the Romans

Related Courses: Classical Studies 2102, 3020, 3032, and 3040

Prerequisites: Latin 1001 or equivalent

LATIN 2053: INTERMEDIATE LATIN (3)

Enrolls: 28 students per section

Why? Latin is one of the most important languages in the history of the Western world, is the direct ancestor of many modern European languages, and a major influence on the English language. A chance to read unadapted Latin literature.

Content: Reading of selected Latin texts from the first century BCE and first century CE

Format: Recitation and discussion

Evaluation: Exams, quizzes and short writing assignments

Recommended For: Students satisfying their foreign language requirement through Latin; students completing a minor in Latin or Classical Studies; or students completing a concentration in Classical Civilization in the Liberal Arts BA; students interested in law school.

What Next? Latin 2065, 2066, 2073, or 2074

Across Curricula: Greater understanding of the language and culture of the Romans

Related Courses: Classical Studies 2102, 3020, 3032, and 3040

Prerequisites: Latin 2051 or equivalent

LATIN 2065: GOLDEN AGE NARRATIVE POETRY (3)

Enrolls: 28 students per section

Why? Familiarity with works that have had a major impact on subsequent literature, art and culture

Content: Readings from the most famous and influential Latin narrative poetry, including selections from Virgil's Aeneid and/or Ovid's Metamorphoses.

Format: Recitation and discussion

Evaluation: Exams, quizzes and paper

Recommended For: Students satisfying their foreign language requirement through Latin; students completing a minor in Latin or Classical Studies; or students completing a concentration in Classical Civilization in the Liberal Arts BA; students interested in law school.

What Next? 4000-level Latin literature courses

Across Curricula: Detailed study of some of the most famous myths in Western culture and an appreciation of epic poetry in its original language and context

Related Courses: Latin 2066, 2073, and 2074

Prerequisites: Latin 2053 or equivalent

LATIN 2066: GOLDEN AGE PROSE (3)

Enrolls: 20 - 25 students per section

Why? Acquaintance with the grand masters of prose expression

Content: Readings from Roman prose writers (excluding the historians); primarily the famous lawyer, statesman and philosopher Cicero.

Format: Recitation and discussion

Evaluation: Exams, quizzes and paper

Recommended For: Students satisfying their foreign language requirement through Latin; students completing a minor in Latin or Classical Studies; or students completing a concentration in Classical Civilization in the Liberal Arts BA; students interested in law school.

What Next? 4000-level Latin literature courses

Across Curricula: Appreciation of the key elements of rhetoric and prose style

Related Courses: Latin 2065, 2073, and 2074

Prerequisites: Latin 2053 or equivalent

LATIN 2073: ROMAN HISTORIANS (3)

Enrolls: 20 - 25 students per section.

Why? Introduces students to Roman history and historians.

Content: Selected readings from Sallust, Livy, Suetonius, or Tacitus

Format: Recitation and discussion

Evaluation: Exams, quizzes, and paper

Recommended For: Students satisfying their foreign language requirement through Latin; students completing a minor in Latin or Classical Studies; or students completing a concentration in Classical Civilization in the Liberal Arts BA; students interested in law school.

What Next? 4000-level Latin literature courses

Across Curricula: Appreciation of Roman prose and historiography and a greater understanding of how the Romans viewed and discussed their own past

Related Courses: Latin 2065, 2066, and 2074

Prerequisites: Latin 2053 or equivalent

LATIN 2074: GOLDEN AGE LYRIC POETRY (3)

Enrolls: 20 - 25 students per section.

Why? Introduces students to some of the preeminent lyric poets of Western culture

Content: Readings from lyric poets; selections from the Carmina of

Catullus and the Odes of Horace

Format: Recitation and discussion

Evaluation: Exams, quizzes, and paper

Recommended For: Students satisfying their foreign language requirement through Latin; students completing a minor in Latin or Classical Studies; or students completing a concentration in Classical Civilization in the Liberal Arts BA; students interested in law school.

What Next? 4000-level Latin literature courses

Across Curricula: Understanding the key elements of lyric poetry and the development of a critical vocabulary for discussing poetry

Related Courses: Latin 2065, 2066, and 2073

PHILOSOPHY

PHILOSOPHY 1000: INTRODUCTION TO PHILOSOPHY (3)

Enrolls: 50 - 55 students per section each semester

Why? Philosophy engages students in thinking about questions all people must answer in some way. By weighing the pros and cons of different philosophical answers, students improve their skills of critical thinking, reading, and writing, while developing greater maturity of understanding about the important and inescapable questions.

Content: Classical philosophical texts and arguments about such themes as the nature, kinds, and limits of knowledge; the kinds of reality; what it is to be a human being; whether God exists; what makes actions right or wrong; whether we are free or determined; and the like.

Format: Lecture, discussion, presentations, and videos

Evaluation: Essay and short answer (not machine-scored) exams, possibly student presentations, short papers, participation in relevant outside activities (e.g., Chancellor's Distinguished Lectures).

Recommended For: Students who want to think deeply and carefully about questions of universal human importance

What Next? Any 1000- or 2000-level philosophy course

Across Curricula: Writing, critical thinking, and critical/analytic Curricula: reading are primary skills in this course; speaking and library research are secondary skills.

Related Courses: Philosophy 1021, 2020, 2028, 2033, and 2035

Prerequisites: None

PHILOSOPHY 1001: HONORS INTRODUCTION TO PHILOSOPHY (3)

Enrolls: 20 - 25 students per section each semester

Why? Philosophy engages students in thinking about questions all people must answer in some way, even if only by default. By weighing the pros and cons of different philosophical answers, students improve their skills of critical thinking, reading, and writing, while developing greater maturity of understanding about the important and inescapable questions. Furthermore, philosophical questions are fascinating in their own right, and fun to think about.

Content: Classical philosophical texts and arguments about such themes as the nature, kinds, and limits of knowledge; the kinds of reality; what it is to be a human being; whether God exists; what

makes actions right or wrong; whether we are free or determined; and the like.

Format: Lecture, discussion, presentations, and videos

Evaluation: Essay and short answer (not machine-scored) exams, possibly student presentations, short papers, participation in relevant outside activities (e.g., Chancellor's Distinguished Lectures).

Recommended For: Students who want to think deeply and carefully about questions of universal human importance

What Next? Any 1000- or 2000-level philosophy course

Across Curricula: Writing, critical thinking, and critical/analytic Curricula: reading are primary skills in this course; speaking and library research are secondary skills.

Related Courses: Philosophy 1021, 2020, 2028, 2033, and 2035

Prerequisites: None

PHILOSOPHY 2018: PROFESSIONAL ETHICS (3)

Enrolls: 55 students per section each semester

Why? Professional ethics addresses fundamental ethical questions that arise in professional settings, especially in careers within the fields of engineering, science, journalism, business, and law. It is important that students headed for such careers are prepared to deal with complex situations in ethical ways. This course provides students the conceptual and practical tools for determining their own ethical solutions to standard as well as uncommon moral dilemmas faced within and related to the professional workplace.

Content: Selected works from philosophers and experienced professionals on ethical issues that arise either in unique professions or across multiple professions

Format: Lecture/discussion

Evaluation: Essay exams, course paper, and/or presentations

Recommended For: Students preparing for professional careers, especially in light of the increased social expectations that all employees are motivated to be ethical agents

What Next? An ethics course that advances the basic knowledge provided in this class, such as Philosophy 2020, 2050, 3052, or 4943

Across Curricula: Writing, critical thinking, and critical/analytic Curricula: reading are primary skills in this course; speaking and library research are secondary skills.

Related Courses: Philosophy 2000, 2020, 2025, and 2050

Prerequisites: None

PHILOSOPHY 2020: ETHICS (3)

Enrolls: 50 students per section

Why? Ethics addresses fundamental questions: What am I obligated to do? What kind of person should I become? How should I respond when faced with a moral dilemma?

Content: Major works in ethics from the ancient to contemporary philosophers

Format: Lecture/discussion

Evaluation: Essay exams and a research paper
Required For: Philosophy majors

Recommended For: Students interested in inquiring about the

meaning of life and accounts of how to best live life

What Next? Any other philosophy course, especially Philosophy 3052 and 4943

Across Curricula: Writing is a primary skill in this course; speaking and library research are secondary skills.

Related Courses: Philosophy 2000, 2018, and 2025

Prerequisites: None

PHILOSOPHY 2024: PHILOSOPHY IN LITERATURE (3)

Enrolls: 30 - 50 students per section

Why? Some important philosophical themes are taken up both in works of philosophy and in works of fiction, drama, poetry, and film: free will and determinism, the meaning of life, the nature of morality and moral authenticity, personhood and intelligence, the significance of history, and the ideal state. This course attempts to examine the presentation of a selection of such themes in works of philosophy and in artistic works, and to compare both the modes of presentation and the substantive answers offered.

Content: Selected philosophical works and works of literature

Format: Lecture/discussion

Evaluation: Essay exams, written and oral assignments, and a course paper

Recommended For: Students who are enthusiastic about literature and interested in a philosophical orientation to some common themes in literature

What Next? Philosophy 1000 or 1001, 2000 or 2020, 2023, 3002

Across Curricula: Students are asked to write a paper and complete essay exams; students are encouraged to develop their ideas in oral discussion.

Related Courses: Courses in literature, film, and drama

Prerequisites: None. Philosophy 2024 is essentially an introduction to philosophy. Completion of English 1002 with a grade of "B" or better is recommended.

PHILOSOPHY 2028: PHILOSOPHY OF RELIGION (3) (see also Religion 2028)

Enrolls: 30 - 50 students per section (offered at least once per year)

Why? Religion continues to be a universal and defining part of human society. Most individuals will identify themselves as either religious or spiritual. This course engages students in reading, thinking, and discussing the nature and functions of religion in human life, concepts of God, arguments for and against the existence of God, the character of religious experience, the nature of faith and its relation to reason, the problem of evil, and the multiplicity of religions.

Content: Philosophical writings representing different ideas about such basic religious themes and questions as listed above

Format: Lecture, discussion, possibly participation in outside activities (e.g., Chancellor's Distinguished Lectures)

Evaluation: Essay exams and one longer or two shorter papers on a defined topic

Recommended For: Students interested in moving beyond childhood religion by thinking philosophically and evaluatively about religious questions

What Next? Religion 2001; Philosophy or Religious Studies 3015, 4928, or 4944

Across Curricula: Critical, interpretive, and analytic reading; critical thinking; and writing are primary skills in this course. Speaking and library research are secondary skills.

Related Courses: Many courses in religious studies, such as Religion 1003, 1004, 1005, 2027, and 2029; also some courses in philosophy, literature, history, psychology, sociology, speech communication, and other areas.

Prerequisites: None

PHILOSOPHY 2033: HISTORY OF ANCIENT AND MEDIEVAL PHILOSOPHY (3)

Enrolls: 25 - 40 students per section each fall semester

Why? We cannot understand the modern world without understanding ancient and medieval thought. Ancient and medieval philosophy constitute the first effort toward the systematic rational understanding of the nature of reality, the nature of knowledge, human psychology, God, art and drama, and politics. Even the natural sciences have their origins in ancient philosophy. Not only that, but the ideas of Plato, Aristotle, Augustine, and Aquinas continue to provide wisdom for our own time. Their thought is not obsolete.

Content: Classical philosophical texts and arguments from the pre-Socratic philosophers, Plato, Aristotle, Plotinus, St. Augustine, St. Anselm, and St. Thomas Aquinas.

Format: Lecture/discussion

Evaluation: Essay exams and papers

Recommended For: All students who want to develop foundations in the most original wisdom of the ages and its continuing applicability

What Next? Philosophy 2035 (continues the discussion where Philosophy 2033 ends)

Across Curricula: Writing, critical thinking, and critical-analytic reading are primary skills in this course. Speaking and library research are secondary skills.

Related Courses: Philosophy 2035; any 4000-level courses on particular figures in the history of philosophy, e.g. Plato, Aristotle, Augustine, Anselm, Aquinas, Descartes, Spinoza, Leibniz, British Empiricism, Kant, 19th century philosophy, etc.

Prerequisites: None

Notes: Philosophy 2034 is a one-hour tutorial that may be taken concurrently with this course.

PHILOSOPHY 2035: HISTORY OF MODERN PHILOSOPHY (3)

Enrolls: 25 - 40 students per section in spring semester

Why? The modern philosophers, beginning with Descartes, redefined how it is that we understand the self and, for the first time, clearly set out and articulated the notion of the modern ego and subjectivity. Moreover, with the onset of modern science, they redefined how it is we, as subjects, relate to the world around us. As a result, we have a break with the traditional Scholastic/ Aristotelian take on both what we are and how it is we relate to what is around us, namely the world.

Content: First, there is an examination of the two main rival philosophical schools, the Rationalists and the Empiricists. Then

we turn to the great transcendental idealist, Kant, who attempts a synthesis of these two great traditions. Finally, we conclude with an exam of Nietzsche. With him, we have the great critique and ultimately, the rejection of this modern tradition.

Format: Lecture/discussion

Evaluation: Essay exams and papers

Recommended For: Students who want to get a basic grounding in some of the central epistemological and metaphysical philosophical issues of the modern era.

Across Curricula: Writing, critical thinking, and critical-analytic reading are primary skills in this course. Speaking and library research are secondary skills

Related Courses: 4000-level courses in philosophy of mind and language, existentialism, and ancient philosophy (Aristotle and Plato).

Prerequisites: None

PHILOSOPHY 2050: HONORS: ETHICS (3)

Enrolls: 20 - 25 students per section

Why? Ethics addresses fundamental questions such as: What is the basis for our moral code? What am I obligated to do? How should I treat others? How should I respond when faced with a moral dilemma?

Content: Major works in ethics from ancient to contemporary philosophers

Format: Lecture/discussion

Evaluation: Essay exams and a research paper

Recommended For: Students interested in inquiring about the meaning of ethics and accounts of how to best live ethically

What Next? Any other philosophy course, especially Philosophy 3052 and 4943

Across Curricula: Writing, critical thinking, and critical/analytic reading are primary skills in this course. Speaking and library research are secondary Skills.

Related Courses: Philosophy 2000, 2018, 2021, and 2025

Prerequisites: None

PHILOSOPHY 2053: HONORS: HISTORY OF ANCIENT AND MEDIEVAL PHILOSOPHY (3)

Enrolls: 25 students per section

Why? It gives the students the opportunity to become acquainted with some of the arguments of such ancient thinkers as Plato and Aristotle and the rise of Christianity and the arguments of such medieval thinkers as Augustine, Anselm, and Aquinas. Moreover, it enables the students to understand these arguments in their historical context.

Content: The thinkers who will be examined are some of the pre-Socratic philosophers, the sophists, Plato, Aristotle, and the Hellenistic period. The medieval thinkers include Augustine, Anselm, Abelard, Aquinas and Ockham.

Format: Lecture/discussion

Evaluation: Short papers, midterm, and final.

Recommended For: Similar in scope and content to PHIL 2033, but with a smaller class size that combines lectures with discussions.

Intended for Honors credit, the course requires significant writing assignments (e.g., short papers, book reviews) in addition to in-class and final examinations.

What Next? Philosophy 4920, 4922, 4924, and 4926

Across Curricula: Writing, critical thinking, and critical-analytic reading are primary skills in this course. Speaking and library research are secondary skills.

Prerequisites: None

RELIGIOUS STUDIES

RELIGIOUS STUDIES 1000: RELIGIONS OF THE WORLD (3)

Enrolls: 55 - 60 students per section

Why? The study of religion introduces students to the beliefs, practices, customs, and attitudes of human beings around the world. By studying religion in its many modes and manifestations, students come to appreciate the diversity of human thought and culture, discover the roots of their own beliefs and practices, and explore the similarities and differences between their understandings and those of others.

Content: Students will survey selected world religions and be introduced to the perspectives and methods of the academic study of religion.

Format: Lecture and some discussion

Evaluation: Examinations and short papers

Recommended For: Students interested in the comparative and academic study of religion, cultural and international studies, philosophy, world literature, and history. Specifically intended for non majors and students with no prior exposure to the academic study of religion.

What Next? Any Religious Studies course, especially between the 1000 and 3000 levels

Across Curricula: Primary learning skills in this course include understanding other cultures and other times and an appreciation of the methods of critical inquiry. Secondary learning skills include: development and maintenance of effective writing skills.

Related Courses: Religious Studies 2000, 2027, and 2029 or any beginning course in international studies or world cultures

Prerequisites: None

RELIGIOUS STUDIES 1004: OLD TESTAMENT (3)

Enrolls: 55 - 60 students per section

Why? Students are afforded the opportunity to study other cultures, as well as their own, since the documents of the Hebrew Bible (the "Old Testament") are among the foundational writings of Western culture. Students are also introduced to the methods of modern biblical study and the processes of critical inquiry.

Content: A survey of the writings of the Hebrew Bible, set against the background of the history and religious life of ancient Israel and its Near Eastern neighbors.

Format: Lecture

Evaluation: Exams and writing exercises based on reading assignments

Recommended For: Students interested in the academic study of religion; contemporary methods of biblical studies; and the origin of religious ideas in Judaism, Christianity, and Islam.

What Next? Any religious studies course, but especially Religious Studies 1001, 1005, 1006, 3004, 3100, 3104, and 4125

Across Curricula: Primary learning skills in this course include an understanding of other cultures and other times, an appreciation of the methods of critical inquiry, and the development and maintenance of effective writing skills.

Related Courses: Religious Studies 1005 and 3124

Prerequisites: None

RELIGIOUS STUDIES 1005: NEW TESTAMENT (3)

Enrolls: 55 - 60 students per section

Why? An awareness of the early history of Christianity is essential for understanding the history and culture of Western society, from ancient times to the present day. This course also introduces students to the methods of modern biblical study and the processes of critical inquiry.

Content: A survey of the history and literature of Christianity during its first hundred years of development, set against the background of first-century Judaism and Greco-Roman culture.

Format: Lecture/discussion

Evaluation: Examinations and homework essays

Recommended For: Students interested in the academic study of religion, contemporary methods of biblical studies, and the origins of Christianity and its influence on Western culture.

What Next? Any religious studies course, but especially Religious Studies 1004, 1007, 2006, 3005, and 3051

Across Curricula: Primary learning skills in this course include: understanding of other cultures and other times and an appreciation of the methods of critical inquiry. Secondary skills include: development and maintenance of effective writing skills.

Related Courses: Religious Studies 1004, 1007, and 3124; History 2002

Prerequisites: None

RELIGIOUS STUDIES 2000: INTRODUCTION TO THE STUDY OF RELIGION (3)

Enrolls: 55 - 60 students per section

Why? The study of religion introduces students to the beliefs, practices, customs, and attitudes of human beings around the world. By studying religion in its many modes and manifestations, students come to appreciate the diversity of human thought and culture, discover the roots of their own beliefs and practices, and explore the similarities and differences between their understandings and those of others.

Content: A comparative survey of various world religions focused on themes such as ideas about the supernatural; religious founders and communities; myth and ritual; and death and the afterlife. This course also introduces students to the basic perspectives and methods of the academic study of religion.

Format: Lecture and some discussion

Evaluation: Examinations and short papers

Recommended For: Students interested in the comparative study of religion, particularly those majoring in the humanities or social sciences, cultural and international studies, philosophy, world literature, and history.

What Next? Any religious studies course, especially between the 1000 and 3000 levels

Across Curricula: Primary learning skills include: understanding other cultures and other times and an appreciation of the methods of critical inquiry. Secondary learning skills include: development and maintenance of effective writing skills.

Related Courses: Religious Studies 2001, 2027, and 2029 or any beginning courses in international studies or world cultures.

Prerequisites: None

RELIGIOUS STUDIES 2001: FAITH AND DOUBT (3)

Enrolls: 55 - 60 students per section

Why? The understanding of religious ideas and issues deepens our understanding of the experience of being human. By examining controversial issues from an academic perspective, we also gain insight and appreciation for the role of religion in society and in the lives of individuals.

Content: Examines arguments for and against belief in God, including those of Thomas Paine, Sigmund Freud, Albert Camus, C. S. Lewis, Paul Tillich, and others. These arguments are powerful and unsettling at times; students will be challenged to examine their own assumptions about faith and doubt. Writing skills are emphasized.

Format: Lecture/discussion

Evaluation: Essay exams and book reviews

Recommended For: All students, especially those who want to be challenged to think critically and philosophically about religious beliefs

What Next? Any religious studies course, but especially Religious Studies 2000, 2028, 2029, 2030; introductory courses in philosophy

Across Curricula: Primary learning skills include: development and maintenance of effective writing skills and an appreciation of the methods of critical inquiry. Secondary learning skills include: ability to deal with moral and ethical issues and a comprehension

Related Courses: Religious Studies 2000, 2028, 2029, 2030; Philosophy 1000, 2028

Prerequisites: None

RELIGIOUS STUDIES 2003: INTERMEDIATE HEBREW (4) (see also Hebrew 2003)

Enrolls: 15 - 20 students per section; offered in the fall semester

Why? Proficiency in classical Hebrew enables students to read the Hebrew Bible (Old Testament) in its original language and thereby to appreciate the literature's great beauty and depth of its meaning.

Content: Study of Hebrew syntax; development of vocabulary; competence in translating moderately difficult narratives from Genesis and Second Samuel; practice in reading Hebrew aloud.

Format: Short lectures on syntax; review of daily translations assigned as homework

Evaluation: Daily homework, weekly quizzes, and a final exam

Recommended For: Any student with an interest in the Bible; philosophy majors concentrating in religious studies; minors in Jewish Studies.

What Next? Religious Studies 2004, "Intermediate Hebrew"

Prerequisites: Religious Studies or Hebrew 1002 (second semester of Beginning Hebrew) or the equivalent. Students with the equivalent should contact Charles Isbell (cisbell@lsu.edu) for placement approval.

Notes: The Hebrew program fulfills foreign language requirements.

RELIGIOUS STUDIES 2004: INTERMEDIATE HEBREW (4) (see also Hebrew 2004)

Enrolls: 15 - 20 students per section; offered in the spring semester

Why? Proficiency in classical Hebrew enables students to read the Hebrew Bible (Old Testament) in its original language, and thereby, to appreciate the literature's great beauty and depth of its meaning.

Content: Mastery of Hebrew syntax; development of vocabulary; competence in translating moderately difficult narratives from First and Second Kings and poetic texts and psalms of Hebrew prophets; practice in reading Hebrew aloud; rudimentary text criticism.

Format: Short lectures on syntax; review of daily translations assigned as homework

Evaluation: Daily homework, weekly quizzes, and final exam

Recommended For: Any student with an interest in the Bible; philosophy majors concentrating in religious studies; minors in Jewish studies

What Next? Religious Studies or Hebrew 2003 (first semester of "Intermediate Hebrew") or the equivalent. Students with the equivalent should contact Charles Isbell (cisbell@cox.net) for placement approval.

Notes: The Hebrew program fulfills foreign language requirements

RELIGIOUS STUDIES 2025: AFRICAN AMERICAN RELIGION (3)

(see also AAAS 2025)

Enrolls: 35 students or more

Why? African American religion has been and continues to be a driving force in African American culture in the United States, affecting politics, hip hop, gender and sexuality, race, magic/conjure, and popular culture. In addition, Yale scholar Harold Bloom argues that African American religion is paradigmatic for what he calls "The American Religion." It is, therefore, significant for anyone who wants to learn more about African American religion and culture, in particular, and religion in America generally.

Content: Writing from scholars covering a wide range of themes

Format: Lecture, discussion, film, and group presentations

Evaluation: Quizzes, short reflections, participation

Recommended For: Students at all levels, but especially those seeking General Education credit who desire to enhance their knowledge of the interaction between religions in the United States

What Next? Any Religious Studies course or African & African American Studies course

Across Curricula: Students will benefit from critical readings,

theory of religion, working with peers on a creative project on African American religion that will utilize their library, technical, and cooperative skills

Prerequisites: None

RELIGIOUS STUDIES 2027: ASIAN RELIGIONS (3)

Enrolls: 55 - 60 students per section

Why? The religions of Asia have influenced philosophy, art, architecture, literature, and other cultural forms not only in India, China, and Japan, but around the world.

Content: An introductory survey of histories, myths, rituals, and philosophies of the major traditions of Asia including Hinduism, Buddhism, Jainism, Sikhism, Confucianism, Taoism, and Shinto.

Format: Lecture with some discussion

Evaluation: Examinations and short papers

Recommended For: Students interested in the academic and comparative study of religion, cultural and international studies, philosophy, world literature, and history. Religious studies majors.

What Next? Any Religious Studies course, but especially Religious Studies 4001, 4191, 4600, and 4800

Across Curricula: Primary learning skills include: understanding other cultures and other times and an appreciation of the methods of critical inquiry. Secondary learning skills include: development and maintenance of effective writing skills.

Related Courses: Religious Studies 2029, or any beginning course in international studies or world cultures.

Prerequisites: None

RELIGIOUS STUDIES 2028: PHILOSOPHY OF RELIGION (3)

(see also Philosophy 2028)

Enrolls: 30 - 50 students per section (offered at least once per year)

Why? Religion continues to be a universal and defining part of human society. Most individuals will identify themselves as either religious or spiritual. This course engages students in reading, thinking, and discussing the nature and functions of religion in human life; concepts of God; arguments for and against the existence of God, the character of religious experience; the nature of faith and its relation to reason; the problem of evil; and the multiplicity of religions.

Content: Philosophical writings representing different ideas about such basic religious themes and questions as listed above

Format: Lecture, discussion, and possibly, participation in outside activities (e.g., Chancellor's Distinguished Lectures)

Evaluation: Essay exams, and one longer or two shorter papers on a defined topic

Recommended For: Students interested in moving beyond childhood religion by thinking philosophically and evaluatively about religious questions

What Next? Religious Studies 2001; Philosophy or Religious Studies 3015; Philosophy or Religious Studies 4928; Philosophy or Religious Studies 4944

Across Curricula: Critical, interpretive, and analytic reading; critical thinking, and writing are primary skills in this course; speaking and library research are secondary skills.

Related Courses: Many courses in religious studies, such as Religion 1000, 1004, 1005, 2000, 2027, 2029; also some courses in philosophy, literature, history, psychology, sociology, speech communication, and other areas.

Prerequisites: None

RELIGIOUS STUDIES 2029: JUDAISM, CHRISTIANITY, AND ISLAM (3)

Enrolls: 55 - 60 students per section

Why? These three religions share a common heritage, and through the centuries, have exercised tremendous influence not only on one another, but on the philosophy, government, art, architecture, literature, and other cultural expressions of the West and other parts of the world.

Content: A survey of the historical development of these three religions, including a comparison of their literatures, political and social ideologies, theologies, and their relationship to one another.

Format: Lecture and some discussion

Evaluation: Examinations and short papers

Recommended For: Students interested in the academic and comparative study of religion, the history and literature of Western culture, and international studies

Required For: Religious studies majors

What Next? Any religious studies course, but especially Religious Studies 1004, 1005, 1006, 1007, 2001, 2006, 2027, 2120, 3100, and 3786

Across Curricula: Primary: understanding other cultures and other times and an appreciation of the methods of critical inquiry. Secondary: the development and maintenance of effective writing skills.

Related Courses: Religious Studies 2027 and 2030

Prerequisites: None

RELIGION 2031: HONORS: ASIAN RELIGIONS (3)

Similar in scope and content to REL 2027, but with a smaller class size that combines short lectures with seminar discussions and student presentations. Intended for Honors credit, the course requires significant writing assignments (e.g., short papers, book reviews) in addition to in-class and final examinations.

RELIGIOUS STUDIES 2033: AMERICAN RELIGIONS (3)

Enrolls: 30 - 60 students per section (offered at least once per year)

Why? Religion has played a significant role in American history, and it continues to influence contemporary American society. This course explores the religious diversity of the United States by looking at theology, ritual, art, philosophy, literature, politics, and other cultural expressions.

Content: A survey of the historical development of religious diversity in the United States from the colonial period to the present

Format: Lecture and discussion

Evaluation: Examinations and short papers

Recommended For: Students interested in the academic study of

religion and American History

What Next? Religious Studies 2025, 3000, 3102, 4161 and 4171

Across Curricula: Critical thinking, creative interpretation, analytic reading, and academic writing skills are outcomes of this course.

Related Courses: Religious Studies 2025, 3000, 3101, 3102, 4161, 4171

Prerequisites: None

SOCIAL WORK

SOCIAL WORK 2500: INTRODUCTION TO LGBTQ STUDIES (3)

Enrolls: Up to 50

Why? LGBTQ people are becoming more visible in society, warranting a better understanding of their culture and all that it entails, such as history, art, literature, entertainment, media, and the rich diversity that exists within the LGBTQ community. Living in an increasingly multicultural society such as ours means expanding one's worldview and learning about others' social, political, and economic realities. It is imperative that future generations be prepared to competently and sensitively work and interact with, meet the needs of, and serve this population.

Content: Course covers the gamut of LGBTQ culture from BCE to present, including sexual and gender identities, queer theory, the LGBTQ rights movement, contemporary issues and debates, and the intersection of LGBTQ identities with other aspects of human diversity.

Format: Primarily lecture, small- and large-group discussion, with some exercises and videos.

Evaluation: Unannounced quizzes, self-reflection essays, final exam

Recommended For: Students from any discipline and at any level, especially those beyond their freshman year.

What Next? See LGBTQ Studies Minor website for requirements of and other courses in the minor: <http://www.lsu.edu/chse/socialwork/academics/minors.php>

Across Curricula: This course helps develop critical thinking, analytical reading, and writing skills.

Related Courses: See LGBTQ Studies Minor website: <http://www.lsu.edu/chse/socialwork/academics/minors.php>

Prerequisites: None

Notes: SW 2500 is the core course for the LGBTQ Studies Minor.

SPANISH

SPANISH 1101: ELEMENTARY SPANISH (4)

Enrolls: 28 students per section; offered each semester

Why? This course lays the foundations of Spanish language acquisition to help students develop both their ability to communicate in the Spanish language and their understanding of the cultures of the Spanish-speaking world.

Content: Spanish 1101 provides students the opportunity to develop their ability to understand and speak everyday Spanish. Students will also learn to read and write Spanish. Students will learn how to talk about not only themselves, but also a wide variety of experiences. They will begin learning to discuss political and social issues and gain

the competence to express their own views. Students will also learn about aspects of everyday culture in Spanish-speaking countries.

Format: Communicative language teaching

SPANISH 1102: ELEMENTARY SPANISH (4)

Enrolls: 28 students per section; offered each semester

Why? Proficiency in Spanish will help students understand and communicate with persons of Hispanic background from the United States and people from different Spanish-speaking countries. Proficiency in Spanish will also enable students to meet career goals in such fields as teaching, business, government, and social sciences.

Content: Continuation of Spanish 1101 with similar course format and evaluation methods

Format: The communicative approach is used to develop listening, speaking, reading, and writing skills; workbook and language laboratory assignments

Evaluation: Written exams, short quizzes, oral presentations, and short compositions

Recommended For: Students completing the foreign language requirement, those planning to major or minor in Spanish, and those wishing to develop Spanish proficiency to interact with native speakers

What Next? Spanish 2101

Prerequisites: Spanish 1101

Notes: Students use resources from the Multimedia Language Laboratory

SPANISH 1152: INTENSIVE BEGINNING SPANISH (4)

Enrolls: 25-28 students per section; offered each semester

Why? Proficiency in Spanish will help students understand and communicate with persons of Hispanic background from the United States and people from different Spanish-speaking countries. Proficiency in Spanish will also enable students to meet career goals in such fields as teaching, business, government, and social sciences.

Content: A combination of Spanish 1101 and Spanish 1102 into 1 semester with same content, format and evaluation as in Spanish 1101 and Spanish 1102.

Format: The communicative approach is used to develop listening, speaking, reading, and writing skills. Workbook and language laboratory assignments

Evaluation: Written exams, short quizzes, oral presentations, and short compositions

Recommended For: Students completing the foreign language requirement, those planning to major or minor in Spanish, and those wishing to develop Spanish proficiency to interact with native speakers

What Next? Spanish 2101

Prerequisites: Two years of high school Spanish

Notes: Upon successful completion of this course with a "C" or better, students will receive credit for Spanish 1101

SPANISH 2101: INTERMEDIATE SPANISH (3)

Enrolls: 25-28 students per section; offered each semester

Why? Proficiency in Spanish will help students understand and communicate with persons of Hispanic background from the United States and people from different Spanish-speaking countries. Proficiency in Spanish will also enable students to meet career goals in such fields as teaching, business, government, and social sciences.

Content: Continuation of Spanish 1102 or 1152

Format: The communicative approach is used to develop listening, speaking, reading, and writing skills; workbook and language laboratory assignments

Evaluation: Written exams, short quizzes, oral presentations, and short compositions

Recommended For: Students completing the foreign language requirement, those planning to major or minor in Spanish, and those wishing to develop Spanish proficiency to interact with native speakers

What Next? Spanish 2102

Prerequisites: Spanish 1102 or 1152 or equivalent

Notes: Students use resources from the Multimedia Language Laboratory

SPANISH 2102: INTERMEDIATE SPANISH (3)

Enrolls: 25-28 students per section; offered each semester

Why? Proficiency in Spanish will help students understand and communicate with persons of Hispanic background from the United States and people from different Spanish-speaking countries. Proficiency in Spanish will also enable students to meet career goals in such fields as teaching, business, government, and social sciences.

Content: A continuation of Spanish 2101 with similar course format and evaluation methods

Format: The communicative approach is used to develop listening, speaking, reading, and writing skills; workbook and language laboratory assignments

Evaluation: Written exams, short quizzes, oral presentations, and short compositions

Recommended For: Students completing the foreign language requirement, those planning to major or minor in Spanish, and those wishing to develop Spanish proficiency to interact with native speakers

What Next? Spanish 2155

Prerequisites: Spanish 2101

Notes: Students use resources from the Multimedia Language Laboratory

WOMEN'S AND GENDER STUDIES

WOMEN'S AND GENDER STUDIES 2500: INTRODUCTION TO WOMEN'S AND GENDER STUDIES (3)

Enrolls: 25 - 40 students per section

Why? The General Education website states that students enrolled in courses that fulfill the Humanities General Education requirement should develop an understanding of how knowledge is acquired in the discipline, and should develop an understanding of their own and other cultural traditions. In these courses, students reflect on fundamental questions that transcend backgrounds and cultures. These courses also serve to introduce students to fields of studies in the humanities, such as literature, history, philosophy, religious studies, and language. WGS 2500 requires students to analyze fundamental issues about the role of gender in such areas as philosophy, religion, literature, history, work, family, sexuality, economic development, and political and social life. A key component of the course is to analyze gender in the context of other identities, such as culture, region, race, ethnicity, and religion. Because the course content is inherently interdisciplinary, it draws on scholarship in both the humanities and social sciences.

Content: The purpose of this course is to provide a general introduction to Women's and Gender Studies. In this course, students explore the role of gender in work, family, sexuality, economic development, and political and social life. Students will analyze how the role of women shifts across time and cultures.

Format: WGS 2500 is taught in relatively small classes (25-40 students). The course generally involves lecture, small and large group discussions, individual and group exercises, and films and/or guest speakers. Some sections of the course are offered as communication-intensive; some sections offer service learning credit. In WGS 2500, multiple modes of learning are incorporated, instructors emphasize individual agency in learning, and adopt an interactive teaching and learning style.

Evaluation: Grades depend primarily on long and short essay examinations, short response papers, attendance and participation, and (depending on the section) occasionally fixed response exam and/or research papers.

Recommended For: A general audience interested in examining the roles of women in work, family, health, Law and politics, literature and the arts, and education

What Next? WGS 2900 (Gender, Race, and Nation); WGS 3150 (Feminist Theory); WGS 4500 (Special Topics); several courses across departments including English, History, Sociology, Anthropology, Political Science, and Religious Studies.

Across Curricula: WGS 2500 emphasizes the development of student skills in critical thinking, reading both original and secondary texts, multi-method inquiry, and communication through writing. Students are actively encouraged to develop oral communication skills through expressing their ideas in discussion and presentation.

Related Courses: See Women's & Gender Studies web page at www.lsu.edu/wgs.

Prerequisites: None

Notes: Course generally attracts students from across disciplines,

and is generally highly evaluated for the emphasis on an interactive teaching and learning style; the emphasis on development of fundamental skills in critical thinking and communication; the availability of instructors; the practice of giving students a great deal of feedback on their work; and the contemporary relevance of course material.

WOMEN'S AND GENDER STUDIES 2501: HONORS: INTRODUCTION TO WOMEN'S AND GENDER STUDIES (3)

Same as Women's and Gender Studies 2500 with special emphasis for Ogden Honors College students and other qualified students.

NATURAL SCIENCE COURSES

To complete the natural sciences requirement a student must take at least nine hours from the following list. A minimum of six hours must be in a physical or a life science course sequence and the remaining hours must be in an area other than that previously selected (i.e., both physical and life sciences must be taken). Life science courses are identified in the list below with an asterisk (*).

Requirement: 9 Credit Hours

AGRICULTURE

*AGRICULTURE 1005: SCIENCE AND SOCIETY (3)

Enrolls: 180-200 students each semester

Why? In a world undergoing a biological revolution (genetic engineering, disappearing habitats, emerging diseases, medical advances, and the like) being an intelligent and sensible consumer of scientific news and opportunities requires a sound knowledge of general biological principles. This course integrates foundational biological concepts with current and past societal issues (economics, ethics, religion, public policy, law, and so forth).

Content: General biological concepts (cellular, molecular, plants, animals, ecology) are surveyed and discussed within the context of today's society and news headlines.

Format: Lecture and discussion, guest presentations, and special readings

Evaluation: Quizzes, homework assignments, participation, and midterm and final exams

Recommended For: Non-science and beginning science majors

Across Curricula: Learn and discuss timely and controversial topics within a public forum

Related Courses: Biology 1001/1002 and Sociology 1481

Notes: This course uses multimedia instructional methods, and utilizes the Internet, myLSU, and Moodle for distribution of assignments and class updates. Open discussion on timely scientific topics is welcomed and encouraged.

AGRONOMY

*AGRONOMY 1001: PLANTS AND PEOPLE (3)

Enrolls: 40 - 70 students each semester

Why? For any civilization to endure and prosper, there must be a surplus production of the basic necessities of life, particularly food. This course offers an introduction to the science and art of food production, including the past, present, and future of food, fiber, pharmaceutical, and aesthetic plants.

Content: Introduces students to how plants have changed history and impact their lives every day. Students are familiarized with technologies used in modern food production; explores the impact of human population growth on our ability to produce food and fiber, while sustaining our environment. Students will be introduced to the interrelated importance of plants and people and our dependence on the plants as renewable resources.

Format: Lecture and discussion as well as, guest presentations

Evaluation: Exams, quizzes, and brief reports

Recommended For: Non-science and beginning science majors

What Next? Any 2000-level plant and soil systems course

Across Curricula: Explore timely and controversial subject material in a group forum

Related Courses: Biology 1001/1002 and Sociology 1481

Prerequisites: None

Notes: This course uses multimedia instructional methods, and utilizes the Internet, myLSU, and Moodle for distribution of assignments and class updates. Open discussion on timely scientific topics is welcomed and encouraged.

ASTRONOMY

ASTRONOMY 1101: THE SOLAR SYSTEM (3)

Enrolls: 300 per section, with two or three sections

Why? To learn the fundamental principles of physics and astronomy as they relate to the structure and history of our solar system; an overview of the methods of scientific inquiry

Content: Basic principles of astronomical observation; formation and evolution of the solar system; the properties of key components of the solar system

Format: Lecture; possibly planetarium demonstrations or viewing at a telescope

Evaluation: Exams, reports, and/or homework assignments

Recommended For: All Students

What Next? This course and ASTR 1102 comprise the introductory astronomy sequence. They can be taken in either order.

Across Curricula: Written report may be required; learn techniques of solving simple problems using basic mathematics.

Related Courses: Astronomy 1102, 1108, and 1109

Prerequisites: Math 1021 or 1023, or an ACT math score of at least 21

ASTRONOMY 1102: STELLAR ASTRONOMY (3)

Enrolls: 300 per section, with two or three sections

Why? To learn fundamental principles of physics and astronomy as they pertain to the structure, composition, and evolution of the universe; an overview of the methods of scientific inquiry.

Content: Basic principles of physics and astronomy as they relate to the formation and evolution of stars, galaxies, and the universe as a whole.

Format: Lecture; possible planetarium demonstrations or viewing at a telescope

Evaluation: Exams, reports, and/or homework assignments

Recommended For: All Students

What Next? This course and ASTR 1101 comprise the introductory astronomy sequence. They can be taken in any order.

Across Curricula: Written reports may be required; learn techniques of solving simple problems using basic mathematics

Related Courses: Astronomy 1101, 1108, and 1109

Prerequisites: Math 1021 or 1023, or an ACT math score of at least 21

BIOLOGICAL SCIENCES

*BIOLOGICAL SCIENCES 1001: GENERAL BIOLOGY (3)

Enrolls: 250 students per section

Why? The biological sciences impact our lives daily. Understanding the basic concepts important to biology allows individuals to make informed decisions. This course focuses on the concepts and processes that are important to all organisms.

Content: Cell biology, genetics, molecular biology, evolution, and ecology

Format: Lecture

Evaluation: Multiple choice, matching, and short answer exams, and possibly in-class and online activities

Recommended For: All non-science majors

What Next? Biology 1002 and 1005

Related Courses: Biology 1001 may not be taken for credit by students who have had Biology 1201

*BIOLOGICAL SCIENCES 1002: GENERAL BIOLOGY (3)

Enrolls: 250 students per section

Why? The biological sciences impact our lives daily. Understanding the basic concepts important to biology allows individuals to make informed decisions. This course focuses on the basic concepts of diversity and physiology of organisms including humans

Content: Diversity, interactions, and life histories of microorganisms, fungi, plants, and animals.

Format: Lecture

Evaluation: Multiple choice, matching, and short answer exams, and possibly in-class and online activities

Recommended For: All non-science majors

What Next? This course, along with Biology 1001, completes a biological sciences sequence. Consult degree requirements for additional natural science requirements in specific curricula

Related Courses: Biology 1005 is the related laboratory for this course

Prerequisites: Biology 1001 or 1201

*BIOLOGICAL SCIENCES 1011: MICROORGANISMS AND MAN (3)

Enrolls: 200 students per section

Content: Microorganisms and their relationship to people; microbial form and function; role of bacteria in health and disease, ecology, and industry from food production to genetic engineering.

Format: Lecture

Evaluation: Multiple choice, matching, and short answer exams, and possibly in-class and online activities

Recommended For: Non-biological sciences majors

Related Courses: Biology 1012 is a related laboratory for this course.

Prerequisites: None

Notes: Credit may not be earned for both this course and Biology 2051

*BIOLOGICAL SCIENCES 1201: BIOLOGY FOR SCIENCE MAJORS I (3)

Enrolls: 250 students per section

Why? Understanding the breadth of the biological sciences is critical to students planning to major in life science-related fields

Content: General concepts in cellular structure, cellular metabolism, cellular communications, and genetics

Format: Lecture

Evaluation: Multiple choice, matching, and short answer exams, and possibly in-class and online activities

Recommended For: Primarily for students in science, agriculture, or education

What Next? Biology 1202, 1209

Related Courses: Biology 1208

Prerequisites: Minimum ACT composite score of 23 or a "C" or better in Chemistry 1201

Notes: Credit will not be given for both this course and Biology 1001

*BIOLOGICAL SCIENCES 1202: BIOLOGY FOR SCIENCE MAJORS II (3)

Enrolls: 250 students per section

Why? Understanding the fundamentals of biological science is essential for students planning to major in life science-related fields

Content: General concepts in evolution, ecology, and the function of organisms

Format: Lecture

Evaluation: Multiple choice, matching, and short answer exams, and possibly in-class and online activities

Recommended For: Primarily for students in science, agriculture, or education

What Next? Biology 2051, 2153

Related Courses: Biology 1209

Prerequisites: Biology 1201

Notes: Credit will not be given for both this course and Biology 1002

*BIOLOGICAL SCIENCES 1503: HONORS BIOLOGY FOR SCIENCE MAJORS II (4)

Enrolls: 56 students per lecture section; 26 students per laboratory section

Why? Understanding the fundamentals of biological science is essential for students planning to major in life science-related fields.

Content: General concepts in evolution, ecology, and physiology of

organisms

Format: Lecture and laboratory

Evaluation: Multiple choice, matching, short answer, and essay exams, in addition to Power Point presentations and a major research presentation (poster or paper)

Recommended For: Students in the Ogden Honors College majoring in science, agriculture, or education

What Next? Biology 2051, 2153

Prerequisites: Biology 1201 and 1208

Notes: Credit will not be given for both this and Biology 1002 or 1202.

CHEMISTRY

CHEMISTRY 1001: CHEMICAL FUNDAMENTALS (3)

Enrolls: 150 students per section; offered every semester

Why? Understanding chemistry is essential to citizenship in a technological society because good citizens must make the sensible decisions that shape the quality of life.

Content: An overview of chemical theory and principles, with emphasis on the role of chemistry in the modern world

Format: Lecture

Evaluation: Exams, quizzes, and in some sections, student projects and/or written reports

Recommended For: Students beginning any scientific discipline without a strong high school background in chemistry; students in nontechnical disciplines who want to understand how matter behaves

What Next? Chemistry 1002 for nontechnical majors; Chemistry 1201 for most science and engineering majors

Across Curricula: This course is designed to develop critical thinking skills and to acquire, synthesize, and analyze knowledge.

Related Courses: Other science-related courses

Prerequisites: ACT mathematics score of 21 or eligibility for Math 1021

CHEMISTRY 1002: CHEMISTRY OF LIFE & THE ENVIRONMENT (3)

Enrolls: 150 students per section; offered every semester

Why? Building on the foundation of Chemistry 1001, this course is especially appropriate for technical or nontechnical majors. Chemical issues of current interest are discussed.

Content: An overview of organic chemistry and biochemistry, emphasizing the molecular basis for the biological, materials, and environmental sciences

Format: Lecture

Evaluation: Exams, quizzes, and in some sections, student projects and/or written reports

Recommended For: Any student interested in how chemistry affects modern life.

What Next? For technical majors, Chemistry 1201/1202; for other majors, Chemistry 2060

Across Curricula: This course is designed to develop critical thinking

skills and to acquire, synthesize, and analyze knowledge.

Related Courses: Chemistry 1212 if lab is needed to satisfy curriculum requirements

Prerequisites: Chemistry 1001 or 1201 or 1421

CHEMISTRY 1201: GENERAL CHEMISTRY I (3)

Enrolls: 200 - 250 students per section; offered every semester

Why? Chemistry is often called the central science because it provides a sound basis for study in all the sciences and engineering, and because it provides the tools good citizens require to make rational decisions in a technologically advanced culture.

Content: The fundamental chemical theories and principles, with emphasis on the structure and behavior of the atom; chemical periodicity; chemical reactions; chemical bonding; and the behavior of solids, liquids, solutions, and gases.

Format: Lecture

Evaluation: Exams, quizzes, and a group final exam; some sections may also include writing assignments and community service.

Recommended For: For the well-prepared student with some prior experience in chemistry and/or solid mathematics skills, whether technical majors or students wanting to build a foundation in chemistry.

What Next? Chemistry 1202 and 1212

Across Curricula: This course is designed to develop critical thinking skills and to acquire, synthesize, and analyze knowledge.

Related Courses: Chemistry 1001 is a better start in chemistry for students with poor math skills.

Prerequisites: Credit or registration in Math 1022, 1023, 1431, 1550, or 1551

Notes: Credit will not be given for both this course and Chemistry 1421. This course is required for science/engineering majors.

CHEMISTRY 1202: GENERAL CHEMISTRY(3)

Enrolls: 200 - 250 students per section; offered every semester

Why? Building on the knowledge and skills acquired in Chemistry 1201, this course continues to build a foundation of chemistry that is needed for many technical majors and students wanting a general understanding of chemistry in our technologically based society.

Content: The fundamental chemical theories and principles, with emphasis on equilibrium, acids and bases, thermodynamics, kinetics, and electrochemistry.

Format: Lecture

Evaluation: Exams, quizzes, and a group final exam; some sections may also include written assignments and community service.

Recommended For: Students wanting to continue building a firm foundation in chemistry

What Next? Chemistry 2001 and/or Chemistry 2261

Across Curricula: This course is designed to develop thinking skills and to acquire, synthesize, and analyze knowledge.

Related Courses: Chemistry 1212

Prerequisites: Chemistry 1201 or 1421

Notes: Credit will not be given for both this course and Chemistry 1422. This course is required for science/engineering majors.

CHEMISTRY 1421: HONORS: GENERAL CHEMISTRY I (3)

Enrolls: 75 students per section; offered each fall semester.

Why? Chemistry is often called the central science because it provides a sound basis for study in all the sciences and engineering. This course provides a more in-depth coverage of general chemistry than Chemistry 1201.

Content: The fundamental chemical theories and principles, with emphasis on the structure and behavior of the atom, chemical periodicity, chemical reactions, chemical bonding, and the behavior of solids, liquids, and gases.

Format: Lecture

Evaluation: Exams and quizzes

Recommended For: For students in the Ogden Honors College with a special interest in chemistry and for chemistry majors who qualify.

What Next? Chemistry 1422 and 1431 or 1212

Across Curricula: This course is designed to develop critical thinking skills and to acquire, synthesize, and analyze knowledge.

Related Courses: Chemistry 1001 and 1201

Prerequisites: Credit or registration in Math 1550 or 1551

Notes: Credit will not be given for both this course and Chemistry 1201.

CHEMISTRY 1422: HONORS: GENERAL CHEMISTRY (3)

Enrolls: 75 students per section; offered each spring semester.

Why? This course continues to build an in-depth foundation in chemistry by building on the knowledge and skills acquired in Chemistry 1421. This course provides a more in-depth coverage than Chemistry 1202.

Content: The fundamental chemical theories and principles, with emphasis on kinetics, equilibrium, acids and bases, thermodynamics, and electrochemistry.

Format: Lecture

Evaluation: Exams and quizzes

Recommended For: For students in the Ogden Honors College with a special interest in chemistry and for chemistry majors who qualify.

What Next? Chemistry 2001, 2261 or 2461

Across Curricula: This course is designed to develop critical thinking skills and to acquire, synthesize, and analyze knowledge.

Related Courses: Chemistry 1002 and 1202

Prerequisites: Chemistry 1421, or 1201 with consent of the department

Notes: Credit will not be given for both this course and Chemistry 1202.

ENVIRONMENTAL SCIENCES***ENVIRONMENTAL SCIENCES 1126: INTRODUCTION TO ENVIRONMENTAL SCIENCES (3)**

Enrolls: 50 - 200 students per section, course offered fall/spring/summer, sections are either 100% online or in-class lectures

Why? Issues on the environment affect our lives daily. Understanding the broad field of environmental sciences is critical to all students

planning to major in physical, life- science, or social-science related fields.

Content: Basic principles of environmental sciences, including cell biology, microbiology, ecology, biogeochemical processes, chemical pollution, toxicology, human health, sustainability, and stewardship.

Format: Lecture

Evaluation: Written assignments, project paper, quizzes, and exams

Recommended For: Any student with an interest in the environment and the anthropogenic impacts on our world.

Related Courses: Environmental Sciences 1127 (Honors version)

Notes: Credit will not be given for both this course and Environmental Sciences 1127.

***ENVIRONMENTAL SCIENCES 1127: HONORS: INTRODUCTION TO ENVIRONMENTAL SCIENCES (3)**

Similar to ENVS 1126 with special honors for qualified students.

Credit will not be given for this course and ENVS 1126. Fundamental principles of environmental sciences; interdependence of organisms and the human element in environmental issues, stewardship and sustainability.

ENVS 1127 is a Communication-Intensive (CxC) Course.

***ENVIRONMENTAL SCIENCES 2126: ENVIRONMENTAL AND ANTHROPOGENIC IMPACTS OF MICROBES (3)**

Enrolls: ~50 students per section

Why? Application of basic principles of environmental science to fundamental understanding of the relationship of microbes with the environment and humans with emphasis on the impacts and importance of microbial communities; introduction to cutting edge research through peer-reviewed literature; critique, formulation, and testing of hypothesis

Content: Basic principles of environmental sciences, including cell biology, microbiology, ecology, biogeochemical processes, epidemiology, immunology, microbial pathogenesis, molecular biology, human health, and emerging infectious diseases, food technology, bioremediation, and antibiotic resistance.

Format: Lecture and discussion of peer-reviewed literature

Evaluation: Homework assignments and exams

Recommended For: Any student with an interest in the environment and the anthropogenic impacts of bacteria, viruses, parasites, and fungi.

Related Courses: Environmental Sciences 1126 or 1127

Prerequisites: Environmental Sciences 1126 or 1127

Notes: Credit will not be given for both this course and Environmental Sciences 1127.

GEOGRAPHY**GEOGRAPHY 2050: PHYSICAL GEOGRAPHY: THE ATMOSPHERE (3)**

Enrolls: 150-375 students per section, offered every semester, sections are either 100% online or in class lectures.

Why? To partially satisfy the general education natural science

requirement. Upon successful completion of this course, the student should have a general appreciation of the role of physical geographers in dealing with atmospheric and hydrological problems and issues. In addition, students should become more knowledgeable and critical consumers of media reports related to weather and climate.

Content: This course introduces students to the fundamental atmospheric processes and uses these to explain the spatial and temporal variation of the Earth's climates.

Format: Lecture or online delivery

Evaluation: Multiple choice and matching exams

Recommended For: All LSU students, but especially those interested in the physical, environmental, social sciences, and students in Global Connections Residential College.

What Next? Geography 2051

Related Courses: Geography 2051, 3070, 4022, 4024; Geology 1001, 1003; and Oceanography 1005

Notes: For additional information, contact Kristine DeLong at kdelong@lsu.edu or Jill Trepanier at jtrepa3@lsu.edu.

GEOGRAPHY 2051: PHYSICAL GEOGRAPHY: LAND AND WATER SURFACES, PLANT AND ANIMAL REALMS (3)

Enrolls: 150 students per section

Why? The magnitude of both human impacts and dependence on the world we inhabit is illustrated daily in headlines ranging from global warming to devastating earthquakes and floods, regional water shortages, and to losses of biodiversity. As global population increases, so do the number and significance of such issues. Knowledge of the physical environment and how it works is necessary to understand and deal with these problems and to appreciate how they affect our own lives.

Content: A systematic survey of the land, water, and living elements that compose the natural world and the processes that link these elements together and influence their development across time and space.

Format: Lecture

Evaluation: Multiple choice, short answer exams

Recommended For: Students interested in exploring the nature of the physical environment, the principles that underlie its operation, and how human activity both affects and is affected by the world around us.

What Next? Geography 2050; LSU offers upper-level courses in geomorphology, field techniques and the environment that explore the topics of this course in more detail.

Related Courses: Environmental Studies 1000; Geography 2050, 3070, 4022, 4024

Notes: For additional information, contact Steven Namikas at snamik1@lsu.edu

GEOLOGY

GEOLOGY 1001: GENERAL GEOLOGY: PHYSICAL (3)

Enrolls: 148 - 375 students per section

Why? Knowledge of the processes that operate on and within the earth is the basis for understanding human dependence on natural resources (fossil fuels, metals, fresh water, soil), the identification of natural hazards (floods, landslides, earthquakes), and the inevitability of natural cycles (plate tectonics). Students in this course will someday purchase property, make decisions that shape public or energy policy, or simply utilize the earth's exponentially dwindling sources of natural resources. Geology provides the background against which rational decisions must be made.

Content: Earth materials, processes, and natural hazards; the paradigm of plate tectonics as it explains processes at work on and within the earth

Format: Lecture, multimedia presentations, and Internet assignments (depending upon individual instructors)

Evaluation: Weekly assignments: 25 - 40 pages of assigned reading in required textbook; papers (in some sections); two to three exams; and a final.

Recommended For: Students in the humanities and social sciences; environmental, civil, and petroleum engineering majors; education majors; and geology majors.

What Next? Geology 1003, 1602 or 2020

Across Curricula: The course is designed to develop critical thinking skills and to acquire, synthesize, and analyze knowledge.

Related Courses: Geology 1601, "Physical Geology Laboratory"

Notes: For additional information, contact Dr. Brooks Ellwood ellwood@lsu.edu.

GEOLOGY 1002: HONORS: GENERAL GEOLOGY: PHYSICAL (3)

Enrolls: 35 students per section; offered fall semester

Why? The honors version of Geology 1001

Content: Earth materials, processes, and natural hazards; the paradigm of plate tectonics as it explains processes at work on and within the earth, with special emphasis for qualified students

Format: Lecture, multimedia presentations, and Internet assignments (depending upon individual instructors)

Evaluation: Weekly assignments: 25 - 40 pages of assigned reading in required textbook; three exams and a final; nine quizzes; seven projects

Recommended For: All students in the Ogden Honors College; students in the humanities and social sciences; environmental, civil, and petroleum engineering; and geology

What Next? Geology 1003 or 1004, and 1602 or 2020

Across Curricula: The course is designed to develop critical thinking skills and to acquire, synthesize, and analyze knowledge. Communication Across Curricula approved

Related Courses: Geology 1601, "Physical Geology Laboratory"

Notes: For additional information, contact Dr. Brooks Ellwood ellwood@lsu.edu.

GEOLOGY 1003: GENERAL GEOLOGY: HISTORICAL (3)**Enrolls:** 148 - 375 students per section**Why?** A glimpse into the history of the earth is essential for understanding the environmental changes that may affect the lives of all residents of this planet.**Content:** History of the earth and life on it, as deciphered from study of rocks and fossils**Format:** Lecture/multimedia presentations**Evaluation:** Weekly assignments: 25 - 40 pages of assigned reading in required textbook; two to three exams and a final**Recommended For:** All students, particularly students planning to major in geology**What Next?** For geology majors: Geology 2061 or 2081**Related Courses:** Geology 1602**Prerequisites:** Geology 1001 or 1111**Notes:** For additional information, contact Brook Ellwood, 335C Howe-Russell Geoscience Complex e-mail: ellwood@lsu.edu**GEOLOGY 1004: HONORS: GENERAL GEOLOGY: HISTORICAL (3)****Enrolls:** 35 students per section; offered spring semester**Why?** The honors version of Geology 1003**Content:** History of the earth and life on it, as deciphered from study of rocks and fossils**Format:** Lecture/multimedia presentations**Evaluation:** Exams and a term paper**Recommended For:** All students in the Ogden Honors College and students planning to major in geology**What Next?** For technical majors: Geology 2061 or 2081**Related Courses:** Geology 160**Notes:** For additional information, contact Dr. Brooks Ellwood ellwood@lsu.edu.**GEOLOGY 1066: DINOSAURS, CATASTROPHES, AND EXTINCTIONS (3)****Enrolls:** 60-80 students per section**Why?** Introduces a broad spectrum of basic scientific concepts (geological, zoological, ecological, and climatological). Introduces students to original research and areas of controversy.**Content:** An overview of the concepts needed in unraveling the earth's history; an overview of the history of vertebrate life, with emphasis on the Mesozoic and the dinosaur; history of dinosaur discoveries; processes and causes of extinctions, especially the major ones in earth history, including the current, human- caused ones.**Format:** Lecture, multimedia presentations, and readings**Evaluation:** Review quizzes and three exams; class response and dialogue are encouraged.**Recommended For:** All students in the Ogden Honors College and students planning to major in geology**What Next?** For technical majors: Geology 2061 or 2081**Related Courses:** Geology 1602**Notes:** For additional information, contact Dr. Brooks Ellwood ellwood@lsu.edu.**GEOLOGY 2020: GEOLOGY AND THE ENVIRONMENT (3)****Enrolls:** 15 - 30 students**Why?** Knowledge of the processes that operate on and within the earth with a particular emphasis on understanding how geologic processes impact human kind; emphasis in class is on understanding the geology of Louisiana**Content:** Louisiana's water resources, coastal hazards, Mississippi River floods, and the **formation** of the Gulf of Mexico, salt domes, and of oil and gas resources.**Format:** Lectures, readings, poster presentations**Evaluation:** Poster evaluations, weekly on-line quizzes, three to four exams, and a final examination**Recommended For:** Students who want to understand Louisiana's geology**Across Curricula:** The course is designed to help LSU graduates employ scientific and mathematical methods and technology in the resolution of laboratory and real-world problems.**Prerequisites:** GEOL 1001 or GEOL 1111**Notes:** For additional information contact Brooks Ellwood, ellwood@lsu.edu**HONORS*****HONORS 1007: INTRODUCTION TO LIFE SCIENCES (4)****Enrolls:** 35 students in one section in the fall semester**Why?** Introductory biology for Ogden Honors College students**Content:** Topics in biological science**Format:** Lectures/laboratory**Evaluation:** Exams and a term project**Recommended For:** Ogden Honors College students not majoring in a basic sciences curriculum**What Next?** Honors 1008**Across Curricula:** Short essay exams; oral presentation of projects**Related Courses:** Biological sciences**Notes:** Student may not receive credit for this course and Biology 1001, 1002, 1201, 1208, 1402, 1502, 1503, or 1509. MAY NOT BE TAKEN BY BASIC SCIENCES MAJORS.***HONORS 1008: INTRODUCTION TO LIFE SCIENCES (4)****Enrolls:** 30 students in one section in the spring semester**Why?** Introductory biology for Ogden Honors College students**Content:** Biological science; this course is a continuation of Honors 1007.**Format:** Lectures/laboratory**Evaluation:** Exams and a term project**Recommended For:** Honors students not majoring in a basic sciences curriculum**What Next?** Courses requiring two semesters of biology as prerequisites

Across Curricula: Tests include short essays; term projects are presented orally.

Notes: Student may not receive credit for this course and Biology 1001, 1002, 1201, 1208, 1402, 1502, 1503, or 1509. MAY NOT BE TAKEN BY BASIC SCIENCES MAJORS.

*HONORS 1035: LIFE SCIENCE SEMINAR (3)

Enrolls: 20 students per section; as scheduled

Why? Develop critical knowledge and evaluation skills needed as a citizen in a complex and rapidly changing world

Content: This course will introduce students to broad themes and concepts underlying scientific research and discourse in the physical sciences.

Format: Seminar

Evaluation: Essays, exams, or (at the discretion of the instructor) oral and multimedia communication

Recommended For: Ogden Honors College students

What Next? Courses in the natural sciences

Across Curricula: Engaged discussion, presentation skills, and writing are emphasized

Related Courses: Other Ogden Honors College seminars and courses in the Natural Sciences

HONORS 1036: PHYSICAL SCIENCE SEMINAR (3)

Enrolls: 20 students per section; as scheduled

Why? Develop critical knowledge and evaluation skills needed as a citizen in a complex and rapidly changing world.

Content: This course will introduce students to broad themes and concepts underlying scientific research and discourse in the life sciences.

Format: Seminar

Evaluation: Essays, exams, or (at the discretion of the instructor) oral and multimedia communication

Recommended For: Ogden Honors College students

What Next? Courses in the natural sciences

Across Curricula: Engaged discussion, presentation skills, and writing are emphasized

Related Courses: Other Ogden Honors College seminars and courses in the Natural Sciences

HORTICULTURE

*HORTICULTURE 2050: GENERAL HORTICULTURE (3)

Enrolls: 60 students per section, 2 sections

Why? One of the most popular hobbies is gardening. Yet, few know how plants really function, how to propagate and grow plants properly, and develop new varieties for the enjoyment and nourishment of man. Art is also at the core of horticulture and thus this course offers an introduction to the science and aesthetics of horticulture.

Content: General biological concepts (cellular function, plant physiology, plant anatomy, plant domestication, and breeding) are

discussed so one understands how plants function, how to grow plants, and how new varieties are developed.

Format: Lecture, discussion and in-class demonstration

Evaluation: Exams, quizzes, reading assignments and poster presentation

Recommended For: Non-science and science students interested in plants.

Across Curricula: Classic problem solving skills using the scientific method.

Related Courses: Horticulture 2061, Horticulture 2070, Agronomy 1001.

Prerequisites: None

Notes: This course uses multimedia instruction methods, and uses the internet, my LSU and Moodle for distribution of assignments and class updates. Open discussion on timely scientific topics is welcomed.

*HORTICULTURE 2061: PLANT PROPAGATION (3)

Enrolls: 60 students

Why? The ability to propagate plants is essential to the production of agricultural and horticultural crops. This course reviews all techniques used to grow plants in large-scale commercial production or the home garden.

Content: Sexual and asexual propagation techniques including growing plants from seed, cuttings, division, grafting and micropropagation

Format: Lecture, discussion and in-class demonstration

Evaluation: Exams, quizzes, reading assignments and poster presentation

Recommended For: Non-science and science students interested in growing plants.

Across Curricula: Classic problem solving skills using the scientific method.

Related Courses: Horticulture 2070, Agronomy 1001.

Prerequisites: Horticulture 2050

Notes: This course uses multimedia instruction methods, and uses the internet, my LSU and Moodle for distribution of assignments and class updates. Open discussion on timely scientific topics is welcomed.

MEDICAL PHYSICS

MEDICAL PHYSICS 2051: RADIATION SCIENCE FOR MEDICAL APPLICATIONS (3)

Enrolls: Taught only in Spring in odd numbered years; 25 students each semester

Why? Applications of nuclear science and technology to medical applications, including nuclear medicine, cancer therapy, and medical imaging. Covers topics such as radiation interactions, dose, and safety

Content: Matter and energy; structure of the atom and nucleus; radioactivity; types of radiation; radiation detection and safety; environmental radiation; applications of nuclear science in nuclear

medicine, cancer therapy, and medical imaging

Format: Lectures/discussion

Evaluation: Homework assignments and exams

Recommended For: Students in the life and environmental sciences, pre-medicine, and engineering; students interested in a basic understanding of nuclear medicine and health physics.

What Next? Medical physics courses at the 4000 level, or 2000 and above level courses in the basic and applied sciences, including life sciences.

Across Curricula: Broad view and fundamental understanding of nuclear science in the rapidly expanding area of medical technology.

Related Courses: Medical Physics 4111, 4331, and 4351

OCEANOGRAPHY AND COASTAL SCIENCES

OCEANOGRAPHY 1005: INTRODUCTION TO OCEANOGRAPHY (3)

Enrolls: Approximately 20 - 80 students per section; four to six sections per semester

Why? The oceans are the dominating feature of our planet and are being exploited for their vast mineral and animal resources. Changes in oceanic properties affect our lives, economy, climate, resources and political position, and as such, require a better understanding of the marine world. This course integrates the relevant principles of the biological, chemical, geological, and physical sciences as they relate to the oceans; an overview of how the world's oceans function.

Content: Introduces basic geological, chemical, physical, and biological concepts, as applied to the marine world, and how all of these sciences integrate to form a dynamic and living ocean system.

Format: Lecture and discussion using video and Internet resources to illustrate various concepts

Evaluation: Four exams; homework; other optional learning activity may be assigned at the discretion of the instructor

Recommended For: Individuals interested in the marine domain of the earth and human impact on it

What Next? A minor in oceanography is available, consisting of Oceanography 1005 or 1006, and Oceanography 2007 and 2008, followed by approved upper-level electives. Oceanography 2007 is an advanced course in the life processes of the marine environment. Oceanography 2008 is an advanced course in life processes of the marine environment. For more information, see www.oceanography.lsu.edu.

Across Curricula: Writing, speaking, and the use of electronic research are stressed.

Related Courses: See "What Next?" section

OCEANOGRAPHY 1006: HONORS: INTRODUCTION TO OCEANOGRAPHY (3)

Enrolls: Approximately 25 students per section

Why? The honors version of Oceanography 1005

Content: Introduces geological, chemical, physical, and biological concepts as applied to the marine world, and how all of these

sciences integrate to form a dynamic and living ocean system.

Format: Lecture and discussion using video and Internet resources to illustrate various concepts. Weekly discussions will be held on current news topics that are relevant to course material.

Evaluation: Four exams; homework; a term paper will be assigned at the discretion of the instructor

Recommended For: Individuals desiring to learn more about our marine domain and how human activities affect the oceans

What Next? A minor in oceanography is available, consisting of Oceanography 1005 or 1006, and Oceanography 2007 and 2008, followed by approved upper-level electives. Oceanography 2007 is an advanced course in physical and geological processes in the marine environment. Oceanography 2008 is an advanced course in the life processes of the marine environment. For more information, see www.oceanography.lsu.edu.

Across Curricula: Writing, speaking, and discussing concepts and issues are stressed in this course

Related Course: See Above

*OCEANOGRAPHY 2050: COASTAL ECOSYSTEM DESIGN (3)

Enrolls: Approximately 70 students per section

Why? Files a critical need to present undergraduate students the tools and systems thinking process to understand how natural and human systems are coupled in coastal landscapes.

Content: Present systems thinking using set of common languages and diagrams to develop a more integrated approach to interpreting landscape patterns of ecological systems and human settlement, and applying critical thinking and problem solving techniques in designing more resilient coastal communities.

Format: Lecture and discussion of conflicts in Mississippi River Delta. Weekly assignments to use system diagrams to design more sustainable coupling of natural and human systems.

Evaluation: Four exams and system diagrams as homework.

Recommended For: Individuals desiring to understand conflicts in natural and human systems of Mississippi River Delta in face of changing climate; and how to use system diagrams to promote design thinking to affect integrated solutions.

What Next? A Delta Research Minor has courses in *Field Methods in the Louisiana Landscape* (ENGR 3050) and *Integrated Design Thinking* (ARCH 4444) that complement this Ecosystem Design course.

PHYSICAL SCIENCE

PHYSICAL SCIENCE 1001: PHYSICAL SCIENCE (3)

Enrolls: Taught only in Fall; 250 students per section

Why? To learn the fundamental principles of physics that govern most phenomena observed in nature; provides students with an overview of the methods of scientific inquiry.

Content: An overview of the basic laws of physics in the context of their historical development; some simple applications as illustrations.

Format: Lecture

Evaluation: Exams, plus written report and/or brief homework assignments.

Recommended For: All Students

What Next? Physical Science 1002

Across Curricula: Written report may be required; use of basic mathematics to do simple calculations that help illustrate subject matter.

Prerequisites: Math 2021

Notes: Credit will not be given for both this course and any other college-level physics course.

PHYSICAL SCIENCE 1002: PHYSICAL SCIENCE (3)

Enrolls: Taught only in Spring; 50 - 80 students per section

Why? To learn the fundamental principles of physics that govern most phenomena observed in nature; provides students with an overview of the methods of scientific inquiry.

Content: Apply the fundamental principles of physics learned in Physical Science 1001 to an overview of topics in the fields of astronomy, chemistry, and geology.

Format: Lecture

Evaluation: Exams, plus written report and/or brief homework assignments.

Recommended For: Any student who has taken Physical Science 1001

What Next? This concludes the physical science sequence.

Across Curricula: Written report may be required; use of basic mathematics to do simple calculations that help illustrate subject matter.

Prerequisites: Physical Science 1001

Notes: Credit will not be given for both this course and any other college-level physics course.

PHYSICS

PHYSICS 1201: GENERAL PHYSICS FOR PHYSICS MAJORS (4)

Enrolls: 40 - 70 students per section

Why? Introduction to general principles of physics and problem-solving techniques for students whose field of study requires a firm knowledge of basic physics

Content: Basic principles of mechanics (kinematics, Newton's Law, energy and momentum, rotation and oscillation) plus wave motion and thermodynamics.

Format: Lectures with demonstrations; assistance with homework available through the department

Evaluation: Exams, quizzes, in-class activities, homework assignments

Recommended For: Students for whom a calculus-based physics is a part of their curriculum

Required For: Physics majors

What Next? Physics 1202

Across Curricula: Teaches students basic problem-solving skills integrating mathematical techniques with application of physical

laws. Basic methods of scientific inquiry also outlined in development of subject material.

Related Courses: Physics 1202, 1208

Prerequisites: Credit or registration in Math 1550 or 1551.

Notes: PHYS 2110, 2112, 2113 are alternatives to PHYS 1201, 1202. You cannot get credit in 1201 and either of 2110, 2112.

PHYSICS 1202: GENERAL PHYSICS FOR PHYSICS MAJORS (4)

Enrolls: 30 - 45 students per section

Why? Second half of general introduction to physics and problem-solving techniques for students whose fields of study require a firm knowledge of basic physics.

Content: Basic principles of electricity, magnetism, and optics, plus an introduction to modern physics (relativity, quantum phenomena).

Format: Lectures with demonstrations; assistance with homework available through the department.

Evaluation: Exams, quizzes, and/or homework assignments

Recommended For: Students for whom a calculus-based physics is a part of their curriculum

Required For: Physics majors

What Next? For physics majors: Physics 2203 (also recommended for students in chemistry and electrical engineering).

Across Curricula: Teaches students basic problem-solving skills integrating mathematical techniques with application of physical laws. Basic methods of scientific inquiry also outlined in historical development of subject.

Related Courses: Physics 1201, 1209

Prerequisites: Physics 1201 and credit or enrollment in Math 1552

Notes: PHYS 2110, 2112, 2113 are alternatives to PHYS 1201, 1202. You cannot get credit in 1202 and either 2112 or 2113.

PHYSICS 2001: GENERAL PHYSICS (3)

Enrolls: 300 students per section

Why? Introduction to principles of physics and their application for students whose fields of study require some knowledge of physics. Also introduces students to basic methods of scientific inquiry.

Content: Basic principles of mechanics (kinematics, Newton's Law, energy and momentum, rotation and oscillation) plus wave motion and thermodynamics.

Format: Lectures with demonstrations and possibly class participation; assistance with homework is provided through the department.

Evaluation: Exams, quizzes, and/or homework assignments

Recommended For: Any student for whom trigonometry-based physics is a part of their curriculum

What Next? Physics 2002

Across Curricula: Teaches basic problem-solving skills by integrating simple mathematics with application of physical laws.

Related Courses: Physics 2108 and 2002

Prerequisites: Credit in Math 1022 or 1023

Notes: No credit for this course and 1201 or 2110 plus 2112.

PHYSICS 2002: GENERAL PHYSICS (3)

Enrolls: 300 students per section

Why? Second half of introduction to basic physics, with applications emphasizing life sciences, for students whose field of study requires some knowledge of physics. Also introduces students to basic methods of scientific inquiry.

Content: Basic principles of electricity, magnetism, optics, and quantum and nuclear physics.

Format: Lectures with demonstrations and possibly class participation; assistance with homework provided through department.

Evaluation: Exams, quizzes, and/or homework assignments

Recommended For: Students for whom trigonometry-based physics is part of their curricula

What Next? This is the end of the trigonometry-based sequence

Across Curricula: Teaches basic problem-solving skills by integrating simple mathematics with applications of physical laws.

Related Courses: Physics 2109 and 2001

Prerequisites: Credit in Physics 2001

Notes: No credit for this course and 1202 or 2112 plus 2113.

PHYSICS 2110: PARTICLE MECHANICS (3)

Enrolls: 75 students per section

Why? Introduction to principles of physics, as well as problem-solving techniques, for students whose field of physics requires knowledge of calculus-based physics.

Content: Basic principles of mechanics: kinematics, Newton's Laws, forces, work and energy, momentum, circular and oscillatory motion.

Format: Lectures with demonstrations and possibly class participation; assistance with homework is available through the department

Evaluation: Exams, quizzes, and/or homework assignments

Recommended For: Students for whom calculus-based physics is essential to their curriculum

What Next? Physics 2112 or 2113, or both, depending on major

Across Curricula: Teaches basic problem-solving skills by integrating mathematical techniques with application of physical laws.

Related Courses: Physics 1201, 2108

Prerequisites: Requires a C or better in Calculus I (Math 1550 or 1551) and credit or registration in Calculus II (Math 1552 or 1553)

Notes: No credit for this course and either Physics 2001 or 1201

PHYSICS 2112: FLUIDS, THERMODYNAMICS, WAVES AND MODERN PHYSICS (3)

Enrolls: 75 students per section

Why? Introduction to principles of physics, as well as problem-solving techniques, for students whose field of physics requires knowledge of calculus-based physics.

Content: Oscillations and Waves, Sound, Optics, Thermodynamics and topics in Modern Physics.

Format: Lectures with demonstrations and possibly class participation; assistance with homework available through the department.

Evaluation: Exams, quizzes, and/or homework assignments

Recommended For: Students for whom calculus-based physics is essential to their curriculum

What Next? Followed by courses in their major

Across Curricula: Teaches basic problem-solving skills integrating mathematical techniques with application of physical laws. Basic methods of scientific inquiry introduced via historical development of subject.

Related Courses: Physics 1201, 1202.

Prerequisites: Requires a C or better in Physics 2110 and Calculus II (Math 1552 or 1553)

Notes: No credit for this course and either Physics 1201, 1202, 2001, 2002.

PHYSICS 2113: FIELDS: GRAVITY, ELECTRICITY AND MAGNETISM (3)

Enrolls: 75 students per section

Why? Introduction to principles of physics, as well as problem-solving techniques, for students whose field of physics requires knowledge of calculus-based physics.

Content: Gravitational Fields, Static Electric and Magnetic Fields, Electrical Currents, Magnetic Induction, Electromagnetism

Format: Lectures with demonstrations and possibly class participation; assistance with homework available through the department.

Evaluation: Exams, quizzes, and/or homework assignments

Recommended For: Students for whom calculus-based physics is essential to their curriculum

What Next? Followed by courses in their major

Across Curricula: Teaches basic problem-solving skills integrating mathematical techniques with application of physical laws. Basic methods of scientific inquiry introduced via historical development of subject.

Related Courses: Physics 2109 and 1202

Prerequisites: Requires a C or better in Physics 2110 and Calculus II (Math 1552 or 1553)

Notes: No credit for this course and either Physics 1202, 2002.

PHYSICS 2401: INTRODUCTION TO CONCEPTS IN PHYSICS (3)

Enrolls: 15 - 30 students per section

Why? Students learn some of the key concepts that underlie physics without the details and emphasis on problem solving found in the technical courses. They also learn about the process of scientific inquiry.

Content: The content of this course varies according to the instructor. In all cases, the role of the scientific method in modern scientific inquiry is emphasized. Some instructors stress the historical development of the subject with emphasis on the underlying philosophy of science; others emphasize issues of current scientific interest and organize the course around a discussion of topics such as quarks and black holes.

Format: Combination of lectures and class discussions

Evaluation: Exams and usually a written report or similar project

Recommended For: Any student not majoring in science or engineering

What Next? Other introductory science courses for non-science majors

Across Curricula: Emphasizes the important role physics plays in the modern world, as well as the methods of inquiry by which science progresses. Students practice their research and writing skills with reports on a selected topic in physics or astronomy.

Related Courses: Introductory science courses for non-science majors in other curricula such as geology and biology

Prerequisites: Math 1021 or ACT math score of at least 25

RENEWABLE NATURAL RESOURCES

*RENEWABLE NATURAL RESOURCES 1001: NATURAL RESOURCE CONSERVATION (3)

Enrolls: 120 students per semester

Why? Natural resource use and conservation is infused in numerous aspects of society. Communities with a basic understanding of earth's ecosystem functions and the impacts of human activities on renewable resource productivity are essential for a sustainable future. This course focuses on forest, wetland, wildlife, and fisheries conservation and the ramifications of human population increases, climate change, and technological advancements have on resource conservation and potential solutions.

Content: A survey of renewable resources, past and current resource problems, and potential solutions to present and future conservation problems

Format: PowerPoint presentations and lecture

Evaluation: Four computer-based exams

Recommended For: Students interested in the environment, ecology, the resources produced by earth's various ecosystems, and how human activities can harm or help conserve our renewable natural resources.

What Next? Critical thinking about current conservation issues and solutions, using technology to locate and read about current conservation issues and understanding of conservation laws and civic responsibility are secondary learning activities in this course.

Related Courses: Environmental Studies 1000

WOMEN'S AND GENDER STUDIES

* WOMEN'S AND GENDER STUDIES 1001: EVOLUTION OF SEX AND GENDER (3)

Enrolls: 100 - 150 students per section

Why? This course addresses a gap in curricula by addressing how scientific theories are formed in time and culture, and how our understanding of science influences which questions we ask and how we answer them.

Content: This unique interdisciplinary course engages students in reflecting critically upon the links between heredity, evolution, and behavior in organisms, including, but not limited to, humans. This

wide-ranging course examines evolution as differential reproduction; reproduction-related earth history highlights; genetics of sex; animal reproduction strategies; anatomy and physiology of human reproductive systems; evolutionary trajectories in primates; sex and gender in human prehistory and in culture.

Format: Primarily lecture; this course is team-taught by a zoologist, a geneticist, a geologist and a paleontologist.

Evaluation: Quizzes, class exercises, midterm and final examinations

Recommended For: Students who are curious about the underlying principles that govern the natural world, who want to learn how to use inductive and deductive reasoning to understand scientific phenomena, and who want to understanding the relationships among and between fields in the natural sciences, the social sciences and the humanities.

What Next? WGS 2200, 2300, 2500, 2900, 3150, 3600, 4500, and many departmental courses in education., English, history, sociology, anthropology, political science, and religious studies listed on the WGS course flyer each semester. A WGS minor or major, as well as the possibility of majoring in the sciences.

Across Curricula: Critical thinking, reading, research and writing are stressed. Students are actively encouraged to pursue further interdisciplinary work bringing together the STEM disciplines, social sciences and the humanities.

Related Courses: See Women's and Gender Studies flyer in 118 Himes Hall or at Courses: www.lsu.edu/wgs

Notes: Feminist pedagogy stresses empowerment of all participants, the interdisciplinary nature of knowledge, and students' responsibility for their own learning.

SOCIAL SCIENCES COURSES

All students must take at least three hours of social sciences at the 2000-level or above.

Requirement: 6 Credit Hours

AFRICAN AND AFRICAN AMERICAN STUDIES

AFRICAN AND AFRICAN AMERICAN STUDIES 2000: INTRODUCTION TO AFRICAN AND AFRICAN AMERICAN STUDIES (3)

Enrolls: 35 students maximum per semester

Why? Provides knowledge and understanding of the cultures of African and African American peoples; permits students to enhance their education about African and African American cultures to enable them to function effectively in a multicultural society and world

Content: The approach is multidisciplinary, including history, English, anthropology, sociology, economics, religion, psychology, political science, and creative productions as they relate to African and African American peoples and cultures.

Format: Lectures/discussion

Evaluation: Exams, research paper, book analysis, oral report, and field trip

Recommended For: All students interested in gaining a better understanding of African and African American peoples and cultures

What Next? Any 2000-, 3000-, or 4000-level course in African and African American Studies

Related Courses: AAAS 2050 and any related 2000-level course in the humanities and the social sciences

AGRICULTURAL ECONOMICS

AGRICULTURAL ECONOMICS 2003: INTRODUCTION TO AGRICULTURAL ECONOMICS (3)

Enrolls: Maximum of 100 students per section

Why? Agriculture is a fundamental bedrock of our information-based, post-Industrial Revolution society. By focusing on the linkages between the natural science foundation of agriculture and the economic social system, this course highlights the interdependence between the natural and social worlds, provides a basis for understanding the relevance of social science knowledge and helps students learn to think, describe, interpret, and analyze the world.

Content: Explores the role of agriculture in the general economy and the economic principles applied to agricultural production, marketing, consumption, and policy problems.

Format: Lectures and use of audio/visual aids

Evaluation: Exams, short essays, and quizzes

Recommended For: All students interested in gaining a better knowledge and understanding of contemporary African social and political institutions

ANTHROPOLOGY

ANTHROPOLOGY 1001: INTRODUCTION TO PHYSICAL ANTHROPOLOGY AND PREHISTORY (3)

Enrolls: 150 - 375 students each semester

Why? The study of humans in an evolutionary context identifies our biologies and behaviors that are similar to other animals and those that are unique to our species; focuses on the past and present factors that influence our evolution

Content: Evolutionary theory; origin and evolution of humans; human prehistory; modern human diversity; living primates; origin and development of human culture

Format: Lecture, including multimedia methods, videos, and casts of fossils

Evaluation: Three exams

Recommended For: Student interested in the origin and diversity of humans

What Next? Anthropology 1003, 2015, 2050, 4040

Across Curricula: Critical thinking is primary in this course.

Related Courses: AAAS 2000 and any related 2000-level course in the humanities and the social sciences

Notes: For additional information, contact Juliet Brophy at jbrophy@lsu.edu or Robert Tague at rtague@lsu.edu

ANTHROPOLOGY 1003: INTRODUCTION TO CULTURAL AND SOCIAL ANTHROPOLOGY (3)

Enrolls: 150 - 375 students each semester

Why? All students will confront diverse cultures at LSU and in the workplace. This course will provide them with productive ways of thinking about cultural differences.

Content: Cross-cultural perspectives on language, politics, gender, kinship, economics, religion, and sexuality; field methods; contemporary cultural politics.

Format: Lecture, including multimedia methods and videos

Evaluation: Three to four exams

Recommended For: Students interested in thinking about cultural diversity in a global perspective

What Next? Anthropology 1001, 2051

Across Curricula: Understanding other cultures is a good way to learn about tolerance and the creative ways people adapt to their surroundings.

Related Courses: Introductory courses in sociology, geography, and other social sciences

Notes: For additional information, contact Kerry Chance at kchance@lsu.edu or Micha Rahdar at mrahdar@lsu.edu

ANTHROPOLOGY 2015: INTRODUCTION TO ARCHAEOLOGY (3)**Enrolls:** 150 students each semester**Why?** Discover how archaeologists find information about ancient cultures and the historic past from the material evidence in the ground: artifacts, stone templates, and food remains. Learn how to evaluate what is presented in the media about recent finds.**Content:** A survey of the theories and techniques that archaeologists use to discover and excavate archaeological sites and interpret the artifacts.**Format:** Lectures illustrated with multimedia methods, artifacts, and in-class demonstrations.**Evaluation:** Three exams**Recommended For:** Students interested in antiquity, human cultures, or understanding what archaeologists do**What Next?** Anthropology 1001, 1003, 2016, 2050, or any 4000-level archaeology course**Across Curricula:** Encourages students to critically evaluate what they hear and read as factual, by examining the theories and methods scholars use to carry out scientific research**Related Courses:** Introductory courses in geography, geology, history, and sociology**Notes:** For further information, contact Heather McKillop at hmckill@lsu.edu**ANTHROPOLOGY 2050: WORLD ARCHAEOLOGY (3)****Enrolls:** 150 students, one per semester**Why?** Learn about the diversity of human adaptation through the millennia; study ancient and historic cultures to gain a better understanding of our own culture; discover the multiple origins of agriculture and the rise and fall of ancient civilizations.**Content:** This course progresses chronologically from the earliest known humans, concentrating on significant innovations in the past, notably the origins of agriculture and domestication and the rise of civilizations.**Format:** Lectures, multimedia methods, and videos**Evaluation:** Three exams**Recommended For:** Students interested in ancient and historic cultures through the study of the material evidence from archaeological excavations**What Next?** Anthropology 1001, 1003, 2015, 2016 or any upper-division archaeology course**Across Curricula:** Understanding other cultures is a good way to learn about tolerance and the many creative ways people adapt to their surroundings.**Related Courses:** Introductory courses in geography, geology, history, and sociology**Notes:** For further information, contact Heather McKillop at hmckill@lsu.edu**ANTHROPOLOGY 2051: INTRODUCTION TO WORLD ETHNOGRAPHY (3)****Enrolls:** 150 students**Why?** Knowledge of other cultures is essential in today's world where different cultures are increasingly in contact with each other.**Content:** In-depth knowledge about particular cultures, including those in the United States**Format:** Lecture/discussion, multimedia methods, and videos**Evaluation:** Varies by instructor**What Next?** Any 2000- or 3000-level anthropology course**Across Curricula:** Writing, library research, and speaking are primary learning skills in this course; developing critical thinking is also stressed.**Related Courses:** Anthropology 1003 and 3401**Notes:** For further information, contact Helen Regis at hregis1@lsu.edu**ANTHROPOLOGY 2423: INTRODUCTION TO FOLKLORE (3) (see also English 2423)****Enrolls:** 40 students per section; also available through the Evening School**Why?** Humans have imagined and represented themselves and their cultures in oral as well as written language, in music, in food, and in what they made with their hands.**Content:** Students will study the folklore genres of the world and the relationship between folklore and written language.**Format:** Lecture/discussion and multimedia methods**Evaluation:** Essays, quizzes, projects, and exams**Recommended For:** Students interested in the varieties of human cultural production**What Next?** English/Anthropology 3401 and 4475; English 4480, 4493**Related Courses:** English 2024, 2025, 2027, 2029, 2124, 2148, 2300**Prerequisites:** English 1002, 1003, 1005, or equivalent**COMMUNICATION DISORDERS****COMMUNICATION DISORDERS 2050: INTRODUCTION TO LANGUAGE (3)****Enrolls:** 50 - 200 students per section in the fall and spring; 50 students in the summer**Why?** Human language extends into the domain of practically all fields of study. Not only does the study of language reveal special capabilities of the human being, but it is also relevant to culture, education, law, society, machine learning, and politics. When we understand what language is and how it works, we better understand ourselves.**Content:** The essential parts of human language: sounds, words, sentences, and meanings; animal language; sign language; dialects of languages; the learning of languages; socio-cultural aspects of language; the history of language, writing systems, and how they developed; the human brain and language; computers and language.**Format:** Lecture and discussion

Evaluation: Homework assignments, in-class discussion, two exams, and a final

Recommended For: Anyone with an undergraduate minor in linguistics; the undergraduate business major; English and foreign language majors; English and foreign language majors; anthropology majors; music majors; education majors; psychology majors; basic sciences majors seeking humanities credit; speech majors (communication studies, theatre, communication sciences and disorders); philosophy, math, and computer science majors.

What Next? English 2012, 2710, 3310, 4710; Anthropology 4060; Communication Disorders 4150, 4153 and 4380

Across Curricula: Critical/creative thinking skills concerning the rules and processes of human language; An understanding of the evolution of writing systems is a secondary learning objective in this course.

Notes: Course incorporates many high-quality videos recently produced by professional linguists on a wide range of topics concerning human language.

COMMUNICATION STUDIES

COMMUNICATION STUDIES 2010: INTERPERSONAL COMMUNICATION (3)

Enrolls: 200 - 300 students per semester

Why? Communication is essential to forming and maintaining human relationships

Content: Theories and competent communication skills related to the development and maintenance of personal and social relationships.

Format: Lecture, activities, discussion

Evaluation: Exams and journals

Recommended For: Students who want to understand the way in which relational communication functions

What Next? Communication Studies 2064, 3115, 4119, 4012

Across Curricula: Psychology, Sociology, Women's & Gender Studies

Related Courses: Communication Studies 4012, Communication and Relationships

Notes: The course stresses: (1) the relationship between theory and practice, (2) critical thinking about relationships, and (3) the ability to apply course information to everyday life.

CURRICULUM AND INSTRUCTION

CURRICULUM AND INSTRUCTION (EDCI) 2001: EDUCATION, SCHOOLING, AND SOCIETY (3)

Enrolls: 50 - 100 students per section

Why? To understand the relations among education, schooling, and society, emphasizing racial, gender, and political issues in contemporary debates about public education.

Content: Ethics and education, popular culture, racial and gender studies as they structure contemporary educational debates.

Format: Lecture and small group discussion

Evaluation: Two to three exams, a final exam, and short papers

Recommended For: Students interested in gaining a nuanced

understanding of education, schooling, and society

What Next? Further 2000- and 3000-level education courses are only available to students in teacher education programs who meet prerequisite requirements.

Across Curricula: Writing and critical thinking are important in this course

CURRICULUM AND INSTRUCTION (EDCI) 2500: KNOWING AND LEARNING IN MATHEMATICS AND SCIENCE (3)

Enrolls: 30 - 45 students per section

Why? To understand the development of mathematics and science concepts as applied to middle/secondary school teaching

Content: Learning theory, problem solving, reasoning, particular mathematics and science concepts, technology use

Format: Small group activities, collaborations, lecture, discussion

Evaluation: Three exams, three clinical interview reports

Recommended For: Students interested in pursuing the Secondary Education Concentration in mathematics or a science (the GEAUX Teach Math/Science Program)

What Next? This course is part of a prescribed sequence for the GEAUX Teach Math/Science Program (http://www.lsu.edu/secondaryed/math_science.html).

Across Curricula: Writing and critical thinking, clinical methods, and technology use are important in this course

ECONOMICS

ECONOMICS 2000: PRINCIPLES OF MICROECONOMICS (3)

Enrolls: 60 - 300 students per section (typically 100 students per section)

Why? Economics addresses many issues that affect our everyday lives. Understanding the economic system that drives our material well-being is important for everyone to embrace for both general (citizenship) and specific (professional) reasons.

Content: Basic economics, with focus on individual markets and the choices of individual economic units (firms and households), the international sector, industrial organization, the economics of labor markets, public finance, capital markets, and current topics in applied microeconomic issues: health care, immigration, and urban policies.

Format: Lecture/discussion

Evaluation: Several exams and a final exam

Recommended For: All university students.

What Next? Economics 2010/2011

Across Curricula: Economics is one field in a wide range of social sciences courses.

Related Courses: A variety of business-related courses in finance, accounting, and the like

Notes: Credit will not be given for both this course and Economics 2030/2031.

ECONOMICS 2001: HONORS: PRINCIPLES OF MICROECONOMICS (3)

Enrolls: 20 - 25 students per section

Why? Economics addresses many issues that affect our everyday lives. Understanding the economic system that drives our material well-being is important for everyone to embrace for both general (citizenship) and specific (professional) reasons.

Content: Basic economics, with focus on individual markets and the choices of individual economic units (firms and households), the international sector, industrial organization, the economics of labor markets, public finance, capital markets, and current topics in applied microeconomic issues: health care, immigration, and urban policies.

Format: Lecture/discussion

Evaluation: Several exams and a final exam

Recommended For: All university students.

What Next? Economics 2010/2011

Across Curricula: Economics is one field in a wide range of social sciences courses.

Related Courses: A variety of business-related courses in finance, accounting, and the like

Notes: Credit will not be given for both this course and Economics 2030/2031.

ECONOMICS 2010: PRINCIPLES OF MACROECONOMICS (3)

Enrolls: 60 - 300 students per section (typically 100 per section).

Why? Economics addresses many issues that affect our everyday lives. Understanding the economic system that drives our material well-being is important for everyone to embrace for both general (citizenship) and specific (professional) reasons.

Content: Continuation of basic economics designed to develop critical thinking capacities about the economy, how society uses its scarce resources to satisfy its unlimited desires, and how income is allocated among different sectors of the economy. Focus is on the macro-economy, institutional material, real world accounts, money markets and inflation, unemployment, fiscal and monetary policy, and related issues.

Format: Lecture/discussion

Evaluation: Several exams and a final exam

Recommended For: All university students.

What Next? Economics 2035/2036; field courses in economics

Across Curricula: Economics is one field in a wide range of social sciences courses.

Related Courses: A variety of business-related courses in finance, accounting, and the like

Prerequisites: Economics 2000/2001

Notes: Credit will not be given for both this course and Economics 2030/2031.

ECONOMICS 2011: HONORS: PRINCIPLES OF MACROECONOMICS (3)

Enrolls: 20 - 25 students per section

Why? Economics addresses many issues that affect our everyday lives. Understanding the economic system that drives our material well-being is important for everyone to embrace for both general (citizenship) and specific (professional) reasons.

Content: Continuation of basic economics designed to develop critical thinking capacities about the economy, how society uses its scarce resources to satisfy its unlimited desires, and how income is allocated among different sectors of the economy. Focus is on the macro-economy, institutional material, real world accounts, money markets and inflation, unemployment, fiscal and monetary policy, and related issues.

Format: Lecture/discussion

Evaluation: Several exams and a final exam

Recommended For: All university students.

What Next? Economics 2035/2036; field courses in economics

Across Curricula: Economics is one field in a wide range of social sciences courses.

Related Courses: A variety of business-related courses in finance, accounting, and the like

Prerequisites: Economics 2000/2001

Notes: Credit will not be given for both this course and Economics 2030/2031.

ECONOMICS 2030: ECONOMIC PRINCIPLES (3)

Enrolls: 60 - 300 students per section (typically 100 students per section)

Why? Economics addresses many issues that affect our everyday lives. Understanding the economic system that drives our material well-being is important for everyone to embrace for both general (citizenship) and specific (professional) reasons.

Content: An introduction to macro and micro economic principles designed to teach a way of thinking, to understand society, to understand national and global economic affairs, and to be an informed voter. The applicability of the way economic thinking is applied to real world problems in covering a variety of topics associated with monetary policy, fiscal policy, public finance, government and business labor, international trade, and other issues.

Format: Lecture/discussion

Evaluation: Several exams and a final exam

Recommended For: All university students.

What Next? Economics 2035/2036; field courses in economics

Across Curricula: Economics is one field in a wide range of social sciences courses.

Related Courses: A variety of business-related courses in finance, accounting, and the like

Notes: Credit will not be given for both this course and Economics 2000/2001 and 2010/2011.

ECONOMICS 2031: HONORS: ECONOMIC PRINCIPLES (3)

Enrolls: 20 - 25 students per section; This course is rarely offered.

Why? The honors version of Economics 2030

Content: An introduction to macro and micro economic principles designed to teach a way of thinking, to understand society, to understand national and global economic affairs, and to be an informed voter. The applicability of the way economic thinking is applied to real-world problems in covering a variety of topics associated with monetary policy, fiscal policy, public finance, government and business labor, international trade, and other issues.

Format: Lecture/discussion

Evaluation: Several exams and a final exam

Recommended For: All university students.

What Next? Economics 2035/2036; field courses in economics

Across Curricula: Economics is one field in a wide range of social sciences courses.

Related Courses: A variety of business-related courses in finance, accounting, and the like

Notes: Credit will not be given for both this course and Economics 2000/2001 and 2010/2011.

ENGLISH**ENGLISH 2423: INTRODUCTION TO FOLKLORE (3)**

(see also Anthropology 2423)

Enrolls: Usually 30 - 40 students per section; Some sections meet in large lectures (up to 240 students) twice weekly and small discussions (up to 24 students) once weekly.

Why? Humans have imagined and represented themselves and their cultures in oral as well as written language, in music, in food, and in what they made with their hands.

Content: Students will study the folklore genres of the world and the relationship between folklore and written language.

Format: Lecture/discussion

Evaluation: Essays, quizzes, projects, and exams

Recommended For: Students interested in the varieties of human cultural production

What Next? English/Anthropology 3401 and 4475; English 4480, 4493

Related Courses: English 2024, 2025, 2027, 2029, 2123, 2148, 2201, 2202, 2220, 2270, 2300, 2593, 2673, 2674

Prerequisites English 1001 or equivalent

ENGLISH 2716: LANGUAGE DIVERSITY, SOCIETY & POWER (3)

(see also Linguistics 2716)

Enrolls: 15 - 25 students per section

Why? Even if we speak the same language, we do not speak the same way. Individual language choices signal not only a speaker's age and gender but also a speaker's regional, ethnic, and social affiliations. When we understand how language varies across different speech communities and how language functions in society, we better understand ourselves and are empowered to advocate for ourselves and others.

Content: Factors influencing language use in society - gender, ethnicity, age, and social class; the role of language in identity construction and performance; societal attitudes towards particular languages and dialects; linguistic profiling; language education and advocacy; the creative potential of language in media, culture, politics, and daily life.

Format: Lecture and small group discussions; multimedia methods

Evaluation: Reflection blogs, exams, and a group research project.

Recommended For: Students interested in how language works in society and how this knowledge may be applied in professions involving communication with diverse groups of people (e.g., agriculture, business, education, engineering, psychology, speech communication, philosophy, and computer science); undergraduate linguistics minors; 3+3 Pre-Law Program; English majors; natural sciences and humanities majors seeking a general education credit in social sciences.

What Next? English/Linguistics 3716, 4710, 4310; Anthropology 4060

Across Curricula: Critical/creative analytical skills concerning the rules and processes of human language; an understanding of the relationship between individual-level factors such as language choice and group-level factors such as gender, ethnicity, age, and social class

Prerequisites: None

Notes: Course incorporates videos and movies on a wide range of topics concerning functioning of language in society. Weekly reflections are done online. Extensive instructor support for group research projects is provided.

GEOGRAPHY**GEOGRAPHY 1001: HUMAN GEOGRAPHY: AMERICAS AND EUROPE (3)**

Enrolls: Up to 375 students per section (two to three sections each semester)

Why? Successful completion of this course partially satisfies the general education social sciences requirement. Students need to comprehend the connection between and the interaction of human and physical phenomena. This world regional geography course identifies the human and physical geographic patterns present in Europe and the Americas and facilitates student understanding of the cause- and-effect relationships their physical, political, economic, cultural, and historical geographies have in the formation of their contemporary geographic landscape.

Content: This course introduces students to a wide range of geographic concepts and principles. The course provides a comprehensive survey of the multifaceted human and physical geographies of Europe and the Americas through selected published materials, geographic descriptions, multimedia presentations and Internet exploration.

Format: Lecture

Evaluation: Multiple choice and short answer exams

Recommended For: All LSU students, especially students interested in an enhanced understanding of the complex world in which they live and in gaining an appreciation of the earth's tremendous cultural and

physical diversity.

What Next? Geography 1003 (if not already taken), 2010, 3001, 4031, 4050, and 4055

Across Curricula: Class participation, as well as library, and Internet research are secondary learning skills in this course.

Related Courses: Geography 1003, 4073, 4078, 4080, 4086; Anthropology 1003

Notes: For additional information, contact Steven Namikis @ snamik1@lsu.edu

GEOGRAPHY 1003: HUMAN GEOGRAPHY: AFRICA AND ASIA (3)

Enrolls: Up to 375 students per section (two to three sections each semester)

Why? Successful completion of this course partially satisfies the general education social sciences requirement. Students need to comprehend the connection between and the interaction of human and physical phenomena. This world regional geography course identifies the human and physical geographic patterns present in Africa and Asia and facilitates student understanding of the cause- and- effect relationships their physical, political, economic, cultural, and historical geographies have in the formation of their contemporary geographic landscape.

Content: This course introduces students to a wide range of geographic concepts and principles; provides a comprehensive survey of the multifaceted human and physical geographies of Africa and Asia through selected published materials, geographic description, multimedia presentation, and Internet exploration.

Format: Lecture

Evaluation: Multiple choice and short answer exams

Recommended For: All LSU students, especially students interested in an enhanced understanding of the complex world in which they live and in gaining an appreciation of the earth's tremendous cultural and physical diversity.

What Next? Geography 1001 (if not already taken), 2010, 4033, 4035, and 4051

Across Curricula: Class participation, as well as library, and Internet research are secondary learning skills in this course.

Related Courses: Geography 1001, 4073, 4077, 4078, 4079, 4080, 4086; Anthropology 1003

Notes: For additional information, contact Steven Namikis @ snamik1@lsu.edu

GERMAN

GERMAN 2075: GERMAN CIVILIZATION (3) (see also History 2075)

Enrolls: 50 students per section (combined enrollment), offered in the fall semester

Why? Develops an informed appreciation of the arts and humanities. Enhances critical thinking through the analysis of literary and visual texts and politics. Introduces students to the history and culture of the German-speaking lands.

Content: Development of the modern German states from early Germanic times. Art, film, literature, music, and philosophy in an historical context

Format: Lecture/discussion. Knowledge of German not required

Evaluation: Essay tests and participation based on written homework assignments and discussion

Recommended For: Students interested in German culture, literature, and history

What Next? Familiarity with major events in German history and their treatment in the arts; prepares students for all German courses in literature and culture at the 3000 and 4000 level

Across Curricula: Develops an understanding of a major Western culture; writing is a secondary skill developed in this course.

Related Courses: Russian 2075

Notes: Knowledge of German language not required

HISTORY

HISTORY 2075: GERMAN CIVILIZATION (3)

(see also German 2075)

Enrolls: 50 students per section (combined enrollment), offered in the fall semester

Why? Develops an informed appreciation of the arts and humanities. Enhances critical thinking through the analysis of literary and visual texts and politics. Introduces students to the history and culture of the German-speaking lands.

Content: Development of the modern German states from early Germanic times. Art, film, literature, music, and philosophy in an historical context

Format: Lecture/discussion. Knowledge of German not required

Evaluation: Essay tests and participation based on written homework assignments and discussion

Recommended For: Students interested in German culture, literature, and history

What Next? Familiarity with major events in German history and their treatment in the arts; prepares students for all German courses in literature and culture at the 3000 and 4000 level

Across Curricula: Develops an understanding of a major Western culture; writing is a secondary skill developed in this course.

Related Courses: Russian 2075

HONORS

HONORS 2000: CRITICAL ANALYSIS (3)

Enrolls: 20 students per section, as scheduled

Why? Designed for Ogden Honors College students as an introduction to collegiate study. Contributes to College Honors.

Content: Academic discussion of local and global events with social and ethical considerations

Format: Lecture/discussion

Evaluation: Papers and exams

Recommended For: All first-year Ogden Honors College students

What Next? Honors Courses of all disciplines

Across Curricula: Essays, exams, and at the discretion of the instructor, oral and multimedia communication

Related Courses: Courses in critical analysis, philosophy, ethics, and sociology; this course is broadly interdisciplinary.

HONORS 2012: THE 19TH CENTURY (3)

Enrolls: 20 students per section, as scheduled

Why? For Ogden Honors College students interested in the 19th century

Content: Literature, history, philosophy, and the arts of the 19th century

Format: Lecture/discussion

Evaluation: Papers and exams

Recommended For: Honors students interested in the 19th century

What Next? Courses in literature, history, philosophy, religious studies, and the arts

Related Courses: Courses in humanities and social sciences

HONORS 2013: THE 20TH CENTURY (3)

Enrolls: 20 students per section, as scheduled

Why? Designed for Ogden Honors College students interested in 20th century civilization. Contributes to Sophomore Honors Distinction.

Content: Selected themes in 20th century civilization: literature, history, politics, philosophy, theology, the arts.

Format: Lecture/discussion

Evaluation: Papers and exams

Recommended For: Ogden Honors College students interested in the 20th century

What Next? Courses in literature, history, philosophy, religious studies, politics, and the arts

Related Courses: Courses in humanities and social sciences

HONORS 2020: CONTEMPORARY STUDIES (3)

Enrolls: 20 students per section, as scheduled

Why? This course is designed for Ogden Honors College students interested in studying contemporary topics; contributes to Sophomore Honors Distinction.

Content: Interdisciplinary critical analysis of contemporary topics in the humanities and social sciences

Format: Seminar

Evaluation: Papers and exams

Recommended For: Honors students interested in the humanities and social sciences

What Next? Courses in literature, history, philosophy, religious studies and the arts

Across Curricula: Essays, exams, and papers

Related Courses: Courses in humanities and social sciences

Prerequisites: 30 hours earned

HONORS 2041: CLASSICAL TRADITIONS (3)

Enrolls: 20 students per section, as scheduled

Why? Examines ultimate human questions through a study of Ancient Greek and Roman, then medieval European civilization; contributes to Sophomore Honors Distinction.

Content: Ancient Greek and Roman, then medieval European history, literature, philosophy, theology, politics, art, and architecture.

Format: Seminar

Evaluation: Papers and participation in seminar discussions

Recommended For: Ogden Honors College students interested in the ancient and medieval European world; contributes to Sophomore Honors Distinction

What Next? HNRS 2042: Modern Traditions

Across Curricula: Written papers and contribution to seminar discussions

Related Courses: Courses in philosophy, art, religion, history, and political science

HONORS 2042: MODERN TRADITIONS (3)

Enrolls: 20 students per section, as scheduled

Why? Examines ultimate human questions through a study of Renaissance, then modern European civilization; contributes to Sophomore Honors Distinction

Content: Renaissance, then modern European history, literature, philosophy, theology, politics, art, and architecture

Format: Seminar

Evaluation: Papers and participation in seminar discussions

Recommended For: Ogden Honors College students interested in the ancient and medieval European world; contributes to Sophomore Honors Distinction

What Next? Other Honors courses

Across Curricula: Written papers and contribution to seminar discussions

Related Courses: Courses in philosophy, art, religion, history, and political science

Prerequisites: 30 hours earned

Notes: May be taken for a maximum of six hours of credit.

HONORS 2033: SOCIAL SCIENCES COLLOQUIUM (3)

Enrolls: 18 students

Why? Special topics colloquia offer the opportunity to study the research interest of a professor in a small, discussion-oriented class setting.

Content: Selected themes and materials in the social sciences

Format: Colloquium

Evaluation: Papers and class participation

Recommended For: Ogden Honors College students seeking Sophomore Honors Distinction

What Next? Interested students may wish to continue study of the selected topic through courses of the relevant department.

Across Curricula: Written and oral communication are important components of this course.

Related Courses: Other Honors courses

Prerequisites: 30 hours earned

Notes: May be taken for a maximum of six hours of credit.

INTERNATIONAL STUDIES

INTERNATIONAL STUDIES 2000: CONTEMPORARY GLOBAL ISSUES (3)

Enrolls: 35 students maximum per section

Why? In an increasingly globalized world, students' lives will be impacted by events and developments outside of the United States, and students will have an impact, even simply by the way they live, on the rest of the globe.

Content: The course is organized according to themes and topics, rather than regions. The broad themes to be covered include topics like climate change, imperialism, trade, migration, international law and society, terrorism and war

Format: Lecture/discussion

Evaluation: Varies, often includes two exams, a final exam, and a number of short writing assignments

Recommended For: Students with an interest in world politics, international events, foreign languages and foreign cultures

What Next? International Studies core curriculum for INTL majors and minors.; any other general education social science course for non majors.

KINESIOLOGY

KINESIOLOGY 1600: INDIVIDUAL WELLNESS AND PUBLIC HEALTH (3)

Enrolls: 150 students; offered each semester

Why? Chronic, lifestyle-related diseases have considerable negative economic, social, and quality-of-life effects. KIN 1600 facilitates students' abilities to identify opportunities to improve their own health and address public health challenges.

Content: Basic health information; critical health issues; economic, political, and cultural influences on health and wellness; improving and maintaining optimal health and wellness.

Format: Lecture (three hours per week)

Evaluation: Three exams, two to five quizzes, four to six assignments

Recommended For: Students interested in learning more about individual and community health and in improving and maintaining optimal health and wellness.

What Next? Consult degree requirements for chosen curriculum.

Across Curricula: Patterns of influence at the local, national, and international levels as well as the relationships between individual behaviors and society are addressed in this course.

Related Courses: Any health or wellness courses

LIBRARY & INFORMATION SCIENCE

LIBRARY & INFORMATION SCIENCE 2000: INTRODUCTION TO INFORMATION AND SOCIETY (3)

Enrolls: 50 - 100 students per section; 100% online

Why? Information holds a critical place in contemporary global society through its creation, dissemination and consumption. This course introduces information as a concept, and its changing roles, uses and meanings in a contemporary global society.

Content: Examination of issues such as information access, power, censorship, intellectual property, privacy, democracy, and social networks highlighting their interconnectedness. The course also highlights how information seeking behavior and consumption changed over the past century, and its relationship to the aforementioned topics.

Format: Online lecture/discussion

Evaluation: Written responses; activities; online examinations

Recommended For: Students interested in understanding the societal role of information, technology and public policy.

What Next?: Any 2000-, 3000-, or 4000- level LIS course.

Prerequisites: None

LINGUISTICS

LINGUISTICS 2716: LANGUAGE DIVERSITY, SOCIETY & POWER (3)

(see also English 2716)

Enrolls: 15 - 25 students per section

Why? Even if we speak the same language, we do not speak the same way. Individual language choices signal not only a speaker's age and gender but also a speaker's regional, ethnic, and social affiliations. When we understand how language varies across different speech communities and how language functions in society, we better understand ourselves and are empowered to advocate for ourselves and others.

Content: Factors influencing language use in society - gender, ethnicity, age, and social class; the role of language in identity construction and performance; societal attitudes towards particular languages and dialects; linguistic profiling; language education and advocacy; the creative potential of language in media, culture, politics, and daily life.

Format: Lecture and small group discussions; multimedia methods

Evaluation: Reflection blogs, exams, and a group research project.

Recommended For: Students interested in how language works in society and how this knowledge may be applied in professions involving communication with diverse groups of people (e.g., agriculture, business, education, engineering, psychology, speech communication, philosophy, and computer science); undergraduate linguistics minors; 3+3 Pre-Law Program; English majors; natural sciences and humanities majors seeking a general education credit in social sciences.

What Next? English/Linguistics 3716, 4710, 4310; Anthropology 4060

Across Curricula: Critical/creative analytical skills concerning the

rules and processes of human language; an understanding of the relationship between individual-level factors such as language choice and group-level factors such as gender, ethnicity, age, and social class

Prerequisites: None

Notes: Course incorporates videos and movies on a wide range of topics concerning functioning of language in society. Weekly reflections are done online. Extensive instructor support for group research projects is provided.

MASS COMMUNICATION

MASS COMMUNICATION 2000: INTRODUCTION TO MASS MEDIA (3)

Enrolls: 250 - 500 students each semester

Why? Mass communication is the process by which persons or organizations disseminate their messages to a large audience through such media as newspapers, radio, television, cable, magazines, film, or the Internet. The importance of mass media in our global society makes it imperative that users and consumers of media messages understand their function, their impact, the way they are produced, and the control systems that determine their content.

Content: A survey of the mass communication process within American society; development, structure, function, and cultural impact of the mass media.

Format: Lecture/discussion

Evaluation: Exams and optional papers, depending on the instructor

Recommended For: Students interested in gaining a better understanding of mass communication and American mass media systems.

Related Courses: Introductory courses in advertising, electronic media, political communication, and public relations.

Prerequisites: None

MASS COMMUNICATION 2001: HONORS: INTRODUCTION TO MASS MEDIA (3)

Same as Mass Communications 2000 with special emphasis for Ogden Honors College students and other qualified students.

Enrolls: 100 - 250 students per section one semester each year

Why? Students are voracious consumers of entertainment media. This course ties industry practices to the content produced in those industries and provides students with the skills to understand what shapes the entertainment media they consume.

Content: This course examines the creative, economic, and legal factors that drive and constrain American popular media: music, film, and TV.

Format: Lecture/discussion

Evaluation: Exams and optional papers, depending upon the instructor

Recommended For: Students interested in gaining a better understanding of entertainment media and students who want to develop critical skills for media consumption.

Related Courses: Introductory courses in mass media, advertising, and media law.

Prerequisites: None

MASS COMMUNICATION 2002: SPORTS & MASS COMMUNICATION (3)

Enrolls: 100 - 200 students per semester

Why? The class is designed to be a large-lecture format course, introducing wide swaths of students to the various areas of mass communication through sports.

Content: The course uses seminal chapters from mass communication and sport management textbooks as well as academic journal articles that keep students aware of current research and issues in the field.

Format: Lecture/discussion

Evaluation: Exams

Recommended For: Students from any field who want to learn more about how sports and mass media unify/divide people locally, nationally and internationally in terms of economics, politics, culture, race, gender and language.

Related Courses: Beginning courses in mass media

Prerequisites: None

MASS COMMUNICATION 2030: CIVIC ENGAGEMENT, YOUTH, AND MEDIA (3)

(cross-listed as Political Science 2030)

Enrolls: 50 students per section

Why? An opportunity for students to learn what it takes to become thoughtful, active, and engaged citizens of a modern democracy, with particular attention to the way citizens communicate with one another.

Content: Critical analysis of different meanings and practices of citizenship, as well as of structural and cultural factors that encourage (or discourage) active citizenship; and a challenge to students to fashion their own standards and skills of civic engagement.

Format: Lecture

Evaluation: Online presentations; paper; dialogues/debates; examinations

Recommended For: Students from any field who want to learn about politics and citizenship.

What Next? POLI 2051 or upper level POLI; MC 2000 or other MC courses.

Across Curricula: Critical and analytical thinking and knowledge of culture are primary learning objectives.

Related Courses: Other 2000 level courses in POLI or MC.

Prerequisites: None

POLITICAL SCIENCE

POLITICAL SCIENCE 1001: FUNDAMENTAL ISSUES OF POLITICS (3)

Enrolls: 250 - 300 students each semester

Why? An opportunity to examine some of the fundamental issues and values of our political culture, including the origins of political consciousness as well as questions of power, justice, authority, order and disorder, freedom, identity, higher law, and hope.

Content: Major narratives of Western civilization, including Greek tragedies, as well as the major political thinkers of the last 2,500 years.

Format: Lecture

Evaluation: Objective and short-answer exams

Recommended For: Students interested in politics, law, and the history of social and political ideas.

What Next? Any 2000 level political science course.

Across Curricula: Critical and analytical thinking and knowledge of culture are primary learning objectives.

Prerequisites: None

POLITICAL SCIENCE 2030: CIVIC ENGAGEMENT, YOUTH, AND MEDIA (3)

(cross-listed as Mass Communication 2030)

Enrolls: 50 students per section

Why? An opportunity for students to learn what it takes to become thoughtful, active, and engaged citizens of a modern democracy, with particular attention to the way citizens communicate with one another.

Content: Critical analysis of different meanings and practices of citizenship, as well as of structural and cultural factors that encourage (or discourage) active citizenship; and a challenge to students to fashion their own standards and skills of civic engagement.

Format: Lecture

Evaluation: Online presentations; paper; dialogues/debates; examinations

Recommended For: Students from any field who want to learn about politics and citizenship.

What Next? POLI 2051 or upper-level POLI; MC 2000 or other MC courses

Across Curricula: Critical and analytical thinking and knowledge of culture are primary learning objectives.

Related Courses: Other 2000-level courses in POLI or MC

Prerequisites: None

POLITICAL SCIENCE 2051: AMERICAN GOVERNMENT (3)

Enrolls: Enrolls 35-250 students per section

Why? An opportunity to learn about the political systems in which we live and participate; preparation for citizenship, which is fundamental to a good liberal arts education.

Content: Principles, structures, processes, and functions of the United States government

Format: Lecture and discussion

Evaluation: Objective and essay exams

Recommended For: Students interested in law, the political process, institutions of government, and public policy.

What Next? Any 4000-level POLI courses in American politics

Across Curricula: Critical and analytical thinking, writing skills, and knowledge of political culture are the primary learning objectives of this course.

Prerequisites: None

Notes: Political Science 2052 is the honors version of this course.

POLITICAL SCIENCE 2052: HONORS: AMERICAN GOVERNMENT (3)

Same as Political Science 2051, with special emphasis for Ogden Honors College and other qualified students.

POLITICAL SCIENCE 2053: INTRODUCTION TO COMPARATIVE POLITICS (3)

Enrolls: 50 - 100 students per section

Why? An opportunity to learn about the political systems of other countries and to develop a broader perspective on political structures and policies essential for a liberal arts education.

Content: A survey of politics in democratic, post-communist, and developing societies

Format: Lecture and discussion

Evaluation: Objective and essay exams

Recommended For: Students interested in politics, law, and knowledge of other cultures

What Next? Any 4000-level political science course in comparative politics

Across Curricula: Critical and analytical thinking, writing skills, and knowledge of political culture are the primary learning objectives of this course.

Prerequisites: None

POLITICAL SCIENCE 2057: INTRODUCTION TO INTERNATIONAL POLITICS (3)

Enrolls: 50 - 100 students per section

Why? An opportunity to learn how nations interact, how conflicts emerge and are resolved, and how foreign politics are conducted; to become better citizens of the world

Content: Basic principles of international politics, with emphasis on nation-states and concepts of sovereignty, power, and patterns of conflict and cooperation.

Format: Lecture and discussion

Evaluation: Objective and essay exams

Recommended For: Students interested in politics, international law, and global structures and policies

What Next? Any 4000-level political science course in international politics

Across Curricula: Critical and analytical thinking, writing skills, and knowledge of political culture are the primary learning objectives of this course.

Prerequisites: None

POLITICAL SCIENCE 2060: INTRODUCTION TO POLITICAL THEORY (3)

Enrolls: 30 - 50 students each section; also offered through the Evening School

Why? Knowledge of political theory is essential to preparation for citizenship and for subsequent study of politics, history, and culture.

Content: An introduction to the major political thinkers, from Plato to Nietzsche

Format: Lecture/discussion

Evaluation: Essay exams and short papers

Recommended For: Students interested in politics, law, and the history of social and political ideas.

What Next? Any 2000-level political science course and 4000-level political theory courses

Across Curricula: Critical and analytical thinking, knowledge of culture, and writing skills are primary learning objectives of this course.

Prerequisites: None

PSYCHOLOGY

PSYCHOLOGY 2000: INTRODUCTION TO PSYCHOLOGY (3)

Enrolls: 100 - 1000 students per section

Why? To learn why humans and animals behave the way they do. Learn scientific principles that are applicable to understanding, predicting, and controlling human behavior.

Content: An overview of the field of psychology. Students will be introduced to major sub-disciplines, theories, scientific methods, and applications of psychology.

Format: Lecture

Evaluation: Three to four exams, plus a final exam, and papers

Recommended For: Students interested in gaining a better understanding of behavior

What Next? Any 2000- or selected 3000-level psychology course.

Across Curricula: Writing and library research are secondary learning skills in this course.

Related Courses: Beginning courses in sociology and biology

PSYCHOLOGY 2001: HONORS: INTRODUCTION TO PSYCHOLOGY (3)

Enrolls: 30 students maximum per section

Why? To learn why humans and animals behave the way they do; learn scientific principles that are applicable to understanding, predicting, and controlling human behavior

Content: An overview of the field of psychology. Students will be introduced to major sub disciplines, theories, scientific methods, and applications of psychology.

Format: Lecture /discussion

Evaluation: Three or four exams, a final exam, and a paper

Recommended For: Qualified Ogden Honors College students interested in gaining a better understanding of behavior

What Next? Any 2000- or selected 3000-level psychology course

Across Curricula: Writing, library research, and oral presentation skills are secondary learning skills in this course.

Related Courses: Beginning courses in sociology, biology, and communication

SOCIOLOGY

SOCIOLOGY 2001: INTRODUCTORY SOCIOLOGY (3)

Enrolls: 200 students per section

Why? The study of human groups and societies is one of the most important aspects of higher education. The insights from this course are applicable to many aspects of modern life.

Content: The major subject areas and principles of sociology

Format: Lecture /discussion

Evaluation: Exams and papers; varies by instructor

Recommended For: Students interested in better understanding their own lives and the various social forces that influence the lives of the citizens of modern societies.

What Next? Advanced courses in sociology that focus more specifically on different aspects of the intersection between social structure and human actors.

Across Curricula: This course is a part of a well-rounded general education.

Related Courses: Other courses in the social sciences, including psychology, political science, anthropology, social work, history, etc.

Prerequisites: None.

Notes: For additional information, contact the director of undergraduate studies in the Department of Sociology at 578-1645.

SOCIOLOGY 2002: HONORS: INTRODUCTORY SOCIOLOGY (3)

Enrolls: 30 students per section

Why? The study of human groups and societies is one of the most important aspects of higher education. The insights from this course are applicable to many aspects of modern life.

Content: The major subject areas and principles of sociology, with special honors emphasis for qualified students

Format: Lecture /discussion

Evaluation: Exams and papers; varies by instructor

Recommended For: Students interested in better understanding their own lives and the various social forces that influence the lives of the citizens of modern societies.

What Next? Advanced courses in sociology that focus more specifically on different aspects of the intersection between social structure and human actors

Across Curricula: This course is a part of a well-rounded general education.

Related Courses: Other courses in the social sciences, including psychology, political science, anthropology, social work, history, etc.

Prerequisites: None.

Notes: Primarily designed for Ogden Honors College students or for other qualified students; For additional information, please contact the director of undergraduate studies in the Department of Sociology, at 578-1645

SOCIOLOGY 2501: CURRENT SOCIAL PROBLEMS (3)

Enrolls: 116 students per section

Why? This is a General Education course. Sociological analysis of major social problems in contemporary society; focus on both the institutional and personal causes and consequences.

Format: Lecture/discussion

Evaluation: Exams and papers; varies by instructor

Recommended For: Students interested in better understanding the causes and consequences of contemporary social problems.

What Next? Advanced courses in sociology that focus more specifically on different aspects of the intersection between social structure and human actors.

Across Curricula: This course is a part of a well-rounded general education.

Related Courses: Other courses in the social sciences, including psychology, political science, anthropology, social work, history, etc.

Prerequisites: None.

Notes: For additional information, contact the director of undergraduate studies in the Department of Sociology at 578-1785.

SOCIOLOGY 2505: MARRIAGE AND FAMILY (3)

Enrolls: 150 students per section

Why? This is a General Education course. Current issues and trends regarding marriage and family.

Format: Lecture /discussion

Evaluation: Exams and papers; varies by instructor

Recommended For: Students interested in better understanding the dynamics of marriage and the family.

What Next? Advanced courses in sociology that focus more specifically on different aspects of the intersection between social structure and human actors.

Across Curricula: This course is a part of a well-rounded general education.

Related Courses: Other courses in the social sciences, including psychology, political science, anthropology, social work, history, etc.

Prerequisites: None.

Notes: For additional information, contact the director of undergraduate studies in the Department of Sociology at 578-1785.

WOMEN'S AND GENDER STUDIES

WOMEN'S AND GENDER STUDIES 2900: GENDER, RACE & NATION (3)

Enrolls: 25-40 students per section

Why? According to the General Education webpage, courses that fulfill General Education credit in the social sciences develop a student's understanding of the complexity of the social world. In these courses, students analyze how societies and cultures organize how people relate not only to each other, but to the world around them, within the context of economic, social, religious, and political institutions. These courses emphasize the importance of understanding the diversity of cultures, as well as universal social

characteristics and global networks. In these courses, students gain an understanding of the diversity of social science methods. WGS 2900 fulfills General Education Social Science requirements because the course requires students to critically analyze issues of race, culture, and nation, in relation to the social construction of gender. The course requires that students understand a variety of approaches to analyzing gender roles in the context of economic, social, religious, and political institutions, across cultures.

Content: This interdisciplinary course engages students in reflecting critically on the constructs of gender and sexuality across diverse racial, ethnic, cultural, and class boundaries. In particular, students will examine how these dynamic forces (race, ethnicity, culture, class) shape different gendered identities in historical and present-day local, national, and global contexts.

Format: WGS 2900 is taught in relatively small classes (25-40 students). The course generally involves lecture, small and large group discussions, individual and group exercises, and films and/or guest speakers. Some sections of the course are offered as communication-intensive; some sections offer service learning credit. In WGS 2900, multiple modes of learning are incorporated, instructors emphasize individual agency in learning, and adopt an interactive teaching and learning style.

Evaluation: Grades depend primarily on long and short essay examinations, short response papers, attendance and participation, and (depending on the section) occasionally fixed response exam and/or research papers.

Recommended For: Students who want to expand knowledge of the constructs of gender and sexuality across diverse racial, ethnic, cultural and class boundaries.

What Next? WGS 2500 (Introduction to Women's & Gender Studies); WGS 3150 (Feminist Theory); WGS 4500 (Special Topics); several courses across departments including English, History, Sociology, Anthropology, Political Science, and Religious Studies. Please see the WGS course flyer at <http://uiswcmsweb.prod.lsu.edu/hss/wgs/files/item60646.pdf>.

Across Curricula: WGS 2900 emphasizes the development of student skills in critical thinking, reading both original and secondary texts, multi-method inquiry, and communication through writing. Students are actively encouraged to develop oral communication skills through expressing their ideas in discussion and presentation.

Related Courses: See Women's & Gender Studies webpage at www.lsu.edu/wgs as well as semester course flyer at <http://uiswcmsweb.prod.lsu.edu/hss/wgs/files/item60646.pdf>.

Prerequisites: None

Notes: Course generally attracts students from across disciplines, and is generally highly evaluated for the emphasis on an interactive teaching and learning style; the emphasis on development of fundamental skills in critical thinking and communication; the availability of instructors; the practice of giving students a great deal of feedback on their work; and the contemporary relevance of course material.



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LSU University College is dedicated to students achieving excellence at LSU. Academic and personal success is the hallmark of a well-rounded student, and University College provides a foundation of support services for students beginning their academic careers at LSU. Our two enrollment divisions are the **Center for Freshman Year** and the **Center for Advising & Counseling**. In addition, a variety of retention-specific programs that focus on particular student populations are a significant part of the role and mission of University College. These programs include **McNair Research Scholars**, **Student Support Services**, and **Summer Scholars**.