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A Community for Liberal Learning

“The work of the College of Arts and Science is fundamental. It is the basis of all professional study. No professional school can be self-sufficient. The College in its undergraduate and graduate work must remain the heart of the whole situation, and send its quickening life blood into every fiber and tissue.”
—Chancellor James H. Kirkland
at the semicentennial celebration of the university
October 1925

CHANCELLOR Kirkland’s words were prophetic of our times as well as true of his own. Since its founding Vanderbilt has pursued its mission of excellence in the liberal arts with a commitment to liberal learning that is the special concern of the College of Arts and Science. Liberal learning endures because it brings men and women to subjects, concepts, and modes of thought that enable them to think critically about where humanity has been and where it ought to be going. The liberal arts spark curiosity and broaden vision, help to instill understanding of matters otherwise unknown, and encourage individuals to live their lives with a sense of purpose, context, and relatedness. A liberal education has perennial relevance and usefulness: it should prepare its recipients to think precisely, to reason clearly, and to judge wisely—all practical considerations in the pursuit of constructive and satisfying lives and in the practice of today’s professions and vocations.

Today the College of Arts and Science maintains its historic position as the heart of the university. Excellence in undergraduate and graduate education is its unwavering aim.

The College of Arts and Science provides intellectual stimulation, training, and incentive designed to foster the lifelong liberal learning of its graduates. It offers challenging, forward-looking programs of study in the humanities, natural sciences, and social sciences resourcefully taught by distinguished faculty recognized for excellence in research, scholarship, and creative expression. It promotes self-realization and expression in the context of social responsibility.

Faculty and Students

The College of Arts and Science derives its strength from the range of its academic offerings, from the quality of the faculty who teach, and from the quality of the students who come to learn. Traditionally fortunate in its ability to attract and retain a superior faculty, the College of Arts and Science has about 400 full-time professors who supplement their achievements in the classroom with significant research, creativity, and writing. Many faculty members hold awards for distinguished scholarship and have been elected to high offices in their professional associations, including the Classical Association of the Middle West and South, the American Economics Association, the American Political Science Association, the American Philosophical Association, the American Physical Society, the American Historical Association, and the Biophysical Society.

The quality of the College’s faculty is matched by that of its diverse student body. Undergraduates come from the fifty states and fifteen to twenty foreign countries and are almost evenly divided between men and women.

Academic Support

The Writing Studio / Arts and Science Tutoring

The Writing Studio provides undergraduate students the opportunity to meet with trained writing consultants to discuss individual writing concerns, from invention to drafting to revision. The Writing Studio provides a space for students to discuss work-in-progress with expert writers, to create their own writing, and to utilize available resources for improving both writing and critical thinking skills.

The mission of the Vanderbilt Writing Studio is to enhance student writing and writing instruction, and to encourage regular conversation about the writing process. The Writing Studio’s extensive programming includes individual consultations, workshops, creative writing groups, workshops focused on specific issues in academic writing, open-mike readings, and student-run writers’ support groups.

The Writing Studio is located in 117 Alumni, on the central campus close to most class locations, and there is a satellite location in 217 Commons Center convenient to the first-year residence halls. The Writing Studio website can be accessed at vanderbilt.edu/writing.

One-on-one tutoring in many subjects is available through Arts and Science Tutoring located in Alumni Hall. This service is free to all undergraduates.

Computers

The following locations are available for walk-in use of computers and software:

- Center for Second Language Studies (Furman Hall 001) — 2 Macintosh and 2 Windows systems, 12 iPads, and 10 digital recorders for student use in the center
- Garland lab and computer classroom (Garland Hall 119) — 24-seat lab/30-seat classroom with 50 Windows and 4 iMac systems
- Stevenson computer lab and lounge (Stevenson Center 2200) — 30 Windows systems
- Wilson computer lab (Wilson Hall 120) – 30 iMac systems

All of the college’s computer labs and classrooms offer a wide variety of “courseware” and commercial “productivity software,” including word processing packages. Color printing and scanners are available in most of the labs. In addition to accessing software on the local servers, students may also connect to both campus services and the Internet, including VUmail and e-resources in the libraries, as well as course materials in OAK. While use of the above facilities is free, printing is charged at a rate of four cents per page.

The Garland and Wilson labs are open six days a week, with the Garland lab available for walk-in use for more than ninety hours per week. The computer classrooms in the Center for Second Language Studies, Stevenson Center, and Wilson Hall are available for walk-in use during the late afternoon and evening hours. In addition to the college facilities, a few “kiosk” systems are available in the Sarratt Student Center. As a result, access to computers in the College of Arts and Science is extensive.

At last count, more than 98 percent of Vanderbilt students own a personal computer. Since all students also have a
high-speed network connection, it is convenient for students to have their own system (please consult the ResNet guidelines for supported systems). However, most students will find that the college computing facilities provide all of the computing resources that are needed for success at Vanderbilt.

The Advising System

Entering first-year students are assigned faculty advisers through CASPAR (College of Arts and Science Pre-major Academic Advising Resources Center). These first advisers, called "pre-major advisers," counsel students during their first three and one-half semesters, or until the students choose majors, when they are assigned faculty advisers in their major department or program. Pre-major advisers are especially trained to help students move efficiently through the requirements of AXLE (Achieving Excellence in Liberal Education) and chart a course of study.

During the last two years of study, when a student is acquiring depth of knowledge in a major field, studies are guided by a specialist in that field. Students are encouraged to see their advisers at any time since the advisers are available for guidance and counseling and are faculty members with whom advisees may be studying.

All students are required to see their advisers prior to registration for each semester.

Advisers are generally happy to talk over any problems students may have, although their chief function is academic counseling. In addition, three members of the Office of the Dean of the College, themselves teaching faculty members, have as their principal duty counseling students and referring them to sources of expertise on non-academic problems.

Public Lectures

THE BERRY LECTURES. Established in 1988 through the generosity of Kendall and Allen Berry, John and Shirley Laches, Steve Turner, and Jim Burke. Three annual lectures—the Berry lecture, the Steve Turner lecture, and the Jim Burke lecture—are given by distinguished philosophers.

THE LOUIS JACOB BIRCHER LECTURE IN CHEMISTRY. Established in 1976 in recognition of Professor Bircher’s forty-one years of service to Vanderbilt beginning in 1921. He served as the sole professor of physical chemistry until 1954, was chair of the Department of Chemistry from 1955 to 1961, and retired as professor emeritus in 1962. Family, colleagues, students, and friends of Professor Bircher have provided generous support for the series. The lecture is presented by a leading physical chemist.

THE BYRN HISTORY LECTURE. Established in 1986 and endowed by the late J. W. Bynm of Dickson, Tennessee, a student and admirer of the thought of the British historian Arnold Toynbee. Annual lectures deal with his fields of interest: world history, philosophy of history, and historiography.

THE FREDERICK LEROY CONOVER MEMORIAL LECTURE. First given in 1977 in honor of Vanderbilt’s first analytical chemist, Professor Conover came to Vanderbilt in 1923 and remained for thirty-seven years. Lectures given by a distinguished analytical chemist are supported by family, colleagues, students, and friends of Professor Conover.

THE WALTER CLYDE CURRY SHAKESPEARE LECTURE. Inaugurated in 1982 and funded by one of his former students, this lectureship honors the late Walter Clyde Curry, distinguished medieval and Renaissance scholar, author of books on Chaucer, Shakespeare, and Milton, and for forty years beloved professor of English at Vanderbilt. Bringing to campus in alternate years eminent Shakespearean scholars and experienced Shakespearean performers, the lectureship gratefully recognizes Professor Curry’s devoted service and lasting contributions to the university.

THE WAITE PHILIP FISHEL LECTURE. Established in 1974 as a tribute to Professor Fishel, who was known as an outstanding, popular teacher and was renowned for his research in metallurgy. Through the generosity of family, colleagues, students, and friends, the lecture is presented by a leading inorganic chemist.

THE HARRY C. HOWARD JR. LECTURESHIP. Established in 1994 at the Robert Penn Warren Center for the Humanities in honor of Harry C. Howard Jr. (B.A. 1951). The lectureship was endowed by Mr. and Mrs. Thomas Nash Jr. and Mr. and Mrs. George Renfro, all of Asheville, North Carolina, in honor of their longtime friend and attorney. The lectureship allows the Warren Center to bring an outstanding scholar to Vanderbilt annually to deliver a lecture on a significant topic in the humanities.

THE ARTHUR WILLIAM INGERSOLL MEMORIAL LECTURE. Established in 1973 to honor Arthur Ingersoll, professor of organic chemistry at Vanderbilt until his death in 1969. Each year contributions for this lecture are received from family, colleagues, students, and friends. A leading organic chemist is invited to present the lecture.

THE CARL K. SEYFERT LECTURE IN ASTRONOMY. Established in 1983 as part of the astronomy program’s commemorating the thirtieth anniversary of the Arthur J. Dyer Observatory. The lectureship recognizes the unique contributions to astronomy made by Carl K. Seyfert, professor of astronomy and first director of the Dyer Observatory. A distinguished astronomer is invited to present this lecture every third year.

THE SHANKS LECTURES. Established in 1984 and named for E. Baylis Shanks and Olivia H. Shanks in honor of their accomplishments in the fields of mathematics and education and in recognition of their loyalty and service to Vanderbilt University, these lectures are presented on two successive days in the fall of each year. A special committee from the Department of Mathematics, influenced by the professional interests of Professor and Mrs. Shanks, chooses the lecturers from mathematicians of the highest reputation. The topics of the lectures vary from year to year according to the area of specialization of the speaker chosen. The lectures have been endowed by members of the family of Olivia and Baylis Shanks.

THE FRANCIS G. SLACK LECTURES IN PHYSICS. Established in 1977 by the Department of Physics and Astronomy in honor of Francis G. Slack, former Landon C. Garland professor of physics and chair of the department, these lectures recognize his many contributions to physics. The series was first partially endowed by his colleagues and students and then with the generous help of Professor Slack. Each speaker gives one lecture of general interest to the university and one more specialized lecture for the department.

THE DAVID STEINE LECTURE. Established in 1978 as a memorial to David Steine, professor of business administration in the Department of Economics and Business Administration, by members of his family, friends, and associates. The lecture is devoted to an economic problem of interest to the general public.

THE GERTRUDE VANDERBILT AND HAROLD S. VANDERBILT VISITING WRITERS PROGRAM. Established in the Department of English in 1958 under the generous sponsorship of the late Mrs. Vanderbilt, this program has annually presented readings and public lectures by a poet, a novelist, and a critic—each of whom also visits classes and meets informally with members of the university and Nashville communities. Recent participants have included Dannie Abse, Madison Smartt Bell, Ellen Gilchrist, Alison Lurie, Czeslaw Milosz, Wyatt Prunty, Ann Thwaite, Anthony Thwaite, and Helen Vendler.
Degree Program in the College

The Bachelor of Arts
The bachelor of arts degree is granted upon successful completion of the following five requirements:

1. At least 120 semester hours of creditable college work,
2. A final grade point average of at least 2.000,
3. Completion of the AXLE requirements,
4. Completion of one of the options listed under Area of Concentration,
5. Completion of at least 102 credit hours of course work within the College of Arts and Science, or a minimum of 90 credit hours for those students with a second major outside the College of Arts and Science.

Limitation on Credit Hours outside the College
Candidates for the bachelor of arts degree must successfully complete a minimum of 102 credit hours within the College of Arts and Science. Students who are completing an approved second major from one of the other schools within Vanderbilt are required to complete 90 credit hours within the College of Arts and Science for the bachelor of arts degree.

AXLE: Achieving Excellence in Liberal Education
The Arts and Science core program of study—known as AXLE—is anchored in intensive practice in writing and a diverse thirteen-course component of classes that has been designed to allow maximum choice in course selection (based on student interests and achievement levels). At the same time, the distribution requirements of AXLE ensure that students will explore intellectually and academically the breadth of possibilities represented by the liberal arts.

What Is AXLE?
AXLE is the acronym for Achieving Excellence in Liberal Education. It is the core curriculum that all students in the College of Arts and Science must fulfill. The AXLE curriculum is flexible and very user-friendly. It consists of two parts: the Writing Requirement and the Liberal Arts Requirement.

The Writing Requirement has four segments: completion of English 100 or demonstration (by a combined score of 1220 on the Writing and Critical Reasoning sections of the SAT test with a minimum score of 500 in each, or a score of 27 on the English portion combined with a score of 7 on the Writing portion of the ACT test, or by appropriate AP or IB credit in English) of basic skills in English Composition; completion of a First-Year Writing Seminar; completion of a 100-level (introductory) writing course or a 200-level (discipline-specific, major-oriented) writing course or a course in oral communication.

The Liberal Arts Requirement is composed of a total of thirteen courses taken at Vanderbilt, and distributed across six categories. The First-Year Writing Seminar and all 100-level and 200-level writing courses are also counted in the thirteen-course Liberal Arts Requirement.
1. The Writing Requirement (three to four courses)
   a. English Composition (appropriate test score or one course)
   b. First-Year Writing Seminar (one course)
   c. 100-level W Requirement (one course)
   d. One 100-level or 200-level W or Oral Communication course
2. The Liberal Arts Requirement (13 courses)
   a. HCA — Humanities and the Creative Arts (three courses)
   b. INT — International Cultures (three courses)
   c. US — History and Culture of the United States (one course)
   d. MNS — Mathematics and Natural Sciences (three courses)
   e. SBS — Social and Behavioral Sciences (two courses)
   f. P — Perspectives (one course)

All students must also complete requirements for at least one major (between 27 and 48 credit hours of course work) and earn a minimum number of 120 earned credit hours in order to graduate.

How to Get Started

The program of studies is divided approximately into thirds:

1/3 — courses to meet the requirements of the Writing and Liberal Arts requirements;
1/3 — courses required to complete the chosen major;
1/3 — electives, which will complete the 120 credit hours required for graduation.

These divisions are approximate and may differ for individual students.

For a student’s first semester, most selections should be from the first group, courses that will fulfill the Writing and Liberal Arts requirements. Academic background, career goals, and general talents and interests will affect choice of courses.

Upon graduation, students in the College of Arts and Science will receive a bachelor of arts degree upon completion of the other four requirements in addition to AXLE: fulfillment of requirements for one major, a 2.000 average in the major, 120 cumulative earned credit hours, and a 2.000 average overall.

Where to Get Information

In addition to this catalog’s sections on the rules, regulations, and policies of the College of Arts and Science as well as descriptions of the academic programs of all the undergraduate schools, students may refer to the booklet, On the Road with AXLE, a College of Arts and Science manual for entering students.

Where to Get Advice

Entering students are assigned pre-major advisers through CASPAR. These pre-major advisers will counsel students through their first three and a half semesters or until they declare a major. At that time, students are assigned advisers in their major departments. Pre-major advisers are specially selected and receive special training on how to help students proceed effectively through the requirements of AXLE and chart a course of study.

Students are encouraged to see their advisers at any time; they must, however, consult their pre-major adviser three times during the first year: during summer before the fall semester, prior to the opening of enrollment windows for the spring semester, and prior to the opening of enrollment windows for the fall semester of their second year. Prior to their first semester, entering first-year students must consult in June with their pre-major adviser who will assist with course selections for registration for the fall and begin to understand the student’s interests and goals. (This initial contact is typically via phone and/or email.)

Overview of AXLE

AXLE consists of two parts: the Writing Requirement (including a First-Year Writing Seminar) and the Liberal Arts Requirement.

The First-Year Writing Seminar

The First-Year Writing Seminar is an integral part of the first-year experience in the College of Arts and Science. Through these seminars, first-year students engage in independent learning and inquiry in an environment in which they can express knowledge and defend opinions through intensive class discussion, oral presentations, and written expression. The small-group nature of these seminars allows for direct student-faculty interaction that stresses training in techniques of scholarly inquiry. The students’ written work and oral presentations are subject to thoughtful critical review by the faculty member, providing feedback that can be used to reconsider the manner in which they articulate their ideas and to refine their skills in these areas. Thus, freshmen learn not only about the subject matter of the seminar, but are also exposed to new methods of acquiring knowledge, different ways of expressing and sharing ideas, and unique opportunities to participate in critical inquiry.

All first-year students must enroll in a First-Year Writing Seminar. This course may be taken during the fall or the spring semester. Students are permitted to enroll in only one First-Year Writing Seminar per semester. All First-Year Writing Seminars also count in their appropriate distribution areas within the Liberal Arts Requirement, but a second seminar will not count toward the writing requirement. Students who transfer into the College of Arts and Science (whether from another school at Vanderbilt or from another college or university) do not complete a First-Year Writing Seminar.

The Writing Requirement

Excellent communication skills, including the ability to articulate ideas and defend positions in writing, will be paramount for the 21st century graduates of Vanderbilt University; therefore, all students in the College of Arts and Science must successfully complete the Writing Requirement.

a) All students must demonstrate competence in English composition. Appropriate skills in composition are essential to successful progress at the university. Most students will complete the requirement by presenting a combined score of 1220 on the Writing and Critical Reading sections of the SAT test with a minimum score of 500 in each, or a minimum score of 27 on the English portion combined with a score of 7 on the Writing portion of the ACT test, or by appropriate AP...
or IB credit in English. Students who do not must enroll in English 100 in the freshman year.

b) First-Year Writing Seminar (see above).

c) All students must successfully complete at least one Arts and Science 100-level writing course (indicated by a "W") at Vanderbilt University, regardless of AP or IB credits, SAT scores, or ACT scores earned prior to matriculation. These writing-intensive courses emphasize general writing skills within the context of discipline-specific subject matter. All students are encouraged to complete Part b of the Writing Requirement as soon as possible; this requirement must be completed no later than the fourth semester at Vanderbilt University. All Arts and Science 100-level W courses also count in their appropriate distribution areas within the Liberal Arts Requirement. Students may not substitute a 200-level writing course for the first 100-level writing course requirement. Students may, however, complete a 200-level writing course before completing a 100W writing course so long as they complete a 100-level writing course by the end of their fourth semester at Vanderbilt.

d) All students must successfully complete either (1) a second Arts and Science 100-level W course, or (2) an Arts and Science 200-level W course, or (3) an approved course in oral communication at Vanderbilt University, regardless of test scores earned prior to matriculation. The 200-level W courses foster advanced, discipline-specific writing skills. Departments or programs that offer these courses determine their specific writing content. In 200-level W courses, continued attention to the process of writing is included in the classroom. Students receive regular feedback on their writing that will contribute toward enhancing writing skills appropriate to specific disciplines. The process of revising written work allows students to reflect on the writing process; writing tutorials may also be included. Oral communication courses focus on developing improved public speaking skills. These courses introduce students to the principles and practices of public discourse and reasoned argument. Attention to the process of effective oral communication is integral to these classes. Students receive regular speaking assignments throughout the semester and regular feedback on their speaking that will contribute toward enhancing effective speaking skills. All students must complete Part d of the Writing Requirement before graduation. All Arts and Science 200-level W courses and approved oral communication courses also count in their appropriate distribution areas within the Liberal Arts Requirement.

For Arts and Science 100-level and 200-level writing courses and oral communication courses, please see as.vanderbilt.edu/academics/axle.

The Liberal Arts Requirement

The Liberal Arts Requirement consists of successful completion of thirteen courses from the College of Arts and Science. Most courses in the College of Arts and Science fulfill one of these Liberal Arts requirements. Courses must carry three or more credits to count toward the AXLE Liberal Arts Requirement. Although some courses may be appropriate to more than one requirement, each course will fulfill only one requirement. These thirteen courses must be distributed as outlined below. They must be taken from at least seven departments or subject areas.

a) Humanities and the Creative Arts — HCA (3 courses)
Courses in the humanities and the creative arts challenge students to examine their personal understanding of life and how their individual experiences overlap with those of the rest of humankind. These courses testify to the varying ways in which people think, form values, confront ambiguity, express spiritual and aesthetic yearnings, and grapple with moral and ethical problems. By analyzing and interpreting literary, philosophical, religious, or artistic works, students examine the foundations of human experience. By producing original artistic works in imaginative writing, studio art, theatre, film, music, and dance, students have the opportunity to connect the universal sources of human inspiration with their own creative processes.

b) International Cultures — INT (3 courses)
The study of international culture provides students with a basis for understanding the diversity of experiences and values in our contemporary, global society. Options in this category include not only international history and cultural studies courses, but also courses in literature, cinema and media arts, the social sciences, art, music, and languages. Students may satisfy this requirement by choosing courses that focus on the history and culture of a single society or time period in human history and/or that represent a broad spectrum of different human societies and time periods.

Language courses introduce students to the language of a different culture and provide insight into that culture in ways that are not possible to achieve through detached study. At intermediate and advanced levels, students are able to explore the culture in depth, using the language itself to read, discuss, and write about its various aspects. Even at the most basic level, exposure to the language of a different culture prepares students to think and act in terms of living in a global community.

Intermediate and advanced language courses prepare students for study abroad programs, which the College of Arts and Science strongly recommends. A maximum of one course in this requirement may be satisfied through study abroad in a Vanderbilt-sponsored program, or in a pre-approved program offered through another provider. Summer study abroad programs must earn 6 or more credit hours to satisfy this requirement.

In addition to the Vanderbilt-sponsored programs in France and Germany, students may choose from pre-approved study-abroad options in:

- Argentina
- Australia
- Austria
- Brazil
- Canada
- Chile
- China
- Costa Rica
- Czech Republic
- Denmark
- Dominican Republic
- Egypt
- England
- France
- Germany
- Hungary
- India
- Ireland
- Israel
- Italy
- Japan
- Jordan
- Kenya
- Morocco
- Nepal
- Netherlands
- New Zealand
- Northern Ireland
- Russia
- Samoa
- Scotland
- Senegal
- Serbia
- Singapore
- South Africa
- Spain
- Sweden
- Switzerland
- Uganda
- Vietnam
Additional course credit may be earned toward AXLE curriculum requirements by successfully completing study abroad courses through Vanderbilt in France or the Vanderbilt in Berlin summer program that have A&S numbers and titles. No other courses taken through either of these two programs or through other study abroad programs, including courses offered by Vanderbilt-approved programs and including courses that are deemed to be direct equivalents to A&S courses, count toward AXLE curriculum requirements.

All students must complete three courses in this category, irrespective of previous language study or proficiency in a language other than English. At least one of the three courses presented in fulfillment of this category must be a second-semester (or higher) language acquisition class taught at Vanderbilt University, unless the student successfully demonstrates proficiency in a language other than English at or above the level achieved by second-semester language acquisition classes taught at Vanderbilt University. Students may demonstrate proficiency in a number of ways: SAT Subject Test scores (French, 540; German, 470; Hebrew, 530; Italian, 540; Japanese with Listening, 440; Latin, 530; Spanish, 520); by appropriate score on a proficiency test administered by the Tennessee Foreign Language Institute; or with AP or IB credit in a foreign language. The first semester of an introductory language acquisition class in any language a student has studied for at least two years in high school, or in which a student transfers credit from another institution, cannot be used in partial fulfillment of this requirement. Intensive elementary language courses that cover the content of two semesters in one shall count as one course toward this category.

c) History and Culture of the United States — US (1 course)
The study of the history and culture of the United States provides students with a basis for understanding the American experience and the shaping of American values and viewpoints within the context of an increasingly global society. Interpreting history and culture in the broadest sense, options in this category include traditional history and cultural studies courses, but also courses in literature, cinema and media arts, the social sciences, art, and music, which illuminate historical periods or cultural themes in United States history. Students may satisfy this requirement by choosing a course that focuses on the history and culture of a single social group or time period in American history and/or that represents a broad spectrum of different social groups and time periods.

d) Mathematics and Natural Sciences — MNS (3 courses, one of which must be a laboratory science)
Courses in mathematics emphasize quantitative reasoning and prepare students to describe, manipulate, and evaluate complex or abstract ideas or arguments with precision. Skills in mathematical and quantitative reasoning provide essential foundations for the study of natural and social sciences. Students are generally introduced to mathematical reasoning through the study of introductory courses in calculus or probability and statistics.

Courses in the natural sciences engage students in hypothesis-driven quantitative reasoning that helps to explain natural phenomena, the roles of testing and replication of experimental results, and the processes through which scientific hypotheses and theories are developed, modified, or abandoned in the face of more complete evidence, or integrated into more general conceptual structures. Laboratory science courses engage students in methods of experimental testing of hypotheses and analysis of data that are the hallmarks of the natural sciences. Natural science courses prepare students to understand the complex interactions between science, technology, and society; teach students to apply scientific principles to everyday experience; and develop the capacity to distinguish between science and what masquerades as science.

e) Social and Behavioral Sciences — SBS (2 courses)
Social scientists endeavor to study human behavior at the levels of individuals, their interactions with others, their societal structures, and their social institutions. The remarkable scope represented by these disciplines extends from studying the underpinnings of brain function to the dynamics of human social groups to the structures of political and economic institutions. The methods employed by social scientists are correspondingly broad, involving approaches as varied as mapping brain activity, discovering and charting ancient cultures, identifying the societal forces that shape individual and group behavior, and using mathematics to understand economic phenomena. By studying how humans and societies function, students will learn about individual and societal diversity, growth, and change.

f) Perspectives — P (1 course)
Courses in Perspectives give significant attention to individual and cultural diversity, multicultural interactions, sexual orientation, gender, racial, ethical, and religious issues within a culture across time or between cultures, thereby extending the principles and methods associated with the liberal arts to the broader circumstances in which students live. These courses emphasize the relationship of divergent ethics and moral values on contemporary social issues and global conflicts.

The Major

All students must successfully complete a course of study leading to one of the approved major programs in the College of Arts and Science, or successfully complete an individually designed interdisciplinary major designed in consultation with College of Arts and Science faculty and approved by the Committee on Individual Programs in the College of Arts and Science.

AXLE Curriculum Course Distribution

In addition to the following courses, all First-Year Writing Seminars are classified into the AXLE distribution categories. Please consult the On the Road with AXLE booklet or the College of Arts and Science website as.vanderbilt.edu/academics/axle/writing_seminars.php.

Humanities and the Creative Arts (HCA)

African American and Diaspora Studies (HCA courses)
AADS. 204W. African American Children’s Literature.
AADS. 207. Black Women and the Politics of Blackness and Beauty.
AADS. 208W. Soul Food as Text in Text: An Examination of African American Foodways.
AADS. 230. Race, Mixed Race, and “Passing.”

American Studies (HCA courses)
AMER. 294. The American Studies Workshop.

Anthropology (HCA courses)
ANTH. 219. Comparative Writing Systems.
ANTH. 279. Ceramic Analysis in Archaeology.
Art Studio (HCA courses)
ARTS. 101. Introduction to Studio Art.
ARTS. 102. Drawing and Composition I.
ARTS. 110. Printmaking I: Relief and Intaglio.
ARTS. 111. Printmaking II: Screen Printing and Lithography.
ARTS. 112. Text and Image.
ARTS. 120. Photography I.
ARTS. 121. Alternative Photography.
ARTS. 122. Digital Imaging I.
ARTS. 130. Painting.
ARTS. 140. Ceramics.
ARTS. 141. Sculptural Ceramics.
ARTS. 150. Sculpture.
ARTS. 151. Assemblage.
ARTS. 152. Installation Art.
ARTS. 171. Video Art.
ARTS. 173. Interactive Portable Media and Cell Phone Art I.
ARTS. 180. Sources of Contemporary Art.
ARTS. 190. Social Collective Art Practice.
ARTS. 202. Drawing and Composition II.
ARTS. 203. Drawing and Composition III.
ARTS. 205. Life Drawing I.
ARTS. 206. Life Drawing II.
ARTS. 210. Printmaking II.
ARTS. 211. Printmaking III.
ARTS. 220. Photography II.
ARTS. 221. Photography III.
ARTS. 222. Digital Imaging II.
ARTS. 230. Painting II.
ARTS. 231. Painting III.
ARTS. 240. Ceramics II.
ARTS. 250. Sculpture II.
ARTS. 252. Advanced Installation Art.
ARTS. 271. Video Art II.
ARTS. 272. Performance Art II.
ARTS. 273. Interactive Portable Media and Cell Phone Art II.
ARTS. 288. Selected Topics.
ARTS. 290. Directed Study: Senior Show and Contemporary Practices.

Asian Studies (HCA courses)
ASIA. 150. Writing Southeast Asia.
ASIA. 213W. Media Monstros in Contemporary Japan.

Cinema and Media Arts (HCA courses)
CMA. 125. Introduction to Film and Media Studies.
CMA. 227W. Screenwriting.
CMA. 275W. Advanced Screenwriting.

Classics (HCA courses)
CLAS. 150. The Greek Myths.
CLAS. 204. Archaic and Classical Greek Art and Architecture, 1000 to 400 B.C.E.
CLAS. 205. Late Classical Greek and Hellenistic Art and Architecture.
CLAS. 206. Roman Art and Architecture.
CLAS. 240. The Trojan War in History, Art, and Literature.
CLAS. 243. Alexander the Great.
CLAS. 246. The Parthenon, the Akropolis, and Fifth Century Athens (Formerly 296).
CLAS. 296W. Augustan Rome.

Communication of Science and Technology (HCA courses)
CSET. 201. Science Communication Tools and Techniques.

Communication Studies (HCA courses)
CMST. 100. Fundamentals of Public Speaking.
CMST. 200. Argumentation and Debate.
CMST. 201. Persuasion.
CMST. 204. Organizational and Managerial Communication.
CMST. 222. The Rhetorical Tradition.
CMST. 243. Cultural Rhetorics of Film.
CMST. 244. Politics and Mass Media.
CMST. 254. Methods of Rhetorical Analysis.
CMST. 254W. Methods of Rhetorical Analysis.

English (HCA courses)
ENGL. 102W. Literature and Analytical Thinking.
ENGL. 104W. Prose Fiction: Forms and Techniques.
ENGL. 105W. Drama: Forms and Techniques.
ENGL. 116W. Introduction to Poetry.
ENGL. 117W. Introduction to Literary Criticism.
ENGL. 118W. Introduction to Literary and Cultural Analysis.
ENGL. 120W. Intermediate Composition.
ENGL. 122. Beginning Fiction Workshop.
ENGL. 123. Beginning Poetry Workshop.
ENGL. 199. Foundations of Literary Study.
ENGL. 200. Intermediate Nonfiction Writing.
ENGL. 201. Advanced Nonfiction Writing.
ENGL. 202. Literature and the Craft of Writing.
ENGL. 204. Intermediate Fiction Workshop.
ENGL. 205. Advanced Fiction Workshop.
ENGL. 207. Advanced Poetry Workshop.
ENGL. 208a. Representative British Writers.
ENGL. 208b. Representative British Writers.
ENGL. 209a. Shakespeare.
ENGL. 209b. Shakespeare.
ENGL. 210. Shakespeare: Representative Selections.
ENGL. 210W. Shakespeare: Representative Selections.
ENGL. 212. Southern Literature.
ENGL. 214a. Literature and Intellectual History.
ENGL. 214b. Literature and Intellectual History.
ENGL. 218. Words and Music.
ENGL. 219. Anglo-Saxon Language and Literature (Formerly 296a).
ENGL. 220. Chaucer.
ENGL. 221. Medieval Literature.
ENGL. 235. Contemporary British Literature.
ENGL. 236. World Literature, Classical.
ENGL. 236W. World Literature, Classical.
ENGL. 237. World Literature, Modern.
ENGL. 237W. World Literature, Modern.
ENGL. 240. The History of the English Language.
ENGL. 241. Introduction to English Linguistics.
ENGL. 244. Critical Theory.
ENGL. 245. Literature and the Environment.
ENGL. 248. Sixteenth Century.
ENGL. 249. Seventeenth-Century Literature.
ENGL. 250. English Renaissance: The Drama.
ENGL. 251. Milton.
ENGL. 252b. Restoration and the Eighteenth Century.
ENGL. 254a. The Romantic Period.
ENGL. 254b. The Romantic Period.
ENGL. 255. The Victorian Period.
ENGL. 256. Modern British and American Poetry: Yeats to Auden.
ENGL. 258. Poetry Since World War II.
ENGL. 259. New Media.
ENGL. 262. Literature and Law.
ENGL. 262W. Literature and Law.
ENGL. 264. Modern Irish Literature.
ENGL. 265. Film and Modernism.
ENGL. 266. Nineteenth-Century American Literature.
ENGL. 269. Special Topics in Film.
ENGL. 272. Movements in Literature.
ENGL. 272W. Movements in Literature.
ENGL. 273. Problems in Literature.
ENGL. 273W. Problems in Literature.
ENGL. 274. Major Figures in Literature.
ENGL. 274W. Major Figures in Literature.
ENGL. 278. Colonial and Post-Colonial Literature.
ENGL. 278W. Colonial and Post-Colonial Literature.
ENGL. 282. The Bible in Literature.
ENGL. 283. Jewish American Literature.
ENGL. 288. Special Topics in English and American Literature.
ENGL. 288W. Special Topics in English and American Literature.
ENGL. 291. Special Topics in Creative Writing.

French (HCA courses)
FREN. 205. Medical French in Intercultural Contexts.
FREN. 211. Texts and Contexts: Middle Ages to the Enlightenment.
FREN. 212. Texts and Contexts: Revolution to the Present.
FREN. 224. Art and Literature of the Nineteenth Century.
FREN. 225. Art and Literature of the Twentieth Century.
FREN. 271. French and Italian Avant-garde.

German (HCA courses)
GER. 172. Borders and Crossings: German Literature and Culture from Romanticism to the Present.
GER. 182. War on Screen.
GER. 223. From Language to Literature.
GER. 269. Writing under Censorship.
GER. 271. Women at the Margins: German-Jewish Women Writers.
GER. 274. Who Am I? German Autobiographies.
GER. 278. Dreams in Literature.

Greek (HCA courses)
GRK. 210. The Greek Orators.
GRK. 212. The Greek Historians.
GRK. 215. The Greek Tragedians.
GRK. 216. Tacitus.
GRK. 217. Suetonius.
GRK. 218. The Writings of Caesar.
GRK. 219. Italian Renaissance Art after 1500.
GRK. 220. Michelangelo’s Life and Works.
GRK. 221. Seventeenth-Century Art.
GRK. 222. British Art: Tudor to Victorian.
GRK. 223. Twentieth-Century British Art.
GRK. 225. Greek Art and Architecture.
GRK. 226. Neoclassicism and Romanticism.
GRK. 231. Twentieth-Century European Art.
GRK. 233. History of Photography.
GRK. 234. Twentieth-Century Sculpture.
GRK. 243. History of Sound Art.
GRK. 251. East Asian Architecture and Gardens.
GRK. 252. Arts of China.
GRK. 253. Arts of Japan.
GRK. 255. Greek Art and Architecture.
GRK. 260W. Ancient Landscapes.
GRK. 262W. Gender and Sexuality in Greek Art.
GRK. 264. Greek Sculpture.
GRK. 265. Greek Vases and Society.
GRK. 266. Cities of the Roman East.
GRK. 280W. Exhibiting Historical Art.
GRK. 295. Advanced Seminar.

Honors (HCA courses)
HONS. 181. College Honors Seminar in the Humanities and Creative Arts.

Italian (HCA courses)
ITA. 220. Introduction to Italian Literature.
ITA. 231. Dante’s Divine Comedy.
ITA. 232. Literature from the Middle Ages to the Renaissance.
ITA. 233. Baroque, Illuminismo, and Romanticism in Italy.

Jewish Studies (HCA courses)
JS. 122. Classical Judaism: Jews in Antiquity.
JS. 136W. Imagining the Alien: Jewish Science Fiction.
JS. 248W. Jewish Storytelling.

Latin (HCA courses)
LAT. 201. Catullus.
LAT. 202. Ovid.
LAT. 203. The Lyric Poetry of Horace.
LAT. 204. Latin Elegy.
LAT. 205. Latin Letters.
LAT. 206. Cicero and the Humanistic Tradition.
LAT. 212. Roman Comedy.
LAT. 215. The Roman Historians.
LAT. 216. Tacitus.
LAT. 217. Suetonius.
LAT. 218. The Writings of Caesar.
LAT. 264. Roman Satire.
LAT. 267. Neronian Writers.
LAT. 268. Lucretius: De Rerum Natura.
LAT. 294. Special Topics in Latin Literature.
Latino and Latina Studies (HCA courses)
LATS. 280. Latino and Latina Studies Seminar.

Medicine, Health, and Society (HCA courses)
MHS. 205W. Medicine and Literature.
MHS. 216. Afrofuturism and Cultural Criticisms of Medicine.
MHS. 220. Narrative and Medicine: Stories of Illness and the Doctor-Patient Relationship.
MHS. 242. Bionic Bodies, Cyborg Cultures.
MHS. 248. Medical Humanities.

Music Literature and History (HCA courses)
MUSL. 121W. Music in Western Culture.
MUSL. 140. Introduction to Music Literature.
MUSL. 143. The Concerto.
MUSL. 144. The Symphony.
MUSL. 183. Music, the Arts, and Ideas.
MUSL. 184. Love and Death in Music.
MUSL. 219. The Bible and Music.
MUSL. 221a. Opera in the 17th and 18th Centuries.
MUSL. 221b. Opera in the 19th Century.
MUSL. 222. Mahler Symphonies: Songs of Irvoy.
MUSL. 223. Music in the Age of Beethoven and Schubert.
MUSL. 224. Haydn and Mozart.
MUSL. 225. Brahms and the Anxiety of Influence.
MUSL. 226. The String Quartet.
MUSL. 227. Music in the Age of Revolution, 1789-1848.
MUSL. 228. J.S. Bach: Learned Musician & Virtual Traveler.
MUSL. 239. Music of the 20th and 21st Centuries.

Philosophy (HCA courses)
PHIL. 100. Introduction to Philosophy.
PHIL. 100W. Introduction to Philosophy.
PHIL. 120. The Meaning of Life.
PHIL. 120W. The Meaning of Life.
PHIL. 210. Ancient Philosophy.
PHIL. 212. Modern Philosophy.
PHIL. 213. Contemporary Philosophy.
PHIL. 216. Philosophy of Knowledge.
PHIL. 217. Metaphysics.
PHIL. 218. Hellenistic and Late Ancient Philosophy.
PHIL. 220. Immanuel Kant.
PHIL. 224. Existential Philosophy.
PHIL. 226. Phenomenology.
PHIL. 231. Philosophy of History.
PHIL. 234. Philosophy of Education.
PHIL. 238. Contemporary Ethical Theory.
PHIL. 240. History of Aesthetics.
PHIL. 241. Modernistic Aesthetics.
PHIL. 242. Philosophy of Religion.
PHIL. 243. Philosophy of Film.
PHIL. 247. Kierkegaard and Nietzsche.
PHIL. 248. Philosophy and Literature.
PHIL. 248W. Philosophy and Literature.
PHIL. 249. Philosophy of Music.
PHIL. 251. Topics in Aesthetics.
PHIL. 260. Twentieth-Century Continental Philosophy.
PHIL. 261. Jewish Philosophy.
PHIL. 274. Ethics and Animals.

Political Science (HCA courses)
PSCI. 103. Justice.
PSCI. 202. Ancient Political Thought.
PSCI. 203. History of Modern Political Philosophy.
PSCI. 205. Contemporary Political Theory.
PSCI. 207. Liberalism and Its Critics.
PSCI. 207W. Liberalism and Its Critics.
PSCI. 208. Law, Politics, and Justice.
PSCI. 253. Ethics and Public Policy.
PSCI. 257. The Politics of Capitalism.
PSCI. 258. Democratic Theory and Practice.
PSCI. 263. Religion and Politics.

Portuguese (HCA courses)
PORT. 205. Introduction to Luso-Brazilian Literature.
PORT. 232. Brazilian Literature through the Nineteenth Century.
PORT. 233. Modern Brazilian Literature.

Religious Studies (HCA courses)
RLST. 108. Themes in the Hebrew Bible.
RLST. 111W. The Gnostic Gospels.
RLST. 112. Introduction to Judaism.
RLST. 113. Introduction to Islam.
RLST. 140. Great Books of Literature and Religion.
RLST. 181. Myth and History in Religious Biography.
RLST. 210. Interpreting the Gospels.
RLST. 212. The Pauline Interpretation of Christianity.
RLST. 216. Christianity in the Reformation Era.
RLST. 222. Jewish Ethics.
RLST. 225. Sexuality in the Hebrew Bible and the Ancient Near East.
RLST. 240. The Nature of Evil.
RLST. 247. Daoist Tradition.
RLST. 251. Islamic Mysticism.
RLST. 278. Native American Religious Traditions.
RLST. 280W. Seminar.

Russian (HCA courses)
RUSS. 221. Survey of Russian Literature in English Translation.
RUSS. 222. Survey of Russian Literature in English Translation.

Spanish (HCA courses)
SPAN. 203. Introduction to Spanish and Spanish American Literature.
SPAN. 205. The Way of Saint James.
SPAN. 231. The Origins of Spanish Literature.
SPAN. 232. Literature of the Spanish Golden Age.
SPAN. 233. Spanish Literature from the Enlightenment to 1900.
SPAN. 234. Spanish Literature from 1900 to the Present.
SPAN. 235. Spanish American Literature from the Conquest to 1900.
SPAN. 236. Spanish American Literature from 1900 to the Present.
SPAN. 237. Contemporary Lyric Poetry.
SPAN. 239. Development of the Novel.
SPAN. 240. The Contemporary Novel.
SPAN. 246. Don Quixote.
SPAN. 251. Development of Drama.
SPAN. 256. Love and Honor in Medieval and Golden Age Literature.
SPAN. 258. Spanish Realism.
SPAN. 260. Development of the Short Story.
SPAN. 263. Images of the City.
SPAN. 271. The Theory and Practice of Literary Translation.
SPAN. 280. Undergraduate Seminar.
SPAN. 281. The Theory and Practice of Drama.
SPAN. 293. Contemporary Latin American Prose Fiction in English Translation.

Theatre (HCA courses)
THTR. 100. Fundamentals of Theatre.
THTR. 100W. Fundamentals of Theatre.
THTR. 110. Introduction to Theatrical Production.
THTR. 111. Fundamentals of Theatre Design.
THTR. 112. Art of Scene Painting.
THTR. 230. Play Direction.
THTR. 225. Playwriting.
THTR. 223. Problems of Acting Style.
THTR. 220. Acting II.
THTR. 219. Acting I.
THTR. 218. Management in the Theatre.
THTR. 214. Elements of Basic Design: Costuming and Makeup.
THTR. 213. Elements of Basic Design: Lighting and Sound.
THTR. 212. Elements of Basic Design: Scenery and Properties.

Women's and Gender Studies (HCA courses)
WGS. 200. Women in Popular Culture.
WGS. 212. Lesbian, Gay, Bisexual, and Transgender Studies.
WGS. 249. Women and Humor in the Age of Television.
WGS. 252. Sex and Scandals in Literature.
WGS. 254. Feminist Fictions.
WGS. 259. Reading and Writing Lives.
WGS. 259W. Reading and Writing Lives.

International Cultures (INT)
African American and Diaspora Studies (INT courses)
AADS. 120. Diaspora Feminisms.
AADS. 140. Blacks in Latin America and the Caribbean.
AADS. 165. Global Africa.
AADS. 170. Cosmopolitan Afro-Brazilian Race, Culture, and Expression.
AADS. 190. Global Anti-Blackness and Black Power.
AADS. 220. Colonialism and After.
AADS. 269. African Diaspora Ethnography.
AADS. 275. Black Europe.

Anthropology (INT courses)
ANTH. 212. Ancient Mesoamerican Civilizations.
ANTH. 213. The Archaeology of the Ancient Maya Civilization.
ANTH. 217. Old World Archaeology.
ANTH. 225. Social Movements.
ANTH. 247. The Aztecs.
ANTH. 248. Ancient Andean Civilizations.
ANTH. 254. The Inca Empire.
ANTH. 269. Introduction to a Maya Language.
ANTH. 277. Conversational K’iche’ Maya.
ANTH. 287. Advanced K’iche’ Maya.
ANTH. 295. Readings in K’iche’ Mayan.

Arabic (INT courses)
ARA. 210b. Elementary Arabic.
ARA. 220b. Intermediate Arabic.
ARA. 230a. Advanced Arabic.
ARA. 230b. Advanced Arabic.
ARA. 240. Media Arabic.
ARA. 250. Arabic of the Qur’an and Other Classical Texts.

Asian Studies (INT courses)
ASIA. 200W. Fashioning the Self: Coming of Age and Asian Modernities.
ASIA. 211. Popular Culture in Modern Japan.
ASIA. 212. Explorations of Japanese Animation.
ASIA. 233. Self-Cultivation in Ancient China.
ASIA. 236. Inside China.
ASIA. 240. Current Japan-U.S. Relations.
ASIA. 250W. Hollywood Hanoi.
ASIA. 251. The Third World and Literature.

Catalan (INT courses)
CTLN. 102. Intensive Elementary Catalan.

Chinese (INT courses)
CHIN. 202. Elementary Chinese II.
CHIN. 211. Intermediate Chinese I (Formerly 214).
CHIN. 212. Intermediate Chinese II (Formerly 216).
CHIN. 225. Chinese for Heritage Learners I.
CHIN. 226. Chinese for Heritage Learners II.
CHIN. 241. Advanced Chinese I.
CHIN. 242. Advanced Chinese II.
CHIN. 251. Readings in Modern Chinese Media.
CHIN. 252. Readings in Modern Chinese Media.
CHIN. 254. Readings in Modern Literary Chinese.
CHIN. 255. Business Chinese I.
CHIN. 256. Business Chinese II.

Classics (INT courses)
CLAS. 130. Greek Civilization.
CLAS. 146. Roman Civilization.
CLAS. 207. History of the Ancient Near East.
CLAS. 208. History of Greece to Alexander the Great.
CLAS. 209. Greece and the Near East from Alexander to Theodosius.
CLAS. 212. History of the Roman Republic.
CLAS. 213. History of the Roman Empire.
CLAS. 223. From Late Antiquity to Islam.
CLAS. 226. Warfare in the Ancient Mediterranean.
CLAS. 231. Akkadian.
CLAS. 232. Akkadian.
CLAS. 236. Culture of the Ancient Near East.
CLAS. 238. The Amarna Age.
CLAS. 244. History and Art of Ancient Rome.
CLAS. 245. The Archaeology of Greek Sanctuaries.

English (INT courses)
ENGL. 271. Caribbean Literature.

European Studies (INT courses)
EUS. 201. European Society and Culture.
EUS. 203. The Idea of Europe.
EUS. 208. Conspiracy Theories and Rumors in European and U.S. History.
EUS. 220. Religion and Politics in Modern Europe, 1648-Present.
EUS. 260. European Cities.

French (INT courses)
FREN. 101B. Introduction to French in the World.
FREN. 103. Intermediate French.
FREN. 201W. French Composition and Grammar.
FREN. 203. Phonetics.
FREN. 204. French for Business.
FREN. 209. Contemporary France.
FREN. 215. La Provence.
FREN. 266. The Beat Generation’s French Connection.
FREN. 268. Understanding the Maghreb.

German (INT courses)
GER. 102. Elementary German II.
GER. 103. Intermediate German I.
GER. 104. Intermediate German II.
GER. 183. Great German Works in English.
GER. 201W. Introduction to German Studies.
GER. 213. Conversation and Composition: Current Events.
GER. 214. Conversation and Composition: Contemporary Culture.
GER. 216. Business German.
GER. 220. Advanced Grammar.
GER. 221. German Culture and Literature.
Iliad.

Greek (INT courses)
GRK. 202. Beginning Greek II.
GRK. 204. Intermediate Greek II: Homer’s Iliad.

Hebrew (INT courses)
HEBR. 113b. Intermediate Hebrew.
HEBR. 201. Advanced Hebrew Grammar.
HEBR. 202W. Advanced Hebrew Composition.

History (INT courses)
HIST. 105. East Asia since 1800.
HIST. 106. Premodern China.
HIST. 107. China from Empire to the People’s Republic.
HIST. 108. Premodern Japan.
HIST. 119. A History of Islam.
HIST. 120. The Arab Spring.
HIST. 128. Africa since 1800: The Revolutionary Years.
HIST. 135. Western Civilization to 1700.
HIST. 136. Western Civilization since 1700.
HIST. 137. Colonial Latin America.
HIST. 147. History of Geographical Exploration.
HIST. 170. Western Military History to 1815.
HIST. 172. World War II.
HIST. 188a. The Body in Modern Japanese Culture.
HIST. 203. Chinese Thought.
HIST. 204. Crisis Simulation in East Asia.
HIST. 205. Play and Pleasure in Early Modern Japan.
HIST. 206. Post-WWII Japan.
HIST. 209. Russia: Old Regime to Revolution.
HIST. 211a. The Mughal World.
HIST. 211b. Religion and Politics in South Asia.
HIST. 212a. India and the Indian Ocean.
HIST. 213. Muhammad and Early Islam.
HIST. 216. Medicine in Islam.
HIST. 219. Last Empire of Islam.
HIST. 223. Medieval Europe, 1000-1350.
HIST. 225. Reformation Europe.
HIST. 226. Revolutionary Europe, 1789-1815.
HIST. 228. Europe, 1900-1945.
HIST. 229. Europe since 1945.
HIST. 230. Twentieth-Century Germany.
HIST. 231. France: Renaissance to Revolution.
HIST. 234. Modern France.
HIST. 245. Reform, Crisis, and Independence in Latin America, 1700-1820.
HIST. 246. Colonial Mexico.
HIST. 247. Modern Mexico.
HIST. 248. Central America.
HIST. 249. Brazilian Civilization.

HIST. 251. Reform and Revolution in Latin America.
HIST. 253a. Latin America and the United States.
HIST. 254a. Race and Nation in Latin America.
HIST. 266. Abolishing the Slave Trade: Britain and the U.S.
HIST. 286d. Pirates of the Caribbean.
HIST. 286e. Christianity in China.
HIST. 287c. Cities of Europe and the Middle East.
HIST. 288b. Poverty, Economy, and Society in Sub-Saharan Africa.
HIST. 288c. Muslims, Christians, and Jews in Medieval Spain.
HIST. 288d. Images of India.
HIST. 288g. Culture of the Sixties in Europe and the U.S..
HIST. 290A. Popular Cultures in Modern Latin America.

History of Art (INT courses)
HART. 120. Arts of East Asia.
HART. 125. Arts of South and Southeast Asia.
HART. 130. Monuments and Masterpieces.
HART. 216. Raphael and the Renaissance.
HART. 245W. Art of Buddhist Relic and Reliquary.
HART. 246. Religion and politics in South and Southeast Asian Art.
HART. 248. The South Asian Temple.
HART. 249. The Arts of China during the Liao-Song Period.

Honors (INT courses)
HONS. 186. College Honors Seminar in International Cultures.

Italian (INT courses)
ITA. 101B. Elementary Italian.
ITA. 102. Intensive Elementary Italian.
ITA. 200. Italian Journeys.
ITA. 201W. Grammar and Composition.
ITA. 214. Conversation.
ITA. 230. Italian Civilization.
ITA. 240. Classic Italian Cinema.

Japanese (INT courses)
JAPN. 202. Elementary Japanese II.
JAPN. 211. Intermediate Japanese I.
JAPN. 212. Intermediate Japanese II.
JAPN. 241. Advanced Japanese I.
JAPN. 242. Advanced Japanese II.
JAPN. 251. Special Topics in Advanced Japanese.

Jewish Studies (INT courses)
JS. 120. Islam and the Jews.
JS. 125. Modern Israel.
JS. 156. The Holocaust.
JS. 158. The Jewish Diaspora.
JS. 180. Introduction to Jewish Studies.
JS. 180W. Introduction to Jewish Studies.
JS. 222. Jews in Egypt.
JS. 233. Issues in Rabbinic Literature.
JS. 234. Reading Across Boundaries: Jewish and Non-Jewish Texts.
JS. 235W. Hebrew Literature in Translation.
JS. 237. Coming of Age in Jewish Literature and Film.
JS. 237W. Coming of Age in Jewish Literature and Film.
JS. 238. Jewish Language and Paleography.
JS. 249. Jewish Philosophy after Auschwitz.
JS. 256. Power and Diplomacy in the Modern Middle East.

Latin (INT courses)
LAT. 100. Intensive Elementary Latin.
LAT. 102. Beginning Latin II.

**Latin American Studies (INT courses)**

LAS. 201. Introduction to Latin America.
LAS. 202. Introduction to Brazil.
LAS. 231. Music of Protest and Social Change in Latin America.

**Music Literature and History (INT courses)**

MUSL. 122. Music as Global Culture.
MUSL. 250. Music in Latin America and the Caribbean.

**Philosophy (INT courses)**

PHIL. 103. Introduction to Asian Philosophy.
PHIL. 103W. Introduction to Asian Philosophy.
PHIL. 203. Advanced Asian Philosophy.
PHIL. 211. Medieval Philosophy.
PHIL. 228. Nineteenth-Century Philosophy.
PHIL. 257. Early Modern Political Philosophy.
PHIL. 262. Islamic Philosophy.

**Political Science (INT courses)**

PSCI. 210. West European Politics.
PSCI. 211. The European Union.
PSCI. 216. The Chinese Political System.
PSCI. 217. Latin American Politics.
PSCI. 228. International Politics of Latin America.
PSCI. 235. Political Islam.
PSCI. 264W. Global Feminisms.

**Portuguese (INT courses)**

PORT. 102. Intensive Elementary Portuguese.
PORT. 201. Portuguese Composition and Conversation.
PORT. 203. Brazilian Pop Culture.

**Religious Studies (INT courses)**

RLST. 135. Religions in China.
RLST. 136. Religions of Japan.
RLST. 137. Religions of Tibet and the Himalaya.
RLST. 171. Religion in Africa.
RLST. 226. Ancient Goddesses.
RLST. 238. Marriage in the Ancient Near East and the Hebrew Bible.
RLST. 244. Buddhist Traditions.
RLST. 249. Zen Buddhism.
RLST. 250. Classical Philosophies of India.
RLST. 252. Reformers of the Islamic Tradition.
RLST. 253. East Asian Buddhism.
RLST. 254. The Qur’an and Its Interpreters.
RLST. 261. Islam in Africa.
RLST. 265. Mythologies and Epics of South Asia.
RLST. 266. Devotional Traditions of South Asia: Hindu, Muslim, Sikh.
RLST. 269. Sacred Space in the Tibetan World.
RLST. 270W. Buddhism and the State.
RLST. 275. Chinese Religions through Stories.

**Russian (INT courses)**

RUSS. 102. First-Year Russian.
RUSS. 171. A Tale of Three Cities.
RUSS. 172. Russian Culture in the Twentieth Century.
RUSS. 173. Russian Science Fiction.
RUSS. 183. Russian Fairy Tales.
RUSS. 190. Russian and Soviet Short Story.
RUSS. 203. Second-Year Russian.
RUSS. 204. Second-Year Russian.
RUSS. 223. Composition and Conversation.
RUSS. 224. Composition and Conversation.
RUSS. 232. The Evil Empire: Stalin’s Russia.
RUSS. 234. The Russian Cinema.
RUSS. 235. Leo Tolstoy: *Anna Karenina* and Other Masterpieces.
RUSS. 237. Vladimir Nabokov.
RUSS. 238. Dostoevsky’s Major Novels: Philosophy and Aesthetics.
RUSS. 239. The Story of Siberia.
RUSS. 250. Socio-Political and Cultural Developments in Post-Soviet Regions.

**Sociology (INT courses)**

SOC. 239. Women, Gender, and Globalization.
SOC. 277. Contemporary Latin America.
SOC. 279. Contemporary Mexican Society.

**Spanish (INT courses)**

SPAN. 102. Elementary Spanish II.
SPAN. 103. Intensive Elementary Spanish.
SPAN. 104. Intermediate Spanish.
SPAN. 201W. Intermediate Spanish Writing.
SPAN. 204. Introduction to Hispanic Cultural Studies.
SPAN. 206. Spanish for Business and Economics.
SPAN. 207. Advanced Conversation.
SPAN. 208. Advanced Conversation Through Cultural Issues in Film.
SPAN. 210. Spanish for the Legal Profession.
SPAN. 211. Spanish for the Medical Profession.
SPAN. 221. Spanish Civilization.
SPAN. 223. Spanish American Civilization.
SPAN. 226. Film and Recent Cultural Trends in Spain.

**Theatre (INT courses)**

THTR. 201. Histories of Theatre and Drama I: Ritual and World Performance.
THTR. 202W. Histories of Theatre and Drama II: The European Stage.

**Women’s and Gender Studies (INT courses)**


**Mathematics and Natural Sciences (MNS)**

**Anthropology (MNS courses)**

ANTH. 103. Introduction to Biological Anthropology.
ANTH. 270. Human Osteology.
ANTH. 272. Genetic Anthropology Lab Techniques.
ANTH. 273. Human Evolutionary Genetics.
ANTH. 274. Health and Disease in Ancient Populations.

**Astronomy (MNS courses)**

ASTR. 102. Introductory Astronomy: Stars and Galaxies.
ASTR. 122. Introduction to Observational Astronomy.
ASTR. 201. The Solar System.
ASTR. 205. Principles of Astrophysics.
ASTR. 252. Stellar Astrophysics.
ASTR. 254. Structure Formation in the Universe.

**Biological Sciences (MNS courses)**

BSCL. 100. Biology Today.
BSCL. 105. Human Biology.
BSCL. 110a. Introduction to Biological Sciences.
BSCL. 110b. Introduction to Biological Sciences.
BSCL. 118. Green Earth: The Biodiversity and Evolution of Plants.
BSCL. 201. Introduction to Cell Biology.
BSCL. 205. Evolution.
BSCL. 218. Introduction to Plant Biology.
BSCI. 219. Introduction to Zoology.
BSCI. 220. Biochemistry.
BSCI. 230. Biological Clocks.
BSCI. 234. Microbiology.
BSCI. 236. Parasitology.
BSCI. 238. Ecology.
BSCI. 243. Genetics of Disease.
BSCI. 245. Biology of Cancer.
BSCI. 247. Molecular Evolution.
BSCI. 252. Cellular Neurobiology.
BSCI. 254. Neurobiology of Behavior.
BSCI. 256. Molecules of the Brain.
BSCI. 265. Nucleic Acid Transactions.
BSCI. 266. Advanced Molecular Genetics.
BSCI. 270. Statistical Methods in Biology.
BSCI. 272. Genome Science.
BSCI. 290. Special Topics in Biological Sciences.

Chemistry (MNS courses)
CHEM. 101a. Introductory Chemistry.
CHEM. 102a. General Chemistry.
CHEM. 102b. General Chemistry.
CHEM. 202. Introduction to Bioinorganic Chemistry.
CHEM. 203. Inorganic Chemistry.
CHEM. 207. Introduction to Organometallic Chemistry.
CHEM. 210. Introduction to Analytical Chemistry.
CHEM. 211. Instrumental Analytical Chemistry.
CHEM. 222. Physical Organic Chemistry.
CHEM. 224. Bioorganic Chemistry.
CHEM. 226. Drug Design and Development.
CHEM. 227W. Forensic Analytical Chemistry.
CHEM. 231. Biophysical Chemistry: Thermodynamics in Chemical and Biological Systems.
CHEM. 240. Introduction to Nanochemistry.

Earth and Environmental Sciences (MNS courses)
EES. 103. Oceanography.
EES. 140. Iceland's Geology.
EES. 201. Global Climate Change.
EES. 220. Life Through Time.
EES. 225. Earth Materials.
EES. 226. Petrology.
EES. 230. Sedimentology.
EES. 255. Transport Processes in Earth and Environmental Systems.
EES. 260. Geochemistry.
EES. 261. Geomorphology.
EES. 268. Paleoclimates.
EES. 275. Sustainable Systems Science.
EES. 282. Paleoclimatological Methods.
EES. 295. Volcanic Processes.

Honors (MNS courses)
HONS. 185. College Honors Seminar in Mathematics and Natural Science.

Mathematics (MNS courses)
MATH. 127b. Probability and Statistical Inference.
MATH. 140. Survey of Calculus.
MATH. 150a. Single-Variable Calculus I.
MATH. 150b. Single-Variable Calculus II.
MATH. 155a. Accelerated Single-Variable Calculus I.
MATH. 155b. Accelerated Single-Variable Calculus II.
MATH. 170. Single-Variable Calculus III.
MATH. 175. Multivariable Calculus.
MATH. 194. Methods of Linear Algebra.
MATH. 204. Linear Algebra.
MATH. 205a. Multivariable Calculus and Linear Algebra.
MATH. 205b. Multivariable Calculus and Linear Algebra.
MATH. 208. Ordinary Differential Equations.
MATH. 218. Introduction to Probability and Mathematical Statistics.
MATH. 221. Theory of Numbers.
MATH. 223. Abstract Algebra.
MATH. 226. Introduction to Numerical Mathematics.
MATH. 234. Introduction to Partial Differential Equations.
MATH. 240. Transformation Geometry.
MATH. 242. Introduction to Topology.
MATH. 243. Differentiable Manifolds.
MATH. 247. Probability.
MATH. 250. Introduction to Mathematical Logic.
MATH. 253. Error-Correcting Codes and Cryptography.
MATH. 256. Mathematical Modeling in Economics.
MATH. 260. Introduction to Analysis.
MATH. 261. Complex Variables.
MATH. 263. Fourier Analysis.
MATH. 272a. Topology.
MATH. 272b. Topology.
MATH. 274. Combinatorics.
MATH. 275. Graph Theory.
MATH. 280. Set Theory.
MATH. 283a. Modern Algebra.
MATH. 283b. Modern Algebra.
MATH. 286. Numerical Analysis.
MATH. 287. Nonlinear Optimization.
MATH. 288. Linear Optimization.
MATH. 292. Methods of Mathematical Physics.

Neuroscience (MNS courses)
NSC. 201. Neuroscience.
NSC. 235. Biological Basis of Mental Disorders.
NSC. 255. Integrative Neuroscience.
NSC. 260. Psychopharmacology.
NSC. 269. Developmental Neuroscience.
NSC. 270. Computational Neuroscience.
NSC. 274. Neuroanatomy.
NSC. 285. Special Topics in Cellular and Molecular Neuroscience.
NSC. 287. Special Topics in Systems and Integrative Neuroscience.

Philosophy (MNS courses)
PHIL. 102. General Logic.

Physics (MNS courses)
PHYS. 110. Introductory Physics.
PHYS. 113a. Introductory Physics for the Life Sciences I.
PHYS. 113b. Introductory Physics for the Life Sciences II.
PHYS. 116a. General Physics I.
PHYS. 116b. General Physics II.
PHYS. 121a. Principles of Physics I.
PHYS. 121b. Principles of Physics II.
PHYS. 221. Classical and Modern Optics.
PHYS. 223. Thermal and Statistical Physics.
PHYS. 223c. Computational Thermal and Statistical Physics.
PHYS. 225W. Concepts and Applications of Quantum Physics.
PHYS. 226. Modern Physics.
PHYS. 226W. Modern Physics.
PHYS. 227a. Classical Mechanics I.
PHYS. 227b. Classical Mechanics II.
PHYS. 229a. Electricity, Magnetism, and Electrodynamics I.
PHYS. 229b. Electricity, Magnetism, and Electrodynamics II.
PHYS. 243. Health Physics.
PHYS. 251a. Advanced Quantum Mechanics I.
PHYS. 251b. Advanced Quantum Mechanics II.
PHYS. 255. Introduction to Particle Physics.
PHYS. 257. Computational Physics.
PHYS. 266. Experimental Nanoscale Fabrication and Characterization.

Psychology (MNS courses)
PSY. 209. Quantitative Methods.
PSY. 214. Perception.
PSY. 232. Mind and Brain.
PSY. 236. The Visual System.
PSY. 253. Human Memory.

Perspectives (P)

African American and Diaspora Studies (P courses)
AADS. 101. Introduction to African American and Diaspora Studies.
AADS. 102. Making of the African Diaspora.
AADS. 150. Reel to Real: Film Aesthetics and Representation.
AADS. 203W. Blacks in the Military.

American Studies (P courses)
AMER. 201. Serving and Learning.

Anthropology (P courses)
ANTH. 205. Race in the Americas.
ANTH. 241. Biology and Culture of Race.
ANTH. 250. Anthropology of Healing.
ANTH. 260. Medicine, Culture, and the Body.
ANTH. 266. Gender and Cultural Politics.
ANTH. 283. Ethics in Anthropology, Archaeology, and Development.

Asian Studies (P courses)

Astronomy (P courses)
ASTR. 203. Theories of the Universe.

Communication Studies (P courses)
CMST. 235. Communicating Gender.

Earth and Environmental Sciences (P courses)
EES. 108. Earth and Atmosphere.

English (P courses)
ENGL. 242. Science Fiction.
ENGL. 242W. Science Fiction.
ENGL. 243. Literature, Science, and Technology.
ENGL. 243W. Literature, Science, and Technology.
ENGL. 246. Feminist Theory.
ENGL. 275. Latino-American Literature.
ENGL. 277. Asian American Literature.
ENGL. 277W. Asian American Literature.
ENGL. 279. Ethnic American Literature.
ENGL. 279W. Ethnic American Literature.

French (P courses)
FREN. 214. Advanced Conversational French.
FREN. 218. The Contemporary Press and Media.
FREN. 240. From Carnival to the “Carnavalesque”.
FREN. 252. Literature and Law.
FREN. 272. Adultery and Transgressions in Literature.

German (P courses)
GER. 243. The Aesthetics of Violence: Terror, Crime, and Dread in German Literature.

History (P courses)
HIST. 148. The Darwinian Revolution.
HIST. 150. History of Modern Sciences and Society.
HIST. 151. The Scientific Revolution.
HIST. 153. Superhuman Civilization.
HIST. 183. Sexuality and Gender in the Western Tradition to 1700.
HIST. 184. Sexuality and Gender in the Western Tradition since 1700.
HIST. 187. Pornography and Prostitution in History.
HIST. 217. Islam and the Crusades.
HIST. 280. Modern Medicine.
HIST. 283. Medicine, Culture, and the Body.
HIST. 284a. Epidemics in History.
HIST. 285C. Innovation.
HIST. 289W. Blacks and Money.

History of Art (P courses)
HART. 239. African American Art.
HART. 270. History of Western Urbanism.

Honors (P courses)
HONS. 182. College Perspectives Honors Seminar.

Italian (P courses)
ITA. 238. City Fictions.

Jewish Studies (P courses)
JS. 124. Perspectives in Modern Jewish History.
JS. 240. Modern Jewish Thought.
JS. 245. Major Themes in Jewish Studies.

Latin American Studies (P courses)

Latino and Latina Studies (P courses)
LAT. 201. Introduction to Latino and Latina Studies.

Medicine, Health, and Society (P courses)
MHS. 201. Fundamental Issues in Medicine, Health, and Society.
MHS. 210. Health Social Movements.
MHS. 212. War and the Body.
MHS. 225. Death and Dying in America.
MHS. 236. HIV/AIDS in the Global Community.
MHS. 252. Psychiatry, Culture, and Globalization.

Music Literature and History (P courses)
MUSL. 201. Music, Gender, and Sexuality.
MUSL. 261. Music, Identity, and Diversity.

Philosophy (P courses)
PHIL. 105. Introduction to Ethics.
PHIL. 108. Introduction to Medical Ethics.
PHIL. 108W. Introduction to Medical Ethics.
PHIL. 110. Introduction to Business Ethics.
PHIL. 233W. Writing as Political Resistance.
PHIL. 235. Gender and Sexuality.
PHIL. 239. Moral Problems.
PHIL. 239W. Moral Problems.
PHIL. 244. Philosophy and the Natural Sciences.
PHIL. 245. Humanity, Evolution, and God.
PHIL. 252. Political and Social Philosophy.
PHIL. 258. Contemporary Political Philosophy.
PHIL. 270. Ethics and Medicine.
PHIL. 271. Ethics and Business.
PHIL. 273. Environmental Philosophy.

Political Science (P courses)
PSCI. 271. Feminist Theory and Research.

Portuguese (P courses)
PORT. 225. Brazilian Culture through Native Material.

Psychology (P courses)
PSY. 252. Human Sexuality.

Religious Studies (P courses)
RLST. 200. Mysticism and Spirituality, Comparative Study.
RLST. 203. Jewish Theories of Religion.
RLST. 230. Women and Religion.

Sociology (P courses)
SOC. 201. Sociological Perspectives.
SOC. 224. Women and the Law.
SOC. 230. The Family.

Spanish (P courses)
SPAN. 227. Film and Culture in Latin America.
SPAN. 243. Latino Immigration Experience.
SPAN. 244. Afro-Hispanic Literature.
SPAN. 248. Spanish-American Literature of the Post-Boom Era.
SPAN. 264. Alterity and Migration in Spain.
SPAN. 274. Literature and Medicine.
SPAN. 277. Literary Genres and National Identities in Latin America.
SPAN. 292. Images of the Feminine in Spanish Cinema.

Theatre (P courses)
THTR. 206W. Contemporary Drama and Performance Criticism.
THTR. 216. The History of Fashion: Sex and Propaganda.
THTR. 280. Theatre in London.

Women’s and Gender Studies (P courses)
WGS. 150. Sex and Gender in Everyday Life.
WGS. 150W. Sex and Gender in Everyday Life.
WGS. 160. Sex and Society.
WGS. 201. Women and Gender in Transnational Context.
WGS. 240. Introduction to Women’s Health.
WGS. 242. Women Who Kill.
WGS. 243. Sociologies of Men and Masculinity.
WGS. 248. Humor and Cultural Critique in Fannie Flagg’s Novels.
WGS. 250. Contemporary Women’s Movements.
WGS. 250W. Contemporary Women’s Movements.
WGS. 262. Gender and Ethics.
WGS. 267. Seminar on Gender and Violence.
WGS. 271. Feminist Legal Theory.
WGS. 273. Seminar on Psychoanalysis and Feminism.

Social and Behavioral Sciences (SBS)

African American and Diaspora Studies (SBS courses)
AADS. 215. Black Issues in Education.
AADS. 270. Research Methods.

American Studies (SBS courses)
AMER. 240. Topics in American Studies.
AMER. 295. Undergraduate Seminar in American Studies.
AMER. 297. Senior Project.

Anthropology (SBS courses)
ANTH. 101. Introduction to Anthropology.
ANTH. 104. Introduction to Archaeology.
ANTH. 105. Introduction to Language and Culture.
ANTH. 201. Introduction to Linguistics.
ANTH. 206. Theories of Culture and Human Nature.
ANTH. 207. Environmental Anthropology.
ANTH. 211. Archaeology.
ANTH. 216. Ancient Cities.
ANTH. 222. Anthropologies and Archaeologies of Community.
ANTH. 224. Political Anthropology.
ANTH. 231. Colonial Encounters in the Americas.
ANTH. 234. Economic Anthropology.
ANTH. 240. Medical Anthropology.
ANTH. 242. Biology of Inequality.
ANTH. 244. Social and Health Consequences of Pandemics.
ANTH. 246. Andean Culture and Society.
ANTH. 249. Indigenous Peoples of Lowland South America.
ANTH. 252. South American Archaeology.
ANTH. 261. Classic Maya Language and Hieroglyphs.
ANTH. 262. Cognitive Anthropology.
ANTH. 267. Death and the Body.
ANTH. 275. Sociocultural Field Methods.
ANTH. 281. Classic Maya Religion and Politics.
ANTH. 282. Anthropological Approaches to Human Landscapes.
ANTH. 284. Problems in Anthropological Theory.

Classics (SBS courses)
CLAS. 211. The Greek City.
CLAS. 260. Roman Law.

Economics (SBS courses)
ECON. 100. Principles of Macroeconomics.
ECON. 209. Money and Banking.
ECON. 212. Labor Economics.
ECON. 221. Health Care Policy.
ECON. 222. Latin American Development.
ECON. 224. Russia in the World Economy.
ECON. 228. Environmental Economics.
ECON. 231. Intermediate Microeconomic Theory.
ECON. 235. Strategic Analysis.
ECON. 251. Wages, Employment, and Labor Markets.
ECON. 253. Introduction to Econometrics.
ECON. 256. Seminar in Macroeconomic Policy.
ECON. 256W. Seminar in Macroeconomic Policy.
ECON. 257. Seminar in Microeconomic Policy.
ECON. 257W. Seminar in Microeconomic Policy.
ECON. 259. Financial Instruments and Markets.
ECON. 260W. Seminar on Globalization.
ECON. 263. International Trade.
ECON. 268. Economics of Health.
ECON. 273. Game Theory with Economic Applications.
ECON. 274. Industrial Organization.
ECON. 277W. Economics of Conflict.
ECON. 279. Urban Economics.
ECON. 281. Economic Growth.
ECON. 284. Topics in Econometrics.

Environmental and Sustainability Studies (SBS courses)
ENVS. 278. Seminar.

Financial Economics (SBS courses)
FNEC. 220. Managerial Accounting.
FNEC. 240. Corporate Finance.
FNEC. 261. Investment Analysis.

French (SBS courses)
FRFN. 269. Francophone Literature and Film of the Maghreb.

History (SBS courses)
HIST. 160. European Economic History, 1000-1700.
HIST. 200W. The History Workshop.
HIST. 289E. Religion and Popular Culture in Nineteenth-Century Europe.

Honors (SBS courses)
HONS. 183. College Honors Seminar in Behavioral and Social Sciences.

Jewish Studies (SBS courses)
JS. 155. American Jewish Life.
JS. 244. Freud and Jewish Identity.
JS. 252. Social Movements in Modern Jewish Life.

Latino and Latina Studies (SBS courses)
LATS. 250. Latino and Latina Business and Entrepreneurship.

Managerial Studies (SBS courses)
MGRL. 185. Negotiation.
MGRL. 190. Principles of Marketing.
MGRL. 191. Advanced Marketing.
MGRL. 192. Creative Advertising.
MGRL. 195. Entrepreneurial Challenge.
MGRL. 198. Corporate Strategy.

Medicine, Health, and Society (SBS courses)
MHS. 211. Social Movements and Community Action.
MHS. 234. Men’s Health Research.
MHS. 235. Community Health Research.
MHS. 240. Social Capital and Health.
MHS. 244. Medicine, Law, and Society.
MHS. 254. Perspectives on Trauma.

Philosophy (SBS courses)
PHIL. 246. Philosophy of Language.
PHIL. 254. Modern Philosophies of Law.
PHIL. 256. Philosophy of Mind.
PHIL. 272. Ethics and Law.
PHIL. 272W. Ethics and Law.

Political Science (SBS courses)
PSCI. 101. Introduction to Comparative Politics.
PSCI. 102. Introduction to International Politics.
PSCI. 213. Democratization and Political Development.
PSCI. 215. Change in Developing Countries.
PSCI. 219. Politics of Mexico.
PSCI. 220. Crisis Diplomacy.
PSCI. 221. Causes of War.
PSCI. 222. American Foreign Policy.
PSCI. 223. European Political Economy and Economic Institutions.
PSCI. 225. International Political Economy.
PSCI. 226. International Law and Organization.
PSCI. 229. Strategy and International Politics.
PSCI. 230. Middle East Politics.
PSCI. 236. The Politics of Global Inequality.
PSCI. 238. Comparative Political Parties.
PSCI. 240. Political Parties.
PSCI. 244. The Legislative Process.
PSCI. 250. Group Conflict and Cooperation in U.S. Politics.
PSCI. 252. Business and Public Policy.
PSCI. 254. Political Psychology.
PSCI. 256. Politics of Public Policy.
PSCI. 259. Political Strategy and Game Theory.
PSCI. 260. Introduction to American Law.
PSCI. 262. The Judicial Process.
PSCI. 268. American Health Policy.
PSCI. 270. Conducting Political Research.
PSCI. 273. Conflict Management.
PSCI. 274. Nature of War.
PSCI. 277. Future of Warfare.

Psychology (SBS courses)
PSY. 101. General Psychology.
PSY. 208. Principles of Experimental Design.
PSY. 211. Personality.
PSY. 215. Abnormal Psychology.
PSY. 225. Cognitive Psychology.
PSY. 231. Social Psychology.
PSY. 239. Industrial and Organizational Psychology.
PSY. 244. Introduction to Clinical Psychology.
PSY. 245. Emotion.
PSY. 246. Schizophrenia.
PSY. 247. Depression.
PSY. 268. Health Psychology.
PSY. 270. Positive Psychology.

Public Policy Studies (SBS courses)
PPS. 295. Senior Seminar on Research in Public Policy.

Religious Studies (SBS courses)
RLST. 110W. Introduction to Southern Religion and Culture.
RLST. 120. Religion, Sexuality, Power.
RLST. 221. Ethics and Ecology.
RLST. 234. Post-Freudian Theories and Religion.
RLST. 235. Freudian Theories and Religion.

Sociology (SBS courses)
SOC. 101. Introduction to Sociology.
SOC. 101W. Introduction to Sociology.
SOC. 102. Contemporary Social Issues.
SOC. 102W. Contemporary Social Issues.
SOC. 204. Self, Society, and Social Change.
SOC. 205. Poverty, Health, and Politics.
SOC. 207. Climate Change and Society.
SOC. 208. Environment and Development.
SOC. 211. Introduction to Social Research.
SOC. 216. Change and Social Movements in the Sixties.
SOC. 218. Tourism, Culture, and Place.
SOC. 221. Environmental Inequality and Justice.
SOC. 225. Women and Social Activism.
SOC. 228. Cultural Consumption and Audiences.
SOC. 229. Cultural Production and Institutions.
SOC. 231. Criminology.
SOC. 232. Delinquency and Juvenile Justice.
SOC. 233. Deviant Behavior and Social Control.
SOC. 236. Class, Status, and Power.
SOC. 237. Society and Medicine.
SOC. 240. Law and Society.
SOC. 244. Politics, State, and Society.
SOC. 246. Sociology of Religion.
SOC. 247. Human Behavior in Organizations.
SOC. 248. Popular Culture Dynamics.
SOC. 250. Gender in Society.
SOC. 251. Women and Public Policy in America.
SOC. 252. Law and Social Movements.
SOC. 253. Racial Domination, Racial Progress.
SOC. 254. Schools and Society: The Sociology of Education.
SOC. 256. Race, Gender, and Sport.
SOC. 257. Gender, Sexuality, and the Body.
SOC. 264. Social Dynamics of Mental Health.
SOC. 265W. Sociology through Baseball.
SOC. 268. Race, Gender, and Health.
SOC. 272. Gender Identities, Interactions, and Relationships.
SOC. 274. Immigration in America.

Spanish (SBS courses)
SPAN. 212. Introduction to Spanish Linguistics.
SPAN. 213. Translation and Interpretation.
SPAN. 214. Dialectology.
SPAN. 215. Words and Stems.
SPAN. 216. Phonology.
SPAN. 217. Contrastive Analysis of Spanish and English.
SPAN. 218. Morphology and Syntax.
SPAN. 220. The Languages of Spain.

Women's and Gender Studies (SBS courses)
WGS. 268. Gender, Race, Justice, and the Environment.
WGS. 270. Ecofeminism: Theory, Politics, and Action.

History and Culture of the United States (US)
African American and Diaspora Studies (US courses)
AADS. 110. Race Matters.

American Studies (US courses)
AMER. 100. Introduction to American Studies.
AMER. 101. Introduction to American Studies.
AMER. 102. Global Perspectives on the U.S.

Anthropology (US courses)
ANTH. 206. Food Politics in America.

Classics (US courses)
CLAS. 222. Classical Tradition in America.

Communication Studies (US courses)
CMST. 221. Rhetoric of the American Experience, 1865 to 1945.
CMST. 224. Rhetoric of Social Movements.

Economics (US courses)

English (US courses)
ENGL. 211. Representative American Writers.
ENGL. 211W. Representative American Writers.
ENGL. 213W. Literature of the American Civil War.
ENGL. 263. African American Literature.
ENGL. 263W. African American Literature.
ENGL. 268a. America on Film: Art and Ideology.
ENGL. 268b. America on Film: Performance and Culture.
ENGL. 286a. Twentieth-Century Drama.
ENGL. 286b. Twentieth-Century Drama.

History (US courses)
HIST. 139. America to 1776: Discovery to Revolution.
HIST. 140. U.S. 1776-1877: Revolution to Civil War and Reconstruction.
HIST. 141. U.S. 1877-1945: Reconstruction through World War II.
HIST. 142. U.S. Post-1945: Cold War to the Present.
HIST. 144. African American History since 1877.
HIST. 165. The Foreign Expansion of American Banking.
HIST. 166. American Enterprise.
HIST. 169. Sea Power in History.
HIST. 173. The U.S. and the Cold War.
HIST. 174. The U.S. and the Vietnam War.
HIST. 243W. The English Atlantic World, 1500-1688.
HIST. 258. American Indian History before 1850.
HIST. 259. American Indian History since 1850.
HIST. 261. The Founding Generation.
HIST. 262. The Old South.
HIST. 263. The New South.
HIST. 264. Appalachia.
HIST. 269. The Civil Rights Movement.
HIST. 270. The U.S. and the World.
HIST. 271. The U.S. as a World Power.
HIST. 272c. Race, Power, and Modernity.
HIST. 272d. American Masculinities.
HIST. 272E. Debating America in the World, 1890-2010.
HIST. 287b. History of New Orleans.
HIST. 287d. Immigration, Race, and Nationality: The American Experience.
HIST. 287e. The Federalist Papers.

History of Art (US courses)
HART. 140. U.S. Icons and Monuments.
HART. 240. American Art to 1865.
HART. 242. Art since 1945.

Honors (US courses)
HONS. 184. College Honors Seminar in History and Culture of the United States.

Italian (US courses)
ITA. 236. Gangsters, Lovers, Madonnas, and Mistresses.

Jewish Studies (US courses)
JS. 137W. Black-Jewish Relations in Post-War American Literature and Culture.
JS. 139W. American Jewish Music.
JS. 162W. American Southern Jews in Life and Literature.

Music Literature and History (US courses)
MUSL. 148. Survey of Jazz.
MUSL. 151. The Blues.
MUSL. 262. Music of the South.
MUSL. 264. Exploring the Film Soundtrack.

Philosophy (US courses)
PHIL. 222. American Philosophy.

Political Science (US courses)
PSCI. 100. Introduction to American Government and Politics.
PSCI. 245. The American Presidency.
PSCI. 266. Constitutional Law: Civil Liberties and Rights.
Area of Concentration

During the junior and senior years, much of the student’s work is concentrated in one large unit of intellectually related courses. The program of concentration may be arranged through a single major, an interdisciplinary major, or a double major. Each of the three options is described below. A triple major may be declared with the approval of the Administrative Committee.

Major Field

Under this plan, the student majors in one of the recognized fields. There shall not be fewer than 27 credit hours in the major field, but a given department may require up to 48 credit hours. Students may take more than the required number of hours in any major; any given department, however, may limit the total permissible credit hours in a discipline.

For graduation, a student must have achieved a grade-point average of at least 2.000 in all classes taken in the major. This set of courses includes all courses a student takes in the department or program of the major and all courses a student takes outside the department or program that may count toward the major. All courses that are listed as fulfilling credit hours required for the major, as listed in the Undergraduate Catalog, are included in calculating the grade-point average in the major.

Within the framework of these general requirements, each department has its own policies governing major work, which are published elsewhere in this catalog or otherwise available to students.

Academic programs of the College of Arts and Science are varied and broad in scope, with majors offered in the following fields:

- Anthropology
- Art
- Biological Sciences
- Chemistry
- Classical Civilization
- Classical Languages
- Classics
- Communication Studies
- Earth and Environmental Sciences
- Ecology, Evolution, and Organismal Biology
- Economics
- English
- French
- German
- History
- History of Art
- Mathematics
- Molecular and Cellular Biology
- Philosophy
- Physics
- Political Science
- Psychology
- Religious Studies
- Russian
- Sociology
- Spanish
- Spanish and Portuguese
- Theatre

Approved Second Majors Outside the College

All undergraduate courses, majors, and minors offered by Blair School of Music, School of Engineering, and Peabody College are approved for students in the College of Arts and Science. See the appropriate sections of the Undergraduate Catalog under each school for details. Arts and Science students with a second major from another Vanderbilt undergraduate school must earn a minimum of 90 credit hours in Arts and Science. Consultation with the student’s Arts and Science academic adviser is especially important.

Declaration of the Area of Concentration

Students may formally declare a major at any time during the third semester of residence and must do so no later than the Friday before Spring Break of the fourth semester. The student selects a department or interdisciplinary program and applies to that department or program for assignment to an adviser. Students who wish to develop an individually designed interdisciplinary program apply to the associate dean who chairs the Committee on Individual Programs.

Each fall a program is arranged that provides for consultation of sophomores with department chairs, for the purpose of helping students select a major. Sophomore students who have not declared a major should participate in this program if they intend to attain junior standing before the next spring.

The selection of a major is of considerable importance, and the entire program of concentration for the junior and senior years should be planned with the major adviser before the beginning of the junior year. Students officially declare their majors by registering with the chosen department(s) or interdisciplinary program(s), and with the Office of Academic Services in Arts and Science. When the student’s major has been registered, access to the student’s academic record is transferred from the pre-major adviser to the new major adviser.

Students may not add a major(s) past the fifth class day of the first semester of the senior year.
Students may major in one of the defined interdisciplinary programs listed below. There shall not be fewer than 27 credit hours in the major field, but a given program may require up to 48 credit hours. The student must achieve at least a 2.000 grade-point average in all work taken in the major.

**Defined Interdisciplinary Programs:**

- African American and Diaspora Studies
- American Studies
- Asian Studies
- Cinema and Media Arts
- Communication of Science and Technology
- Economics and History
- European Studies
- French and European Studies
- German and European Studies
- Italian and European Studies
- Jewish Studies
- Latin American Studies
- Latino and Latina Studies
- Medicine, Health, and Society
- Neuroscience
- Public Policy Studies
- Russian and European Studies
- Spanish and European Studies
- Spanish, Portuguese, and European Studies
- Women’s and Gender Studies

Students may combine an interdisciplinary major with a major in one of the recognized fields listed at the beginning of this chapter. Upon approval of the Committee on Individual Programs and the student’s adviser, (a) as many as 6 credit hours may be counted as part of both the interdisciplinary major and the second major, or (b) normally, no more than three introductory-level courses will be counted toward the interdisciplinary major.

**Individually Designed Interdisciplinary Majors**

This plan permits students to contract for an individually designed program of concentration consisting of at least 48 credit hours of approved work. The program is constructed around a coherent academic purpose and may draw together the academic resources of a number of departments and schools. The program’s purpose may include topical, period, or area studies, and must be consistent with the philosophy underlying a liberal arts education (see "What is Liberal Education?" on page 80 of this catalog). The program should not be designed with a focus on pre-professional training (e.g., pre-business, pre-law, or pre-medicine). The student may be required to achieve a standard of proficiency in appropriately related areas such as foreign languages or mathematics in addition to the 48 credit hours constituting the program of concentration.

Each student must identify a major adviser who will offer advice and guidance. The major adviser must be a professor or full-time senior lecturer.

The student’s plan for an individually designed interdisciplinary major is a statement of required courses. Furthermore, because of the nature of interdisciplinary majors, all courses that have previously been included in the student’s plan are considered to be part of the major discipline. The student must achieve at least a 2.000 grade point average in all courses that are (or have been) part of the plan.

**Double and Triple Majors**

This program permits a student to concentrate in two or three fields, which may or may not be intellectually related. With approval of the departments concerned, the student completes all of the requirements stipulated for the majors. Triple majors require approval of the Administrative Committee.

Each A&S non-interdisciplinary major must include at least 24 credit hours that are being counted solely toward the major. This rule also applies to students who combine (in a double or triple major) a non-interdisciplinary major with an interdisciplinary major.
Additional Programs

For information on the College Scholars program and departmental honors, please see the chapter titled Honors.

The Optional Minor

A minor is a program within a recognized area of knowledge offering students more than a casual introduction to the area but less than a major in it. Although the completion of a minor is not a degree requirement, students may elect to complete the courses specified for one or more minors. A student who completes all designated courses in a minor with a grade point average of at least 2.00 will have the minor entered on the transcript at the time of graduation.

Minors may be combined with any departmental major or interdisciplinary major, but minors may not be earned in the department or program of the major. Each minor must, however, include at least 15 credit hours that are being counted solely toward the minor. Courses may not be taken on a P/F basis if they are offered in the department of the minor or if they are being counted toward an interdisciplinary minor (see Academic Regulations).

Minors consist of a minimum of five courses of 3 or more credits each. Many minors require a greater number of hours and specific courses. When a minor is offered in a discipline that offers a major, only those courses that count toward the major may be counted toward the minor.

Students should refer to the appropriate sections of this catalog for specific requirements. Minors available at present are listed below.

Students should declare their intention to pursue specific minors by completing forms available in the Office of the Dean as well as the various departmental and program offices. Departments and programs assign advisers to students who declare minors in their respective areas. Students have the responsibility to know and satisfy all requirements for minors that they intend to complete.

Students may not add or change a minor after the fifth day of classes in the second semester of their senior year.

Optional minors are offered in the following fields:

| African American and Diaspora Studies | English |
| American Studies | Environmental Science |
| Anthropology | Environmental and Sustainability Studies |
| Art | European Studies |
| Asian Studies | French |
| Astronomy | German |
| Biological Sciences | History |
| Brazilian Studies | History of Architecture |
| Chemistry | History of Art |
| Chinese Language and Culture | Islamic Studies |
| Cinema and Media Arts | Italian Studies |
| Classical Civilization | Japanese Language and Culture |
| Classics | Jewish Studies |
| Communication of Science and Technology | Latin American Studies |
| Communication Studies | Latino and Latina Studies |
| Earth and Environmental Sciences | Managerial Studies: Corporate Strategy |
| Economics | Financial Economics |
| Medicine, Health, and Society | Mathematics |
| Nanoscience and Nanotechnology* | Religious Studies |
| Neuroscience | Russian |
| Philosophy | Russian Area Studies |
| Physics | Scientific Computing* |
| Political Science | Sociology |
| Portuguese | Spanish |
| Psychology | Theatre |
| Women’s and Gender Studies |

*Administered by the School of Engineering in collaboration with the College of Arts and Science

Approved Minors Outside the College

Arts and Science students are permitted to pursue a second major and/or a minor that has been approved by the faculties of the other Vanderbilt undergraduate schools: the Blair School of Music, the School of Engineering, and Peabody College of Education and Human Development. See the appropriate sections of the Undergraduate Catalog under each school for details. Minors may not be earned in the department or program of the major.

Undergraduate Research

All students have ample opportunity to participate in faculty research projects or to pursue research projects independently, both on campus and at remote sites. Such research has led to the publication of coauthored or student-authored papers and other presentations to the scholarly community. Summer and academic year research by undergraduates in all fields may be subsidized by the university or the College of Arts and Science.

Study Abroad Programs

Vanderbilt offers study programs for all undergraduate students from Arts and Science, Blair School of Music, School of Engineering, and Peabody College. Among others, programs are offered in Argentina, Australia, Austria, Brazil, Canada, Chile, China, Costa Rica, the Czech Republic, Denmark, the Dominican Republic, Egypt, England, France, Germany, Hungary, India, Ireland, Israel, Italy, Japan, Jordan, Kenya, Morocco, Nepal, Netherlands, New Zealand, Northern Ireland, Russia, Samoa, Scotland, Senegal, Serbia, Singapore, South Africa, Spain, Sweden, Switzerland, Uganda, and Vietnam to provide undergraduates immediate contact with cultures different from their own and to aid in the mastery of foreign languages. Students interested in applying for study abroad should consult their advisers to determine whether all degree requirements can be completed on schedule.

Brochures on all programs are available in the Global Education Office in Room 115, Student Life Center. GEO also maintains a website, vanderbilt.edu/geo. The study abroad programs are described in more detail in the chapter on Special Programs for Undergraduates in the front section of this catalog.

When choosing programs in a city for study abroad, College of Arts and Science students may only apply to the Vanderbilt-approved overseas program(s) in that city.
There are four cities/programs for which this rule does NOT apply because of the specificity of the course of study on the Vanderbilt programs: Institut d’Études Politiques in Paris, France (designed for social science majors with a high degree of French proficiency); St. Charles University in Prague, Czech Republic (design for Jewish studies majors); Classical Studies in Rome, Italy (open only to classical studies majors); and Vienna, Austria (open only to Blair students). That is, Arts and Science students who wish to study in Paris, Prague, Rome, or Vienna may choose to study in a program that is not Vanderbilt sponsored.

Additional Options

Students interested in receiving transfer credit for Vanderbilt-approved study abroad programs through other universities should apply to the Committee on Individual Programs. They must meet the same academic standards required for participation in Vanderbilt’s study abroad programs. Information is available from the Office of the Associate Deans (311 Kirkland Hall).

Pre-Professional Studies

Medicine

Students interested in the study of medicine should plan their undergraduate program in consultation with Robert Baum, doctor of orthopaedics and rehabilitation, health professions adviser. There is no formal premedical program of courses in the College of Arts and Science or elsewhere at Vanderbilt. Each student should plan a program to meet individual needs. The program should include whatever courses may be necessary to meet medical school admission requirements, all courses required for the major, all AXLE requirements, and elective options. Students may choose majors from any of the four undergraduate colleges, and may elect to pursue a double major or an interdisciplinary program of concentration.

A student who plans to apply for admission to the Vanderbilt University School of Medicine, as well as other medical schools, may choose either of the following options:

1. A student may qualify for admission with a B.A. degree, whether completed in three years or in four. Minimum requirements for admission generally would be met by completing at least two semesters of English, four semesters of chemistry including organic, two semesters of biology, two semesters of physics, and at least one semester of calculus/math. Since prerequisites may vary across medical schools, students are urged to consult the online resource, Medical School Admission Requirements (MSAR) published by the American Association of Medical Schools (at aamc.org) for school-specific information.

In light of the Medical College Admissions Test (MCAT) changes to take effect in 2015, it is recommended that students take one semester of biochemistry and one semester of introductory statistics. Additionally, through course work or self-directed study, students will need to be knowledgeable in basic concepts of psychology, sociology, and bioethics.

For more information, students are advised to visit the website of the Health Professions Advisory Office (vanderbilt.edu/hpao) and refer to the links for 1) “Premedical Preparation” and 2) “Threading a path through premedical expectations.”

2. A student may qualify as a three-year student in the senior-in-absentia program (see Senior-in-Absentia in this catalog).

Early Acceptance to the Vanderbilt University School of Medicine

The Early Acceptance Program was discontinued in January 2013.

Dentistry

Students interested in predental studies should plan their undergraduate program in consultation with Robert Baum, doctor of orthopaedics and rehabilitation, health professions adviser. There is no formal predental program of courses at Vanderbilt. Predental studies should include courses necessary to meet dental school admission requirements, all courses required for the major, all AXLE requirements, and elective options. Students may choose majors from any of the four undergraduate colleges. They may also elect a double major or an interdisciplinary program of concentration. A student may apply to dental school under the senior-in-absentia program (see Senior-in-Absentia in this catalog) or apply for admission after three years of college work without a degree.

Any student contemplating application to dental school should take at least two semesters of English, four semesters of chemistry including organic, two semesters of biology, two semesters of physics, and at least one semester of calculus/math. Since prerequisites may vary across dental schools, students are urged to consult the ADEA Official Guide to Dental Schools published by the American Association of Dental Schools.

Nursing

Students interested in developing a program that could lead to a master of science in nursing are advised to consult the Office of Admissions in the School of Nursing. For further information on pre-nursing studies, see the chapter on Special Programs for Undergraduates near the front of this catalog.

Architecture

Undergraduate students in the College of Arts and Science expecting to pursue architecture at the graduate level should complete at least one year of analytic geometry and calculus and one year of physics. Students may select any major but would want to include courses that emphasize a broad sense of art and architectural history, including courses in studio art. Before applying to specific schools of architecture, they would develop a portfolio of creative work. Further information is available from Professor Michael L. Aubuch of the Department of Art.

Engineering

Undergraduate students in the College of Arts and Science expecting to pursue engineering at the graduate level should normally major in a natural science or mathematics and, at a minimum, should complete two years of calculus or its equivalent, one year each of chemistry and physics, and at least an additional year of a natural science or mathematics. A minimum of one year of computer science is highly desirable. Students should seek specific information concerning admission from the engineering school of their choice as early as possible, preferably by the end of the sophomore year, to assure optimum preparation for entry into that school. Standards for admission vary, but usually a 3.00 average or better is required.
Internships

Students may earn academic credit for the work of internships in the College of Arts and Science on a Pass/Fail basis through interdisciplinary or departmental internships. Credit hours earned will not count toward major or minor requirements or toward AXLE, but will count as part of the total credit hours required for graduation. Students obtain their own placement and faculty adviser who works with them to develop a list of readings or research agenda for the internship, which must be approved by the director of internships in the College of Arts and Science (Associate Dean Yollette Jones). The necessary forms for earning academic credit for an internship may be obtained from the A&S Associate Deans’ Office in 311 Kirkland Hall, although students register for internships through the Office of Academic Services of their respective school. The deadline for submitting registration forms to Dean Jones’s office for internship courses taken during summer term and fall semester is May 1. Students expecting to intern during the spring semester should submit registration forms by January 1.

Finding an Internship

Students searching for an internship opportunity locally or elsewhere should contact the Center for Student Professional Development.

Interdisciplinary Internships

**INDS 280a–280b–280c–280d. 1 credit hour (repeatably)**

Any student who is at least a sophomore and in good academic standing may earn one credit hour per semester or summer for an internship under this designation. This course may be repeated twice for a maximum of 3 credit hours exclusively on a Pass/Fail basis.

Departmental Internships

**Maximum of 15 credit hours (may be taken only once)**

Under this option students from any discipline may earn academic credit for internships in the departments listed below if they meet the minimum GPA requirements and have 6 credit hours of prior work in the department in which they wish to intern. Students are responsible for securing a faculty adviser for the internship and developing an academic plan of work for the internship opportunity, both of which must be approved by the director of undergraduate studies in the department in which the internship is housed. (In some instances, the DUS will serve as the faculty adviser for all internships taken in that discipline.) All internships under this designation are taken concurrently with a research and/or readings course. The latter is taken on a graded basis and may count toward requirements for a major or minor. Students should consult the director of undergraduate studies in the department of interest to obtain additional information about internships in that discipline. The following departments offer up to 15 credit hours of academic credit per semester or summer for the following courses (internship courses are offered during FALL, SPRING, and SUMMER sessions):

- **AADS 280a–280b.** 280a: Internship Readings and Research [3–6], 280b: Internship Training [1–9].
- **AMER 280a–280b.** 280a: Internship Readings and Research [3–6], 280b: Internship Training 1–6.
- **ANTH 287a–287b.** 287a: Internship Readings and Research [1–6], 287b: Internship Training [1–9].
CMA 280a–280b. 280a: Internship Readings and Research [1–6], 280b: Internship Training [1–9].

FREN 287a–287b. 287a: Internship Readings and Research in France [3], 287b: Internship Training in France [1].

HART 293a–293b. 293a: Internship Research [1–3], 293b: Internship Training [1–9].

HART 293a–293b–293c. 293a: Internship Training [3–9], 293b: Internship Research [3], 293c: Internship Readings [3].


LAS 280a–280b. 280a: Internship Readings and Research [3–6], 280b: Internship Training [1–9].

MHS 293a–293b. 293a: Internship Training [1–9], 293b: Internship Readings and Research [1–6].

PSCI 280a–280b–280c. 280a: Internship Training [1–9], 280b: Internship Research [1–3], 280c: Internship Readings [1–3].

RUSS 280a–280b. 280a: Internship Training [1–9], 280b: Internship Readings and Research [3–6].

SOC 280a–280b. 280a: Internship Readings and Research [3–6], 280b: Internship Training [1–9].

SPAN 287a–287b. 287a: Internship Readings and Research in Spain [3], 287b: Internship Training in Spain [1].


More complete information regarding departmental internship courses may be found in the course descriptions in this catalog. (Courses which have been approved recently by the faculty may not appear in the most recent edition of the catalog.)

Cost of an Internship

Internships taken during the fall or spring semester will fall under the normal tuition charge unless the student falls below 12 or exceeds 18 credit hours during the semester. In both instances, the hourly tuition charge will apply with permission for an underload overload from the appropriate academic dean. Students will be charged for internships taken during summer on the basis of the hourly tuition rate for summer school unless approved in advance to receive the internship subsidy (see the Center for Student Professional Development website).

Combined B.A./M.A. (4+1) Program

The College of Arts and Science offers students in many departments and programs the opportunity to earn both the bachelor’s degree and the master’s degree in a shorter period of time and at less cost than is normally the case. Exceptional students in the College of Arts and Science can obtain both degrees in an expedited period, typically within but not less than five years.

The usual period of study for both the bachelor’s and the master’s degree is six years. Through the 4+1 option, the student and her or his adviser plan a five-year program of study. It is important to note that there is no provision for obtaining both degrees in a period shorter than five years. The program is intended for selected students for whom the master’s degree is sufficient preparation for their career goals, is desirable as a goal in itself, or is viewed as additional preparation before pursuing a doctorate or a professional degree.

The areas of study available for the Combined B.A./M.A. (4+1) option within Arts and Science are determined by individual departments and programs, who also determine the policies and guidelines to be followed. Students will be admitted to the Combined B.A./M.A. program only by the invitation and the approval of the department or program.

Programs of Study

The 4+1 option is currently available in the following departments and programs: English; French; German; history; Latin American studies; mathematics; medicine, health, and society; philosophy; political science; and psychology. Students are welcome to discuss the Combined B.A./M.A. (4+1) option with any of these departments and programs.

Admissions Overview

The Combined B.A./M.A. program allows Vanderbilt University students to study for both degrees typically, but not necessarily, in the same department. Undergraduates with strong academic records may apply for admission to the program after the first semester of their junior year. Qualifying students are normally accepted into the program in the second semester of the junior year.

To apply for admission, students will first consult with Associate Dean Martin Rapisarda, and then submit to the prospective graduate department or program a “Petition to Apply to the Combined B.A./M.A. (4+1) Degree Program” (available at vanderbilt.edu/4plus1), a statement of purpose, a formal application to the Graduate School, a preliminary program proposal, two letters of recommendation from Vanderbilt faculty, and a current transcript. Application forms are available for download or can be completed online at vanderbilt.edu/gradschool. GRE scores or other admissions requirements may be specified by the prospective department. Admission to the 4+1 option is highly selective. An accomplished academic record, a demonstrated commitment to pursue graduate study, and a strong endorsement from Vanderbilt faculty are key elements to the successful applicant. Students will be provisionally accepted as graduate students, pending completion of all undergraduate requirements. Graduate student status will apply in the fifth year.

Advising

Prospective students should discuss with one of their advisers general information on the program and how this program is appropriate to their long-term goals. All students are encouraged to discuss their plans and goals with their undergraduate pre-major and major adviser. Especially in those cases where the intended graduate program differs from the undergraduate major, the student is further encouraged to seek advice from the advisers in the graduate program, too.

Curriculum

Students in a 4+1 program must satisfy all requirements for both degrees. Advanced Placement (AP) credits will often be used toward satisfying general curriculum requirements, for a maximum of 18 credit hours. The principal distinction between this program and the standard graduate program is two-fold: (1) students are allowed to take master’s courses while completing the bachelor’s degree, and (2) students are thereby enabled to complete both degrees within five years.
In order to complete the program in five years, students will be expected to complete most, if not all, of the requirements for their undergraduate degree by the end of the first semester of the senior year. Until all baccalaureate requirements are fulfilled, the student will follow College of Arts and Science undergraduate policies and procedures. It is also suggested that students begin taking graduate courses toward the master’s degree in the second semester of the senior year. Most graduate programs participating in this option have a non-thesis plan of study requiring 30 graduate credit hours in addition to the requirements for the undergraduate degree. An average load per semester as a graduate student is 9–12 credit hours.

**Scholarships and Financial Aid**

Students who are receiving scholarships or other forms of financial aid as a Vanderbilt undergraduate are advised that such aid applies in most cases only toward the completion of the bachelor’s degree or the first four years of their studies (which may include their taking some graduate courses during their senior year). Students wishing to pursue the 4+1 option should seek support for their fifth year of study through student loans and other financial aid.

For additional information, contact Associate Dean Martin Rapisarda, 311 Kirkland Hall, martin.rapisarda@vanderbilt.edu, or consult the website vanderbilt.edu/4plus1.
Honors

Founder's Medal
The Founder's Medal, signifying first honors, was endowed by Commodore Cornelius Vanderbilt as one of his gifts to the university. The recipient is named by the dean after consideration of faculty recommendations and overall academic achievements, as well as grade point averages of the year's highest ranking summa cum laude graduates.

Latin Honors Designation
Honors noted on diplomas and published in the Commencement program are earned as follows:

*Summa Cum Laude.* Students whose grade point average equals or exceeds that of the top 5 percent of the previous year’s Vanderbilt graduating seniors.
*Magna Cum Laude.* Students whose grade point average equals or exceeds that of the next 8 percent of the previous year’s Vanderbilt graduating seniors.
*Cum Laude.* Students whose grade point average equals or exceeds that of the next 12 percent of the previous year’s Vanderbilt graduating seniors.

Graduates who complete the requirements of the College Scholars program are awarded “Honors in the College of Arts and Science,” and this designation appears on their diplomas. Candidates successfully completing departmental honors programs are awarded honors or highest honors in their major field, and this designation appears on their diploma.

College Scholars Program
Entering first-year students with outstanding academic records and students who achieve academic distinction during their first semester at Vanderbilt are invited to participate in the College Scholars program. These students have the exclusive opportunity to pursue advanced scholarly work in honors seminars and enriched courses or independent-studies projects. They may earn the designation "Honors in the College of Arts and Science" on their diplomas.

To earn the designation, College Scholars must accumulate fifteen “honors points” by achieving the grade B or better in approved courses and projects. A maximum of thirteen of these honors points may be earned in honors seminars. Honors seminars in the humanities, natural sciences, and the social sciences serve toward satisfaction of AXLE requirements in these areas. For a complete description of how honors points may be earned and a listing of honors seminars offered, see the entry on Honors in alphabetical order under Courses of Study.

College Scholars are not required—although many will choose—to earn honors in the College of Arts and Science; all, however, may enroll in as many honors seminars as they want. To remain in good standing in the program, students must maintain a minimum grade point average of 3.000. Further information on the College Scholars program and honors in the College of Arts and Science may be obtained from Associate Dean Russell McIntire.

Departmental Honors
To encourage individual development and independent study in a special field of interest, many departments and interdisciplinary programs of the College of Arts and Science offer honors programs for selected, superior candidates. Students normally begin departmental honors work in the junior year, but exceptions may be made in the case of outstanding seniors. To qualify for consideration, students must have (a) attained a minimum grade point average of 3.300 in all work previously taken for credit and in the major, and (b) exhibited to the department(s) and/or interdisciplinary program(s) concerned such other evidence as may be required to indicate a capacity for independent study. Some departments and interdisciplinary programs require higher grade point averages in all work previously taken for credit and/or in the major. Formal admission is by the Office of the Associate Deans after election by the department(s) and/or interdisciplinary program(s) concerned, with the approval of the director of honors study, who supervises the program with the aid of the Committee on the Honors Program.

Provisions vary somewhat from department to department (see descriptions in the appropriate department sections of this catalog), but generally honors students are exempted from some normal junior and senior class work in their major fields in order to devote time to independent study under the supervision of a faculty adviser. Candidates are required to demonstrate some degree of originality and maturity in the methods of independent investigation, analysis, and criticism, and skill in the written presentation of independent work. This standard usually requires a senior thesis but may be satisfied, in departments that have gained approval of this procedure, by a series of briefer critical papers.

Departmental honors work culminates in an examination given in the second semester of the senior year. The examination shall be both oral and written except in departments where honors students must take all courses required of standard majors in addition to those required of honors students. These departments have the option of making the examination either oral or both oral and written. The examination shall be conducted by a committee with a majority of examiners who have not participated in the candidate’s honors work. Where feasible, examiners from other institutions may be included. The examination shall cover the thesis and specific fields of the independent work and may, at the discretion of the department, include all of the major work. Successful candidates are awarded honors or highest honors in their field, and this designation appears on their diplomas.

Dean's List
The Dean’s List recognizes outstanding academic performance in a semester. Students are named to the Dean’s List when they earn a grade point average of at least 3.500 while carrying 12 or more graded credit hours, with no temporary or missing grades in any course (credit or non-credit), and no grade of F. A student must be in a degree-granting school.

Phi Beta Kappa
The Alpha Chapter of Phi Beta Kappa in the state of Tennessee honors scholarly attainments in the liberal arts and sciences and annually elects seniors and juniors to membership during the spring semester.
Seniors who have completed at least 60 credit hours in the College of Arts and Science and earned a cumulative grade point average of 3.65 or higher are eligible for Phi Beta Kappa. At least 90 credit hours must qualify as liberal. Grades earned in applied (vocational) or professional work are not counted in computing the grade point average. The breadth of a candidate’s program, as shown by the number and variety of courses taken outside the major, is also considered.

Phi Beta Kappa has long emphasized the importance of mathematics and foreign language in a liberal education. In keeping with this tradition, the chapter considers only those students who have demonstrated proficiency in these areas beyond the AXLE graduation requirements. Proficiency in reading, writing, and speaking a foreign language is typically demonstrated by passing a course in a language at a level at least one semester beyond the AXLE requirements. Courses must be taken on a graded rather than a P/F basis. The foreign language requirement may be satisfied with College Board SAT Subject Test scores.

Mathematics proficiency may be demonstrated by taking at least one semester of calculus and a second mathematics, statistics, or formal logic course which has calculus as a prerequisite. Courses must be taken on a graded rather than a P/F basis. Non-calculus-based statistics or introductory logic courses generally do not satisfy the mathematics criteria. The mathematics requirement may be satisfied with Advanced Placement or International Baccalaureate credit but not College Board SAT Subject Test scores.

In no event may the total number of persons elected from any senior class exceed 10 percent of the class, and from any junior class exceed six persons. Eligible juniors who are not elected are reconsidered for membership in their senior year.

Refer to the chapter website vanderbilt.edu/pbk for additional information.

Honor Societies for First-Year Students

First-year students who earn a grade point average of 3.500 or better for their first semester are eligible for membership in the Vanderbilt chapters of Phi Beta Sigma and Alpha Lambda Delta.

Other Awards and Prizes

MORRIS H. BERNSTEIN JR. PRIZE IN LATIN DECLAMATION. Established in 1983 by William H. Bernstein (B.A. 1983) in memory of his father, a former member of the Board of Trust. The cash award is given to the most deserving and most promising graduating senior or graduate student in philosophy.

FOUNDER’S MEDAL FOR ORATORY. Awarded to the senior who has demonstrated the highest standard in public speaking.

EDWIN S. GARDNER MEMORIAL PRIZE FOR EXCELLENCE IN FRENCH. Awarded to a graduating senior who majored in French.

ALEXANDER HEARD AWARD. Presented annually to the outstanding senior political science major.

RICHARD J. LARSEN AWARD FOR ACHIEVEMENT IN UNDERGRADUATE MATHEMATICS. Established in 2005 to honor the commitment to undergraduate education of Richard J. Larsen, member of the faculty from 1970 to 2005. Presented each spring to the senior math major judged by the faculty to have excelled in all aspects of undergraduate mathematics.

AVERY LEISERSON AWARD. Presented for the best research paper or essay written by an undergraduate in a political science course.

MERRILL MOORE AWARD. Endowed in 1961 by Mrs. Merrill Moore, Southam, Massachusetts, in memory of her husband. Presented to a graduating senior who has demonstrated the perseverance to succeed in a premedical curriculum and who embodies the attributes of a caring physician.

JUM C. NUNNALLY AWARD. Established in 1987 by William H. Bernstein (B.A. 1983) in memory of his father, Judge Emory Marvin Underwood, long-time member of the Board of Trust. The cash award is given to the most deserving and most promising graduating senior or graduate student in history.

D. STANLEY AND ANN T. TARBELL PRIZE IN ORGANIC CHEMISTRY. Awarded annually to a graduating senior who has excelled in organic chemistry by earning the highest grades in courses or performing outstanding research in organic chemistry.

UNDERWOOD MEMORIAL AWARD. Endowed in 1961 by the late Newton Underwood in memory of his father, Judge Emory Marvin Underwood, long-time member of the Board of Trust. The cash award is given to the most deserving and most promising graduating senior or graduate student in physics.

SUSAN FORD WILTSHIRE PRIZE. Cosponsored by the Women’s and Gender Studies program and the Women’s Faculty Organization, this award is given annually for the best undergraduate essay that deals with gender issues.

KATHARINE B. WOODWARD PRIZE. Awarded since 1943 and endowed in 1962 by Miss Katharine B. Woodward, Class of 1919, for excellence in Spanish studies.

MARGARET STONEWALL WOOLDRIDGE HAMBLET AWARD. Endowed in 1983 by Clement H. Hamblet in memory of his late wife, who began her art studies at Peabody College. The award is given to a graduating student of outstanding merit in studio art to enable the pursuit of his or her creative development through one year of extensive travel and further studies in studio art.
Academic Regulations

Honor System
All academic work at Vanderbilt is done under the Honor System. (See the chapter on Life at Vanderbilt.)

Class Attendance
Students are expected to attend all scheduled meetings of classes in which they are enrolled; they have an obligation to contribute to the academic performance of all students by full participation in the work of each class. At the beginning of the semester, instructors explain the policy regarding absences in each of their classes, and thereafter they report to the Office of the Associate Deans of the College of Arts and Science the name of any student whose achievement in a course is being adversely affected by excessive absences. In such cases the dean, in consultation with the instructor, takes appropriate action, which may include dropping the student from the class; students dropped after the deadline for withdrawal (see Period for Withdrawal) receive the grade F. Class attendance may be specified as a factor in determining the final grade in a course, and it cannot fail to influence the grade even when it is not considered explicitly.

The last day before and the first day after official holidays are considered to be the same as any other day on which classes are scheduled. Assignments are made for classes scheduled on these days, and tests may be given in them. Students should take this fact into account in making travel plans.

The faculty of the College of Arts and Science recognizes that occasions arise during the academic year that merit the excused absence of a student from a scheduled class or laboratory during which an examination, quiz, or other graded exercise is given. Examples include participation in sponsored university activities (e.g., debate team, varsity sports), observance of officially designated religious holidays, serious personal problems (e.g., serious illness, death of a member of the student’s family), and matters relating to the student's academic training (e.g., graduate or professional school interviews). While determination of the merit of a case is left primarily to the discretion of the individual instructor, conflicts arising from personal travel plans or social obligations do not qualify as excused absences.

The primary determination of whether a student’s absence from class occurs for a reason that warrants rescheduling a graded exercise for that student is left to the judgment of the individual instructor. A standard of reasonableness should apply in making such judgments.

Except in cases of true emergency, student petitions for making up missed graded exercises must be made prior to the missed class, preferably at the beginning of the semester or at the earliest time thereafter when the need to be absent is known to the student. Faculty members retain discretion in the form and timing of makeup exercises or in devising other strategies for accommodating students.

The faculty of the College of Arts and Science authorizes the Office of the Dean to resolve through arbitration any cases that cannot be directly resolved between students and their instructors.

Classroom Recording Policy
The use of technologies for audio and video recording of lectures and other classroom activities is allowed only with the express permission of the instructor. In cases where recordings are allowed, such content is restricted to personal use only unless permission is expressly granted in writing by the instructor and by other classroom participants, including other students. Personal use is defined as use by an individual student for the purpose of studying or completing course assignments. When students have permission for personal use of recordings, they must still obtain written permission from the instructor to share recordings with others.

For students registered with EAD and who have been approved for audio and/or video recording of lectures and other classroom activities as a reasonable accommodation, applicable federal law requires instructors to permit those recordings. Such recordings are also limited to personal use, except with permission of the instructor and other students in the class.

Course Registrations

Normal Course Load
Each semester, regular tuition is charged on the basis of a normal course load of 12 to 18 semester hours. No more than 18 or fewer than 12 credit hours may be taken in any one semester without authorization of the Administrative Committee or an advising dean in 311 Kirkland Hall. (There is an extra charge for more than 18 credit hours at the current hourly rate.) Students permitted to take fewer than 12 credit hours are placed on probation, unless their load is necessary because of outside employment or illness. During the summer session, there is no minimum course load. Summer loads exceeding 14 credit hours must be authorized by an advising dean in 311 Kirkland Hall.

Credit hours are semester hours; e.g., a three-hour course carries credit of 3 semester hours. One semester credit hour represents at least three hours of academic work per week, on average, for one semester. Academic work includes, but is not necessarily limited to, lectures, laboratory work, homework, research, class readings, independent study, internships, practica, studio work, recitals, practicing, rehearsing, and recitations. Some Vanderbilt courses may have requirements that exceed this definition.

A student must be enrolled in a minimum of 12 credit hours to be classified as a full-time student.

Auditing
Regularly enrolled Arts and Science students who want to audit courses in any of the undergraduate schools of the university must obtain the written consent of the instructor to attend the class but do not register for the course for credit. Forms are available from the Office of Academic Services in each school. No permanent record is kept of the audit. Regular students may audit one class each semester.

Taking Courses for No-Credit
Students may want to take elsewhere in the university courses that are not creditable toward the bachelor’s degree. They may...
do so on a no-credit basis, attending classes, doing all the work of the course, and receiving a grade that is recorded on the transcript with a notation that it does not count toward the degree.

No-credit courses count in computation of the student’s academic load and in computation of tuition, but not in computation of the grade point average. They also do not count toward the attainment of class standing.

**Taking Courses for P/F Credit**

Students may elect to take a limited number of courses on a Pass/Fail (P/F) basis. To enroll for a course on a Pass/Fail basis, students must have completed at least two semesters at Vanderbilt, must have achieved at least sophomore standing, and must not be on academic probation.

No more than 18 credit hours graded P may be counted toward the degree, and no more than one course per term may be taken P/F.

The P/F option does not apply to courses in the following categories:

1. Courses counted toward AXLE requirements;
2. Courses in the major field(s), other courses that may be counted toward the major(s), or courses required for the major(s);
3. For students with a defined interdisciplinary major, courses that are required for the major or that are eligible to count toward the major;
4. For students with an individually designed interdisciplinary major, courses listed in the student’s plan of study;
5. For students planning an optional minor, courses in the minor field or those eligible to count toward an interdisciplinary minor;
6. Courses that have been specifically excluded from the P/F option;
7. Courses taken previously.
8. A graduating senior who has permission to take fewer than 12 credit hours on a graded basis may take one course on a P/F basis in addition to the courses required for graduation. If the student does not graduate at the end of that semester, the P grade is automatically converted to the grade actually earned.
9. Minimum 12 graded credit hours required.

Students may register for grading on a Pass/Fail basis until the close of the Change Period at the end of the second week of classes. Students may change from Pass/Fail to graded status until the deadline for withdrawing from a course that is published in the Academic Calendar.

Those electing the Pass/Fail option must meet all course requirements (e.g. reports, papers, examinations, attendance, etc.) and are graded in the normal way. Instructors are not informed of the names of students enrolled on a Pass/Fail basis. At the end of the semester, a regular grade is submitted to the registrar. If a student enrolled under this option fails the course, the P grade is not counted in the grade point average nor used in the determination of Honors. The grade of F earned under the Pass/Fail option is included in the calculation of the grade point average.

**Undergraduate Enrollment in Graduate Courses**

A qualified Vanderbilt University senior undergraduate may enroll in courses approved for graduate credit and receive credit that, upon the student’s admission to the Vanderbilt Graduate School, may be applicable toward a graduate degree. Vanderbilt cannot guarantee that another graduate school will grant credit for such courses. The principles governing this option are as follows:

1. Work taken under this option is limited to those courses approved for graduate credit and listed as such in the Graduate School catalog, excluding thesis and dissertation research courses and similar individual research and readings courses.
2. The student must, at the time of registration, have a 3.00 average in all prior work to be counted toward the bachelor’s degree, or a 3.00 average in all prior work to be counted toward the undergraduate major, or a 3.00 average in the preceding two semesters.
3. The total course load, including both graduate and undergraduate courses, must not exceed 15 credit hours in any semester.
4. A registration form for undergraduate Arts and Science students wishing to exercise this option is available in the College of Arts and Science office. The interested student must use this form to obtain the written approval of the following:
   a) the academic adviser,
   b) the instructor of the course,
   c) and the director of graduate studies of the department or program.

**Reserving Credit for Graduate School**

1. Arts and Science students who are interested in reserving the credit earned in a graduate course should consult with the Graduate School before attempting to register for graduate courses under this option.
2. The work must be in excess of that required for the bachelor’s degree.
3. All of the above criteria apply under this option.
4. Students must declare their intention to reserve this credit on the registration form.
5. Permission for Vanderbilt undergraduates to enroll in graduate courses does not constitute a commitment on the part of any department to accept the student as a graduate student in the future.
6. An undergraduate student exercising this option is treated as a graduate student with regard to class requirements and grading standards.

**Independent Study and Directed Study Courses**

Independent study and directed study courses are intended primarily for students in their junior and senior years. Students may not take an Independent Study or Directed Study course that duplicates a regular course being offered in the same semester. Juniors or seniors who wish to take such courses must use the following procedure:
1. Obtain permission to enroll from the instructor of their choice. Consult the instructor prior to the course request period of registration for the semester in which the study is to be undertaken.

2. Register for the course through the appropriate department.

3. Make a written study plan detailing the nature of the project and the amount of credit and have it approved by the instructor and the department chair (or the chair’s designee) by the tenth day after classes begin.

   Students who have not met these requirements are reported on the tenth-day enrollment report as “registered but not attending” and are dropped from the course.

   Students may not repeat independent study or directed study courses for grade replacement. Independent study courses in other schools approved by the College Curriculum Committee may be taken for credit if the project is approved by the Committee on Individual Programs.

**Duplication of Course Content**

It is the responsibility of the individual student to avoid duplication in whole or in part of the content of any course counting toward the degree. Such duplication may result in the withdrawal of credit.

*Repeated Courses*

Most courses offered in the College of Arts and Science may be repeated. If a course was failed the last time it was taken, credit is awarded when the course is repeated with a passing grade. If a course was previously passed, no new credit is earned. If a course previously passed is repeated and failed, credit originally earned for it is lost. In any case all grades earned are shown on the transcript. Under conditions explained below, the most recent grade in a course replaces the previous grade in determining credit, in computing the grade point average, and in verifying the completion of degree requirements and progress toward the degree.

The policy of grade replacement applies when all of the conditions below are met.

1. A previously passed course is repeated within one year or (for courses not offered within a year) the first time it is offered. Passed courses may be repeated only once. Failed courses may be repeated at any time and any number of times.

2. Exactly the same course (same department and course number) is completed. For First-Year Writing Seminars, it must be the same department and section number. In addition, a very small number of differently numbered courses as approved by the faculty may be substituted under this policy. These are designated in the departmental course listings.

3. The course is repeated on a regularly graded basis. This limitation applies even if the course was originally taken on a P/F basis.

4. The course is not one in independent study or directed study.

5. A non-W course is taken as repeat credit for a Writing version of the same course that was previously passed. The student loses credit for the writing requirement.

6. A W course is taken as repeat credit for a non-Writing version of the same course that was previously passed. The student earns credit for the writing requirement.

7. Certain courses (e.g., ensemble, performance instruction, and independent study) are designated as repeatable as they contain evolving or iteratively new content. These courses may be taken multiple times for credit. If a course can be repeated, the number of credit hours allowable per semester will be included in the course description.

   In most instances, enrollment in a course similar to one already completed but with a different course number will result in the award of no credit for the second course and will have no effect on the grade point average.

   Courses taken in the College of Arts and Science may not be repeated elsewhere for grade replacement; nor may courses taken elsewhere be repeated in the College of Arts and Science for grade replacement.

   Students are cautioned that while repeating for grade replacement a course previously passed may improve their cumulative grade point average, it may also lead to a problem in meeting minimum credit hours requirements for class standing because no new credit is earned.

**The Registration Process**

A period is designated in each semester during which continuing students, after consultation with their advisers, register for work to be taken during the next term. The student’s primary adviser must release the advising hold in YES before the student can register.

   Students are asked to plan their immediate and long-range educational programs with their faculty advisers before registering and to consult their advisers when they make changes in their registration.

   Students not meeting specified tuition payment deadlines are not permitted to register. See the chapter on Financial Information for details.

   Before registering, students should check their own records carefully with respect to the following items:

   1. AXLE requirements;
   2. Major requirements;
   3. Requirements of any optional minor(s) sought;
   4. Course prerequisites.

**Period for Withdrawal or Change from P/F Status**

After the Change Period, and extending to the end of the eighth week of classes, a student may withdraw from a course with approval from the student’s adviser. Under certain conditions, withdrawal may also require approval from an advising dean in 311 Kirkland. During the same period students may change their status from P/F to regularly graded—but not vice versa—in a course.

These changes must be made with a Change of Course card, which the student must submit to the Office of Academic Services in Arts and Science. After the end of the eighth week, withdrawal is possible only in the most extraordinary circumstances, such as illness or unusual personal or family problems. In every case the student, the student’s adviser, and an advising dean must agree that late withdrawal is justified by the circumstances. Cases in which agreement is not possible are decided by the Administrative Committee. After the end of the eighth week, change from P/F to regularly graded status is not permitted.

   Students who withdraw from a course after the change period receive the grade W (withdrawal). This grade is not used in the computation of the grade point average or class rank. A student who defaults in a course without dropping or withdrawing from it receives the grade F.
Minimum Graded Credit Hours
A course may not be dropped without authorization of the Administrative Committee or an advising dean if the student is left with a course load of fewer than 12 credit hours on a regularly graded basis.

Mid-Semester Progress Reports
At the end of the seventh week of each semester, instructors assess the progress of all students in their classes and report those whose work at that point is deficient or whose work is being harmed by excessive absences. Grades to be reported are C–, D+, D, D–, F, and I (for incomplete, meaning that some work due by that point has not been submitted). Instructors may combine with one of these grades or assign separately a notation of excessive absences from a class. Reports of these deficiencies are posted to students’ Access to Academic Information online summary. Grades given at mid-semester do not become part of the permanent record but are intended to warn students about performance judged unsatisfactory.

Examinations
Each department establishes procedures for evaluating student performance, and normally the method of evaluation is the responsibility of the course instructor. At the beginning of the semester instructors should clearly state the evaluation procedures, including types of examinations, to be used in their courses. Students should have adequate opportunity during the semester to demonstrate their knowledge of the subject matter and should be given an indication of their progress in the course prior to the deadline for dropping courses. Instructors are cautioned against placing excessive weight on the final examination when determining a student’s grade in a course.

Dead Week
No examinations of any type—including quizzes, hour examinations, and portions of final examinations—are allowed during the last week of classes. But the Administrative Committee may grant special permission to the instructor in charge of a course to give laboratory examinations during the last regular laboratory period of the last week of classes. The last week of classes is defined as the last seven calendar days preceding the end of classes. If, for example, classes end on Tuesday, then the “dead week” begins the preceding Wednesday and lasts through Tuesday. Students should notify the Office of the Associate Deans of any violation.

Final Examinations
The primary and alternate final examination schedules issued each semester allow two hours for a final examination in each course. Each in-class final examination must be given at the time indicated on the primary schedule. The alternate schedule is used only if the instructor decides to give an in-class examination at two times. The final examination period lasts for about a week and a half.

Alternatives to the standard in-class final examination are permitted at the instructor’s discretion. Some examples are take-home examinations, oral examinations, and term papers; there need not be a final examination if adequate evaluation procedures have been used during the term. A take-home or oral examination should make approximately the same demand on a student’s time as an in-class examination and should be conducted during the final examination period. A take-home examination must be distributed at the last regular class meeting and must be completed by either the primary or the alternate examination date, whichever is later.

All examinations are conducted under the Honor System. The instructor’s record of grades given during a course and any final examination papers not returned to students must be kept on file by the instructor for the first month of the semester following the conclusion of the course. For spring semester and summer session courses, this rule means the first month of the fall semester.

Monitoring these regulations is the responsibility of the departments, under the supervision of the dean. Variations from the regulations—such as changing the time of an in-class final examination for an entire course—are allowed only on approval of the Administrative Committee.

Comprehensive Examination
Any department or interdisciplinary program may require a comprehensive examination of its major students as a condition of graduation.

Senior Re-examination
A candidate for graduation who fails not more than one course in the final semester may be allowed one re-examination, provided the course failed prevents the student’s graduation, and provided the student could pass the course by passing a re-examination. Certain courses may be excluded from re-examination. The re-examination must be requested through the Office of the Associate Deans, and if approved, it is given immediately after the close of the last semester of the student’s senior year. A student who passes the re-examination will receive a D– in the course. The terms and administration of senior re-examination are the responsibility of the school that offers the course.

Credit by Examination
In certain circumstances, students may be awarded course credit by departmental examination. (This procedure is distinct from the award of credit through the College Board Advanced Placement Tests taken prior to the student’s first enrollment.) Students who wish to earn credit by departmental examination should consult the Office of Academic Services in Arts and Science concerning procedures. To be eligible, students must be carrying a minimum of 12 credit hours and be in good standing.

Students must obtain the approval of the chair of the department that is to give the examination and the instructor designated by the chair. Students may earn up to 18 hours of credit by any combination of credit through advanced placement examinations and credit by departmental examination. Students may earn up to 8 hours of credit by examination in any one department. Students may attempt to obtain credit by examination no more than twice in one semester, no more than once in one course in one semester, and no more than twice in one course. Students may not repeat a course for grade replacement under the credit by examination procedures. Credits earned by credit by examination may not be counted toward AXLE.

Credit hours and grade are awarded on the basis of the grade earned on the examination, subject to the policy of the department awarding credit. Students have the option of
A student’s grade point average is obtained by dividing the quality points earned by the credit hours for which the student has registered, excluding courses taken for no credit, those from which the student has officially withdrawn (see Withdrawal Period under Registration above), and those completed with the grade P.

In no case is the grade point average affected by transfer credit. No course at another institution in which a grade below C– was received, or which was taken on a Pass/Fail basis, is credited toward the degrees awarded by the College of Arts and Science.

Temporary Grades
Temporary grades are placeholders that are assigned under defined circumstances with a specified deadline by which they will be replaced with a permanent grade. Temporary grades are not calculated in the GPA, but a student who receives a temporary grade is ineligible for the Dean’s List. Students cannot graduate with any temporary grades.

M: Missing a Final Examination
The grade M is given to a student who misses a final examination and is not known to have defaulted in the course, unless the student could not have passed the course even with the final examination, in which case the grade F is given. The course grade of a student known to have defaulted on a final examination is computed on the basis of a score of zero for the final examination. It is the responsibility of the student who misses a final examination to present an excuse to the dean immediately. If the excuse is considered adequate, the grade M is authorized.

A student who secures authorization for an absence at the proper time is obliged to take a makeup examination during the first full week after the Change Period of the next semester, provided the student is in residence. If the student is not in residence, the grade M must be removed by a makeup examination given within a maximum period of one year from the date of the missed examination and during one of the regular makeup examination periods. If the student fails to take the makeup examination within the prescribed time, the M grade will be replaced by a default grade submitted by the instructor when the M is assigned.

I: Incomplete
The grade of I is given only under extenuating circumstances and only when a significant body of satisfactory work has been completed in a course. The I is not intended as a replacement for a failing grade, nor should it be assigned if a student simply misses the final examination. The grade of M is used for the latter purpose. The grade for a student who misses a final examination and whose work is also incomplete in other respects is reported as MI. The request for an I is generally initiated by the student but must be approved and assigned by the instructor. When assigning an Incomplete, the instructor specifies (a) a deadline by which the I must be resolved and replaced by a permanent grade and (b) a default course grade that counts the missing work as zero. The deadline may be no later than the end of the next regular semester. The Incomplete can be extended beyond the next semester only if the student’s Associate Dean determines that an extension is warranted. If the required work is submitted by the deadline for removing the Incomplete, the I will be replaced by the grade earned. If the work is not completed by the deadline, the default grade will become the permanent grade for the course.

MI: Missing a Final Examination and Other Work
The grade for a student who misses a final examination and whose work is also incomplete in other respects is reported as MI. This grade may not be turned in without prior
authorization by the dean. It is the student’s responsibility to contact the Office of the Associate Deans (311 Kirkland Hall) to request permission to take a makeup examination and to arrange for the submission of the missing work.

**Makeup Examinations**

For students who receive the authorized grade $M$, the Office of the Associate Deans will arrange makeup examinations during the next semester, but it is the responsibility of the student to schedule the makeup at the Office of the Associate Deans (311 Kirkland Hall) before the second day of classes. The makeup examination period is the first full week after the Change Period of each semester. The Administrative Committee may on occasion authorize a makeup examination at some time other than the makeup period for a particular student.

**F: Failure**

The grade $F$ indicates failure. All $F$’s are counted in the computation of grade point averages, except when a course is repeated and is subsequently passed. In this case the latest grade is used for computation of the grade point average (but the grade originally earned is not removed from the transcript). A course in which the grade $F$ is received must be repeated as a regular course if credit is to be given. It may not be repeated as a course in independent or directed study, under the procedures for credit by examination, or on a $P/F$ basis.

**Change of Grade**

A grade reported and recorded in the University Registrar’s Office may be changed only upon written request of the instructor with the approval of the Administrative Committee. The committee will approve such a change only on certification that the original report was in error.

**Transfer Credit**

It is the student’s responsibility to provide all of the information needed by the College of Arts and Science to assess the program for which transfer of credit is requested. Work presented for transfer must be from an accredited college and is subject to evaluation in light of the degree requirements of the College of Arts and Science. Students seeking transfer credit for work at nonaccredited institutions will be considered individually. Correspondence courses will not be considered for transfer credit.

Work transferred to Vanderbilt from another institution will not carry with it a grade point average. No course in which a grade below $C$- was received, or which was taken on a Pass/Fail basis, will be credited toward a degree offered by the College of Arts and Science. The question of credit in the College of Arts and Science for previous work done at another institution must be settled in advance of the student’s first registration. Credit for previous work will not be added to the student’s record after matriculation. Credit will not be awarded for internships.

Transfer students must spend at least four full semesters, including the last two semesters, enrolled in the College of Arts and Science. They must earn at least 60 credit hours and complete at least one writing course in fulfillment of the writing requirement while so enrolled.

**Residence Requirement**

A minimum of four normal semesters (at least 60 credit hours), including the last two semesters (at least 30 credit hours), must be spent in residence in the College of Arts and Science unless an exception is made by the Administrative Committee. Students transferring from other schools of the university must spend the last year (at least 30 credit hours) in residence in the College of Arts and Science.

**Summer Work at Another Institution**

Students enrolled in the College of Arts and Science may receive transfer credit for a maximum of two courses taken during summers at another four-year, fully accredited institution. To qualify for such credit, the student must be in good standing and must obtain authorization from an advising dean and the appropriate department in advance of taking the course. Such courses cannot fulfill AXLE requirements, count as part of the last 30 credit hours in residence, duplicate a course taken previously, or be taken on a Pass/Fail or similar basis. Credit will not be awarded for internships.

**Semester Work at Another Institution**

Students who wish to receive transfer credit for a semester of work at another institution must receive approval in advance from the Committee on Individual Programs. To qualify for such credit, the student must be in good standing and must present to the committee a plan that makes clear the educational rationale for such work, the ways in which it supplements the Vanderbilt curriculum, and the equivalence of standards to those at Vanderbilt. Approval of the overall plan by this committee must be followed by approval of specific courses by the student’s adviser, the appropriate department in the College of Arts and Science, and the Office of Academic Services in Arts and Science. Such courses cannot fulfill AXLE requirements, count as part of the last 30 credit hours in residence, duplicate a course taken previously, or be taken on a Pass/Fail or similar basis. Credit will not be awarded for internships.

**Senior-in-Absentia**

A student who wishes to earn a baccalaureate degree in the College of Arts and Science in absentia must have (a) completed the AXLE requirements and all major requirements; (b) earned at least 105 credit hours and a grade point average of 2.000 with at least 60 credit hours earned in a minimum of four semesters of residence in the College of Arts and Science; (c) been accepted at a professional or graduate school where, during the first year, the remaining credit hours needed for graduation can be earned; and (d) obtained the approval of the major department and the dean of the College of Arts and Science. Students who have completed fewer than 105 credit hours may petition the Administrative Committee for special consideration.

The limitation on credit hours outside the College of Arts and Science applies to all bachelor of arts candidates.

Students in the senior-in-absentia program pay a minimum semester tuition charge to the College of Arts and Science (see Financial Information).

**Student Leave of Absence**

A student desiring a leave of absence should obtain application forms and instructions from the Office of the Associate Deans of the College of Arts and Science. All students are eligible, provided they have not been dropped by the university and are
not dropped at the end of the semester during which application is made. But students may take a leave no more than twice during their career in the College of Arts and Science.

Leaves are granted for one semester or for a year. Applications should be completed before the end of the fall semester for a leave of absence during the spring semester, and before August 15 for a leave of absence during the fall semester (or for the academic year). If the leave is approved, the student must keep the dean informed of any change of address while on leave.

A student who takes a medical leave after mid-semester is expected to be on leave for the following regular semester as well. A student who plans to return from medical leave must submit appropriate documentation to the Offices of the Associate Dean and of Student Health and Wellness at least forty-five days before the first day of class.

A student who seeks to transfer to Vanderbilt credit earned elsewhere while on leave of absence must obtain permission in advance from the Committee on Individual Programs. Applications for leaves of this type must be filed with the committee at least one month before the close of the preceding semester.

Registration information is emailed to students on leave of absence. A student failing to register at the conclusion of the stated leave will be withdrawn from the university and must apply for readmission.

Withdrawal from the University
Students proposing to withdraw from the university during a regular term must report to the Office of the Associate Deans of the College of Arts and Science to initiate proper clearance procedures. If withdrawal from the university is officially authorized, the student will receive withdrawal grades on the same basis as a student withdrawing from a particular course or courses. (See the section on Period for Withdrawal under Registration above.)

Change of Address
Students are responsible for keeping the university informed of their correct mailing addresses, both school and home. They should notify the university, through the Office of the University Registrar, online or in writing, of any address changes as soon as possible. They are provided an opportunity to review address information at registration. The university will consider notices and other information delivered if mailed to the address on file in the Office of the University Registrar.

Academic Discipline
The College of Arts and Science requires each student to maintain an academic record that will permit graduation according to a specified schedule. Students are considered to fall short of the expected rate of progress when

1. They pass fewer than 12 credit hours in a semester or have a semester grade point average lower than 1.500; or
2. In a summer they take 12 or more credit hours but pass fewer than 12 credit hours or earn a grade point average lower than 1.500; or
3. They fail to achieve sophomore, junior, or senior standing within the time allowed; or
4. They accumulate more than two probations after the freshman year, in which case they will normally be dropped from the university; or
5. As first-semester freshmen they pass fewer than two courses or earn a semester grade point average lower than 1.000, in which case they may be required to take a probationary leave of absence; or
6. As first-semester freshmen they earn fewer than 9 credit hours or a semester grade point average lower than 1.500, in which case they may be offered a choice (see Semester Requirements below).

Any student who falls somewhat short of the prescribed levels of academic achievement is normally placed on probation. Any student who fails by a wide margin to reach these levels or who has been placed on probation more than once is reviewed by the Administrative Committee. The committee considers each case within the framework of the guidelines outlined below and may take any of several actions, among which are the following:

1. The student may be placed on probation;
2. The student may be advised to take a leave of absence or to withdraw from the university;
3. The student may be required to take a leave of absence;
4. The student may be dropped from the university.

Semester Requirements
Full-time students are expected to earn each semester at least 12 credit hours and a minimum grade point average of 1.500. Students who fall short of these levels are normally placed on probation. Students are removed from probation after earning at least 12 credit hours and a semester grade point average of 1.500 or better, assuming they have fulfilled the requirements for class standing stated below.

Freshmen who pass fewer than two regular courses in their first regular semester or who earn a semester grade point average lower than 1.000 have so seriously compromised their academic standing that they may be required to take a probationary leave of absence until the beginning of the following fall semester.

Freshmen who earn fewer than 9 credit hours or a grade point average lower than 1.500 in the fall may, at the discretion of the Administrative Committee, choose a probationary leave for the spring and return the next fall with two semesters in which to qualify for sophomore standing.

A student on probationary leave may not earn credit at another institution for transfer to Vanderbilt. In appropriate cases the Administrative Committee may prescribe conditions that must be satisfied before the student returns from a probationary leave. Students who do not choose to return at the end of a probationary leave but want to return later are required to apply for readmission.

After their first year, full-time students may not be placed on probation more than twice (continuance on probation for a second semester counts as another probation). If a student’s performance is deficient a third time, the student is dropped from the university.

Students who have been authorized to carry fewer than 12 credit hours because of illness or outside employment may be placed on academic probation if their work is deemed unsatisfactory by the Administrative Committee; they are removed from probation when the committee deems their work satisfactory. If they are not removed from probation after a reasonable period of time, such students are dropped.
The record of a student dropped from the university under these regulations shows the notation “Dropped for scholastic deficiency.”

**Class Standing**

The Administrative Committee determines how many semesters will be allowed for each part-time student to attain sophomore, junior, or senior standing.

The record of a student dropped from the university under these regulations shows the notation “Failed to qualify for class standing.”

**Sophomore Standing**

A student qualifies for sophomore standing upon completion of 24 credit hours of work with a grade point average of at least 1.800, completion of two regular semesters (fall or spring), and completion of the first-year writing requirement: successful completion of English 100 if required and successful completion of a First-Year Writing Seminar (numbered 115F in various disciplines). Freshmen who fail to qualify for sophomore standing in two semesters are placed on probation and must have the permission of the Administrative Committee to register for a third semester. The third semester must be the summer semester at Vanderbilt. Normally, students who do not qualify for sophomore standing during this third semester are dropped from the university.

**Junior Standing**

A student qualifies for junior standing upon completion of 54 credit hours of work with a grade point average of 1.900, completion of four regular semesters (fall or spring), and completion of 100-level writing course. Sophomores who fail to qualify for junior standing within two semesters after qualifying for sophomore standing are placed on probation and must have the permission of the Administrative Committee to register for another semester. This additional semester must be the summer semester at Vanderbilt. Normally, students who do not qualify for junior standing in this additional semester are dropped from the university.

**Senior Standing**

A student qualifies for senior standing upon completion of 84 credit hours of work with a grade point average of 2.000 and completion of six regular semesters (fall or spring). Juniors who fail to qualify for senior standing within two semesters after qualifying for junior standing are placed on probation and must have the permission of the Administrative Committee to register for another semester. This additional semester must be the summer semester at Vanderbilt. Normally, students who do not qualify for senior standing in this additional semester are dropped from the university.

Seniors who fail to maintain a minimum grade point average of 2.000 are placed on probation and must have the permission of the Administrative Committee to register for another semester.

**Deficiency in Foreign Language**

Students who, because of special ability and achievement, are admitted to the College of Arts and Science without the normally required two years of one foreign language in high school must enroll in a foreign language course during their first semester and must remain continuously enrolled until they successfully complete a full year of one foreign language. They must complete this requirement by the end of their fourth semester in the College of Arts and Science.

**Appeals**

Any student subject to action by the Administrative Committee may appeal that action to the committee in writing. Further appeals from decisions of the committee follow standard university policies as described in the Student Handbook.

**Returning to the College**

Students on leave of absence return to the university at the end of the leave. If they do not return at that time and want to return later, they must apply for readmission. Students who are advised to withdraw from the university determine whether or not to return in consultation with the Office of the Associate Deans. Students who have been dropped may apply to the Office of Undergraduate Admissions for readmission; in most cases readmission is not granted unless there has been an intervening period of at least a year. The Office of Undergraduate Admissions forwards all documents to the Administrative Committee, which considers each case on an individual basis. Readmission is competitive, and there is no assurance that it will be granted. Students readmitted after having been advised to withdraw or after having been dropped are automatically on final probation. If they fail to regain good standing and to maintain it until graduation, they are dropped again with little prospect for readmission. Application deadlines for readmission are as follows: July 15 for the fall semester, November 15 for the spring semester, and April 1 for the summer session.
College of Arts and Science Programs of Study

African American and Diaspora Studies

DIRECTOR Tracy D. Sharpley-Whiting
DIRECTOR OF UNDERGRADUATE STUDIES Tiffany R. Patterson
DIRECTOR OF GRADUATE STUDIES Gilman W. Whiting
PROFESSORS Victor Anderson, Houston Baker, Tracy D. Sharpley-Whiting
ASSOCIATE PROFESSORS Trica Keaton, Tiffany R. Patterson, Gilman W. Whiting
WRITER IN RESIDENCE Alice Randall

THE concentration in African American and Diaspora Studies requires 36 hours of course work. Approved courses taken at Fisk University may be counted as electives in the program of study. The course of study in the African American and Diaspora Studies program is divided into three areas: Area of Study I, Literature, Theory, and Visual Culture; Area of Study II, Gender and Sexuality; and Area of Study III, Social Sciences.

Program of Concentration in African American and Diaspora Studies

Requirements for the major include at least 36 hours of credit as follows:

1. 3 hours of credit from AADS 101, Introduction to African American and Diaspora Studies.
2. 6 hours of credit from Area of Study I, Literature, Theory, and Visual Culture.
3. 6 hours of credit from Area of Study II, Gender and Sexuality.
4. 6 hours of credit from Area of Study III, Social Sciences.
5. 9 hours of credit from Electives.
6. 3 hours of credit from AADS 270, Research Methods. Majors are advised to take this course before their fourth year of study but not before the second semester of their sophomore year.
7. 3 hours of credit in AADS 299, Senior Thesis in African American and Diaspora Studies. At least 6 hours of the concentration must focus on the Americas (outside of the United States) and/or Africa. No more than 9 hours of course work can be taken at the 100 level (excluding AADS 101).

Honors Program

Requirements for the Honors major include a cumulative GPA of 3.0 and a GPA of 3.3 in African American and Diaspora Studies, the 33 hours of the regular major as outlined in 1 through 6 above, and 3 hours of credit in AADS 298, Senior Honors Thesis. Students pursuing the Senior Honors Thesis may apply to the program for nominal funding to assist with research projects. The thesis must be approved by a committee of two faculty members (one of whom must be affiliated with the African American and Diaspora Studies program). Students must also complete a public presentation of their thesis research/findings from the Senior Honors Thesis.

Minor in African American and Diaspora Studies

Requirements for completion of the minor include at least 21 hours of credit as follows:

1. 3 hours of credit in AADS 101, Introduction to African American and Diaspora Studies.
2. 3 hours of credit from Area of Study I, Literature, Theory, and Visual Culture.
3. 3 hours of credit from Area of Study II, Gender and Sexuality.
4. 3 hours of credit from Area of Study III, Social Sciences.
5. 9 hours of credit from Electives.

At least 6 hours of the minor must focus on the Americas (outside of the United States) and/or Africa, and no more than 6 credit hours of the minor can be taken at the 100 level (excluding AADS 101).

Minors are also encouraged to take AADS 270, Research Methods, which counts as a course from Area of Study III, Social Sciences, but not before the second semester of the sophomore year.

Areas of Study and Electives

Courses with an asterisk in the lists below fulfill the Africa and Americas outside of the United States portion of the major and minor. Approved courses offered at Fisk may count toward elective requirements.

Area of Study I, Literature, Theory, and Visual Culture

AFRICAN AMERICAN AND DIASPORA STUDIES: 110, Race Matters; 150, Reel to Real: Film Aesthetics and Representation*; 202, Mystery, Murder, and Mayhem in Black Detective Fiction; 205, Haiti: Freedom, Democracy*; 230, Race, Mixed Race, and “Passing.”

Area of Study II, Gender and Sexuality


Area of Study III, Social Sciences

Other Electives

Any course from the above three areas may serve as an elective if it is not already being used to satisfy an Area requirement. Please consult the director of undergraduate studies for periodic updates about electives including courses that can be taken at Fisk as electives for AADS.

AFRICAN AMERICAN AND DIASPORA STUDIES: 115F, First-Year Writing Seminar.

ANTHROPOLOGY: 205, Race in the Americas*; 210, Culture and Power in Latin America*.

CLASSICAL STUDIES: 238, The Amarnae Age*.

ECOnOMICS: 226, Economic History of the United States.


LATIN AMERICAN STUDIES: 260, Latin America, Latinos, and the United States*.


RELIGIOUS STUDIES: 107, Introduction to African American Religious Traditions; 219, Martin Luther King, Jr., and the Social Roles of Religion.

SOCIOLoGY: 239, Women, Gender, and Globalization; 248, Popular Culture Dynamics; 250, Gender in Society; 251, Women and Public Policy in America; 255, Racial and Ethnic Minorities in the United States; 257, Gender, Sexuality, and the Body; 268, Race, Gender, and Health; 277, Contemporary Latin America*.

SPANISH: 243, Latino Immigration Experience*; 244, Afro-Hispanic Literature*.

WOMEN’S AND GENDER STUDIES: 150, Sex and Gender in Everyday Life; 150W, Sex and Gender in Everyday Life; 240, Introduction to Women's Health; 250, 250W, Contemporary Women’s Movements.

Course descriptions begin on page 174.

American Studies

DIRECTOR Vanessa Beasley

PROFESSORS Teresa A. Goddu (English), Michael Kreyling (English), Leah Lowe (Theatre), Dana Nelson (English), Cecelia Tichi (English)

Affiliated Faculty

PROFESSORS Victor Anderson (Divinity), Houston Baker (English), Lewis V. Baldwin (Religious Studies), Richard Blackett (History), Mark Brandon (Law), William Collins (Economics), Daniel B. Cornfield (Sociology), Colin Dayan (English), Dennis C. Dickerson (History), Katharine Donato (Sociology), Tony Earley (English), Vivien G. Fryd (History of Art), Sam B. Giguès (English), Joni Hersch (Law), Michael Hodges (Philosophy), Larry W. Isaacs (Sociology), Vera Kutzinski (English), John Lachs (Philosophy), Jane Landers (History), William Luis (Spanish), Elizabeth Lumbeck (History), Holly McCammon (Sociology), Jonathan Metzl (Medicine, Health, and Society), Bruce I. Oppenheimer (Political Science), Lucius Outlaw Jr. (Philosophy), Thomas A. Schwartz (History), Tracy Sharples-Whilng (African American and Diaspora Studies), John M. Sloop (Communication Studies), Hortense Spillers (English), Carol Swain (Political Science), Daniel H. Usner (History)

ASSOCIATE PROFESSORS Karen E. Campbell (Sociology), David Lee Carlton (History), Bonnie Dow (Communication Studies), James Fraser (Human and Organizational Development), Jon W. Hallquist (Theatre), Jonathan Hiskes (Political Science), Shauel Kelner (Sociology/Jewish Studies), Kevin Leander (Education), Richard Lloyd (Sociology), Lorraine Lopez (English), Jim Lovensheimer (Music), Melanie Lowe (Music), Catherine Molneux (History), Tiffany Patterson (African American and Diaspora Studies), Nancy Reisman (English), Gilman Whiting (American and Diaspora Studies)

ASSISTANT PROFESSOR Claire Sisco King (Communication Studies)

SENIOR LECTURER Susan Kevra (French and Italian)

LECTURER Samuel Shaw

WRITER IN RESIDENCE Alice Randall (African American and Diaspora Studies)

The program is directed by Vanessa Beasley, associate professor of communication studies.

Program of Concentration in American Studies

The interdisciplinary major in American studies consists of 36 hours of course work, distributed as follows:

1. Core Requirements 6 hours
2. International Requirement 3 hours
3. Distribution Requirements 18 hours
4. Electives 9 hours

Note: No course may be counted twice in calculating the 36 hours. No more than 6 hours at the 100 level can count toward the interdisciplinary major (except for History, where all courses above 160 count). Students seeking a second major may count a maximum of 6 hours of course work toward meeting requirements in both majors.

THE American Studies program is an interdisciplinary pro-

gram that enables students to engage the diversity of American culture from a variety of intellectual disciplines and perspectives.

Through course offerings, colloquia, and research opportunities, program students and faculty engage the states of the nation in a post-9/11 era, examining anew the formation of social, legal, cultural, and economic identities within the borders of the United States. Compelling matters of class, race, ethnicity, sexuality, environmentalism, technology, the arts, region, and religion take their proper and vital place in the curriculum of study. As much of the United States becomes a bilingual nation, the program identifies itself within the larger geographic and geopolitical parameters of the Americas, including Canada, Mexico, the Caribbean, Central and South America. American studies, in addition, addresses itself to important distinctions within the concept of globalization, ranging from transnational corporate activities to those of nongovernmental organizations committed to such projects as public health, philanthropy, and nutrition. The American Studies program particularly encourages and provides opportunities for on- and off-campus research, internships, study abroad, and individualized and group projects under the guidance of participating faculty in the humanities, arts, and social sciences.

The program is directed by Vanessa Beasley, associate professor of communication studies.
1. **Core Requirements (6 hours)**
   - **Core Courses:**
     - American Studies 294, The American Studies Workshop (3 hours)
     - American Studies 297, Senior Project (3 hours)
   - **International Requirement (3 hours)**
     - One of the following:
       - A) A semester abroad in a Vanderbilt-approved study abroad program and an additional 3-hour elective
       - B) American Studies 202, Global Perspectives on the U.S. (3 hours)
   - **Distribution Requirements (18 hours)**
     - 6 hours from at least two different departments or programs in each of the following three areas:
       - B) Social Sciences: Anthropology, Economics, History, Political Science, Sociology
       - C) Interdisciplinary Programs: African American and Diaspora Studies; American Studies; Cinema and Media Arts; Earth and Environmental Sciences; Jewish Studies; Latin American Studies; Medicine, Health, and Society; Women’s and Gender Studies
   - **3. Electives (9 hours)**

Three courses taken from the approved list of courses. Students should choose these courses in consultation with their adviser to form a study of concentration.

### Minor in American Studies

The interdisciplinary minor in American studies consists of 18 hours of course work, distributed as follows:

1. **Core Requirements (3 hours)**
2. **International Requirement (3 hours)**
3. **Distribution Requirements (9 hours)**
4. **Electives (3 hours)**

**Note:** No course may be counted twice in calculating the 18 hours. No more than 6 hours at the 100 level can count toward the interdisciplinary minor. Students seeking a minor may count a maximum of 3 hours of course work toward meeting requirements in both their major and minor.

1. **Core Requirements (3 hours)**
   - **Core Course:** American Studies 294, The American Studies Workshop (3 hours)
2. **International Requirement (3 hours)**
   - One of the following:
     - A) A semester abroad in a Vanderbilt-approved study abroad program and an additional 3-hour elective
     - B) American Studies 202, Global Perspectives on the U.S. (3 hours)
   - **C) One course from the list of courses under the International Requirement, part C, of the major.**
3. **Distribution Requirements (9 hours)**
   - 3 hours in each of the following three areas:
     - B) Social Sciences: Anthropology, Economics, History, Political Science, Sociology, Psychology
     - C) Interdisciplinary Programs: African American and Diaspora Studies; American Studies; Cinema and Media Arts; Earth and Environmental Sciences; Jewish Studies; Latin American Studies; Medicine, Health, and Society; Women’s and Gender Studies
   - **Note:** See below for a list of approved courses in each of these areas.
4. **Electives (3 hours)**
   - One to two courses taken from the approved list of courses. Students should choose this course in consultation with their adviser to form a study of concentration.

### Honors Program

The Honors Program in American Studies offers superior students a more intensive concentration within their major field. The program requires:

1. Completion of the requirements of the major.
2. A 3.25 cumulative grade point average.
3. A 3.5 cumulative grade point average in American studies.
4. 6 hours in the fall and spring semesters of the senior year in AMER 298/299 devoted to a major research project leading to an honors thesis. 299 counts as the Senior Project
(297), and 298 counts as elective credit for the requirements of the major.

5. An Honors thesis to be completed by the spring of the senior year.

6. Successful completion of an oral examination focusing on the topic of the thesis.

Exceptional achievement on the thesis will earn highest honors. Applications are accepted in March of the junior year. Additional information is available from the director of the American Studies program.

**General Advice for Majors and Minors**

We encourage students to enter the major through a number of avenues: a first-year seminar, our introductory course to the major, AMER 100/100W, or an introductory course in a particular discipline or program. While we do not require a set path into the major, up to 6 hours of introductory courses can count toward the major.

Once having declared a major or minor, students should work closely with their adviser to develop a coherent plan of study. We encourage students to concentrate on a theme or topic of special interest, either by choosing courses with a topical coherence each semester or by choosing a single topic to focus their major around. We also highly encourage our majors to seek opportunities for study abroad or internship possibilities. Students should plan on taking the American Studies Workshop during their junior year and our capstone course, the Senior Project, during their senior year. Distributional requirements and electives should be decided in conjunction with the student’s adviser.

We also encourage our students to participate in American Studies programming that occurs outside the classroom, such as visiting speakers and our Road Trip Series.

Please consult the American Studies program website for detailed descriptions of courses. For all 115F, special topic, and independent study courses, the course must be on an American topic, as approved by the director of the American Studies program. Note: 115F in all departments receives credit when an American topic is offered.

**Approved List of Courses**

**AREA A: HUMANITIES**

**ART**: 285, Maymester Contemporary Art Blitz (when U.S. city/art).

**COMMUNICATION STUDIES**: 222, Classical Tradition in America.


**ENGLISH**: 211, 211W, Representative American Writers; 212, Southern Literature; 213W, Literature of the American Civil War; 214a–214b, Literature and Intellectual History (when an American topic is offered); 232a–232b, Twentieth-Century American Novel; 256, Modern British and American Poetry; Yeats to Auden; 258, Poetry since World War II; 260, Nineteenth-Century American Women Writers; 263, 263W, African American Literature; 265, Film and Modernism; 266, Nineteenth-Century American Literature; 267, Desire in America: Literature, Cinema, and History; 268a, America on Film: Art and Ideology; 268b, America on Film: Performance and Culture; 269, Special Topics in Film; 271, Caribbean Literature; 272, 272W, Movements in Literature (when an American topic is offered); 273, 273W, Problems in Literature (when an American topic is offered); 274, 274W, Major Figures in Literature; 275, Latino-American Literature; 277, 277W, Asian American Literature; 279, 279W, Ethnic American Literature; 280, Workshop in English and History; 283, Jewish American Literature; 286a–286b, Twentieth-Century Drama; 287, Special Topics in Investigative Writing in America; 288, 288W, Special Topics in English and American Literature (when an American topic is offered).

**HISTORY OF ART**: 232, Modern Architecture; 233, History of Photography; 240, American Art to 1865; 241, Early American Modernism, 1865–1945; 242, Art since 1945; 295, Advanced Seminar (when an American topic is offered).


**OTHER MUSIC COURSES**: 254, Music and the Fall of Segregation.

**PHILOSOPHY**: 213, Contemporary Philosophy; 222, American Philosophy; 228, Nineteenth-Century Philosophy; 234, Philosophy of Education; 254, Modern Philosophies of Law.

**RELIGIOUS STUDIES**: 107, Introduction to African American Religious Traditions; 110W, Introduction to Southern Religion and Culture; 204W, Evangelical Protestantism and the Culture Wars; 219, Martin Luther King, Jr., and the Social Roles of Religion; 242, Slave Thought and Culture in the American South.

**SPANISH AND PORTUGUESE**: 227, Film and Culture in Latin America; 243, Latino Immigration Experience; 244, Afro-Hispanic Literature.

**THEATRE**: 171, Marshals, Mobsters, Monsters, Magnums, and Musicals: American Movie Genres; 204, Histories of Theatre and Drama III: The U.S. Stage.

**AREA B: SOCIAL SCIENCES**

**ANTHROPOLOGY**: 205, Race in the Americas.

**ECONOMICS**: 212, Labor Economics; 226, Economic History of the United States; 249, Special Topics; 251, Wages, Employment, and Labor Markets; 266, Topics in the Economic History of the U.S.

**HISTORY**: 139, America to 1776: Discovery to Revolution; 140, U.S. 1776–1877: Revolution to Civil War and Reconstruction; 141, U.S. 1877–1945: Reconstruction through World War II; 142, U.S. Post-1945: Cold War to the Present; 144, African American History since 1877; 165, The Foreign Expansion of American Banking; 166, American Enterprise; 169, Sea Power in History; 173, The U.S. and the Cold War; 174, The U.S. and the Vietnam War; 184, Sexuality and Gender in the Western Tradition since 1700; 187, Pornography and Prostitution in History; 250, Gender and Women in Colonial America; 253a, Latin America and the United States; 258, American Indian History before 1850; 259, American Indian History since 1850; 261, The Founding Generation; 262, The Old South; 263, The New South; 264, Appalachia; 269, The Civil Rights Movement; 270, The U.S. and the World; 271, The U.S. as a World Power; 272a, Globalizing American History, 1877–1929; 272d, American Masculinities; 275a, American Intellectual History since 1865; 280, Modern Medicine; 281, Women, Health, and Sexuality; 284b, Health and the African American Experience; 290b, U.S. and Caribbean Encounters; 297b, History of New Orleans; 297d, Immigration, Race, and Nationality: The American Experience; 297e, The Federalist Papers; 288W, Blacks and Money; 291, Workshop in English and History; 294, Selected Topics in History (when an American topic is offered); 295, Majors Seminar (when an American topic is offered).

**POLITICAL SCIENCE**: 100, Introduction to American Government and Politics; 150, U.S. Elections; 222, American Foreign Policy; 240, Political Parties; 241, American Public Opinion and Voting Behavior; 243, Political Campaigns and the Electoral Process; 244, The Legislative Process; 245,

SOCIOTOLOGY: 204, Self, Society, and Social Change; 216, Change and Social Movements in the Sixties; 218, Tourism, Culture, and Place; 224, Women and the Law; 225, Women and Social Activism; 228, Cultural Consumption and Audiences; 230, The Family; 231, Criminology; 232, Delinquency and Juvenile Justice; 234, Prison Life; 235, Contemporary American Society; 237, Society and Medicine; 246, Sociology of Religion; 248, Popular Culture Dynamics; 249, American Social Movements; 250, Gender in Society; 251, Women and Public Policy in America; 254, Schools and Society: The Sociology of Education; 255, Racial and Ethnic Minorities in the United States; 272, Gender Identities, Interactions, and Relationships; 274, Immigration in America; 294, Seminars in Selected Topics (when an American topic is offered).

AREA C: INTERDISCIPLINARY PROGRAMS


AMERICAN STUDIES: 100, 100W, Introduction to American Studies; 115F, First-Year Writing Seminar; 202, Global Perspectives on the U.S.; 240, Topics in American Studies; 280a, Internship Readings and Research; 289a, Independent Readings and Research; 289b, Independent Readings and Research; 294, The American Studies Workshop; 295, Undergraduate Seminar in American Studies; 297, Senior Project; 298, Senior Honors Research; 299, Senior Honors Thesis.

CINEMA AND MEDIA ARTS: 125, Introduction to Film and Media Studies.

JEWISH STUDIES: 138/138W, Jewish Humor; 139W, American Jewish Music; 155, American Jewish Life; 252, Social Movements in Modern Jewish Life; 280, Contemporary Jewish Issues.


MEDICINE, HEALTH, AND SOCIETY: 201, Fundamental Issues in Medicine, Health, and Society; 203, U.S. Public Health Ethics and Policy; 225, Death and Dying in America; 238, Pharmaceuticals, Politics, and Culture; 290, Special Topics.

WOMEN’S AND GENDER STUDIES: 243, Sociologies of Men and Masculinity; 246W, Women’s Rights, Women’s Wrongs; 248, Humor and Cultural Critique in Fannie Flagg’s Novels; 249, Women and Humor in the Age of Television; 250, 250W, Contemporary Women’s Movements; 259, 259W, Reading and Writing Lives; 268, Gender, Race, Justice, and the Environment; 271, Feminist Legal Theory; 294a, Special Topics: Topics in Gender, Culture, and Representation; 295, Selected Topics (when an American topic is offered).

Course descriptions begin on page 175.

ANTHROPOLOGY is the study of human culture, biology, evolution, history, and language. The faculty in anthropology at Vanderbilt is internationally prominent in the study of Latin America. Faculty and teaching fellows participate in ongoing field research in Mexico, Central America, South America, and elsewhere.

Students majoring in anthropology take courses in several subfields of anthropology, each of which looks at humanity from a different perspective. These subfields include archaeology, the study of past cultures through their material remains; cultural anthropology, which examines the relationships, beliefs, values, and processes that shape human conduct; linguistics, which explores the interrelations between language and culture; and biological anthropology, which examines topics such as human evolution, genetics, and human biology. Anthropology students develop a broad understanding of cultural change and diversity and are encouraged to synthesize findings on the nature of human ways of life. This preparation is useful in all professional careers that involve understanding human behavior, cultural differences, or historical experience.

Program of Concentration in Anthropology

The major in anthropology requires completion of at least 30 credit hours of course work, as follows:

1. At least three 100-level surveys (chosen from Anthropology 101, 103, 104, and 105) covering the four subfields of anthropology: cultural anthropology, biological anthropology, archaeology, and linguistic anthropology.

2. A minimum of three credit hours from each of the groups below:


   Group II—Archaeology and Biological Anthropology: 211, 212, 213, 215, 216, 231, 241, 242, 244, 246, 248, 251, 252, 254, 270, 272, 273, 274, 279, 280, 281

   Group III—Ethnography, Ethnohistory, and Linguistics: 201, 203, 208, 210, 214, 219, 227, 231, 246, 247, 249, 261, 275, 277, 278

3. A seminar on anthropological theory (260 or 284). The seminar may not also be used to count toward Group I credit above.
4. At least 18 credit hours must be at the 200 level.
5. The remainder of the credit hours must be chosen from ANTH courses not already used to satisfy the requirements listed above.
6. With the approval of the student’s major adviser, a maximum of 3 credit hours for a course taken in another department or program may be counted toward the major requirement. A variety of courses are possible, including but not limited to those listed below. In each case, the course must be relevant to the student’s program and the student must receive the approval of the director of undergraduate studies.

- African American and Diaspora Studies 165, 220; Biological Sciences 205; History 127, 249; History of Art 268; Human and Organizational Development 2660; Latin American Studies 231, 260; Mathematics 127a, 127b; Medicine, Health, and Society 201, 202, 204, 206, 211, 212, 216, 218, 222, 225, 240, 242, 254; Music Literature 160, 171, 231, 250; Religious Studies 254; Sociology 201, 206, 207, 221, 230, 277, 279; Spanish 221.

**Honors Program**

The Honors Program in Anthropology is designed to afford superior students the opportunity to pursue more intensive work within the major field. Students who want to do honors work in anthropology should contact the director of the Honors Program in the fall of their junior year. The completion of the Honors Program requires: a) 4–5 credits in Anthropology 298 (Honors Research), evaluated by honors thesis adviser, b) 4–5 credits in Anthropology 299 (Honors Thesis), evaluated by honors thesis adviser, c) submission of a written thesis, evaluated by the student’s honors committee, d) an oral presentation of the thesis (15–20) minutes, evaluated by the student’s honors committee, e) an oral examination of the thesis, administered by the student’s honors committee. The independent research hours are expected to be in excess of the 30 hours required for the anthropology major.

**Minor in Anthropology**

The minor in anthropology requires 18 credit hours of course work that includes any two of the introductory courses: ANTH 101, 103, 104, 105; one course listed in Group I in the major; and three additional courses from any combination of the courses listed in Group I, II, and III in the major.

Course descriptions begin on page 176.

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**Arabic**

**SENIOR LECTURER Bushra Hamad**

*Note: Students may not earn credit for an introductory language course if they previously have earned credit for a higher-level course taught in that same language. In addition, students may not earn credit for an intermediate-level language course if they previously have earned credit for a higher-level course taught in that same language. Students who have earned Advanced Placement or International Baccalaureate credit in a foreign language will forfeit the test credit if they complete a lower-level course taught in that same language.*

Course descriptions begin on page 178.

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**Art**

**CHAIR Mel Ziegler**

**DIRECTOR OF UNDERGRADUATE STUDIES Mark Hosford**

**PROFESSORS Michael L. Aurbach, Marilyn L. Murphy, Mel Ziegler**

**ASSOCIATE PROFESSOR Mark Hosford**

**ASSISTANT PROFESSOR Vesna Pavlovic**

**SENIOR LECTURERS Farrar Hood Cusomato, Susan DeMay, Jana Harper, Tom Williams**

**LECTURER John Warren**

**Secondary Faculty**

**ASSISTANT PROFESSOR Jonathan Rattner (Film)**

**Affiliated Faculty**

**PROFESSOR David Wood (Philosophy)**

**COURSES in art are offered in a variety of media, which provide wide-ranging methods and perspectives. Our courses emphasize creative and critical approaches to learning. Many students will use the program in art as a foundation for careers in which creativity and the visual are especially valued, as the basis for advanced training in professional schools (such as art, architecture, museum studies), and for employment in galleries, museums, commercial art, or design-related fields. An important goal of the department is to help students become readers of the rich visual environment in our culture throughout their lives, as well as to encourage creative approaches to learning in all disciplines. The Department of Art offers several opportunities for extracurricular activities in the arts. Recently a student-run art gallery opened. A new art club called Viral Student Group has begun. BLUEprint is an organization for students interested in entering the field of architecture. Our Space 204 arts laboratory has exhibitions and workshops all year long. Studio VU lecture series brings some of the most important artists working today to campus for lectures and one-on-one studio visits with students. There are several campus organizations in the arts. The Sarratt Visual Arts Committee allows students to have a hand in curating and hanging exhibitions, as well as hosting art openings at the Sarratt Gallery. VISION sponsors lectures and discussions about the history of art as well as a roundtable of alumni majors, who discuss their current careers and how they arrived at them. Since 1984 the department has supervised the awarding of the Margaret Stonestall Wooldridge Hamblet Award to an eligible senior student. The Hamblet Award provides the means for travel and independent art activity for one year, culminating in a one-person exhibition at Vanderbilt. Students wanting to participate in the spring competition must be graduating seniors who are studio art majors. The Allan P. Deloach Memorial Prize in Photography was established in 2000 in memory of Allan Deloach (B.A. ’63) by two of his colleagues at IBM. This cash award is open to any student who has taken a studio class in any discipline at Vanderbilt. Midsouth Ceramics awards are given to the...*
Program of Concentration in Art

The art major requires 36 credit hours and presents our students the opportunity to explore their ideas conceptually, as well as to learn the technical skills involved in the creation of art. The program offers a wide range of classes and media. Our students are offered a strong grounding in traditional processes such as drawing, painting, ceramics, and sculpture, as well as the opportunity to explore contemporary processes involving video, performance, digital photographic media, installation, and social interactive art practice. Our diverse faculty of artist/educators represents a wide range of teaching styles and aesthetic philosophies. We consider how ideas have been developed through the centuries as well as how specific techniques have been used to enrich the expression of the idea. In addition to modern art history offerings, art majors are encouraged to take courses in pre-Renaissance, non-Western art history, philosophy of aesthetics, and film. ARTS 285, Maymester Contemporary Art Blitz, offers an opportunity to study contemporary art in a concentrated manner.

Requirements for the Program of Concentration in Art

Drawing Requirement (6 credit hours)
- Options: ARTS 102, 202, 203, 205, 207, or 208

Studio Requirements (15 credit hours), which must include at least:
- One 2-D course (ARTS 110, 111, 112, 120, 121, 122, 130, 210, 211, 220, 221, 222, 230, 231)
- One 3-D course (ARTS 140, 141, 150, 151, 152, 240, 241, 250, 252)
- One time-based course (ARTS 171, 172, 173, 190, 271, 272, 273)
- Within the 15 credit hours, students must take one 200-level ARTS course.

Related Requirement (9 credit hours), which must include each of the following:
- Either HART 110 or 111 (suggested for entry into 200-level ARTS courses)
- One course from the following: ARTS 180, 285, 288, HART 231, 242, CMA 125, 201, PHIL 241
- One additional 200-level History of Art (HART) course

Directed Study (6 credit hours)
- ARTS 290, Directed Study: Senior Show and Contemporary Practices
- ARTS 291, Independent Research: Senior Show

Majors are required to complete the Independent Research course, ARTS 291, their senior year. This course is designed specifically to help prepare majors for their Senior Show. For this reason, it is typically taken in the spring semester of the senior year. No other independent research/study course may be counted toward the major.

Honors Program in Art

The Honors Program in the Department of Art offers excelling art majors the opportunity to pursue their interest at a higher level. To be admitted to the Honors Program in Art, students must have:
- At least a 3.25 cumulative GPA.
- At least a 3.5 GPA in courses that count toward the major in art.
- Completed the sophomore year.

Students interested in pursuing the honors program should contact the director of undergraduate studies. Application materials must be submitted to the director of undergraduate studies in the applicant’s junior year; applications may be submitted electronically. Applications must include ten digital images of recent work with written explanations of each image. Applicants will be notified in writing of the department’s decision.

Each honors student shall have a committee consisting of one faculty member appointed by the department chair, the student’s selected honors adviser, and the director of undergraduate studies.

Requirements for graduation with honors in art:
1. Successful completion of the requirements for the major in art.
2. Successful completion of either ARTS 180 Sources of Contemporary Art or ARTS 285 Maymester Contemporary Art Blitz.
3. Successful completion of a senior exhibition.
4. During the senior year the student is required to register for ARTS 299a (3 credit hours) in the first semester and 299b (3 credit hours) in the second semester in order to complete a written thesis, expanding concepts explored in the senior exhibition.
5. Successful oral defense of the thesis and senior exhibition during the final semester of undergraduate study.
6. At least a final 3.25 cumulative GPA.
7. At least a final 3.5 GPA in courses that count toward the major in art.

Minor in Art

The minor in art requires 18 credit hours of course work, including the following:
- HART 111 (History of Western Art: Renaissance to Modern), ARTS 102 (Drawing and Composition I), and four other ARTS courses, with at least one at the 200 level.

Course descriptions begin on page 179.

Asian Studies

DIRECTOR Robert Campany
PROFESSOR Robert Campany
ASSISTANT PROFESSOR Ben Tran
SENIOR LECTURERS Xianmin Liu, Michiru Lowe, Keiko Nakajima
LECTURERS Yinghui Guo, Jing Liu, Qing Wei

Affiliated Faculty
PROFESSORS Gerald Figal (History), Tony K. Stewart (Religious Studies)
ASSOCIATE PROFESSORS Brett Benson (Political Science), Yoshikuni...
THE Asian Studies program provides students with a foundation in the languages and cultures of Asia. Our curriculum prepares interested individuals to pursue a career within the rapidly developing marketplace that is Asia or to go on to graduate study in an Asia-related topic. The program currently offers a wide variety of courses in the areas of East Asia, South Asia, and Southeast Asia. Through their teaching and research, the affiliated faculty members promote a better understanding of the Asian experience and Asia’s relationship with the rest of the world, past and present.

The major in Asian studies requires a minimum of 36 hours of course work designed to ensure that graduates have both depth and breadth in their understanding of Asia. Based in the intensive study of a modern Asian language, the program is expanded through courses in the economics, history, politics, religion, sociology, and visual culture of Asia. Students are also required to complete two courses that emphasizes the region of Asia outside of the primary language area to acquire a multifaceted perspective on Asian culture. We strongly recommend that students study abroad in Asia for at least one semester in a Vanderbilt-approved study abroad program.

The Asian studies major is divided into programs that emphasize a specific region. Course work is distributed as follows:

1. One of the following concentrations centered on the study of a modern language.
   Language course work must accomplish proficiency through the first semester of third year in at least one Asian language. We encourage students to take more advanced language classes and study abroad; however, the required first semester third year language course (or above) and the six hours of specialization courses must be taken at Vanderbilt.

   **Program A. China**
   i. Language (18 hours)
   Required Courses: CHINESE 241 Advanced Chinese I (or above; one advanced language course (241 or above) must be taken at Vanderbilt)
   
   
   ii. Specialization (6 hours from the following, must be taken at Vanderbilt)
   ASIAN STUDIES: 230, 233
   HISTORY: 106, 107, 202, 203, 286e
   HISTORY OF ART: 249, 252
   MEDICINE, HEALTH, AND SOCIETY: 231
   POLITICAL SCIENCE: 216
   RELIGIOUS STUDIES: 135, 247, 269, 275

   **Program B. Japan**
   i. Language (18 hours)
   Required courses: JAPANESE 241, Third-Year Japanese I (or above; one advanced language course (241 or above) must be taken at Vanderbilt)
   
   Elective courses: JAPANESE 202, 211, 212, 232, 242, 251, 289a–289b
   
   ii. Specialization (6 hours from the following, must be taken at Vanderbilt)
   ASIAN STUDIES: 211, 212, 231W, 240
   HISTORY: 108, 109, 188a, 205, 206
   HISTORY OF ART: 251, 253
   RELIGIOUS STUDIES: 136, 249, 274

   Other Asia-related writing seminars (including First-Year Writing Seminars), selected topics, and advanced seminars may fulfill this category with permission of the director of the Asian Studies program.

2. Perspectives (6 hours)
   Two Asian Studies approved courses that emphasize Asia as a region. The courses currently offered that satisfy this requirement are:
   ASIAN STUDIES: 150, 200W, 251
   HISTORY: 105, 204, 212a
   HISTORY OF ART: 120, 122, 125, 245W, 246, 251
   HUMAN AND ORGANIZATIONAL DEVELOPMENT: 2445, 2480 (or 2490)
   RELIGIOUS STUDIES: 113, 244, 253, 266, 270W

3. Electives (6 hours)
   Two courses selected from the list of approved courses for the Asian studies major. Other Asia-related courses not listed below—such as those in study abroad programs, First-Year Writing Seminars, Selected Topics, Senior Seminars, and Independent Studies—may be applied toward the major upon approval by the director of the Asian Studies program.

   Approved courses by subject area are as follows:
   ASIAN STUDIES: 115F, First-Year Writing Seminar; 150, Writing Southeast Asia; 200W, Fashioning the Self: Coming of Age and Asian Modernities; 211, Popular Culture in Modern Japan; 212, Explorations of Japanese Animation; 213W, Media Monsters in Contemporary Japan; 230, Chinese Medicine; 233, Self-Cultivation in Ancient China; 240, Current Japan—U.S. Relations; 250W, Hollywood Hanoi; 251, The Third World and Literature; 289a–289b, Independent Study; 294a–294b, Special Topics; 299a–299b, Honors Research.


   HISTORY: 105, East Asia since 1800; 106, Premodern China; 107, China from Empire to the People’s Republic; 108, Premodern Japan; 109, Modern Japan; 116, Modern South Asia; 188a, The Body in Modern Japanese Culture; 202, Themes in Modern Japanese History, 1966–1989; 203, Chinese Thought; 204, Crisis Simulation in East Asia; 205, Play and Pleasure in Early Modern Japan; 206, Post-WWII Japan; 211a, The Mughal World; 212a, India and the Indian Ocean; 286e, Christianity in China; 288d, Images of India.


   JAPANESE: 200a, Basic Japanese I; 200b, Basic Japanese II; 201, Elementary Japanese I; 202, Elementary Japanese II; 211, Intermediate...


RELIGIOUS STUDIES: 113, Introduction to Islam; 135, Religions in China; 136, Religions of Japan; 244, Buddhist Traditions; 247, Daoist Tradition; 250, Classical Philosophies of India; 253, East Asian Buddhism; 264, Foundations of Hindu Traditions; 265, Mythologies and Epics of South Asia; 269, Sacred Space in the Tibetan World; 270W, Buddhism and the State; 274, Japanese Mythology; 275, Chinese Religions Through Stories.

Certain courses offered in the CET program, CIEE program in China, and the Rikkyo Program in Japan can also be used to satisfy this portion of the major. Courses from other approved study abroad programs may be used to satisfy this requirement with permission of the director.

Honors Program in Asian Studies
In addition to following the requirements set by the College of Arts and Science, the following requirements must be met:

1. All of the requirements for the 36 hour major in Asian studies.
2. One advanced seminar (junior or senior level, 3 credit hours) on an Asia-related topic approved by the Asian Studies program director.
3. A minimum of one semester of study (or the summer session) at an approved study abroad program in a country where the official language is an Asian language.
4. A minimum 3.25 cumulative grade point average with a minimum 3.5 grade point average in Asian studies.
5. 6 hours of independent study thesis credit under ASIA 299a and 299b (Honors Thesis; must be taken while in residence at Vanderbilt). Successful completion of the two-semester independent study results in the production of an honors thesis, usually a final paper or project defined by the faculty adviser and approved, in advance, by the honors committee (see below for definition of honors committee).
6. An oral examination on the thesis and its area; usually this will happen within the two months prior to graduation.

A three-member Honors Committee of Asian Studies core or affiliated faculty will administer the program. Students must submit the name of the faculty adviser and the proposed thesis topic to this committee for approval during the second semester of the junior year. If the student is studying abroad that semester, the proposed thesis topic should be submitted in the first semester of the junior year. The committee will set guidelines for the thesis topic proposal, publish deadlines each year, and administer the oral examination.

Minor in Asian Studies
The minor in Asian studies requires a minimum of 19 hours of course work and provides a broad knowledge of the languages, literatures, politics, histories, arts, and religions of China and Japan. Chinese 200a–200b and 201–202 and Japanese 200a–200b and 201–202 do not count toward the minor.

Students electing two or more minors in Asian studies must present at least 15 credit hours in each minor not being counted toward any other minor or major.

1. Required courses (6 hours):
   - History 105 or 106 or 107 and History 108 or 109.
2. Elective courses (at least 13 hours):
   - Students must fulfill the remaining hours with courses from the following list, selecting at least one from each of A, B, and C:
   - **Group A**: Asian Studies 230, 240; History 105, 106, 107, 108, 109, 116, 202, 204, 205, 206, 212A, 286E; Medicine, Health, and Society 231; Political Science 216.
   - **Group C**: Chinese 211 (5 hours), 212 (5 hours), 225, 226, 241, 242, 251, 252, 253, 254, 255, 256; Japanese 211 (5 hours), 212 (5 hours), 232, 241, 242, 251.

Other Asia-related courses not listed here—such as those in study abroad programs, First-Year Writing Seminars, Selected Topics, Senior Seminars, and Independent Studies—may be applied toward the minor upon approval by the director of the Asian Studies program.

Minor in Chinese Language and Culture
The minor in Chinese language and culture requires a minimum of 18 hours of course work, anchored by a firm foundation in language study that is complemented by electives in art, history, literature, film, politics, and religion. Chinese 200a–200b and 201–202 do not count toward the minor. Students pursuing two or more minors in Asian studies must present at least 15 credit hours in each minor not being counted toward any other minor or major.

1. Required courses:
   - Either CHINESE 211, 212, and 241 (or above; one advanced language course 241 or above must be taken at Vanderbilt) (13 hours) or CHINESE 225, 226, and 241 (or above; one advanced language course 241 or above must be taken at Vanderbilt) (9 hours)
2. Elective courses (minimum 6 hours):
   - ASIAN STUDIES 200W, 230, 233
   - HISTORY 105, 106, 107, 202, 203, 204, 286E
   - HISTORY OF ART 120, 122, 245W, 249, 251, 252
   - MEDICINE, HEALTH, AND SOCIETY 231
   - POLITICAL SCIENCE 216
   - RELIGIOUS STUDIES 135, 247, 253, 269, 275

Other China-related courses not listed here—such as those in study abroad programs, First-Year Writing Seminars, Selected Topics, Senior Seminars, and Independent Studies—may be applied toward the minor upon approval by the director of the Asian Studies program.

Minor in Japanese Language and Culture
The minor in Japanese language and culture requires a minimum of 19 hours of course work, anchored by a firm foundation in language study that is complemented by electives in art, history, literature, film, politics, and religion. Japanese 201 and 202 do not count toward the minor. Students pursuing two or more minors in Asian studies must present at least 15 credit hours in each minor not being counted toward any other minor or major.
1. Required courses (13 hours):
   JAPANESE 211, 212, and 241 (or above; one advanced language course (241 or above) must be taken at Vanderbilt)

2. Elective courses (minimum 6 hours):
   ASIAN STUDIES 200W, 211, 212, 213W, 240
   HISTORY 105, 108, 109, 188A, 205, 206
   HISTORY OF ART 120, 122, 251, 253
   RELIGIOUS STUDIES 136

   Other Japan-related courses not listed here—such as those in study abroad programs, First-Year Writing Seminars, Selected Topics, Senior Seminars, and Independent Studies—may be applied toward the minor upon approval by the director of the Asian Studies program.

Asian Studies
Course descriptions begin on page 180.

Chinese

Note: Students may not earn credit for an introductory language course if they previously have earned credit for a higher-level course taught in that same language. In addition, students may not earn credit for an intermediate-level language course if they previously have earned credit for a higher-level course taught in that same language. Students who have earned Advanced Placement or International Baccalaureate credit in a foreign language will forfeit the test credit if they complete a lower-level course taught in that same language.

Course descriptions begin on page 185.

Japanese

Note: Students may not earn credit for an introductory language course if they previously have earned credit for a higher-level course taught in that same language. In addition, students may not earn credit for an intermediate-level language course if they previously have earned credit for a higher-level course taught in that same language. Students who have earned Advanced Placement or International Baccalaureate credit in a foreign language will forfeit the test credit if they complete a lower-level course taught in that same language.

Course descriptions begin on page 208.

Biological Sciences

CHAIR Douglas G. McMahon
DIRECTOR OF UNDERGRADUATE STUDIES David E. McCauley
DIRECTOR OF GRADUATE STUDIES Katherine L. Friedman
RESEARCH PROFESSOR Hans-Willi Honegger

ASSOCIATE PROFESSORS D. Kippatrick Abbot, Seth R. Bordenstein, Chang Chung, Brandt F. Eichman, Katherine L. Friedman, Daniel J. Funk, Julian F. Hilleyer, Antonis Rokas, Louise Rollins-Smith, Donna J. Webb
RESEARCH ASSOCIATE PROFESSOR Yao Xu
ASSISTANT PROFESSORS John Anthony Capra, Kevin Ess, Lauren Parker Jackson, Maria Luisa Jorge, Maulik Patel
RESEARCH ASSISTANT PROFESSORS Cheryl Gatto, Tetsuya Mori, Jason Pitts, Shuqun Shi
SENIOR LECTURERS Steve J. Baskauf, Amanda R. Benson, Cynthia T. Brame, A. Denise Due-Goodwin, Mark A. Woelfle

THE biological sciences encompass the study of living organisms and life processes at all levels: ecosystems, populations, individual organisms, tissues, cells, subcellular structures, and molecules. The Department of Biological Sciences offers courses that address all of these levels and programs of study for undergraduates and for graduate students seeking the Ph.D.

For undergraduates, the department offers three majors and a minor. All three majors have honors tracks. The Biological Sciences (BioSci) major is designed for the student seeking a broad base in the biological sciences, though it is a highly flexible program that allows a certain amount of specialization in upper-level courses. The Molecular and Cellular Biology (MCB) major is designed for students with an interest in developing an in-depth understanding of how living systems function at the molecular and cellular levels, with upper-level course options ranging in content from biophysics and biochemistry to developmental biology, and to molecular aspects of evolution and of toxicology. The Ecology, Evolution, and Organismal Biology (EEOB) major is designed for students with an interest in the areas of biology that span ecology, evolutionary biology, comparative genomics, organismal biology, and conservation biology. The department also offers a minor in biological sciences for students majoring in other disciplines. Interested students should consult the appropriate director of undergraduate studies.

The department offers undergraduate opportunities for engaging in faculty-led research projects for course credit. Students may receive an introduction to the workings of a scientific laboratory through an internship, or a more intensive, hands-on experience in directed or independent laboratory research. Students on the honors track of any of the three majors carry out a major honors research project and write an honors thesis. More information about the majors and minor offered by the department, the honors track of each major, and research opportunities open to undergraduates is available at our website: as.vanderbilt.edu/biosci.

General Requirements

All students in programs of concentration offered by the Department of Biological Sciences must take two semesters of general chemistry and lab (Chemistry 102a–102b and 104a–104b) and two semesters of organic chemistry and lab (Chemistry 219a–219b and 220a–220b). It is strongly recommended that students in all three majors take one year of calculus or calculus/statistics and one year of physics. A total of 30 hours of Biological Sciences courses, including the 8 hours of 110a–110b and 111a and either 111b or 111c, are required in all majors. All Biological Sciences courses count toward the major except 100, 101a, 105, 115F, and 118. Below is a listing of the required courses for the Biological Sciences (BioSci) major, for the Molecular and Cellular Biology (MCB) major, and for the Ecology, Evolution, & Organismal Biology (EEOB) major.
Students with specialized interests within either of the specialized majors may substitute one of the intermediate courses with an upper-level course with the permission of the director of undergraduate studies and the Biological Sciences Curriculum Committee. (Intermediate Biological Sciences courses: 201, 202, 205, 210, 211, 218, 219, 220, 237, 238).

Students may declare only one of the majors offered by the Department of Biological Sciences; double or triple majors within the department are not permitted.

For honors in all three majors, additional requirements must be met: (a) normally a minimum GPA of 3.25 in courses that count toward the major; (b) at least 10 of the 30 hours of Biological Sciences course work must be directed/independent research with a minimum of 8 hours being honors research (BSCI 296); (c) an honors thesis and oral defense. For students in the MCB major, 265 or 266 must be taken for 3 credit hours; an alternate advanced course may be substituted with the permission of the director of undergraduate studies. For students in the EEOB major, one of the following courses must be taken for 3 credit hours: 230, 234, 238, 247, 270, 272. For the BioSci major, at least two lecture courses must be from the following for 3 credit hours: 230, 234, 236, 243, 245, 247, 252, 254, 256, 265, 266, 270.

Program of Concentration in Biological Sciences (BioSci)

At least 30 hours satisfying the general requirements above, and including the following:

1. Introductory Courses: 110a/111a and 110b/111b or 111c
2. Intermediate Courses:
   a. 205, 210
   b. one additional intermediate course: 201, 218, 219, 220, or 238
3. Laboratory: Two laboratory courses (202, 211, 218, 219, or 237), or one lab course and two semesters of directed and/or independent research (BSCI 283, 286, 296).
4. Seminar/Independent Studies: A minimum of 2 credit hours of 275a–275b, 282, 283, 286, or 296 is required. Only one seminar course (275) may count toward the major. A total of no more than 6 credit hours of 282, 283, and 286 may be counted toward the major.

For students intending to perform honors research, at least two lecture courses must be from the following: 230, 233, 234, 236, 243, 245, 247, 252, 254, 256, 265, 266, 270, 272.

Program of Concentration in Molecular and Cellular Biology (MCB)

At least 30 hours satisfying the general requirements above, and including the following:

1. Introductory Courses: 110a/111a, 110b/111b or 111c
2. Intermediate Courses: 205 and 210; and either 218 or 219 or 238. If a student takes 238 and neither 218 nor 219, then either 211 or 237 will be required as well.
3. Laboratory: One additional laboratory course (202, 211, 218, 219, or 237), or two semesters of directed and/or independent research (BSCI 283, 286, 296).
4. Seminar/Independent Studies: A minimum of 2 credit hours of 275a–275b, 282, 283, 286, or 296 is required. Only one seminar course (275) may count toward the major. Of the remaining courses, at least two must be from the following: 230, 233, 234, 236, 239, 247, 266, 270, 272; or 218, 219, or 238 if not used for the intermediate course requirement.

For students intending to perform honors research in the EEOB major, one of the following courses must be taken: 230, 233, 234, 236, 247, 270, 272.

Minor in Biological Sciences

A minor in biological sciences requires a minimum of 18 hours that include BSCI 110a–110b; 111a and either 111b or 111c; 210; and one other intermediate course. No more than two credit hours of 280, 282, 283, and 286 may be counted toward the minor.

Course descriptions begin on page 181.

Chemistry

CHAIR David W. Wright
DIRECTOR OF UNDERGRADUATE STUDIES Adam K. List
DIRECTOR OF GRADUATE STUDIES Carmelo J. Rizzo

PROFESSORS EMERITI Robert V. Dills, Larry C. Hall, Thomas M. Harris, David M. Hercules, Melvin D. Joesten, Mark M. Jones, Joel Tellinghuisen, David L. Tuleen, David J. Wilson


RESEARCH PROFESSORS Thomas M. Harris, David M. Hercules, Charles M. Lukehart, Ned A. Porter
Program of Concentration in Chemistry

The chemistry program is organized into four parts. The first part is a general chemistry course sequence (Chem 102b–102b and 104a–104b or AP credit) to serve as an entry point into the major. The second part consists of foundation courses in the five major disciplines of chemistry: analytical (210), inorganic (203), organic (220a–220b or 218a–218b), and physical (230 or 231). The third part of the chemistry major consists of completing 8 credit hours of laboratory past 104a–104b. Four hours are from laboratory courses (219a–219b, 212a, and 236) associated with foundation courses. There are also 6 credit hours of a capstone laboratory (295a–295b) designed to provide advanced laboratory experiences in the laboratory, provide students with the skills needed to think critically about chemistry. After these core courses, students delve deeper into an area of their choice. Recognizing the importance of research, which integrates and makes sense of our collective body of knowledge, we encourage students to participate in undergraduate research. The chemistry major at Vanderbilt University meets the guidelines for the American Chemical Society approved program of study in chemistry. The Department of Chemistry seeks to provide a sound education in the fundamentals of modern chemistry as well as exposure to cutting-edge research and contemporary instrumentation in the field. This is accomplished by providing students with a solid background in the disciplines of organic, analytical, inorganic, biological, and physical chemistry. The core courses in these areas, which are supported by a variety of practical experimental experiences in the laboratory, provide students with the skills needed to think critically about chemistry. After these core courses, students delve deeper into an area of their choice. Recognizing the importance of research, which integrates and makes sense of our collective body of knowledge, we encourage students to participate in undergraduate research. The chemistry major at Vanderbilt University meets the guidelines for the American Chemical Society approved program of study in chemistry.
Minor in Chemistry

The minor in chemistry requires 18 hours of course work, including 4 hours from 102b and 104b or AP credit, and 14 hours selected from any of the courses acceptable for the major in chemistry.

Honors in Chemistry

Students with an overall GPA of at least 3.3 and a GPA of at least 3.4 in chemistry courses at the start of their junior year wishing to do honors will register for the honors research courses (Chem 292a, 292b, 292c—each is 2 credit hours) beginning spring semester junior year. The Chem 295a and 295b requirements are waived in lieu of the Chem 292a, 292b, and 292c registrations. Honors candidates must present a thesis on the research done under Chem 292a, 292b, and 292c and pass an oral examination. Additional information may be found in the chapter on Special Programs in the College.

Licensure for Teaching

Candidates for teacher licensure in chemistry at the secondary level should refer to the chapter on Licensure for Teaching in the Peabody College section of this catalog. One semester of the Chem 295a–295b sequence will be considered fulfilled by completing the Peabody student teaching requirements.

Introductory Courses

Introductory chemistry is offered in two different sequences, each with its own laboratory. Only one set of these courses may be taken for credit.

1. Chemistry 101a. Intended for liberal arts students who are not planning to take any additional chemistry courses. It treats chemistry in a nonmathematical fashion, with some historical and philosophical features. Not for science and engineering students.

2. Chemistry 102a–102b. Designed for engineering, science, and premedical students. This course, which must be taken simultaneously with 104a–104b, serves as preparation for students intending to major in chemistry, biology, physics, or earth and environmental sciences. It is a more rigorous, mathematical approach to chemistry and a prerequisite for organic and other chemistry courses. It is not intended for liberal arts students taking a science course only to fulfill AXLE requirements.

Course descriptions begin on page 183.

Cinema and Media Arts

DIRECTOR Jennifer Fay
ASSISTANT DIRECTOR Jonathan Rattner
PROFESSOR Lutz Koepnick
ASSOCIATE PROFESSORS Jennifer Fay, Andrea Mirabile
ASSISTANT PROFESSORS Claire Sisco King, James McFarland, Jonathan Rattner, Haerin Shin
SENIOR LECTURER Jonathan Waters
LECTURER John Warren

CINEMA and Media Arts is an interdisciplinary major and minor that combines the practice of filmmaking with the study of film theory and history. Emphasizing cinema as both a modern aesthetic form and a hands-on cultural practice, the program trains students for careers in film and media production, communications, academic media studies, and community and social relations. While the program encourages new ways of thinking, looking, and making, it also develops the traditional learning skills of a liberal education. A core curriculum in film and media theory, history, and filmmaking is supplemented with classes in the related arts, disciplines, and minority and non-U.S. cinemas. The major concludes with a senior seminar.

Major in Cinema and Media Arts

The film major consists of 36 hours. The requirements are as follows:

CORE REQUIREMENTS

1. Cinema and Media Arts 105 (Fundamentals of Film and Media Studies).
2. Cinema and Media Arts 125 (Introduction to Film and Media Studies).
3. Cinema and Media Arts 175 (Intermediate Filmmaking: Alternate Forms).
5. Cinema and Media Arts 201 (Film and Media Theory).
6. Cinema and Media Arts 211 (History of World Cinema).
7. Senior Seminar—Cinema and Media Arts 290a or 290b.
8. Two courses in Cinema and Media Arts electives: Cinema and Media Arts 115F (First-Year Writing Seminar), Cinema and Media Arts 227W (Screenwriting), Cinema and Media Arts 275W (Advanced Screenwriting), Cinema and Media Arts 288a (Special Topics in Film and Video Production), Cinema and Media Arts 288b (Special Topics in the Study of Film). Please note that 175 and 176 do not count for elective credit.
9. One course in cultural minority or non-U.S. national cinemas: African American and Diaspora Studies 150 (Reel to Real: Film Aesthetics and Representation), Asian Studies 212 (Explorations of Japanese Animation), French 210 (French and Francophone Cinema), German 182 (War on Screen), German 244 (German Fairy Tales: From Brothers Grimm to Walt Disney), German 270 (German Cinema: Vampires, Victims, and Vamps), German 273 (Nazi Cinema: The Manipulation of Mass Culture), Italian 240
Minor in Cinema and Media Arts

The minor consists of 18 hours. The requirements are as follows:

1. Cinema and Media Arts 105 (Fundamentals of Film and Video Production).
2. Cinema and Media Arts 125 (Introduction to Film and Media Studies).
4. One course in intermediate cinema studies: Cinema and Media Arts 201 (Film and Media Theory), Cinema and Media Arts 211 (History of World Cinema).
5. Two courses in Cinema and Media Arts electives: Cinema and Media Arts 115F (First-Year Writing Seminar), Cinema and Media Arts 227W (Screenwriting), Cinema and Media Arts 275W (Advanced Screenwriting), Cinema and Media Arts 288a (Special Topics in Film and Video Production), Cinema and Media Arts 288b (Special Topics in the Study of Film).

Other courses related to film and media studies may also be counted as electives, subject to the approval of the program director.

Course descriptions begin on page 185.

Classical Studies

CHAIR Gary F. Jensen
DIRECTOR OF UNDERGRADUATE STUDIES Daniel P. Solomon
DIRECTOR OF GRADUATE STUDIES Barbara Tsakirgis
PROFESSORS EMERITI Robert Drews, F. Carter Philips, Susan Ford Wiltshire
PROFESSORS Thomas A. J. McGinn, Jack M. Sasson, David J. Wasserstein
ASSOCIATE PROFESSORS Kathy L. Gaca, Joseph L. Rife, Betsey Robinson, Barbara Tsakirgis
ASSISTANT PROFESSORS Scott F. Akin, Mireille Lee, David A. Michelson
SENIOR LECTURERS Max L. Goldman, Daniel P. Solomon

CLASSICAL studies have always been at the heart of a liberal education because they afford unmatched perspectives from which to understand our own time. Courses are offered in the history, religion, art, philosophy, social and cultural issues, literature, and mythology of the ancient world. The curriculum covers 3,500 years of human experience in the ancient Near East, Greece, and Roman Europe, from the beginnings of Western civilization through the Christianization of Europe.

Three major programs are available. Students may declare only one of the majors offered by the Department of Classical Studies; double or triple majors within the department are not permitted. Students majoring in classical languages approach the ancient world primarily through its literature, read in the original language. Students majoring in classics integrate the ancient texts with other kinds of evidence (sociology, religion, art, etc.), in order to compare the words of Greeks and Romans to their actions; they may apply any number of courses in Greek and/or Latin toward this major, as long as two language courses are at the advanced level. Students majoring in classical civilization receive the broadest introduction to the ancient world, and they read the primary sources in translation.

Majors in classical languages or classics are encouraged to spend a semester at the Intercollegiate Center for Classical Studies in Rome. A summer program at the American School of Classical Studies in Athens is also available.
The Classics Society functions as the department’s extracurricular organization. Eta Sigma Phi is the national honorary society for classics.

Program of Concentration in Classical Languages
Students complete 32 hours in Greek and Latin. Those who want to concentrate in one language must also complete at least two semesters’ work in the other, although credit toward the 32-hour requirement will be given for only one of the elementary sequences (either Greek 201–202 or Latin 100 or 101–102).

Program of Concentration in Classics
Students complete at least 30 hours in classics, Greek, Latin, or eligible courses in ancient philosophy or history of art (see below), at least 6 hours of which must be in Greek courses numbered above 204 or in Latin courses numbered above 104.

Program of Concentration in Classical Civilization
Students complete at least 30 hours in classics, Greek, Latin, or eligible courses in ancient philosophy or history of art (see below). Relevant courses in religion will be allowed at the discretion of the DUS. No more than 11 hours may be taken at the 100 level.

The following courses may be counted toward a major in classics or classical civilization: History of Art 115F-09, 255, 260W, 262W, 264, 265, 266, and 268; Jewish Studies 122; Philosophy 210 and 218; Political Science 202. Other courses may be counted with the approval of the director of undergraduate studies, but a minimum of 18 hours must be in courses from Classics, Greek, and/or Latin.

Honors Program in Classics and in Classical Languages
Admission requirements are: completion of junior year and completion of at least 6 hours of work in advanced Greek or Latin courses (above Greek 204 or Latin 104), and an overall GPA of 3.4, with 3.5 in courses within the department (including hours earned at the ICCS in Rome). In order to graduate with departmental honors, a student must (in addition to maintaining the stated GPA through the senior year) satisfy the following requirements:

1. Complete 12 hours of work beyond the intermediate level in Latin and/or Greek for honors in classics, and 18 hours for honors in classical languages.
2. Demonstrate competence in Greek or Roman history and archaeology, either by successfully completing the ICCS program in Rome or by completing 3 credit hours in one of the department’s survey courses in art and archaeology (Classics 204, 205, 206) and 3 credit hours in one course in history (Classics 208, 209, 212, 213).
3. Write a senior thesis, and defend it before the department, for either 3 or 6 hours credit. Candidates choosing the three-hour option for the thesis must complete one of the department’s graduate seminars.

There is no Honors Program in the classical civilization concentration.

Minor in Classics
Students are required to complete Latin 104 or Greek 204 or a higher-level language course plus an additional 15 hours in courses that count toward the concentration in classics, of which at least 9 must be at the 200 level. Other courses may be counted with the approval of the director of undergraduate studies, but a minimum of 12 hours must be in courses from Classics, Greek, and/or Latin.

Minor in Classical Civilization
Students are required to complete 18 hours in courses that count toward the concentration in classical civilization, of which at least 12 must be at the 200 level. Other courses may be counted with the approval of the director of undergraduate studies, but a minimum of 12 hours must be in courses from Classics, Greek, and/or Latin.

Licensure for Teaching
Candidates for teacher licensure in Latin at the secondary level should refer to the chapter on Licensure for Teaching in the Peabody College section of this catalog.

Classics
Courses below the 300 level require no knowledge of either Greek or Latin.

Course descriptions begin on page 186.

Greek
Note: Students may not earn credit for an introductory language course if they previously have earned credit for a higher-level course taught in that same language. In addition, students may not earn credit for an intermediate-level language course if they previously have earned credit for a higher-level course taught in that same language. Students who have earned Advanced Placement or International Baccalaureate credit in a foreign language will forfeit the test credit if they complete a lower-level course taught in that same language.

Course descriptions begin on page 198.

Latin
Note: Students may not earn credit for an introductory language course if they previously have earned credit for a higher-level course taught in that same language. In addition, students may not earn credit for an intermediate-level language course if they previously have earned credit for a higher-level course taught in that same language. Students who have earned Advanced Placement or International Baccalaureate credit in a foreign language will forfeit the test credit if they complete a lower-level course taught in that same language.

Course descriptions begin on page 210.
Communication of Science and Technology

DIRECTOR David A. Weintraub

Affiliated Faculty

PROFESSORS Jay Clayton (English), David J. Ernst (Physics and Astronomy), Richard F. Haglund Jr. (Physics and Astronomy), Jeffrey D. Schall (Psychology), David A. Weintraub (Physics and Astronomy)

ASSOCIATE PROFESSOR Jonathan M. Gilligan (Earth and Environmental Sciences)

ASSISTANT PROFESSOR Ole Molvig (History)

ASSISTANT PROFESSOR OF THE PRACTICE OF ENGINEERING Christopher Rowe (General Engineering)

LECTURER Stephen Ornes

THE study of the communication of science and technology is an interdisciplinary enterprise that draws upon the scientific, engineering, and communication, both oral and written, resources of Vanderbilt University. The program is designed for students who have an interest in science and technology and also are interested in how science and technology are communicated to the larger world outside science, engineering, and medicine.

Interested students should contact the director of the program, David A. Weintraub, Department of Physics and Astronomy.

Program of Concentration in Communication of Science and Technology

Students majoring in the communication of science and technology will be expected to complete a core of courses that are essential to understanding communication, as well as a coherent program of courses that provide scientific and engineering background. The major consists of either 38 or 39 hours.

A student may count as many as 6 hours as part of both this interdisciplinary major and a second major. A student may only include a maximum of 15 hours of 100-level course work, not including CSET 150 and all HIST courses.

1) Written and Oral Communications courses (9 credit hours from 3 courses)

Three courses, with a minimum 3 credit hours per course, as follows:

a. CSET 201 (Science Communication Tools and Techniques) or CSET 150 (Special Topics). If neither course is offered for two consecutive years, majors may, with approval of the program director, substitute a course from category '1c.'

b. One advanced public-speaking course: CMST 201 (Persuasion) or 204 (Organizational and Managerial Communication)

c. One advanced (200-level) “W” course from any of the following:

i. any 200-level “W” course from any Natural Science program (as used here, “Natural Science” includes all courses identified as “MNS” courses in AXLE except MATH and PHIL courses),

ii. any 200-level “W” course from any Engineering program,

iii. any 200-level “W” course from MHS,

iv. ENGL 200 (Intermediate Nonfiction Writing), 201 (Advanced Nonfiction Writing), or ENGL 243/243W (Literature, Science, and Technology).

2) Natural Science and Engineering courses (15 credit hours from five courses)

Five courses (minimum 3 credit hours per course), at least three of which must be 200-level Natural Science courses. (As used here, “Natural Science” includes all courses identified as MNS courses in AXLE except MATH and PHIL courses.) The other two courses may be 200-level Natural Science courses or courses taken at any level from the School of Engineering. Students will count 15 hours of Natural Science and/or Engineering courses toward this part of 38- or 39-hour requirement, even if they choose to take five 4-credit-hour courses. Engineering “research,” “project,” “design,” “seminar,” “independent study,” and introductory programming courses (e.g., BME 240a, 240b, 241a, 241b, 272, 273; ChBE 233W, 246, 247, 249; CE 200a, 200b, 200c, 248, 249, 252a, 252b; CS 101, 103, 240a–240b; EECE 203, 204, 296, 297; ENGM 289, 290, ES 101, 103, 248, 249; MSE 209b, 209c, ME 209a, 209b, 209c, 243, 297; SC 295A, 295B, 295C) do not count toward this requirement. Students may count the three 1-credit-hour courses ES 140A, 140B, and 140C as equivalent to a single 3-credit-hour course if they earn credit for all three courses.

3) Statistics (3 credit hours) selected from:

BSCI 270 (Statistical Methods in Biology)

ECON 150 (Economic Statistics), 155 (Intensive Economic Statistics)

MATH 127b (Probability and Statistical Inference), 216 (Probability and Statistics for Engineering), 218 (Introduction to Probability and Mathematical Statistics)

PSY 209 (Quantitative Methods)

PSY-PC 2101 (Introduction to Statistical Analysis)

PSY-PC 2102 (Statistical Analysis)

BME 260 (Analysis of Biomedical Data)

SOC 127 (Statistics for Social Scientists)

4) One course bridging science, engineering, or medicine and health with non-science content and issues, including public policy courses and environmental courses (3 credit hours):

ANTH 208 (Food Politics in America), 240 (Medical Anthropology), 241 (Biology and Culture of Race), 250 (Anthropology of Healing), 260 (Medicine, Culture, and the Body), 270 (Human Osteology), 274 (Health and Disease in Ancient Populations)

ASIA 230 (Chinese Medicine)

ASTR 203 (Theories of the Universe)

ECON 221 (Health Care Policy)

EES 205 (Science, Risk, and Policy)

ENGL 245 (Literature and the Environment)

HIST 148 (The Darwinian Revolution), 150 (History of Modern Sciences and Society), 151 (The Scientific Revolution), 280 (Modern Medicine), 281 (Women, Health, and Sexuality), 283 (Medicine, Culture, and the Body), 284a (Epidemics in History), 284b (Health and the African American Experience), 285W (Science, Technology, and Modernity)

MHS — any 200-level course below 290

PHIL 244 (Philosophy and the Natural Sciences)

PSCI 253 (Ethics and Public Policy), 255 (Public Policy Problems), 256 (Politics of Public Policy)

PSY 252 (Human Sexuality)
4) have a GPA of at least 3.20 in all work previously taken for credit and one semester of CSET 289 (1–3 credit hours); they must be taken as Directed Study and at least one hour of CSET 290 (Project in Science Writing and Communicating) may be counted together as a single elective course. No more than 3 hours of CSET 289 and 290 may count toward the major.

Internships

The off-campus internship program involves work in the national arena in such places as NASA, the Discovery Channel, the National Institutes of Health, CNN, and the American Chemical Society. If an internship involves course credit, credit will be given through Interdisciplinary Studies which must be 200-level Natural Science courses (as defined in the rules for the CSET major) and one semester of CSET 290 (Project in Science Writing and Communicating) may be counted together as a single elective course. No more than 3 hours of CSET 289 and 290 may count toward the major.

Honors Program

CSET Honors is a selective program of individual undergraduate work, supervised by faculty advisers. Honors candidates propose, research, and write a thesis that demonstrates the ability to communicate science, in depth, to a nonscientific audience.

Requirements for Admission

To be admitted to the Honors Program in CSET, a student must
1) be a CSET major;
2) have completed at least 30 of the required hours for the CSET major;
3) have completed one semester of CSET 289 (1–3 credit hours) and one semester of CSET 290 (1–3 credit hours). With permission of the program director, students may substitute research experience taken for credit within a scientific or engineering program for CSET 289;
4) have a GPA of at least 3.20 in all work previously taken for credit;
5) have a GPA of at least 3.40 in all courses taken that count toward completion of the CSET major.

Requirements for Completion (minimum 39 credit hours)

To earn Honors or Highest Honors in CSET, a student must
1) complete the CSET major (minimum 38 credit hours);
2) complete at least one semester of CSET 296 (1–3 credit hours);
3) present an oral defense of the written CSET 296 thesis before a faculty examination committee;
4) have a GPA of at least 3.20 in all work taken for credit and 3.40 in all courses that count toward the CSET major.

Course of Study

Interested students may apply in the spring of their junior year or the fall of the senior year. Applicants must have completed CSET 289 (or the equivalent) and must have completed or be enrolled in CSET 290. The application includes a one- to two-page proposal of the planned thesis and the signature of the faculty member who will be the thesis adviser.

Students in the Honors Program sign up for CSET 296 (Honors Thesis). Students may enroll in CSET 296 for one or two semesters, for up to 3 hours per semester.

The final thesis must be submitted no later than two weeks before the end of classes in the semester of graduation.

The oral defense of the thesis will take place one to two weeks after the final thesis is submitted. The examination committee is composed of the thesis supervisor and two additional faculty members, at least one of whom must be a faculty member affiliated with the CSET program. The oral defense is public and should take approximately one hour, including time for questions from members of the committee. The faculty examination committee will determine by majority vote whether the student has earned Honors and whether said student should receive Honors or Highest Honors. Highest Honors is reserved for students with GPAs in the CSET major and overall above 3.50, whose theses are of near-publication quality, and whose oral defenses are at the highest level.

Minor in Communication of Science and Technology

The minor in the Communication of Science and Technology consists of seven courses, totaling a minimum of 21 hours, distributed as follows:

1) Written and Oral Communications courses (3 courses):
   a. CSET 201 or CSET 150. If neither course is offered for two consecutive years, minors may, with approval of the program director, substitute a course from category “1c.”
   b. One advanced public-speaking course: CMST 201 or 204

2) Natural Science and Engineering courses (4 courses):
   a. One course bridging science, engineering, or medicine and health with non-science content and issues, including public policy courses and environmental courses (selected from list of courses for majors)
   b. Three courses (minimum 3 credit hours per course) from engineering and/or the natural sciences, at least two of which must be 200-level Natural Science courses (as defined for the major). The other course may be a 200-level Natural Science course or a course taken at any level from the School
of Engineering. Students may count 9 hours of Natural Science and/or Engineering courses toward this part of 21-hour requirement, even if they choose to take three 4-credit-hour courses. Students may count the 1-credit-hour courses ES 140A, 140B, and 140C as equivalent to a single 3-credit-hour course if they earn credit for all three courses.

Course descriptions begin on page 187.

Communication Studies

CHAIR Bonnie J. Dow
DIRECTOR OF UNDERGRADUATE STUDIES Paul H. Stob
PROFESSOR EMERITUS Kassian A. Kovalcheck
PROFESSOR John M. Sloop
ASSOCIATE PROFESSORS Vanessa B. Beasley, Bonnie J. Dow
ASSISTANT PROFESSORS Claire Sisco King, Paul H. Stob
SENIOR LECTURERS Neil Butt, John H. English, M. L. Sandoz
LECTURER Dustin A. Wood

THE Department of Communication Studies offers a major in communication studies. The major includes courses in such areas as rhetorical criticism, argumentation and debate, analysis of film and mass media, and the history and criticism of public address.

The Vanderbilt University Varsity Debate Team competes at national and regional levels. A full program of intercollegiate debate is available for students who choose to participate in forensics.

Program of Concentration in Communication Studies

Communication studies explores purposive human communication. The Department of Communication Studies is particularly devoted to an understanding of public discourse in the broadest sense, with an emphasis on the role of persuasion in civil society. To that end the subjects of study range from political discourse to commercial advertisement, from the history of rhetoric to the impact of mass media, from criticism of American public oratory to issues of freedom of speech. The department offers courses involving practice, criticism, and theoretical analysis. Education in these areas has traditionally produced citizen advocates who enter public life in business, law, journalism, and communication.

A major in communication studies requires 36 hours of course work. No more than 9 hours of 100-level courses may count toward the major. While students are permitted to use communication-related courses in other departments as part of the major, at least 24 of the 36 hours must be in communication studies. The requirements and options for the major are as follows.

1. Communication Studies 100 (required)
2. At least one of the following courses in performance: 200, 201, 204.
3. At least three of the following courses in criticism and theory: 210, 220, 221, 222, 225, 241.
4. At least three of the following courses in analysis: 115F, 224, 226, 229, 235, 243, 244, 254, 254W, 289, 290, 294, 295, 296.

The remainder of the 36 hours may be selected from the courses listed above or from the following:


Minor in Communication Studies

A minor in communication studies requires completion of 18 hours from the following requirements and options in communication studies courses:

Required: 100 and either 210 or 222.
One of the following: 200, 201, 204.
Any three of the following: 220, 221, 224, 225, 226, 235, 241, 243, 244, 254, 254W, 294.

Course descriptions begin on page 187.

Earth and Environmental Sciences

INTERIM CHAIR George M. Hornberger
DIRECTOR OF UNDERGRADUATE STUDIES Daniel J. Morgan
DIRECTOR OF GRADUATE STUDIES Steven L. Goodbred
PROFESSORS EMERITI Leonard P. Alberstadt, Arthur L. Reesman, William G. Siesser, Richard G. Stearns
PROFESSORS John C. Ayers, Ralf Bennartz, James H. Clarke, David J. Furbish, George M. Hornberger, Calvin F. Miller, Molly Fritz Miller
ADJOINT PROFESSORS Mark S. Ghiorso, David White
ASSOCIATE PROFESSORS Jonathan M. Gilligan, Steven L. Goodbred, Guilherme Gualda
ASSISTANT PROFESSORS Larisa R. G. DeSantis, Maria Luisa Jorge, Jessica L. Oster
RESEARCH ASSISTANT PROFESSOR Christopher P. Vanags
SENIOR LECTURERS Lily L. Claborn, Daniel J. Morgan

THE earth and environmental sciences are aimed at interpreting Earth’s dynamic history—its age and origin as recorded in rocks and the landscape—and at understanding how geological processes affect modern environmental and ecological systems. Among the natural sciences, ours is the quintessential interdisciplinary science, providing vital perspective on how Earth’s physical and geochemical template simultaneously sustains and threatens life, and influences human interactions with Earth.

The Department of Earth and Environmental Sciences (EES) offers an undergraduate major leading to the B.A. degree. Students majoring in EES participate in field and laboratory work. The comparatively small size of the faculty and student body allows many opportunities for faculty-student
interaction. Students use the major as preparation for graduate study, for careers in environmental studies and resource exploration (petroleum, minerals), or for related careers in such fields as land use planning, teaching, law, or engineering.

Research programs in the department, which in many cases involve students, employ field, analytical, and experimental methods. A wide variety of earth processes are investigated, ranging from the migration of fluids and generation of magmas in Earth’s crust, to the evolution of rivers and landscapes, to the evolution of sedimentary and biological environments, to geological processes in the human environment. Study areas, in addition to Middle Tennessee, include the southwestern United States, the Pacific northwest, the southern Appalachians, Antarctica, South Asia, Brazil, and New Zealand.

For students with primary interests in environmental issues, there are three degree options. A student may major in EES or may construct an individualized interdisciplinary major. Alternatively, a student may major in another conventional discipline and augment that with an earth and environmental science minor.

**Program of Concentration in Earth and Environmental Sciences**

Three options are available within the EES major. All provide a solid grounding in the earth and environmental sciences. The differences are in requirements for supporting sciences and mathematics and for research. Option I provides a background for careers or post-graduate work in related fields such as teaching, law, or business and for some graduate programs and employment opportunities in earth and environmental sciences. Option II prepares students well for graduate work and careers in the earth and environmental sciences. Option III (Honors) is designed for excellent, highly motivated students who want to pursue research as undergraduates.

**Required EES courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
<th>Notes</th>
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<tbody>
<tr>
<td>EES 101/111</td>
<td>4</td>
<td></td>
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<tr>
<td>EES 202 (or 102 prior to fall 2011)</td>
<td>4</td>
<td></td>
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<tr>
<td>EES 220 (or 220W prior to fall 2012)</td>
<td>4</td>
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<tr>
<td>EES 225</td>
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<td>EES 226</td>
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<td>EES 230</td>
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<tr>
<td>EES 240</td>
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<tr>
<td>EES 299</td>
<td>1</td>
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<tr>
<td>One additional course selected from the following: EES 201, 255, 260, 261, 282, 285, 320, 390</td>
<td>3</td>
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</table>

**Option I.** Provides students with a comprehensive background in geoscience. In addition to the courses listed above, students are required to take one course each from two of the following groups.

**Group A: Physical World**
- Physics I (Physics 116a/118a 4 hr or Physics 121a 5 hr)
- Chemistry I (Chemistry 102a/104a 4 hr)
- Astronomy (201 3 hr)

**Group B: Earth Life**
- Biological Sciences (100/110a 4 hr or 110a/111a 4 hr or 118 4 hr or 218 4 hr or 219 4 hr or 238/237 4 hr)

**Group C: Quantitative Skills**
- Calculus I (Math 140 4 hr or 150a 3 hr or 155a 4 hr)
- Statistics (Math 127a 3 hr)

Total hours: 38–41

**Option II.** Provides students with most course work needed for a career or graduate studies in geoscience. Students take the required EES courses and complete the following:

- Physics I (116a/118a 4 hr)
- Chemistry I (102a/104a 4 hr)
- Calculus I (Math 150a 3 hr or 155a 4 hr)

Total hours: 43–44

In addition, the second semesters of Chemistry, Physics, and Calculus as well as one or more courses in Biological Sciences are highly recommended to complete courses commonly required for graduate school or employment. Recommended selections include:

- Physics II (116b/118b 4 hr) or Chemistry II (102b/104b 4 hr)
- Calculus II (Math 150b 3 hr or 155b 4 hr)
- Biological Sciences (100/110a 4 hr or 110a/111a 4 hr or 118 or 218 4 hr or 219 4 hr or 238/237 4 hr) or Astronomy (201 3 hr)

**Option III. Honors.** Provides research experience as well as course work preparation for a career or graduate studies in earth or environmental sciences. Course work is the same as for Option II with the addition of EES 292a and 292b (4 hours).

Total hours: 47–48

Interested students should apply to the undergraduate adviser for entry into the Honors program before the end of fall semester, junior year. A minimum of a 3.3 grade point average both overall and in the major is required for entry into the Honors program.

Working closely with a faculty adviser, students in the Honors program complete a research project of interest to both the student and faculty member during the senior year. In order to graduate with honors in EES, a student must: (1) maintain a 3.3 average; (2) complete the required courses for Option II plus EES 292a and 292b; (3) satisfactorily present the results of his/her research in written form as a senior thesis to two members of the faculty and orally to students and faculty of the department.

**Minor in Earth and Environmental Sciences**

The minor in EES provides students with a broad background in earth processes, systems, and history, and an introduction to environmental issues. This background is highly relevant to many different fields of endeavor. The minor does not, however, fully prepare students for graduate studies or employment as earth scientists. Students should consult with the director of undergraduate studies about how the minor in EES fits with their career or graduate school interests.
The minor consists of at least five courses (at least 17 hours; EES 101/111 and 103/113 each count as one course; EES 205 does not count toward the minor). Although EES 101 (with 111) and 103 (with 113) are highly recommended, students are encouraged to choose courses based on their interests and career plans and to discuss course selection with the director of undergraduate studies. No more than two 100-level courses count toward the minor. Two courses with labs are required; one must be at the 200 level. No credit toward the minor is given for EES 289a–289b or 291a–291b.

**Minor in Environmental Science**

The interdisciplinary minor in environmental science requires a minimum of 15 hours. Environmental science is the study of how the earth’s natural environmental processes work, how they have been or can be modified by humans and society, and how such modifications impact on the biosphere, at the levels of individuals through ecosystems. An environmental science minor provides students the opportunity to expand their education to include a coherent program in the scientific aspects of how we interact with and modify the earth’s environment.

Students who want to minor in environmental science must take a minimum of five courses chosen from the courses listed below and approved by an adviser. Two must be from the core environmental science list (A), and at least two others must be from either the environmental science list (C) or the core environmental science list (A). No more than one 100-level course may be counted toward the minor. Not more than two courses can come from the student’s major department, recognizing that such courses cannot be counted simultaneously for both a major and a minor.

**A) CORE ENVIRONMENTAL SCIENCE**

- Anthropology: 207, Environmental Anthropology; 218, Introduction to Plant Biology; 219, Introduction to Zoology; 238, Ecology; 271, Environmental Chemistry; 272, Environmental Sciences; 250, Geochemistry.

**B) CORE ENVIRONMENTAL STUDIES**

- Anthropology: 207, Environmental Anthropology; 218, Introduction to Plant Biology; 219, Introduction to Zoology; 238, Ecology; 271, Environmental Chemistry; 272, Environmental Sciences; 250, Geochemistry.

**C) ENVIRONMENTAL SCIENCE**


**D) ENVIRONMENTAL STUDIES**

- Philosophy: 244, Philosophy and the Natural Sciences; 273, Environmental Philosophy.

**Licensure for Teaching**

Candidates for teacher licensure in earth and space science at the secondary level should refer to the chapter on Licensure for Teaching in the Peabody College section of this catalog.

**Course descriptions begin on page 188.**
independent research. Honors candidates must take two semesters of calculus and 36 hours of work in economics, including all 15 hours of courses required for the Economics major. The following Honors Core requirements must be met in order for Honors in Economics to be awarded: (1) Economics 253, Introduction to Econometrics (3 credit hours); (2) Economics 291a–291b, thesis proposal development as Independent Study (1 credit hour minimum); (3) Economics 292a–292b, Senior Thesis (6 credit hours); (4) Economics 295a–295b, Honors Seminar (2 credit hours); (5) 9 hours of electives including 3 hours in an Economics course above 250. Students who are not sure whether they want to complete the Honors Program are urged to take an additional 3-hour elective. Honors candidates are also required to write a senior thesis and to defend it in an oral examination. On satisfactory completion of this program, a student will graduate with honors or with highest honors in economics. Interested students who meet the College of Arts and Science’s requirements for honors candidacy as set forth elsewhere in this catalog should consult the director of undergraduate studies no later than the fall term of their junior year.

Program of Concentration in Economics and History

This is an interdisciplinary program split between Economics and History that provides a more focused program of study while requiring fewer credit hours than a double major in the two fields. The program consists of 45 hours of course work of which 9 hours are from a common economic history core and the remaining 36 credit hours are evenly divided between Economics and History. Students are expected to observe course-specific requirements in each department. The details are spelled out below under Economics and History.

Licensure for Teaching

Candidates for teacher licensure in economics at the secondary level should refer to the chapter on Licensure for Teaching in the Peabody College section of this catalog.

Course descriptions begin on page 190.

Economics and History

The joint major in economics and history makes an important contribution to liberal education at Vanderbilt by helping students understand the origins and organization of modern society. It also provides a unique preparation for careers in business, the professions, and other fields by combining all the analytical tools of the regular economics major with history’s emphasis on clear and effective writing and on developing skills in gathering, assessing, and synthesizing information. The program consists of 45 credit hours of course work: 9 credit hours in an economic history core, and an additional 18 credit hours in economics and 18 in history. Students declare their major through the Department of History office.

Note: All students must have at least one semester of calculus; two are strongly recommended for the economics component. Calculus is a prerequisite for ECON 150, 155, 231, and 232, which are required for the major. It is also a prerequisite for all economics courses numbered above 250.

Course work for the major is distributed as follows:

Economic History Core (9 credit hours)

Three of the following courses, one of which must be an economics course numbered above 250:
HIST 160, 165, 166, 288a, 288b, 288w, ECON 226, 262, 266, 271. Note: ECON 231 is a prerequisite for ECON 262, 266, and 271.

Economics (18 credit hours)

ECON 100, 101, 150 or 155, 231, 232; one ECON course numbered above 250 not included in the economic history core.

Note: The following course sequences may be substituted for ECON 150 or 155:
(1) MATH 218, 218L, and 219 or
(2) MATH 218, 218L, and ECON 253. ECON 253 will also count as an elective.

History (18 credit hours)

No more than 3 credit hours of AP or IB credit in history courses may count toward this total.

(1) History 200W or 297; must be taken by the end of the junior year. 297 is limited to second-semester juniors who have been admitted to the Honors Program. Students entering the Honors Program who have already taken 200W will receive elective credit for that course.

(2) History 295, a course from Option 3 as listed in the history major description for a capstone option (prerequisite: History 200W), or History 298a–298b (available only to students in the honors program). Note: At the discretion of the director of honors and the director of undergraduate studies in history, a student who has taken 298a but does not take 298b may be considered to have fulfilled the capstone requirement for the major. No Economic History Core Course may be double-counted as a capstone course.

(3) Four other history courses not included in the economic history core (note that 169 is NOT accepted as an elective for the major). These electives may also include any of the following: AADS 102, 205, 265; ASIA 230; CLAS 207, 208, 209, 212, 213, 223, 224; EUS 201, 220, DIV 2750, 3217; GER 182; HOD 1150; JS 115F.09, 120, 122, 123, 124, 156, 158, 222, 234, 245, 252, 256, 257; MHS 208; PHIL 210; RLST 206, 216.

Honors Program (9 more credit hours)

Students apply to the Honors Program in History in the first semester of the junior year.

54 credit hours: students will take the four-course honors sequence, HIST 297, 298a–298b, 299. Because HIST 298a–298b satisfies the capstone requirement, honors students will not be required to take HIST 295, though they may enroll for 295 as an elective. Students will write an interdisciplinary thesis under the direction of an adviser from each department.
English

CHAIR Michael Kreiling
ASSOCIATE CHAIR Mark Jarman
DIRECTOR OF UNDERGRADUATE STUDIES Bridget Orr
DIRECTOR OF GRADUATE STUDIES Mark A. Wollaeger
DIRECTOR OF CREATIVE WRITING PROGRAM Kate Daniels

THE Department of English offers three distinct programs that allow students to individualize their studies while acquiring the breadth of knowledge and skills of the traditional English major. The curriculum provides courses in the history of British and American literature, in Anglophone literatures of other countries, in literary theory, and in expository as well as creative writing. These diverse courses reflect the interests of students and faculty and the expanding area of English literary study. Students use the concentration in English as a foundation for a variety of careers where the analytic, reading, and writing skills gained are especially valued, and as preparation for postgraduate work in literature. The department also regards its goals as helping students become readers of literature and culture throughout their lives.

Programs in England, Scotland, Australia, and around the world offer opportunities for study and travel that enrich a student’s education. The Gertrude Vanderbilt and Harold S. Vanderbilt Visiting Writers series annually sponsors public lectures, readings, and other occasions where English majors hear and meet celebrated poets, novelists, and critics. Many majors write for and serve on the editorial boards of various campus publications including the Hustler paper and the Vanderbilt Review, a distinguished collection of creative writing. An English majors listerv alerts students to employment opportunities, internships, and study abroad programs in addition to those offered through Vanderbilt University.

Program of Concentration in English and American Literature

Program I: Literary Studies (30 credit hours)
Students pursue a broad range of interests through a flexible approach to the study of literature. 30 total credit hours including:

1. 3 credit hours of English 199, Foundations of Literary Studies
2. 6 credit hours in History (literature before 1800)
3. 6 credit hours of Diverse Perspectives (ethnic American or Anglophone literature)
4. 3 credit hours in Approach
5. 9 additional credit hours of electives in English, chosen from the courses that count toward the major
6. 3 credit hours of English 299, Senior Capstone Seminar

A course cannot be used to satisfy more than one requirement in the major.

Other than 199, 100-level courses do not count toward the major. All 200-level courses (except 290b) count toward the major.

Courses that fulfill the requirement in numbers 2, 3, 4, and 5 above are described below under General Requirements and Advice for Majors and Minors in All Programs.

Program II: Creative Writing (30 credit hours)
Students develop their creative writing while acquiring an overview of English literature. 30 total credit hours including:

1. 3 credit hours of English 199, Foundations of Literary Studies
2. 12 credit hours of 200-level creative writing workshops in at least two different genres:
   - Nonfiction: 200, 201.
   - Fiction: 204, 205.
   - Poetry: 206, 207.

Admission to these courses is by consent of instructor.

3. 3 credit hours in History (literature before 1800)
4. 3 credit hours in Diverse Perspectives (ethnic American or Anglophone literature)
5. 9 credit hours from among 200-level courses that count toward the English major, which may include one additional creative writing workshop (beyond the four required in number 2, above) or one course in another discipline (with approval of the director of undergraduate studies)

A course cannot be used to satisfy more than one requirement in the major.

Other than 199, 100-level courses do not count toward the major. All 200-level courses (except 290b) count toward the major.

Courses that fulfill the requirement in numbers 2, 3, 4, and 5 above are described below under General Requirements and Advice for Majors and Minors in All Programs.

Program III: Specialized Critical Studies (36 credit hours)
Students design their own specialized course of study with a descriptive name and develop a contract of courses for it. 36 total credit hours including:

1. 3 credit hours of English 199, Foundations of Literary Studies
2. 12 credit hours of course work concentrated in a particular period (e.g., nineteenth-century American), genre or movement (e.g., the novel), an aspect of intellectual history (e.g., law and literature, literary theory), or other area of special interest. Up to 9 credit hours may be taken in courses from other departments relevant to the concentration. In consultation with a major adviser, each student

Advice for Majors and Minors in All Programs:

Courses that fulfill the requirement in numbers 2, 3, 4, and 5 above are described below under General Requirements and Advice for Majors and Minors in All Programs.
3. 6 credit hours in History (literature before 1800)

4. 6 credit hours in Diverse Perspectives (ethnic American or Anglophone literature)

5. 3 credit hours in Approach

6. 3 credit hours of English 299, Senior Capstone Seminar

7. 3 credit hours of any 200-level English course

A course cannot be used to satisfy more than one requirement in the major.

Other than 199, 100-level courses do not count toward the major. All 200-level courses (except 290b) count toward the major.

Courses that fulfill the requirement in numbers 3, 4, and 5 above are described below under General Requirements and Advice for Majors and Minors in All Programs.

Minor in English

At least 18 credit hours of course work in English are required. These courses must include English 199, 3 credit hours from History (literature before 1800), and 3 credit hours of Diverse Perspectives (ethnic American or Anglophone literature).

A course cannot be used to satisfy more than one requirement in the minor.

Other than 199, 100-level courses do not count toward the minor.

General Requirements and Advice for Majors and Minors in All Programs:

Students must take English 199 for the major, ideally during the freshman or sophomore year, or as soon as possible after declaring the major.

Other than 199, 100-level courses do not count toward the major or minor. All 200-level courses (except 290b) count toward the major. English 272, 272W, 273, 273W, 274, 274W, and 288 may be repeated for credit when the topics are different.

The survey courses, 208a–208b, 211, and 211W are recommended for sophomores to provide a background for advanced courses. Students considering Program II (Creative Writing) may wish to take 122 or 123 as preparation during their freshman or sophomore year, although those courses will not count toward the major.

Note: A course cannot be used to satisfy more than one requirement in the major or minor.

Courses that fulfill the History requirement (literature before 1800) include 208a, 208b, 209a, 209b, 210, 210W, 219, 220, 221, 230, 236, 236W, 240, 248, 249, 250, 251, 252a, 252b, 278, 278W, 282.

Courses that fulfill the Diverse Perspectives requirement (ethnic American or Anglophone literature) include 263, 263W, 271, 275, 276, 277, 277W, 278, 278W, 279, 279W, 283, and appropriate courses from other departments as approved by the director of undergraduate studies.

Courses that fulfill the Approach requirement include 214a, 214b, 241, 243, 243W, 244, 245, 246, 247, 259, 262, 262W, 280.

Courses that fulfill the Program II creative writing workshop requirement include 200, 201, 204, 205, 206, 207.

In addition, suitable sections of 272, 272W, 273, 273W, 274, 274W, 280, 288, 288W, 289a, 289b (as appropriate), and other courses may fulfill the categories listed. Detailed course descriptions appear on the Department of English website for the upcoming semester and are available in the department. Majors are required to consult with their advisers during registration to identify what specific requirements the courses offered in that semester might fulfill.

One course from another department, appropriate to the student’s course of study, may be counted toward the requirements of any program with permission of the director of undergraduate studies; for Program III, this course may be in addition to the 9 credit hours already allowed from other departments.

Honors Program

To graduate with honors in English, students must (a) complete all the requirements of the English major, with at least 6 credit hours in honors sections (an appropriate graduate seminar or seminar in a study abroad program may be substituted for one honors seminar); (b) 3 credit hours of 290a; (c) maintain at least a 3.4 grade point average overall and 3.6 in the major; (d) be admitted to the Honors Program in the spring of the junior year; (e) write a thesis (290b) and pass an oral examination about its subject in the spring of the senior year. For secondary education double-majors, EDUC 3007 can be substituted for 290b with the consent of the director of undergraduate studies.

To comply with all requirements, every honors student will complete 33 credit hours. Exceptional achievement on the thesis will earn highest honors. Majors who wish to apply to the Honors Program must be within 6 credit hours of completing all AXLE requirements, must have made reasonable progress toward the major, and must have at least a 3.4 grade point average overall and 3.6 in the major. Applications are accepted in April of the junior year. Additional information is available from the director of undergraduate studies. Students need not be enrolled in the Honors Program to take honors sections. Honors sections are seminars open to any student beyond the freshman year who has completed the sophomore writing requirement of AXLE and has earned at least a 3.4 grade point average. Students are encouraged to enroll in honors sections prior to applying to the program.

Licensure for Teaching

Candidates for teacher licensure in English at the secondary level should refer to the chapter on Licensure for Teaching in the Peabody College section of this catalog.

Course descriptions begin on page 192.

Environmental and Sustainability Studies

DIRECTOR David Hess

HUMAN beings and their societies necessarily interact with and alter Earth’s natural environment. The environmental and sustainability studies minor allows the student to examine human interaction with the environment from the perspectives of the humanities and social sciences with some exposure to the environmental sciences and/or environmental engineering.
Minor in Environmental and Sustainability Studies

Students who want to minor in environmental and sustainability studies must take a minimum of six courses (18 credits total) chosen from the courses listed below; additional relevant courses may be counted with approval of the director of the program. Courses must be distributed as follows: one science- and technology-intensive course (A); two humanities courses (B); two social-behavioral and policy-intensive courses (C); and a capstone course. No more than two courses may be at the 100 level. In addition, no more than three hours may be counted simultaneously toward both the environmental and sustainability studies minor and any other major or minor. Topics courses may count toward the minor with approval of the director.


B) Humanities Courses: AMER 115F*, AMER 294, AMER 295.01, AMER 300, ENGL 211/211W*, ENGL 243/243W*, ENGL 245, ENGL 288/288W*, HART 260W, HIST 148, PHIL 115F*, PHIL 273, PHIL 274, RLST 221, WGS 268, WGS 270

C) Social-Behavioral Sciences and Policy Intensive Courses: ANTH 207, ANTH 208, ANTH 280, ECON 228, HOD 2690*, HOD 2610, PSCI 253, PSY 115F*, SOC 102/102W*, SOC 115F*, SOC 206, SOC 207, SOC 208, SOC 221, WGS 268, WGS 270

D) Capstone: ENVS 278 for minors only

*Special topic and First-Year Writing Seminar sections require the approval of the director of the environmental and sustainability studies minor to count in the minor.

Course descriptions begin on page 195.

European Studies

DIRECTOR: Joy Calico

ASSOCIATE PROFESSORS: Alexander Joskowicz, Zeynep Somer-Topcu

Director of Placement: John A. McCarthy

Affiliated Faculty

PROFESSORS EMERITI: M. Donald Hancock (Political Science and European Studies), John A. McCarthy (German and Comparative Literature and European Studies)

PROFESSORS: Celia Applegate (History), Michael D. Bess (History and European Studies), David Blackbourn (History), James Booth (Political Science), William Caferro (History), Katherine B. Crawford (History), Cynthia Cyrus (Musicology and European Studies), Robert Driskill (Economics), Lynn E. Enterline (English), James A. Epstein (History), Edward F. Fischer (Anthropology), Leonard Folgarait (History), William P. Franke (Comparative Literature and Italian), Edward H. Friedman (Spanish and Comparative Literature and European Studies), Marc Froment-Meurice (French), Lenn E. Goodman (Philosophy), Roy K. Gottfried (English), Barbara Hahn (German), Joel F. Harrington (History), Mark Jarman (English), Christopher M.S. Johns (History of Art), Lutz Koepnick (German), John Lachs (Philosophy), Leah S. Marcus (English), Thomas A. J. McGinn (Classical Studies), Kelly Oliver (Philosophy and Women’s Studies), John F. Plummer III (English), Philip D. Rasico (Spanish and Catalan), Mark Schoenfield (English), Thomas A. Schwartz (History and European Studies), Kathryn Schwarz (English), Virginia M. Scott (French), Helmut W. Smith (History and European Studies), Holly A. Tucker (French and Medicine, Health, and Society), Mark A. Wollaeger (English), David C. Wood (Philosophy and European Studies)

VISITING MAX KADE PROFESSOR: Alice Stašková (German)

ASSOCIATE PROFESSORS: George Becker (Sociology), Victoria Burrus (Spanish), Joy Calico (Musicology and European Studies), Nathalie Debrauswere-Miller (French), Ildi Dobbs-Weinstein (Philosophy), Jay Geller (Divinity School), Lisa Guenther (Philosophy), Trica D. Keaton (African American and Diaspora Studies), Shaul Kelner (Sociology and Jewish Studies), Richard Lloyd (Sociology), Andrea Mirabile (Italian), Anthère Nzbatsinda (French), Lynn Ramey (French), Matthew Ramsey (History), Michael A. Rose (Composition), Allison Schachter (Jewish Studies and English), Jeffrey S. Tlimak (Philosophy), Barbara Tsakirgis (Classical Studies and History of Art), Francis W. Wcislo (History), Meike G. J. Werner (German and European Studies), Julian Wuerth (Philosophy), Andrés Zamora (Spanish and European Studies), Christoph Zeller (German)

ASSISTANT PROFESSORS EMERITI: Lauren Clay (History), Julia Cohen (Jewish Studies and History), James McFarland (German), Elizabeth J. Moodey (History of Art), Claudia Rei (Economics), William F. Robinson (History), Margaret Setje-Eilers (German)

SENIOR LECTURERS: Elena Olazagasti-Segovia (Spanish), Sheri F. Shaneyfelt (History of Art)

LECTURERS: David Johnson (Russian), Jason Strudler (Russian), Christopher M.S. Johns (History of Art), Lutz Koepnick (German), John A. McCarthy (German and Comparative Literature and European Studies), John A. McCarthy (German and Comparative Literature and European Studies), John A. McCarthy (German and Comparative Literature and European Studies), John A. McCarthy (German and Comparative Literature and European Studies)

Program of Concentration in European Studies

Designed for students who seek to broaden their awareness of the European experience and to prepare for international careers or advanced study, the program in European studies (EUS) offers majors disciplinary breadth as well as expertise in a specialty of their choosing. Most EUS majors also participate in one of the Vanderbilt study abroad programs in Europe and/or reside in the International House on campus.

The interdisciplinary major consists of 42 hours of coursework to be distributed among various disciplines as indicated below. Emphasis is on political, cultural, economic, and related trends or events especially since the early modern period.

Advising is crucial to the successful completion of the major in EUS. In consultation with an adviser in European Studies, students choose a thematic focus and specific courses that will fulfill the requirements for the major. This focus can consist of a thematic or comparative topic (such as culture and society during a particular epoch), a regional or subregional topic (such as European integration, the Iberian Peninsula, the Baltic region), or the culture and society of a particular nation (such as France, Germany, Italy, Poland, Spain). In addition to the core requirements, majors take relevant courses in history, social sciences, and the humanities, as well as a foreign language of the student’s choice.

The European Studies program, located in the Max Kade Center for European and German Studies, sponsors special activities including a visiting lecture series, international symposia, and informal faculty-student luncheon seminars. Both academic scholars and public figures are invited to campus to address European and transatlantic affairs.

Required Core Courses (21 hours)

- EUS 201, European Society and Culture (3 hours)
- EUS 203, The Idea of Europe (3 hours)
- EUS 250, Senior Tutorial (3 hours)
- 6 hours in Political Science, PSCI 210, West European Politics, and PSCI 211, The European Union, or appropriate substitute(s) with the approval of the EUS adviser
- 6 hours in European history in the student’s special interest area, to be selected from the list below and in consultation with the major adviser.

European Core Courses

- AMER 115F*, AMER 294
- AMER 295.01, AMER 300
- ENGL 211/211W*, ENGL 243/243W*
- ENGL 245, ENGL 288/288W*, HART 260W, HIST 148, PHIL 115F*, PHIL 273, PHIL 274, RLST 221, WGS 268, WGS 270

Social-Behavioral Sciences and Policy Intensive Courses

- ANTH 207, ANTH 208, ANTH 280, ECON 228, HOD 2690*, HOD 2610, PSCI 253, PSY 115F*, SOC 102/102W*, SOC 115F*, SOC 206, SOC 207, SOC 208, SOC 221, WGS 268, WGS 270

Capstone: ENVS 278 for minors only

*Special topic and First-Year Writing Seminar sections require the approval of the director of the environmental and sustainability studies minor to count in the minor.
Foreign Language Requirement (6 hours)
The foreign language requirement is to be satisfied in one of the following ways:
- 6 hours of course work beyond the intermediate level in one European language;
- course work through the intermediate level in two European languages;
- demonstration of proficiency equivalent to either of the preceding options; or
- participation in one of the Vanderbilt study programs in Europe (students participating in the Vanderbilt in England program must complete course work through the intermediate level in one European language, or demonstrate equivalent proficiency).

Electives (15 hours)
The remainder of the 42 hours required for the major may be selected from the list of courses below or from among approved courses taken abroad. Students majoring in EUS are advised to select courses from the social sciences and humanities that complement their areas of special interest and their thematic focus. They should be distributed as follows:
- 3 additional hours in history
- 3 additional hours from other social science fields
- 9 hours from the humanities

Other Issues Relating to the Major
Normally, no more than 6 hours of work in 100-level courses may be counted toward the major; however, students with two languages through the intermediate level may also count toward the major the intermediate-level courses in one of those languages.

Independent study and research courses and selected topics courses should have topics appropriate to the student's course of study.

Students seeking a second major may count a maximum of 6 hours of course work to meet requirements in both majors.

Joint Major Option
The Max Kade Center houses the program in European studies which collaborates with several departments to create joint majors in French and European studies, German and European studies, Italian and European studies, Russian and European studies, Spanish and European studies, and Spanish, Portuguese, and European studies. These options are offered as collaborations between the European studies program and the Departments of French and Italian, Germanic and Slavic Languages, and Spanish and Portuguese. Please see the detailed information on the joint major options under the departmental headings in this catalog. Students selecting one of these options will be advised by their major adviser in the language department as well as their adviser in the European studies program.

Honors Program
The European Studies program offers qualified majors the option of completing a portion of their major requirements in an Honors Program. Students engage in interdisciplinary reading, consultations with faculty, and research on the overarching theme of their program of concentration. To be admitted to the program students must have obtained a minimum grade point average of 3.000; identify an adviser for the thesis; submit a detailed description of their proposed program of study for approval of the director or associate director of EUS; complete 3 hours of independent research (normally EUS 299a); complete 3 hours of credit in EUS 250, Senior Tutorial, that involves researching and writing a senior honors thesis of approximately fifty pages and that reveals an interdisciplinary perspective; successfully defend the honors thesis before a committee normally consisting of the adviser, the director of EUS, and another EUS faculty member.

Information concerning the Honors Program is available from the director of EUS. College regulations governing honors programs may be found in this catalog under Honors Programs, Special Programs for Arts and Science.

The Minor in European Studies
The Max Kade Center for European and German Studies also houses a minor in European studies. The EUS minor is a logical complement to a major in anthropology, history, economics, literary studies, philosophy, and political science. It involves 18 hours of course work with concentration and distribution requirements similar to those for the major, but on a reduced scale. A background in a modern foreign language is highly recommended. Students choose a thematic focus and take approved European content courses distributed as follows:
- EUS 201, European Society and Culture
- EUS 203, The Idea of Europe
- 3 additional hours selected from EUS-labeled courses (or approved substitute)
- a minimum of 3 hours of modern European history
- a minimum of 3 hours of relevant work in social science
- a minimum of 3 hours of relevant work in humanities

The minimum number of hours required for the minor is 18.

List of Approved Courses with European Content
Because the curricular offerings are constantly changing, prospective majors and minors should consult with the director about appropriate substitutes for courses listed below.

European History
EUROPEAN STUDIES: 208, Conspiracy Theories and Rumors in European and U.S. History; 220, Religion and Politics in Modern Europe, 1648–Present; 240, Topics in European Studies; 260, European Cities.
HISTORY: 115F-08, European Imperialism: Colonizer and Colonized in the Modern World; 135, Western Civilization to 1700; 136, Western Civilization since 1700; 139, America to 1776: Discovery to Revolution; 148, The Darwinian Revolution; 150, History of Modern Sciences and Society; 151, The Scientific Revolution; 158, Crime and Punishment in Early Modern Europe 1400–1800 CE; 160, European Economic History, 1000–1700; 170, Western Military History to 1815; 172, World War II; 173, The U.S. and the Cold War; 176, History of Christian Traditions; 183, Sexuality and Gender in the Western Tradition to 1700; 184, Sexuality and Gender in the Western Tradition since 1700; 187, Pornography and Prostitution in History; 209, Russia: Old Regime to Revolution; 210, Russia: The U.S.S.R. and Afterward; 220, Medieval and Renaissance Italy, 1000–1700; 223, Medieval Europe, 1000–1350; 225, Reform Europe; 226, Revolutionary Europe, 1789–1815; 227, Nineteenth-Century Europe; 228, Europe, 1900–1945; 229, Europe since 1945; 230, Twentieth-Century Germany; 231, France: Renaissance to Revolution; 234, Modern France; 238, Shakespeare's Histories and History; 239a, The Real Tudors; 239b, The Rise of the Tudors; 239c, A Monarchy Dissolved? From Good Queen Bess to the English Civil War; 241, Victorian England; 243W, The English Atlantic World, 1500–1688; 245, Reform, Crisis, and Independence in Latin America, 1700–1820; 280, Modern Medicine; 288g, Weimar Germany: Modernism
and Modernity, 1918–1933; 287c, Cities of Europe and the Middle East; 287g, Making of Modern Paris; 288e, The Art of Empire; 289a, Revolutionary England, 1603–1710; 289d, Religion and the Occult in Early Modern Europe; 289e, Religion and Popular Culture in Nineteenth-Century Europe.

**JEWISH STUDIES:** 122, Classical Judaism: Jews in Antiquity; 123, Jews in the Medieval World; 124, Perspectives in Modern Jewish History; 156, The Holocaust; 180, 180W, Introduction to Jewish Studies.

### Social Sciences

**ANTHROPOLOGY:** 244, Social and Health Consequences of Pandemics.

**ECONOMICS:** 224, Russia in the World Economy; 262, History of Economic Thought; 283, International Trade; 264, International Finance; 271, Economic History of Europe.

**EUROPEAN STUDIES:** 240, Topics in European Studies.

**POLITICAL SCIENCE:** 101, Introduction to Comparative Politics; 102, Introduction to International Politics; 103, Justice; 202, Ancient Political Thought; 203, History of Modern Political Philosophy; 210, West European Politics; 211, The European Union; 220, Crisis Diplomacy; 221, Causes of War; 223, European Political Economy and Economic Institutions; 225, International Political Economy; 226, International Law and Organization; 238, Comparative Political Parties; 274, Nature of War.

**SOCIOLGY:** 294, Seminars in Selected Topics (with appropriate topic); 299, Independent Research and Writing (with appropriate topic).

### Humanities

**CLASSICS:** 225, Humor, Ancient to Modern; 240, The Trojan War in History, Art, and Literature.

**COMMUNICATION STUDIES:** 222, The Rhetorical Tradition.

**ENGLISH:** 115F, First-Year Writing Seminar (with appropriate topic); 208a–208b, Representative British Writers; 209a–209b, Shakespeare; 210, 210W, Shakespeare: Representative Selections; 219, Anglo-Saxon Language and Literature; 220, Chaucer; 221, Medieval Literature; 230, The Eighteenth-Century English Novel; 231, The Nineteenth-Century English Novel; 233, The Modern British Novel; 235, Contemporary British Literature; 244, Critical Theory; 248, Sixteenth Century; 249, Seventeenth-Century Literature; 250, English Renaissance: The Drama; 251, Milton; 252a–252b, Restoration and the Eighteenth Century; 254a–254b, The Romantic Period; 255, The Victorian Period; 256, Modern British and American Poetry: Yeats to Auden; 264, Modern Irish Literature; 272, 272W, Movements in Literature (with appropriate topic); 273, 273W, Problems in Literature (with appropriate topic); 274, 274W, Major Figures in Literature (with appropriate topic); 282, The Bible in Literature; 286a–286b, Twentieth-Century Drama (with appropriate topic); 288, 288W, Special Topics in English and American Literature (with appropriate topic).

**EUROPEAN STUDIES:** 240, Topics in European Studies; 260, European Cities.

**FRENCH:** 201W, French Composition and Grammar; 204, French for Business; 209, Contemporary France; 210, French and Francophone Cinema; 211, Text and Contexts: Middle Ages to the Enlightenment; 212, Texts and Contexts: Revolution to the Present; 214, Advanced Conversational French; 215, La Provence; 216, Cultural Study Tour; 218, The Contemporary Press and Media; 224, Art and Literature of the Nineteenth Century; 225, Art and Literature of the Twentieth Century; 226, Advanced French Grammar; 232, Les Querelles des femmes; 234, Medieval French Literature; 237, The Early Modern Novel; 238, The Twentieth-Century Novel; 240, From Carnival to the “Carnivalesque”; 241, Emile Zola: From Naturalist Novels to Social Activism; 251, Provence and the French Novel; 252, Literature and Law; 253, Literature of the Fantastic; 255, French Feminist Thought: Literary and Critical; 256, French Intellectual History; 260, Enlightenment and Revolution; 261, Age of Louis XIV; 265, From Romanticism to Symbolism; 267, Twentieth-Century French Literature; 271, French and Italian Avant-garde; 272, Adultery and Transgressions in Literature.

**GERMAN:** 115F, First-Year Writing Seminar; 172, Borders and Crossings: German Literature and Culture from Romanticism to the Present; 182, War on Screen; 183, Great German Works in English; 201W, Introduction to German Studies; 213, Conversation and Composition: Current Events; 214, Conversation and Composition: Contemporary Culture; 216, Business German; 221, German Culture and Literature; 222, German Culture and Literature; 223, From Language to Literature; 235, German Romanticism; 237, Women and Modernity; 243, The Aesthetics of Violence: Terror, Crime, and Dread in German Literature; 244, German Fairy Tales from Brothers Grimm to Walt Disney; 245, Love and Friendship; 248, German Lyric Poetry—Form and Function; 263, The Age of Goethe—Weimar 1775 to 1805; 264, Pleasures and Perils in Nineteenth-Century Literature; 265, Revolutionizing Twentieth-Century Theatre; 266, Nineteenth-Century Prose; 267, The German Novel from Kafka to Grass; 269, Writing under Censorship; 270, German Cinema: Vampires, Victims, and Vamps; 271, Women at the Margins: German-Jewish Women Writers; 273, Nazi Cinema: The Manipulation of Mass Culture; 274, Who Am I? German Autobiographies; 275, Art and Rebellion: Literary Experiment in the 1960s and 1970s; 276, Tales of Travel in Modern German Culture; 278, Dreams in Literature.

**HISTORY OF ART:** 110, History of Western Art I; 111, History of Western Art II; 115F, First-Year Writing Seminar (with appropriate topic); 210, Early Christian and Byzantine Art; 211, Medieval Art; 213W, The Court of Burgundy; 214, Fifteenth-Century Northern European Art; 216, Raphael and the Renaissance; 217, Early Renaissance Florence; 217W, Early Renaissance Florence; 218, Italian Art to 1500; 219, Italian Renaissance Art after 1500; 220, Michelangelo’s Life and Works; 220W, Michelangelo’s Life and Works; 221, Seventeenth-Century Art; 222, British Art: Tudor to Victorian; 223, Twentieth-Century British Art; 224, Eighteenth-Century Art; 226, Neoclassicism and Romanticism; 229, Nineteenth-Century Architecture: Theory and Practice; 230, Nineteenth-Century European Art; 231, Twentieth-Century European Art; 232, Modern Architecture; 235, Modern Art and Architecture in Paris; 255, Greek Art and Architecture.

**ITALIAN:** 200, Italian Journeys; 201W, Grammar and Composition; 214, Conversation; 220, Introduction to Italian Literature; 230, Italian Civilization; 231, Dante’s Divine Comedy; 232, Literature from the Middle Ages to the Renaissance; 233, Baroque, Illuminismo, and Romanticism in Italy; 235, Twentieth-Century Literature: Beauty and Chaos; 238, City Fictions; 239, Topics in Contemporary Italian Civilization; 240, Classic Italian Cinema; 241, Contemporary Italian Cinema; 242, Contemporary Italian Society and Culture; 250, Famous Women by Boccaccio; 288, Dante in Historical Context.

**JEWISH STUDIES:** 158, The Jewish Diaspora; 230, Jews and Greeks; 235W, Hebrew Literature in Translation; 244, Freud and Jewish Identity; 248, Jewish Storytelling; 248W, Jewish Storytelling; 249, Jewish Philosophy after Auschwitz; 253W, Witnesses Who Were Not There: Literature of the Children of Holocaust Survivors.

**MUSIC LITERATURE:** 121W, Music in Western Culture; 144, The Symphony; 145, Survey of Choral Music; 221a, Opera in the 17th and 18th Centuries; 221b, Opera in the 19th Century; 222, Mahler Symphonies: Songs of Infinity; 223, Music in the Age of Beethoven and Schubert; 224, Haydn and Mozart; 225, Brahms and the Anxiety of Influence; 227, Music in the Age of Revolution, 1789–1848; 228, J. S. Bach: Learned Musician and Virtual Traveler; 229, Robert Schumann and the Romantic Sensibility; 294, Selected Topics in Music History (with appropriate topic).

**PHILOSOPHY:** 115F, First-Year Writing Seminar (with appropriate topic); 120, The Meaning of Life; 120W, The Meaning of Life; 211, Medieval Philosophy; 212, Modern Philosophy; 213, Contemporary Philosophy; 220, Immanuel Kant; 224, Existential Philosophy; 226, Phenomenology; 228, Nineteenth-Century Philosophy; 231, Philosophy of History; 232, Critical Theory; 240, History of Aesthetics; 241, Modernistic Aesthetics; 247, Kierkegaard and Nietzsche; 249, Philosophy of Music; 252, Political and Social Philosophy; 254, Modern Philosophies of Law; 257, Early Modern Political Philosophy; 258, Contemporary Political Philosophy; 260, Twentieth-Century Continental Philosophy; 261, Jewish Philosophy; 263, French Feminism.

**PORTUGUESE:** 200, Intermediate Portuguese; 201, Portuguese Composition and Conversation; 294, Special Topics in Portuguese Language, Literature, or Civilization (with appropriate topic).

RUSSIAN: 115F, First-Year Writing Seminar; 171, A Tale of Three Cities; 172, Russian Culture in the Twentieth Century; 173, Russian Science Fiction; 183, Russian Fairy Tales; 190, Russian and Soviet Short Story; 221, Survey of Russian Literature in English Translation; 222, Survey of Russian Literature in English Translation; 223, Composition and Conversation; 224, Composition and Conversation; 231, Jews in Russian Culture: Survival and Identity; 232, The Evil Empire: Stalin’s Russia; 234, The Russian Cinema; 235, Leo Tolstoy: Anna Karenina and Other Masterpieces; 237, Vladimir Nabokov; 238, Dostoevsky’s Major Novels: Philosophy and Aesthetics; 239, The Story of Siberia; 240, Terrors and Terrorists: Russian Cinema; 241, A Tale of Three Cities; 242, A Tale of Three Cities; 246, Anna Karenina

SPANISH: 201W, Intermediate Spanish Writing; 202, Spanish for Oral Communication through Cultural Topics; 205, The Way of Saint James; 206, Spanish for Business and Economics; 207, Advanced Conversation; 208, Advanced Conversation through Cultural Issues in Film; 220, The Languages of Spain; 221, Spanish Civilization; 226, Film and Recent Trends in Spain; 230, Development of Lyric Poetry; 231, The Origins of Spanish Literature; 232, Literature of the Spanish Golden Age; 233, Spanish Literature from the Enlightenment to 1900; 234, Spanish Literature from 1900 to the Present; 237, Contemporary Lyric Poetry; 239, Development of the Novel; 240, The Contemporary Novel; 246, Don Quijote; 251, Development of Drama; 256, Love and Honor in Medieval and Golden Age Literature; 258, Spanish Realism; 260, Development of the Short Story; 264, Alterity and Migration in Spain; 281, Theory and Practice of Drama; 292, Images of the Feminine in Spanish Cinema.

WOMEN’S AND GENDER STUDIES: 272, Feminism and Film.

Course descriptions begin on page 195.

Film Studies

See Cinema and Media Arts

French and Italian

CHAIR Virginia M. Scott
DIRECTOR OF UNDERGRADUATE STUDIES IN FRENCH
Lynn Ramey
DIRECTOR OF UNDERGRADUATE STUDIES IN ITALIAN
Letizia Modena
DIRECTOR OF GRADUATE STUDIES Nathalie Debrouwere-Miller
PROFESSORS EMERITI Barbara C. Bowen, Dan Church, Patricia A. Ward, Ruth G. Zibart
PROFESSORS Robert Barsky, William Franke, Marc Froment-Meurice, Virginia M. Scott, Tracy Sharpley-Whiting, Holly A. Tucker
ASSOCIATE PROFESSORS Nathalie Debrouwere-Miller, Andrea Miraible, Letizia Modena, Anthëre N zabatsinda, Lynn Ramey
ASSISTANT PROFESSORS Elsa Filosa, Paul B. Miller
SENIOR LECTURERS Nathalie Dei-Porter, Susan Kevra
LECTURERS Jessica Greenfield, Rebecca Peterson, Daniel Ridge

THE Department of French and Italian offers a program of concentration in French. Students use courses in both French and Italian to satisfy some requirements of AXLE. All literature and civilization courses and most language courses are taught in French or Italian.

Many students participate in the Vanderbilt in France or the Vanderbilt in Italy program. Activities organized by the department or by the French or Italian Clubs include lectures by visiting professors, films, and symposia. Students are urged to apply for living space in the French or Italian section of McTyeire International House; activities organized there are open to all interested parties.

Program of Concentration in French

Students who choose to major in French are expected to achieve advanced proficiency in oral and written French (Communications), to demonstrate a general understanding of the history of French and Francophone literatures and cultures (Traditions), and to develop an awareness of the ways French and Francophone studies intersect with other disciplines (Intersections). Of the 36 hours required for the major, 30 hours must be taken in French; 6 hours may be taken in a relevant area outside the department with adviser approval and may satisfy the requirement in Intersections. No more than 6 hours of AP or IB credit may count toward this total (3 hours for 201W and 3 hours no equivalent). All majors are strongly urged to spend a semester or a year studying at Vanderbilt in France or at one of our affiliated programs in Paris or in Senegal.

Course work for the major is distributed as follows:

Required courses (9 hours): 201W, 211, 212
Two courses from Communications (6 hours): 203, 204, 205, 214, 226
Three courses from Traditions (9 hours): 209, 215, 232, 234, 237, 238, 239, 240, 241, 251, 253, 255, 260, 261, 265, 267, 272, 294
Four courses from Intersections (12 hours): 210, 218, 219, 222, 224, 225, 252, 256, 258, 268, 269, 271, 287a, 295 (Two courses in related fields will count in this category.)
All majors are expected to consult their advisers about their choice of major courses each semester.

Honors Program in French

In addition to requirements set by the College of Arts and Science, the following requirements must be met:
1. All the requirements for the 36-hour major in French.
2. One 300-level French course during the senior year for at least 4 credit hours; this course may substitute for one 200-level course required for the major.
3. A minimum of one semester of study (or the summer session) at Vanderbilt in France or at an approved substitute program in a French-speaking country.
4. 3.5 grade point average in French.
5. Completion of a senior honors thesis, under the direction of a faculty adviser.
6. 6 hours of thesis credit under French 299a and 299b (Senior Honors Thesis).
7. An oral examination on the thesis and its area in the last semester of the senior year.

A three-member Honors Committee will administer the program. Students must submit the name of the faculty adviser...
and the proposed thesis topic to this committee for approval during the second semester of the junior year. The committee will set guidelines for the thesis topic proposal, publish deadlines each year, and administer the oral examination.

**Program of Concentration in French and European Studies**

Students may elect this interdisciplinary major, which requires a minimum of 42 credit hours of course work. A semester of study at Vanderbilt in France or at an affiliated program in Paris is required. Course work for the joint major is distributed as follows (all courses for the French side must be in French):

**French (24 credit hours)**

*French Language, Literature, and Culture (9 credit hours):*
  - 201W, 211, 212
*Communications (6 credit hours):* 203, 204, 205, 214, or 226
*Traditions (6 credit hours):* 209, 215, 232, 234, 237, 238, 239, 240, 241, 251, 253, 255, 260, 261, 265, 267, 272, or 294
*Intersections (3 credit hours):* 210, 218, 219, 222, 224, 225, 252, 256, 258, 266, 268, 269, 271, 287a, or 295

**European Studies (18 credit hours)**

*European Studies core courses (9 credit hours):* EUS 201, 203, 250 (requires thesis)
*Social Science (6 credit hours):* PSCI 287 when offered in Aix, approved alternative course at IEP at Aix as approved by the director of undergraduate studies in French (course must be in French), PSCI 210, PSCI 211, or appropriate substitute from any other social studies discipline with approval of the director of European Studies
*European History (3 credit hours):* HIST 223, 225, 226, 227, 228, 229, 231, 234, or approved course in consultation with the director of European Studies

**Minor in French**

The minor in French requires 18 hours of 200-level course work, including 201W, 211, and 212. All minors are expected to consult their advisers about their choice of courses. No course taught in English may count toward the minor. Students are encouraged to participate in the Vanderbilt in France program.

**Minor in Italian Studies**

Students who minor in Italian Studies are expected to achieve intermediate/advanced proficiency in oral and written Italian, to demonstrate a general understanding of the history of Italian literatures and cultures, and to develop an awareness of the ways Italian studies intersects with other disciplines. The minor in Italian Studies requires 15 credit hours of course work, including:

*Required courses (6 credit hours):*
  - ITALIAN: 200, Italian Journeys (prerequisite ITA 101b; ITA 102, or equivalent); either 201W, Grammar and Composition (prerequisite ITA 200 or equivalent), or 214, Conversation (prerequisite ITA 200 or equivalent); ITA 101a, 101b, 102 do not count toward the minor.

Elective courses (9 credit hours). Only 3 of these elective credit hours may be selected from courses in subject areas other than Italian, such as Classical Studies, History, History of Art, Music Literature and History:
  - ITALIAN: 201W, Grammar and Composition (if not used as a required course); 214, Conversation (if not used as a required course); 220, Introduction to Italian Literature; 230, Italian Civilization; 231, Dante’s Divine Comedy; 232, Literature from the Middle Ages to the Renaissance; 233, Baroque, Illuminism, and Romanticism in Italy; 235, Twentieth-Century Literature: Beauty and Chaos; 236, Gangsters, Lovers, Madonnas, and Mistresses; 238, City Fictions; 239, Topics in Contemporary Italian Civilization; 240, Classic Italian Cinema; 241, Contemporary Italian Cinema; 242, Contemporary Italian Society and Culture; 250, Famous Women by Boccaccio; 294a, Special Topics in Italian Literature.

**Classical Studies:** LAT 201, Catullus; LAT 202, Ovid; LAT 212 Roman Comedy; LAT 220, Vergil: *The Aeneid*; LAT 268, Lucretius: *De Rerum Natura*.

**History:** 222, Medieval and Renaissance Italy, 1000–1700.

**History of Art:** 216, Raphael and the Renaissance; 217, 217W, Early Renaissance Florence; 218, Italian Art to 1500; 219, Italian Renaissance Art after 1500; 220, 220W, Michelangelo’s Life and Works.

**Music Literature:** 221a, Opera in the 17th and 18th Centuries; 221b, Opera in the 19th Century.

Other Italy-related courses not listed here—such as those in study abroad programs—may be approved towards the minor upon approval by the director of the Italian program. Students are encouraged to attend Vanderbilt in Italy.

**Program of Concentration in Italian and European Studies**

The joint major in Italian and European Studies acknowledges the cultural, political, and strategic importance of Italy within the community of European nations. It requires 42 credit hours of course work; a semester of study in Italy is recommended. Prospective majors should consult with the director of undergraduate studies in Italian and with the director of the European Studies program. Course work for the joint major is distributed as follows:

**Italian (24 credit hours)**

*Italian language and literature* — 12 credit hours from the following courses: ITA 200 (requires ITA 101b or 102), 201W, 220, 231, 232, 233, or 250. 201W is prerequisite for 220, 232, and 233. (Note: 100-level Italian language courses do not count toward the major).

*Modern cultural intersections* — 12 credit hours from the following courses, of which at least 6 credit hours must be taken in Italian: ITA 214, 230, 235, 236, 238, 239, 240, 241, or 242.

**European Studies (18 credit hours)**

*European Studies core courses* — 9 credit hours: EUS 201, 203, and 250 (requires thesis).
*Social Science* — 3 credit hours from the following courses: PSCI 210, 211, or appropriate substitute with the approval of the director of the European Studies program.
*History* — 3 credit hours from the following courses: HIST 226, 227, 228, or 229.
*Humanities* — 3 credit hours from the following courses: EUS 240, 260; HART 218 or 219.

**Licensure for Teaching**

Candidates for teacher licensure in French at the secondary level should refer to the chapter on Licensure for Teaching in the Peabody College section of this catalog.
French

Students who have not studied French in high school should begin their studies at Vanderbilt in French 101a. Students with high school French on their records must present a College Board achievement test score in French to be placed correctly. Students should consult their advisers or the Department of French and Italian for advice on placement.

Note: Students may not earn credit for an introductory language course if they previously have earned credit for a higher-level course taught in that same language. In addition, students may not earn credit for an intermediate-level language course if they previously have earned credit for a higher-level course taught in that same language. Students who have earned Advanced Placement or International Baccalaureate credit in a foreign language will forfeit the test credit if they complete a lower-level course taught in that same language.

Course descriptions begin on page 196.

Italian

Students who have not studied Italian in high school should begin their studies at Vanderbilt in Italian 101a–101b.

Note: Students may not earn credit for an introductory language course if they previously have earned credit for a higher-level course taught in that same language. In addition, students may not earn credit for an intermediate-level language course if they previously have earned credit for a higher-level course taught in that same language. Students who have earned Advanced Placement or International Baccalaureate credit in a foreign language will forfeit the test credit if they complete a lower-level course taught in that same language.

Course descriptions begin on page 207.

Germanic and Slavic Languages

CHAIR Meike G. Werner
DIRECTOR OF UNDERGRADUATE STUDIES IN GERMAN James McFarland
DIRECTOR OF UNDERGRADUATE STUDIES IN RUSSIAN Tatiana Filimonova
DIRECTOR OF GRADUATE STUDIES Lutz Koenpick
PROFESSORS EMERITI Konstantin V. Kustanovich, John A. McCarthy, Richard Porter
PROFESSORS Barbara Hahn, Lutz Koenpick
DISTINGUISHED MAX KADE VISITING PROFESSOR Alice Stašková
ASSOCIATE PROFESSORS Meike G. Werner, Christoph Zeller
ASSISTANT PROFESSORS Lilla Balint, Sara Jackson, James McFarland, Margaret Selfe-Eilers, Per Urlaub
MELLON ASSISTANT PROFESSOR Tatiana Filimonova
LECTURERS David Matthew Johnson, Jessica Riviere, Jason Strudler

THE Department of Germanic and Slavic Languages offers programs of concentration in German language and literature, German studies, and Russian.

Students in the German program take a wide variety of courses in the language, culture, and literature of German-speaking countries. Additional courses in history of art, European studies, history, philosophy, political science, and humanities complement the offerings in the German department. The Vanderbilt in Germany programs at the University in Regensburg and in Berlin provide students with unique opportunities to study German language and culture in a native context. On the Vanderbilt campus, students often choose to live in the German hall at McTyeire International House where they practice German in everyday situations with an international group of undergraduate and graduate students from many disciplines. Delta Phi Alpha (the National German Honorary Society) offers opportunities for student-organized extracurricular events. Various lectures are presented by scholars of national and international renown each semester; symposia sponsored by the department are also open to our students. In a less formal setting, interested students and faculty gather weekly for Kaffeestunde. For further information see vanderbilt.edu/german.

The Russian program has a special commitment to undergraduate training in all aspects of Russian culture and language. Students choose from a wide variety of courses: the program offers survey sequences on nineteenth- and twentieth-century Russian literature and culture as well as such courses as Jews in Russian Culture, Stalin’s Evil Empire, Russian Cinema, Crime and Punishment, and Short Russian Novels. The department offers majors in Russian and in Russian and European studies. Students can also minor in Russian or Russian area studies. Students considering majoring in Russian should consult with the director of undergraduate studies in Russian early in their studies to design an individual program. Many students find it beneficial to combine a Russian major with a second concentration in a related field. Students have the opportunity to spend a semester, a summer, or a May session studying in Russia.

Program of Concentration in German

Program I: German Language and Literature

Students majoring in German are required to take at least 30 hours from courses numbered higher than 105, not including German 245. German 223 is highly recommended. The following are required:

<table>
<thead>
<tr>
<th>Course requirement</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 hours in German 213, 214, or 216</td>
<td>6</td>
</tr>
<tr>
<td>6 hours in German 221, 222</td>
<td>6</td>
</tr>
<tr>
<td>9 hours in German beyond 222</td>
<td>9</td>
</tr>
<tr>
<td>9 hours in German electives</td>
<td>9</td>
</tr>
</tbody>
</table>

Total hours: 30

Please note that majors are permitted a maximum of 6 hours of German courses in which the language of instruction is English. Majors are expected to consult their advisers before registration each semester.

Program II: German Studies

Students majoring in German studies are required to complete a total of 30 hours of course work beyond GER 105, including the following:

<table>
<thead>
<tr>
<th>Course requirement</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>German 211W</td>
<td>3</td>
</tr>
<tr>
<td>3 hours in German 213, 214, or 216</td>
<td>3</td>
</tr>
<tr>
<td>6 hours in German 221 and 222</td>
<td>6</td>
</tr>
<tr>
<td>6 hours of German beyond 222</td>
<td>6</td>
</tr>
<tr>
<td>6 hours in “German text” courses (defined below)</td>
<td>6</td>
</tr>
<tr>
<td>6 hours in “German content” courses (defined below)</td>
<td>6</td>
</tr>
</tbody>
</table>

Total hours: 30
Minor in German

Program I: German Language and Literature
The minor in German consists of a minimum of 18 hours of course work beyond or above the level of German 105, excluding German 245 and courses taken as independent study.
Specific requirements are as follows:
3 hours from German 213 or 214
6 hours from German 221 and 222
6 hours from German 220 and above
3 hours of one elective course
Total hours: 18

Program II: German Studies
The minor in German studies consists of a minimum of 18 hours of course work as follows:

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>German 201W</td>
<td>3</td>
</tr>
<tr>
<td>3 hours from German 213, 214, or 216</td>
<td>3</td>
</tr>
<tr>
<td>6 hours from German 221 and 222</td>
<td>6</td>
</tr>
<tr>
<td>3 hours of German above German 223</td>
<td>3</td>
</tr>
<tr>
<td>3 hours of one elective course</td>
<td>3</td>
</tr>
</tbody>
</table>
Total hours: 18

A “German text” course is one in a discipline other than German literature (such as German history, women’s and gender studies, political science, religious studies, philosophy), which may be taught in English and in which the student reads course texts in German to a significant degree (e.g., more than half the texts would be read in the original German). A “German content” course focuses on German literature or a neighboring discipline (such as German history, German political science, or German philosophy) in which course texts may be read in English or German. Students must consult the instructor of the course regarding “German text” courses, and they must secure the approval of the director of German Studies for both “German text” and “German content” courses. “Elective courses” must be approved by the director of undergraduate studies.

German Majors
In addition, students selecting this concentration will be tested for language proficiency their junior year and will be required to write a senior paper due the semester prior to graduation. The director of undergraduate studies in German should be consulted for precise details on these special learning outcome assessments.

German Studies Majors
In addition, students selecting this concentration will be tested for language proficiency their junior year and will be required to write a senior paper due the semester prior to graduation. The director of undergraduate studies in German should be consulted for precise details on these special learning outcome assessments.

Vanderbilt in Germany Program in Regensburg
Students who have completed German 103 or the equivalent are invited to spend the spring semester during their sophomore, junior, or senior year at the University of Regensburg in southern Germany. Regensburg is a beautiful medieval city on the Danube, near Munich, with a vibrant university campus. The Vanderbilt in Germany program is unique in that, following an intensive language review, students are permitted to enroll full time at the university. They select courses from a wide variety of disciplines, including literature, history, economics, the natural sciences, and the fine arts. A faculty member accompanies the students throughout the semester as resident director. Students receive full academic credit for course work completed in Regensburg.
Students with a strong interest in spending an entire year at the University of Regensburg should consult with the department. Departmental travel scholarships are available.

Vanderbilt in Berlin
The objective of the seven-week, seven-credit Vanderbilt in Berlin summer study abroad program is to offer students an opportunity to begin studying German, improve German language skills, and take courses in English and German. After participating in a weeklong orientation course on the history and culture of Berlin (1 credit), students take two six-week courses (6 credits) or one intensive language course (6 credits) for those without previous knowledge of German. All courses include regular excursions to course-related locations. Students benefit from daily linguistic and cultural contact in the authentic environment of Berlin, the historical and cultural nexus of Germany. A limited number of scholarships are available.

Honors Program
Candidates for honors in German who meet College of Arts and Science and departmental requirements must complete all requirements for the concentration in German and, in addition, must study a minimum of one semester at a German-speaking university (or gain the equivalent experience), complete 6 hours of 300-level courses beyond the basic course requirement; maintain at least a B+ average in their German courses and a B overall average; write an honors thesis; and pass an oral examination during the last semester.

Goethe-Institut Certificate in Business German
The department serves as a test center for the Goethe-Institut, administering the Zertifikat Deutsch für den Beruf (ZDfB), a certificate in Business German recognized by businesses worldwide. The exam is offered in conjunction with the Business German course.

Program of Concentration in German and European Studies
Students pursuing the interdisciplinary major in German and European studies combine their focus on German language and literature with a study of modern Europe in its political, economic, and cultural diversity. The German and European studies joint major consists of a minimum of 42 hours of course work. A semester of study abroad in the Vanderbilt in Germany program is recommended. Course work for the major is distributed as follows:

German (24 hours)

- **Introduction to German Studies (3 hours):** GER 201W
- **German language and culture (3 hours):** GER 213 or 214
- **German civilization (6 hours):** GER 221, 222
- **German literature and culture (12 hours):** GER 223, 235, 243, 248, 263, 264, 265, 266, 269, 274, 275, 278, or appropriate substitute approved by the director of undergraduate studies in German
European Studies (18 hours)

European Studies core courses (9 hours): EUS 201, 203, and 250 (requires thesis)

Social Science (3 hours): PSCI 210, 211 or appropriate substitute with the approval of the EUS adviser

History (3 hours): HIST 172, 226, 227, 228, 229, 230, or other appropriate course selected in consultation with the EUS adviser

Humanities (3 hours): EUS 240, 260 (Berlin or Vienna) or other appropriate course selected in consultation with the EUS adviser

Program of Concentration in Russian and European Studies

Students pursuing the interdisciplinary major in Russian and European Studies combine their focus on Russian language and literature with a study of modern Europe in its political, economic, and cultural diversity. Students may elect this interdisciplinary major consisting of 42 hours of course work. A semester of study abroad in Russia is recommended. Course work for the major is distributed as follows:

Russian (24 hours)

Russian language (12 hours): RUSS 203, 204, 223, 224 or appropriate substitute as approved by the director of undergraduate studies in Russian

Russian literature and culture (6 hours): RUSS 183, 231, 232, 234, 250 or appropriate substitute as approved by the director of undergraduate studies in Russian

Electives (6 hours): EUS 260 (when offered in a Russian city), or other course with Russian topic approved by the director of undergraduate studies in Russian

European Studies (18 hours)

European Studies core courses (9 hours): EUS 201, 203, 250 (requires thesis)

Social Science (6 hours): PSCI 210, 211, 222, or appropriate substitute from any other social studies discipline with approval of the EUS adviser

European History (3 hours): HIST 172, 173, 209, 210 or appropriate substitute approved by the EUS adviser

Program of Concentration in Russian

Requirements for a major are a minimum of 27 hours beginning after 102. Required courses are 203–204, 223–224, and 9 hours of courses in English offered by the Russian program. Hours for study in Russia or in an American summer program may count toward a major, subject to approval of the director of undergraduate studies for Russian.

Minor in Russian Area Studies

Requirements for a minor are 18 hours of course work in addition to Russian 101–102 (or the equivalent). Nine of the hours must be taken in the Russian division; the other nine as approved Russian content courses taken outside the Russian division.

Licensure for Teaching

Candidates for teacher licensure in German at the secondary level should refer to the chapter on Licensure for Teaching in the Peabody College section of this catalog.

German

Students with some experience in German should consult the department for placement.

Note: Students may not earn credit for an introductory language course if they previously have earned credit for a higher-level course taught in that same language. In addition, students may not earn credit for an intermediate-level language course if they previously have earned credit for a higher-level course taught in that same language. Students who have earned Advanced Placement or International Baccalaureate credit in a foreign language will forfeit the test credit if they complete a lower-level course taught in that same language.

Course descriptions begin on page 197.

Russian

Note: Students may not earn credit for an introductory language course if they previously have earned credit for a higher-level course taught in that same language. In addition, students may not earn credit for an intermediate-level language course if they previously have earned credit for a higher-level course taught in that same language. Students who have earned Advanced Placement or International Baccalaureate credit in a foreign language will forfeit the test credit if they complete a lower-level course taught in that same language.

Course descriptions begin on page 228.

Hebrew

DIRECTOR OF UNDERGRADUATE STUDIES Shaul Kelner
SENIOR LECTURER Orit Yeret

Note: Students may not earn credit for an introductory language course if they previously have earned credit for a higher-level course taught in that same language. In addition, students may not earn credit for an intermediate-level language course if they previously have earned credit for a higher-level course taught in that same language. Students who have earned Advanced Placement or International Baccalaureate credit in a foreign language will forfeit the test credit if they complete a lower-level course taught in that same language.

Course descriptions begin on page 199.
History

CHAIR Joel F. Harrington
ASSOCIATE CHAIR Celia Applegate
DIRECTOR OF UNDERGRADUATE STUDIES Edward Wright-Rios
DIRECTOR OF GRADUATE STUDIES Sarah Igo

ASSISTANT PROFESSORS Celso Castilho, Lauren Clay, Julia Phillips
ASSOCIATE PROFESSORS David Lee Carlton, Leor Halevi, Yoshikuni Igarashi, Sarah Igo, Paul A. Kramer, Catherine Molineux, Moses Ochonu, Matthew Ramsay, Ruth Rogaski, Samira Sheikh, Francis W. Wicslo, Edward Wright-Rios
ASSISTANT PROFESSORS Celso Castilho, Lauren Clay, Julia Phillips Cohen, Peter Lorje, Ole Molvig, Claudia Rei, Frank Robinson, Alistair Sponsel
RESEARCH ASSISTANT PROFESSORS Matt Growhoski, David Magliocco, Juliet Wagner
SENIOR LECTURER Yollette T. Jones

MORE than one hundred courses in the Department of History are available to Vanderbilt undergraduates. Some focus on a particular historical period, others on a particular region of the world, and still others on topics that may cross traditional chronological and geographical boundaries. The department is committed to the principle that in a changing world, the way we learn about the past must also change. It will continue to develop new courses for the twenty-first century, with an emphasis on those that recognize the interconnections among the various civilizations and regions of the globe.

Unless indicated otherwise in the course description, history courses have no prerequisite. Except for History 295, 297, 298a–298b, and 299, courses numbered below 300 are open to all majors and nonmajors. History 295 is limited to seniors and juniors who have previously taken History 200W. History 297, 298a–298b, and 299 are limited to students who have been admitted to the History Honors Program.

Students will find that the study of history offers not only a strong foundation for a liberal education but also a means of understanding the contemporary world. The skills developed in gathering, assessing, and synthesizing information have wide application in many careers, including business and the professions.

The Department of History offers a major and minor in history and, in cooperation with the Department of Economics, a joint major in economics and history, which is described in this catalog under Economics and History.

Program of Concentration in History

The major program requires a minimum of 30 hours in history; no more than 3 hours of AP or IB credit may count toward this total. Note: AP and IB credit will not count toward the 15 hours for the concentration. HIST 169 cannot count toward the major.

Course work is distributed as follows:

1. 200W or 297 (3 hours)
   Note: 200W should be taken as soon as possible and must be taken no later than the second semester of the junior year.

200W is a prerequisite for the 295 capstone course. 297 is limited to second-semester juniors who have been admitted to the Honors Program. Students entering the Honors Program who have already taken 200W will receive elective credit for that course.

2. Five courses in one of the following concentrations (15 hours):
   A. Asia
   B. Latin America
   C. Europe
   D. Early America and the United States
   E. Middle East and Africa
   F. Global and Transnational
   G. Science, Medicine, and Technology
   H. Comparative History/Special Topics

See below for a list of courses that count for Concentrations A, B, C, D, E, F, and G. Students choosing concentration H must have the approval of their adviser and the director of undergraduate studies for a specific program of study. First-Year Writing Seminars (115F) in history may be used to satisfy the relevant program concentration with approval of the director of undergraduate studies.

Program A. Asia

105, 106, 107, 108, 109, 116, 120, 188a, 202, 203, 204, 205, 206, 211a, 211b, 212a, 216, 286c, 286e, 288a, 288d, 288e, and, as appropriate, 294, 295, 296, 297, 298a–298b, 299; MHS 231.

Program B. Latin America

137, 138, 165, 245, 246, 247, 248, 249, 251, 253a, 254a, 257, 268, 286b, 286d, 288e, 288W, 290a, and, as appropriate, 294, 295, 296, 297, 298a–298b, and 299; AADS 205.

Program C. Europe

120, 135, 136, 147, 150, 151, 158, 160, 170, 172, 176, 183, 184, 187, 209, 210, 211a, 216, 217, 219, 222, 223, 225, 226, 227, 228, 229, 230, 231, 234, 238, 239a, 239b, 239c, 241, 243W, 245, 266, 280, 283, 284a, 285c, 285W, 286d, 286e, 286g, 287g, 288a, 288c, 288e, 288g, 289a, 289d, 289e, and, as appropriate, 291, 294, 295, 296, 297, 298a–298b, and 299; Classical Studies 207, 208, 209, 212, 213, 223; Economics 262, 271; EUS 201, 220; German 182; Jewish Studies 115F.09, 123, 124, 156, 158, 234, 256; Philosophy 210, Religious Studies 216.

Program D. Early America and the United States

120, 139, 140, 141, 142, 144, 150, 153, 165, 166, 167, 173, 174, 184, 187, 243W, 253, 253a, 258, 259, 260, 261, 263, 264, 266, 268, 269, 270, 271, 272a, 272b, 272c, 272d, 272e, 275a, 280, 281, 284a, 284b, 284d, 285c, 285W, 286b, 286d, 286e, 287b, 287d, 287e, 288a, 288e, 288g, 289a, 291, 293b, 293c, 294, 295, 296, 297, 298a–298b, and 299; Divinity 2750, 3217; Economics 226, 226; HOD 1150; Jewish Studies 124, 252, 256; Medicine, Health, and Society 208.

Program E. Middle East and Africa

119, 120, 127, 128, 211, 211a, 213, 216, 217, 219, 266, 268, 287c, 288a, 288b, 288c, 288e, and, as appropriate, 291, 293b, 293c, 294, 295, 296, 297, 298a–298b, and 299; AADS 102; Classical Studies 223, 224; Jewish Studies 115F-09, 120, 122, 123, 124, 222, 234, 256.

Program F. Global and Transnational

119, 120, 128, 137, 147, 160, 165, 169c, 169d, 170, 172, 174, 183, 184, 187, 188a, 204, 209, 210, 211a, 212a, 216, 217, 219, 243W, 245, 248, 249, 251, 253a, 254a, 257, 266, 270, 271, 272a, 272b, 272c, 272e, 283, 286a, 286b, 286d, 286e, 286g, 287c, 287d, 288a,
288d, 288e, 288g, and, as appropriate, 291, 294, 295, 296, 297, 298a–298b, and 299; Jewish Studies 122, 123, 124, 156, 158, 245, 256; Classics 209, 223, 224; EUS 220; Medicine, Health, and Society 208; Religious Studies 206.

Program G. Science, Medicine, and Technology

Students may meet the requirement by taking five courses from the SMT list, among which not more than two may be courses outside the Department of History.

147, 150, 151, 153, 216, 280, 281, 283, 284a, 284b, 284d, 285c, 285W, 286e, 288e, and, as appropriate, 294, 295, 296, 297, 298a–298b, and 299; Anthropology 274; Asian Studies 230; Astronomy 203; English 243 or 243W; Mathematics 252; Medicine, Health, and Society 208, 231, 240, 244; and other courses, as appropriate, with approval of the director of undergraduate studies.

3. Capstone course (3–6 hours)

One of the following, to be taken in the junior or senior year; all of the options will require the student to write a major paper. Any capstone course within the student’s area of concentration will count toward the five-course requirement for that concentration.

Option 1: 293b, Internship Research (3 hours). Must be taken in conjunction with 293a (internship training). Prerequisite: 200W. Note: a student may take 293b as an elective before completing 200W but in this case 293b will not count as a capstone course.

Option 2: 295, Majors Seminar (3 hours). Prerequisite: 200W.

Option 3: 284a–290a (except for 286c, 287d, 287e, 288a), Undergraduate Seminar (3 hours). Prerequisite: 200W. Note: A student may take any of these courses as an elective before completing HIST 200W but in this case the course will not count as a capstone course.

Option 4: 298a–298b, Senior Honors Seminar (6 hours). Limited to seniors in the History Honors Program. Note: At the discretion of the director of honors and the director of undergraduate studies, a student who has taken 298a but does not take 298b may be considered to have fulfilled the capstone requirement for the major.

4. Electives (6–12 hours, depending on the nature of the capstone course)

Honors Program

The Honors Program in History is a three-semester program of study. It offers superior undergraduate history majors a program of advanced reading, research, and writing. The Honors Program combines seminar work and independent study under the supervision of a thesis adviser. This structure provides participants an introduction to historical research and writing, as well as the opportunity to study defined areas of history and significant historical problems that accord with their own interests. The final objectives of the Honors Program are successful authorship of the honors thesis and graduation with honors or highest honors in the major.

Students apply to the Honors Program in the first semester of the junior year. Students meeting college and departmental requirements will enroll for a total of 12 credit hours: History 297, Junior Honors Seminar in History (3 hours); History 298a–298b, Senior Honors Research Seminar (6 hours); and 299, Senior Honors Thesis (3 hours). In addition, the Honors Program requires an oral defense of the honors thesis before a faculty committee at the end of the third semester.

Program of Concentration in Economics and History

This is an interdisciplinary program split between Economics and History that provides a more focused program of study while requiring fewer credit hours than a double major in the two fields. See the Economics and History section of this catalog for details.

Minor in History

The minor in history requires a minimum of 18 hours of course work in one area of concentration. No more than 3 hours of AP or IB credit may count toward this total. The following options are offered:

I. Asian History

Six of the courses listed under “Program A. Asia”

II. Latin American History

1. 137 or 138 and
2. Any five of the courses listed under “Program B. Latin America”

III. European History

1. 135 or 136 and
2. Five of the courses listed under “Program C. Europe”

IV. Early America and United States History

1. 139, 140, 141, or 142 and
2. Five of the courses listed under “Program D. Early America and the United States”

V. Middle East and Africa

1. Six of the courses listed under “Program E. Middle East and Africa”

VI. Global and Transnational

1. Six of the courses listed under “Program F. Global and Transnational”

VII. Science, Medicine, and Technology

1. Six of the courses listed under “Program G. Science, Medicine, and Technology,” among which no more than two may be courses outside the Department of History.

Course descriptions begin on page 199.
History of Art

Chair Kevin D. Murphy
Director of Undergraduate Studies Sheri Shaneyfelt
Professors Emeriti Robert A. Baldwin, F. Hamilton Hazlehurst, Milan Mihal, Robert L. Mode, Ljubica D. Popovich
Professors Leonard Folgarait, Vivien Green Fryd, Robin M. Jensen, Christopher M. S. Johns, Kevin D. Murphy
Associate Professors Tracy Miller, Betsey A. Robinson, Barbara Tsakirgis
Assistant Professors Mireille M. Lee, Elizabeth J. Moodley, Rebecca K. VanDiver
Mellon Assistant Professor Riyaz Latif
Senior Lecturer Sheri Shaneyfelt

The Department of History of Art treats critically the major fields in world art, from ancient through modern, and serves to connect the arts to the other humanities. Many students will use the program in history of art as a foundation for careers in which analytical reading and writing skills gained in the major are especially valued: as the basis for advanced training in professional schools (such as architecture, law, medicine, journalism, and business), for postgraduate work in history of art, and for employment in galleries, museums, or design-related fields. A major goal of the department is to help students become readers of visual images and material culture throughout their lives, as well as to encourage visual approaches to learning.

 Majors in history of art participate in the activities of the Vanderbilt History of Art Society and work closely with departmental advisers. The society sponsors events such as panels, lectures, debates, and other programs where majors meet and engage in discussions with historians of art and museum curators.

The department curriculum complements those of related departments and programs, including African American and Diaspora Studies, American Studies, Asian Studies, Cinema and Media Arts, European Studies, Latin American Studies, and Women’s and Gender Studies.

Program of Concentration

The history of art major requires 30 hours and gives students the opportunity to study art and visual culture across a wide range of historical periods, from ancient to contemporary. The program is designed to allow for concentration in particular periods and areas of interest. By requiring courses in both the lecture and seminar format, the program aims to provide a basis of comprehensive knowledge and challenging opportunities for more specialized instruction.

Students should consider related offerings in cognate disciplines in the humanities and social sciences. Those planning graduate work in history of art should pursue advanced studies—which may include honors—and take advanced courses in other departments offering complementary course work. Advanced language studies are strongly recommended, as graduate programs expect reading facility in one language for the M.A. and two for the Ph.D., with French and German the most commonly required. Non-European languages should be considered for those primarily interested in non-Western traditions.

Requirements for the Program of Concentration

A 100-level course (3 hours)—one 100-level course in history of art or architecture selected from HART 110, 111, 112, 112a, 120, 122, 125, 130, 140. This course is not a prerequisite for further history of art course work but must be taken at Vanderbilt; AP and transfer credit will not be accepted.

Area requirements (15 hours)—five history of art courses, one each from the following areas:


b. Medieval: HART 208, 210, 211


e. Non-Western: HART 245W, 246, 247, 248, 249, 251, 252, 253

Electives (6 hours)—two upper-level courses in history of art (HART 206 to 290) in addition to the area requirements.

Advanced Seminars (6 hours)—HART 295

Honors Program

The Honors Program in History of Art allows exceptional undergraduate students to undertake independent research on a topic in art history in consultation with faculty members. The program is open to all history of art majors with junior standing who meet a 3.30 grade point average in all university courses and a 3.50 grade point average in history of art courses. They must also be approved for acceptance into the honors program by the departmental faculty. Completion of the program requires 9 hours of study: HART 289, Independent Research (the second semester of the junior year, unless studying abroad, in which case one is expected to enroll in this class the first semester of the junior year); HART 298, Honors Research (first semester of the senior year); and HART 299, Honors Thesis (second semester of the senior year); submission of an honors thesis; and successful completion of an oral honors examination. These independent research hours are expected to be in addition to the 30 hours required for the major in history of art. Students meeting these requirements receive honors or highest honors in history of art, depending on the quality of the thesis, grades in art history courses, and examination results. Successful department honors students will receive a Vanderbilt diploma that records honors or highest honors in history of art.

Minor in History of Art

The minor in history of art requires 18 hours of course work, including the following:

Two 100-level courses from 110, 111, 112, 112a, 120, 122, 125, 130, 140, plus any four upper-level history of art courses (HART 206 through 290, and 295, CLAS 204, 205, 206, 211, 245).

Minor in History of Architecture

The minor in history of architecture requires 18 hours of course work, including the following:

Two 100-level courses from 110, 111, 112, 112a, 120, 122, 125, 130, 140, plus four upper-level history of art courses selected from HART 210, 211, 218, 219, 232, 233, 246, 247, 248, 249, 251, 252, 253, 255, 260W, 266, 268, 270, 271, and CLAS 204, 205, 206, 211, 245.

Course descriptions begin on page 204.
Honors

COURSES designated “Honors” are parts of a special honors program in liberal education. They may be taken only by students who have been appointed College Scholars by the dean of the College of Arts and Science. Some College Scholars are appointed before they arrive for their first semester in residence; others may be appointed on the basis of their records in that first semester. Students may apply to the associate dean for honors programs for admission to the College Scholars program; only freshmen are considered for admission. An honors seminar will satisfy the requirement for a first-year seminar.

Honors seminars offered in the College Scholars program provide an especially interesting and challenging way for College Scholars to complete certain parts of the program for Achieving Excellence in Liberal Education (AXLE). In addition to regular credit hours and grade points, they carry honors points toward graduation with the designation “Honors in the College of Arts and Science.” College Scholars must earn fifteen honors points to receive that designation (they are not required to earn this designation but may take as many honors seminars as they wish). They may earn up to thirteen of the required fifteen points in honors seminars: three points each for the first time they take Honors 181, 182, 183, 184, 185, or 186; one point if they take a second seminar in the same area. Single honors points may be earned (a) in departmental honors sections of regular courses, (b) in independent study approved by the associate dean for honors programs, and (c) in a regular course in which an enriched curriculum approved by the Committee on the Honors Program is pursued. Honors points are only earned for courses in which the student earns the grade B or better.

Honors seminars are designed to cover topics through the intensive analysis afforded by the seminar setting and format. Honors 181, 182, 183, 184, 185, and 186 count toward the AXLE requirements identified by the seminars’ titles. Honors 181 challenges students to examine their personal understanding of life and how their individual experiences overlap with those of the rest of human kind. Honors 182 gives significant attention to individual and cultural diversity, multicultural interactions, sexual orientation, gender, racial, ethical, religious, and “Science and Society” issues. Honors 183 studies human behavior at the levels of individuals, their interactions with others, their societal structures, and their social institutions. Honors 184 provides students with a basis for understanding the American experience and the shaping of American values and viewpoints within the context of an increasingly global society. Honors 185 emphasizes quantitative reasoning and prepares students to describe, manipulate, and evaluate complex or abstract ideas or arguments with precision. Honors 186 provides a basis for understanding the diversity of experiences and values in our contemporary, global society.

Course descriptions begin on page 207.

Jewish Studies

JEWISH Studies at Vanderbilt offers an interdisciplinary academic program that facilitates the critical study of Jewish history, religion, language, philosophy, politics, culture, society, music, art, and literature across continents and over three millennia. Integral to understanding crucial moments in the formation of Christianity and Islam as well as distinct episodes in the cultures of the modern Middle East, Europe, and America, the program accesses the resources of the entire university to explore Judaism, its evolution and expression from biblical times to the present. This interdisciplinary program reflects Vanderbilt’s commitment to advancing the understanding of other cultures and traditions. Students of all backgrounds will find in Jewish Studies at Vanderbilt a wide array of material and methodologies, presented by scholars from history, anthropology, sociology, religious studies, philosophy, literature, and history of art. Students may focus on several areas of concentration and tailor the major to their academic and career interests. They also have access to courses offered by the schools of divinity, education, and music; they have access to the Zimmerman Judaica collection as well as the opportunity to study abroad, pursue internships locally or nationally, and do research in archives overseas. The interdisciplinary nature of Jewish Studies offers excellent preparation for graduate studies and provides an outstanding academic foundation for a variety of rewarding career paths. Visit vanderbilt.edu/jewishstudies for more details.

Program of Concentration in Jewish Studies

The major in Jewish studies requires a minimum of 30 credit hours.

1. Foundational course, 3 credit hours. JS 180 or 180W, Introduction to Jewish Studies.

2. Language, 6 credit hours. A year of modern Hebrew (Hebrew 113A–113B, Intermediate Hebrew) or biblical Hebrew (REL 3814, Intermediate Hebrew).* Proficiency at the level of intermediate Hebrew can be demonstrated through testing. If this option is exercised, students will take an additional 6 credit hours of electives toward the major.

Interdisciplinary Studies

Any student who is at least a sophomore and in good academic standing may earn one credit hour per semester or summer for an internship completed under the designation INDS 280 exclusively on a Pass/Fail basis. This course may be repeated twice for a maximum of three credit hours. Students are responsible for obtaining their own internship and faculty adviser. The student and faculty adviser work together to plan the academic project associated with the internship. Their agreement must be approved by Associate Dean Yollette Jones.

Course descriptions begin on page 207.
Successful completion of an honors oral examination on the Honors Program

3.25 grade point average in Jewish Studies

1. 3.0 cumulative grade point average

3. Completion of the junior year

4. Senior capstone course, 3 credit hours. JS 296, Senior Project in Jewish Studies. Senior Project proposal must be approved by the director of undergraduate studies.

5. Electives (minimum of 6 credit hours)—Any of the courses listed below that is not used to fulfill a requirement towards the major may be counted as an elective with the exception of JS 288a, which cannot count toward the major because it must be taken Pass/Fail. In addition to courses drawn from Arts and Science departments and the professional schools, nontraditional course work may also be selected, including archaeology at Tel Megiddo (Israel), service learning, and internships. Study abroad is encouraged and can be fulfilled with Jewish Studies in Prague and at the Hebrew University of Jerusalem.

Honors Program

The Honors Program in Jewish Studies affords superior students a more intensive concentration within their major field. To be admitted, students must have:

1. 3.0 cumulative grade point average
2. 3.25 grade point average in Jewish Studies
3. Completion of the junior year

Requirements for graduation with Honors in Jewish Studies are:

1. 6 credit hours in Honors sections (JS 298a–298b), including completion of thesis—these credit hours may count as elective credit toward the major. Honors thesis to be completed by mid-spring of the senior year.
2. Successful completion of an honors oral examination on the topic of the thesis.

Minor in Jewish Studies

The minor in Jewish studies provides a basic understanding of Jewish history and culture across continents and the past three millennia. The minor requires a minimum of 18 credit hours.

1. Foundational course, 3 credit hours. JS 180 or 180W, Introduction to Jewish Studies.
2. Focus courses, 6 credit hours. (See major for categories.)
3. Electives (minimum of 9 credit hours)

Any of the courses listed below that is not used to fulfill a requirement toward the minor may be counted as an elective.

Special Topics courses or First-Year Writing Seminar courses dealing with topics related to Jewish studies may be counted with the approval of the program director.


AREA 4. CULTURE, PHILOSOHY, AND LITERATURE: Jewish Studies: 115F-02, Music and Identity in Jewish Traditions; 115F-04, Civil Rights and Civil Wrongs: Black–Jewish Relations in the 1950s and 1960s; 115F-05, Gender, Sexuality, and Desire in Jewish Literature; 115F-06, Reading across the Boundaries: Arab and Israeli Literature and Culture; 115F-10, Jewish Response to Catastrophe; 136W, Imagining the Alien: Jewish Science Fiction; 137W, Black–Jewish Relations in Post-War American Literature and Culture; 138, Jewish Humor; 139W, Jewish Humor; 139W, American Jewish Music; 162W, American Southern Jews in Life and Literature; 235W, Hebrew Literature in Translation; 237, Coming of Age in Jewish Literature and Film; 237W, Coming of Age in Jewish Literature and Film; 244, Freud and Jewish Identity; 245, Major Themes in Jewish Studies; 248, Jewish Storytelling; 248W, Jewish Storytelling; 249, Jewish Philosophy

Course descriptions begin on page 208.

Latin American Studies

DIRECTOR Edward F. Fischer
EXECUTIVE DIRECTOR Avery Dickins de Girón
ASSOCIATE DIRECTORS W. Frank Robinson, Carwil Jones
DIRECTOR OF UNDERGRADUATE STUDIES W. Frank Robinson
DIRECTOR OF GRADUATE STUDIES W. Frank Robinson
ASSISTANT PROFESSOR Helena Simonett
LATIN AMERICAN BIBLIOGRAPHER Paula Covington

Affiliated Faculty

PROFESSORS Susan Berk-Seligson (Spanish), Arthur A. Demarest (Anthropology), Tom D. Dillehay (Anthropology), Katharine Donato (Sociology), Marshall Eakin (History), Edward F. Fischer (Anthropology), Earl E. Fitz (Portuguese), Leonard Folgarait (History of Art), Edward H. Friedman (Spanish), Lesley Gill (Anthropology), Ruth Hill (Spanish), Cathy L. Jared (Spanish), Jane G. Landers (History), William Luis (Spanish), Philip D. Rasio (Spanish), Mitchell A. Seligson (Political Science), Benigno Trigo (Spanish), David Wasserman (History)

ASSOCIATE PROFESSORS Dominique Béhague (Medicine, Health, and Society), Victoria Burrus (Spanish and Portuguese), Beth A. Corkin (Anthropology), William R. Fowler Jr. (Anthropology), Guilherme Gualda (Earth and Environmental Sciences), Jonathan Heskey (Political Science), John Janusek (Anthropology), Christina Karageorgou (Spanish), Emanuelle Oliveira (Portuguese), Norbert O. Ross (Anthropology), Mariano Sana (Sociology), Tiffany A. Tung (Anthropology), Steven A. Wemke (Anthropology), Edward Wright-Rios (History), Andrés Zamora (Spanish), Elizabeth Zechmeister (Political Science)

ASSISTANT PROFESSORS Marcio Bahia (Portuguese), Carvil Bjork-James (Anthropology), José Cárdenas Bunsen (Spanish), Celso Castilho (History), Markus Eberl (Anthropology), Maria Luisa Jorge (Earth and Environmental Sciences), Marzia Mazzo (English), Paul B. Miller (French), Amy Non (Anthropology, Medicine, Health, and Society), Efren O. Pérez (Political Science), W. Frank Robinson (History), Helena Simonett (Blair, Latin American Studies)

SENIOR LECTURERS Frances Alpern (Spanish), Ana Regina Andrade (Economics), Lorraine Catanzaro (Spanish), Paula Covington (Latin American Studies), Sarah Delassus (Spanish), Chalene Helmuth (Spanish), Elena Olazagasti-Segovia (Spanish), Raquel Rincon (Spanish), Mareike Sattler (Anthropology), Waldir Sepúlveda (Spanish), Cynthia Wasick (Spanish)

FOR more than sixty years Vanderbilt has shown a commitment to Latin American studies, becoming one of the first U.S. universities to establish a program of research and teaching in Latin American area studies. Dedicated to excellence in teaching, research, and community outreach, Vanderbilt’s Center for Latin American Studies promotes greater understanding of the region’s history, culture, political economy, and social organization. The center draws upon renowned Vanderbilt faculty from the Departments of Anthropology, Economics, History, History of Art, Political Science, Sociology, and Spanish and Portuguese as well as faculty from our education, engineering, law, management, medical, music, and nursing schools. It fosters a lively research community on campus by sponsoring colloquia, conferences, films, and a speakers series that brings distinguished scholars, government and business leaders, and social activists to campus.

The center’s special strengths lie in Mesoamerican and Andean anthropology and archaeology; the history, politics, languages, and literatures of Brazil; Spanish-American literature and languages; comparative political systems; and Caribbean studies. Members of our faculty conduct research and publish on most countries in Latin America.

For undergraduates, the center offers a broad-based, interdisciplinary education through its major and minor programs in Latin American studies. The program encourages students to study abroad in Latin American countries. An honors program is available.

Program of Concentration in Latin American Studies

The major in Latin American studies consists of 36 hours plus a language requirement.

I. Language requirement demonstrated proficiency
II. Core courses 6 hours
III. Distribution requirements 12 hours
IV. Area of concentration 12 hours
V. Electives 6 hours

Note: No course may be counted twice in calculating the 36 hours. Upon approval of the Committee on Individual Programs and the student's adviser, (a) as many as 6 hours may be counted as part of both the interdisciplinary major and a second major, or (b) normally, no more than three introductory-level courses will be counted toward the interdisciplinary major.

I. Language Requirement. A student must acquire advanced knowledge of one Latin American language (Spanish, Portuguese, or an indigenous language) and an intermediate knowledge in another Latin American language. The requirement to acquire advanced knowledge of a Latin American language may be satisfied by completing Spanish 203, or any course with a higher number taught in Spanish, or any course with a higher number taught in Portuguese. The requirement to acquire intermediate knowledge of another Latin American language may be satisfied by successfully completing Spanish 104, Portuguese 200, or Anthropology 269 (indigenous language). Individual standardized testing may also be used to demonstrate knowledge.

II. Core Courses (6 hours)

LAS 201, Introduction to Latin America
LAS 290, Interdisciplinary Research Methods

III. Distribution Requirements (12 hours). Two relevant classes in two of the following three areas not chosen as the major area of concentration.

A) History
B) Language, Literature, and Art History (Departments of Spanish & Portuguese and History of Art)
C) Social Sciences (Departments of Anthropology, Economics, Political Science, Sociology).

IV. Area of Concentration (12 hours from one of the following areas; special topics and independent study courses must be approved for sufficient LAS content by major adviser):

A. History.

HISTORY: 137, Colonial Latin America; 138, Modern Latin America; 245, Reform, Crisis, and Independence in Latin America, 1700–1820; 246, Colonial Mexico; 247, Modern Mexico; 248, Central America; 249, Brazilian Civilization; 251, Reform and Revolution in Latin America; 253, African Religions in the Americas; 253a, Latin America and the United States; 254a, Race and Nation in Latin America; 257, Caribbean History, 1492–1983; 290a, Popular Cultures in Modern Latin America; 294, Selected Topics in History; 296, Independent Study.

LATIN AMERICAN STUDIES: 202, Introduction to Brazil.

B. Language, Literature, History of Art.

AFRICAN AMERICAN AND DIASPORA STUDIES: 140, Blacks in Latin America and the Caribbean; 145, Atlantic African Slave Trade; 170, Capoeira: Afro-Brazilian Race, Culture, and Expression.


LATIN AMERICAN STUDIES: 202, Introduction to Brazil; 231, Music of Protest and Social Change in Latin America.

PORTUGUESE: 102, Intensive Elementary Portuguese; 200, Intermediate Portuguese; 201, Portuguese Composition and Conversation; 203, Brazilian Pop Culture; 205, Introduction to Luso-Brazilian Literature; 225, Brazilian Culture through Native Material; 232, Brazilian Literature through the Nineteenth Century; 233, Modern Brazilian Literature; 289, Independent Study; 294, Special Topics in Portuguese Language, Literature, or Civilization.

SPANISH: 104, Intermediate Spanish; 203, Introduction to Spanish and Spanish American Literature; 204, Introduction to Hispanic Cultural Studies; 206, Spanish for Business and Economics; 207, Advanced Conversation; 208, Advanced Conversation through Cultural Issues in Film; 210, Spanish for the Legal Profession; 211, Spanish for the Medical Profession; 213, Translation and Interpretation; 214, Dialectology; 219, History of the Spanish Language; 221, Spanish Civilization; 224, Cultural Studies in the Andes; 227, Film and Culture in Latin America; 230, Development of Lyric Poetry; 231, The Origins of Spanish Literature; 232, Literature of the Spanish Golden Age; 234, Spanish Literature from 1900 to the Present; 235, Spanish American Literature from the Conquest to 1900; 236, Spanish American Literature from 1900 to the Present; 239, Development of the Novel; 240, The Contemporary Novel; 243, Latino Immigration Experience; 244, Afro-Hispanic Literature; 246, Don Quixote; 251, Development of Drama; 256, Love and Honor in Medieval and Golden Age Literature; 260, Development of the Short Story; 263, Images of the City; 273, Modern Latin American Poetry; 274, Literature and Medicine; 275, Latina and Latin American Women Writers; 277, Literary Genres and National Identities in Latin America; 278, The U.S. in Latin American Literature; 281, The Theory and Practice of Drama; 289, Independent Study; 293, Contemporary Latin American Prose Fiction in English Translation; 294, Special Topics in Hispanic Literature; 295, Special Topics in Spanish Language and Linguistics; 296, Special Topics in Hispanic Culture.

INDIGENOUS LANGUAGES: ANTHROPOLOGY: 221, Maya Language and Literature; 261, Classic Maya Language and Hieroglyphs; 269, Introduction to a Maya Language; 277, Conversational K’iche’ Maya; 278, Advanced K’iche’ Maya.

C. Social Sciences.


ECONOMICS: 222, Latin American Development; 228, Development Economics; 291a–291b, Independent Study in Economics. Note: Students who successfully complete an Economics course on this list numbered 260W or higher may also receive Area of Concentration credit for successfully completing either Economics 231 or 232.

MEDICINE, HEALTH, AND SOCIETY: 218a, Health, Development, and Culture in Guatemala; 218b, Health, Development, and Culture in Guatemala.

POLITICAL SCIENCE: 213, Democratization and Political Development; 217, Latin American Politics; 219, Politics of Mexico; 225, International Political Economy; 228, International Politics of Latin America; 287, Selected Topics; 289a–289b, Independent Research.

SOCIOLOGY: 274, Immigration in America; 279, Contemporary Mexican Society; 299, Independent Research and Writing.

V. Electives (6 hours). Any two classes listed above (or others approved by the major adviser).

Honors Program

An honors program is available, acceptance into which must be approved by the director of undergraduate studies. Students must have a minimum 3.0 general GPA and a 3.3 GPA in courses that count toward the Latin American studies major to be accepted into the program. The Honors Program requires completion of 6 hours in LAS 289a and 289b, the writing of an honors thesis, and passing an oral honors examination. Interested students should consult their academic adviser during their junior year.

Minor in Latin American Studies

Students must complete 15 hours of approved courses with Latin American content including Latin American Studies 201. In addition, students must demonstrate intermediate knowledge of one Latin American language by successfully completing Spanish 104, Portuguese 200, or Anthropology 269 (indigenous language). Courses taken to satisfy the language requirement may not be counted toward the 15 hours of core courses. Individual standardized testing may also be used to demonstrate knowledge.

Course selection must be approved by the undergraduate adviser of the Center for Latin American Studies.

Minor in Brazilian Studies

The Center for Latin American Studies also offers a minor in Brazilian studies. Students must complete 15 credit hours of approved courses with Brazilian content including LAS 202 and Portuguese 200. In addition, students must complete three additional courses from the Areas of Study listed below: one course in Area I, one course in Area II, and one course...
in Area III. Proficiency at the level of intermediate Portu-
guese can be demonstrated through testing. If this option is
exercised, students must take 3 credit hours of course work
approved by the director of undergraduate studies in lieu of
the 3 credit hours of PORT 200.

Course selection must be approved by the director of
undergraduate studies for Latin American Studies. Other elec-
tive courses, including special topics courses, may be counted
toward the minor with the approval of the director of under-
graduate studies.

Requirements for completion of the minor include at least
15 credit hours as follows:

1. 3 credit hours of LAS 202: Introduction to Brazil
2. 3 credit hours of PORT 200: Intermediate Portuguese
   (PORT 102 is a prerequisite)
3. 3 credit hours from Area I: Portuguese Language and
   Literature
4. 3 credit hours from Area II: Brazilian Society, History, and
   Cultures
5. 3 credit hours from Area III: Brazil in Regional and Global
   Context

Areas of Study

Area of Study I: Portuguese Language and Literature
PORTUGUESE: 201, Portuguese Composition and Conversation; 205, Introduction to Luso-Brazilian Literature; 232, Brazilian Literature through the Nineteenth Century; 233, Modern Brazilian Literature.

Area of Study II: Brazilian Society, History, and Cultures
ANTHROPOLOGY: 249, Indigenous Peoples of Lowland South America.
HISTORY: 249, Brazilian Civilization.
PORTUGUESE: 203, Brazilian Pop Culture; 225, Brazilian Culture through Native Material; 295, Special Topics in Portuguese and Brazilian Literature or Civilization in English Translation.

Area of Study III: Brazil in Regional and Global Context
AFRICAN AMERICAN AND DIASPORA STUDIES: 140, Blacks in Latin America and the Caribbean; 145, Atlantic African Slave Trade; 170, Capoeira: Afro-Brazilian Race, Culture, and Expression.
ANTHROPOLOGY: 210, Culture and Power in Latin America.
ECONOMICS: 222, Latin American Development.
HISTORY: 137, Colonial Latin America; 138, Modern Latin America; 245, Reform, Crisis, and Independence in Latin America, 1700–1820; 251, Reform and Revolution in Latin America; 254a, Race and Nation in Latin America.
POLITICAL SCIENCE: 217, Latin American Politics; 228, International Politics of Latin America.
SOCIOLOGY: 277, Contemporary Latin America.

Course descriptions begin on page 211.

Latino and Latina Studies

DIRECTOR William Luis

LATINO and Latina Studies focuses on cultural produc-
tion and political and socioeconomic experiences of people
inculcated with the U.S. experience, self-identifying as Latinos
and Latinas and communicating primarily in English and
sometimes in Spanish. The LATS major and minor will
examine this enduring and dynamic population that crosses
and re-crosses borders constructed by geography, linguistics,
class, race, and gender. This program of study is designed to
accommodate a range of voices and multiple manifestations of
Latino and Latina identity and cultural expression in histori-
cal and contemporary contexts to fill in this vital but often
overlooked component of our national identity and discourse.

Students pursuing a LATS major or minor are expected to
obtain language competence in Spanish before completing the
program, though they do not need to meet this requirement
when declaring the major or minor. Students may satisfy this
requirement by completing SPAN 203, or any other course
with a higher number taught in Spanish.

Program of Concentration in Latino and Latina Studies
The interdisciplinary major in Latino and Latina studies con-
ists of thirty-six (36) credit hours. The specific requirements
are as follows:

1. LATS 201, Introduction to Latino and Latina Studies
   (3 credit hours)
2. SPAN 203, Introduction to Spanish and Spanish American
   Literature (3 credit hours)
   SPAN 203 requires up to 19 prerequisite credit hours of
   Spanish language instruction through SPAN 202, depend-
   ing on departmental placement.
3. ENGL 275, Latino-American Literature (3 credit hours)
4. LATS 280, Latino and Latina Studies Seminar, which is
   taken in the senior year (3 credit hours)
5. Eight elective courses (24 credit hours) with at least two
courses from Group A (Latino and Latina Culture) and
two courses from Group B (Historical Context), that have
not already been applied to satisfy above requirements.

Minor in Latino and Latina Studies
Students pursuing the interdisciplinary minor must complete
eighteen (18) credit hours. The specific requirements are as
follows:

1. LATS 201, Introduction to Latino and Latina Studies
   (3 credit hours)
2. SPAN 203 or ENGL 275 (3 credit hours)
   If both courses are taken, only one may be applied as elec-
   tive credit.
3. LATS 280, Latino and Latina Studies Seminar (3 credit hours)
4. Three other courses (9 credit hours), with at least one
course from Group A (Latino and Latina Culture) and one
course from Group B (Historical Context), that have not
already been applied to satisfy above requirements.
Approved List of Courses

Category A: Latino and Latina Culture

ENGLISH: 275, Latino-American Literature.
HISTORY: 272c, Race, Power, and Modernity.
HUMAN AND ORGANIZATIONAL DEVELOPMENT: 2510, Health Service Delivery to Diverse Populations.
SPANISH: 202, Spanish for Oral Communication Through Cultural Topics; 203, Introduction to Spanish and Spanish American Literature; 206, Spanish for Business and Economics; 211, Spanish for the Medical Profession; 213, Translation and Interpretation; 243, Latino Immigration Experience; 244, Afro-Hispanic Literature; 275, Latina and Latin American Women Writers.

Category B: Historical Context

AFRICAN AMERICAN AND DIASPORA STUDIES: 220, Colonialism and After.
ENGLISH: 271, Caribbean Literature.
HISTORY: 138, Modern Latin America; 245, Reform, Crisis, and Independence in Latin America, 1700–1820; 248, Central America; 257, Caribbean History, 1492–1983; 258, American Indian History before 1850; 259, American Indian History since 1850; 266b, U.S. and Caribbean Encounters.
LATIN AMERICAN STUDIES: 201, Introduction to Latin America.
MUSIC LITERATURE: 250, Music in Latin America and the Caribbean.

Category C: Critical Perspectives

AFRICAN AMERICAN AND DIASPORA STUDIES: 101, Introduction to African American and Diaspora Studies.
PHILOSOPHY: 246, Philosophy of Language.
POLITICAL SCIENCE: 217, Latin American Politics; 219, Politics of Mexico; 228, International Politics of Latin America; 264W, Global Feminisms.
SOCIOLOGY: 221, Environmental Inequality and Justice; 236, Class, Status, and Power; 253, Racial Domination, Racial Progress; 279, Contemporary Mexican Society.
WOMEN'S AND GENDER STUDIES: 150, Sex and Gender in Everyday Life; 150W, Sex and Gender in Everyday Life; 201, Women and Gender in Transnational Context.

Course descriptions begin on page 211.

Managerial Studies

DIRECTOR Cherrie C. Clark
ASSOCIATE DIRECTOR William W. Damon
PROFESSOR William W. Damon
ADJUNCT PROFESSORS Corey M. Cleek, David H. Furse, Stuart A. Garber, Bob Isherwood, Patrick R. Leddin, Thomas J. Nagle, Steven A. Pate, David H. Stacey
ASSOCIATE PROFESSORS OF THE PRACTICE Cherrie C. Clark, Alice R. Goodyear, Arthur J. Johnsen, Gary R. Kimball, Brent Trentham
ADJUNCT ASSOCIATE PROFESSORS Janet M. McDonald, Timothy F. Logan, Garnett Slatton
LECTURERS Tawn F. Albright, C. Brian Fox, Michael K. Lawson, Brendan P. Moynihan, Joseph J. Rando

THE College of Arts and Science offers two minors in the liberal arts tradition to help students understand management functions, corporate strategy, and financial economics. These two minors are administered by the Managerial Studies program. Each of the minors has a distinct focus with basis in economics and accounting.

The program is directed by Professor Cherrie Clark, 215 Calhoun Hall, (615) 322-4021.

Minor in Managerial Studies: Corporate Strategy

The minor in corporate strategy requires 18 credit hours.

The following courses are required:
FNEC 140 Financial Accounting
MGRL 194 Fundamentals of Management
MGRL 198 Corporate Strategy

Three elective courses to be chosen from:
MGRL 190 Principles of Marketing
MGRL 191 Advanced Marketing
MGRL 192 Creative Advertising
MGRL 195 Entrepreneurial Challenge
MGRL 196 Entrepreneurship: The Business Planning Process
FNEC 220 Managerial Accounting
FNEC 240 Corporate Finance
FNEC 275 Financial Management

Minor in Managerial Studies: Financial Economics

The minor in financial economics requires 18 credit hours.

The following courses are required:
ECON 150 Economic Statistics
or 155 Intensive Economic Statistics
FNEC 140 Financial Accounting
FNEC 240 Corporate Finance

Three elective courses to be chosen from:
FNEC 220 Managerial Accounting
FNEC 261 Investment Analysis
FNEC 275 Financial Management
ECON 209 Money and Banking
ECON 259 Financial Instruments and Markets

Mathematics 218, Psychology 209, or Psychology 2101 (Peabody College) may substitute for Economics 150. Economics majors must complete 15 hours of credit in FNEC courses to complete the financial economics minor.
Program of Concentration in Mathematics

Three tracks are available.

Students electing a second minor in managerial studies must complete at least 12 credit hours counted solely toward the second minor.

Financial Economics

Course descriptions begin on page 195.

Managerial Studies

Course descriptions begin on page 211.

Mathematics

CHAIR Dietmar Bisch
VICE CHAIR Alexander Powell
DIRECTOR OF UNDERGRADUATE STUDIES John Rafter
DIRECTOR OF GRADUATE STUDIES Akram Aldroubi

The Honors Program in Mathematics is designed to afford superior students the opportunity to pursue more intensive work within their major field. The program requires:

1. A calculus sequence as in Program I.
2. Linear algebra and differential equations—one of the following:
   (a) one of 194, 204, or 205a–205b, and one of 198 or 208;
   (b) 196 and either 204 or 205a–205b.
3. At least 12 additional hours from 200, 210, or above 210, excluding 252.
4. The remainder of the hours in mathematics must be chosen from 200, 210, or above 210.
5. At least 6 hours of advanced, mathematically based science or engineering courses approved by the director of undergraduate studies. This requirement is automatically fulfilled by students who complete a physics major or a major in the School of Engineering.

Program III (Honors Track)

At least 38 hours in mathematics, as follows.

1. A calculus sequence as in Program I.
2. Linear algebra and differential equations as in Program I.
3. At least 21 additional hours of advanced coursework, (a) including four courses taken from the following three categories, at least one from each category:
   1) Algebra: 223, 283a, 283b.
   (b) The remainder of the 21 hours must be chosen from 200, 210, or above 210, excluding 269.
4. The remainder of the hours must be chosen from 200, 210, or above 210.

Students planning to teach in secondary school should contact the director of secondary education programs in the Department of Teaching and Learning at Peabody College for course recommendations.

Honors Program

The Honors Program in Mathematics is designed to afford superior students the opportunity to pursue more intensive work within their major field. The program requires:

1. A calculus sequence as in Program I.
2. Linear algebra and differential equations as in Program I.
3. At least 21 additional hours of advanced coursework, (a) including four courses taken from the following three categories, at least one from each category:
   1) Algebra: 223, 283a, 283b.
   (b) The remainder of the 21 hours must be chosen from 200, 210, or above 210, excluding 269.
4. The remainder of the hours must be chosen from 200, 210, or above 210.

Students who complete Program III and, in addition, complete a senior thesis will graduate with departmental honors.

Requirements for the three tracks are summarized below.

Program I (Standard Track).

At least 32 hours in mathematics, as follows.

1. A calculus sequence: 150a–150b–170–175, or 155a–155b–175, or 155a–155b–205a–205b.
2. Linear algebra and differential equations: 204 or 205a–205b, and 208.
3. At least 15 additional hours from 200, 210, or above 210.
4. The remainder of the hours must be chosen from 200, 210, or above 210.

Program II (Applied Track).

At least 29 hours in mathematics and 6 hours outside the department, as follows.

1. A calculus sequence as in Program I.
2. Linear algebra and differential equations—one of the following:
   (a) one of 194, 204, or 205a–205b, and one of 198 or 208;
   (b) 196 and either 204 or 205a–205b.
3. At least 12 additional hours from 200, 210, or above 210, excluding 252.
4. The remainder of the hours in mathematics must be chosen from 200, 210, or above 210.
5. At least 6 hours of advanced, mathematically based science or engineering courses approved by the director of undergraduate studies. This requirement is automatically fulfilled by students who complete a physics major or a major in the School of Engineering.

Program III (Honors Track).

At least 38 hours in mathematics, as follows.

1. A calculus sequence as in Program I.
2. Linear algebra and differential equations as in Program I.
3. At least 21 additional hours of advanced coursework, (a) including four courses taken from the following three categories, at least one from each category:
   1) Algebra: 223, 283a, 283b.
   (b) The remainder of the 21 hours must be chosen from 200, 210, or above 210, excluding 269.
4. The remainder of the hours must be chosen from 200, 210, or above 210.

Students who complete Program III and, in addition, complete a senior thesis will graduate with departmental honors.

The Department of Mathematics offers an undergraduate major with a high degree of flexibility. A solid background in mathematics provides an excellent foundation for any quantitative discipline as well as many professions—many students go on to professional studies in law, medicine, or business.

THE Department of Mathematics offers an undergraduate major with a high degree of flexibility. A solid background in mathematics provides an excellent foundation for any quantitative discipline as well as many professions—many students go on to professional studies in law, medicine, or business.
1. Completion of all the requirements of Program III (Honors Track).
2. A minimum grade point average of 3.6 in mathematics.
3. Completion of a senior thesis in Math 269 (3 credit hours) in the second semester of the senior year. With approval of the director of undergraduate studies, the thesis may be based on research initiated or completed at another academic institution, such as during an NSF-sponsored REU program.
4. Oral examination on the senior thesis. A committee of at least three faculty members—at least two from the Department of Mathematics, one being the thesis adviser—shall evaluate the thesis and the oral examination. Exceptional achievement on the thesis will earn highest honors.

Interested students may apply to the director of undergraduate studies for admission to the Honors Program in their junior year or the first semester of their senior year. Applicants must meet college requirements for entry to the Honors Program, and must carry a minimum grade point average of 3.6 in mathematics.

The application includes a one- to two-page proposal of the planned thesis and the signature of the faculty member who will be the thesis adviser.

The thesis must be submitted no later than two weeks before the end of classes in the semester of graduation. The oral examination will take place by the last day of classes in the semester of graduation. Highest honors will be awarded for a thesis that contains original high-quality research results in combination with an oral defense at the highest quality level.

Students who declared their mathematics major prior to fall 2010 may complete the Honors Program under the old regulations. Please consult the director of undergraduate studies for details.

Minor in Mathematics
The minor in mathematics requires at least 15 hours in mathematics, including:
1. Completion of a calculus sequence: 175 or 205a–205b.
2. Linear algebra and differential equations: as in the Program II major.
3. At least 6 hours not used to satisfy item 2 from 200, 210, or above 210.

Completion of a single-variable sequence (150a–150b–170, or 153a–153b) is a prerequisite for the minor, but does not count toward the hours of the minor.

Licensure for Teaching
Candidates for teacher licensure at the secondary level in mathematics should refer to the chapter on Licensure for Teaching in the Peabody College section of this catalog.

Calculus
Several calculus sequences are available: 140; 150a–150b–170–175; 153a–153b–175. The courses in these sequences cover similar material, but at different rates, and therefore overlap in content and credit. Students should not switch from one to another without approval of the department. Such switching may result in loss of credit. Students intending to take mathematics classes beyond one year of calculus are advised to enroll in the 155a–155b–175 sequence.

First-year students with test scores of 5 on the Calculus BC advanced placement examination, thereby earning AP credit for 155a–155b, may choose to enroll in the 205a–205b sequence. The combination of 205a–205b is a blend of multivariable calculus and linear algebra, with an emphasis on rigorous proofs.

Duplicate Credit Policies
Deduction of credit caused by duplication proceeds as follows. Students who earned math credit
1. through Advanced Placement/International Baccalaureate in one sequence and complete a course at Vanderbilt from another sequence that duplicates this credit will lose credit from the Advanced Placement/International Baccalaureate earnings.
2. by transfer in one sequence and complete a course at Vanderbilt from another sequence that duplicates this credit will lose credit from the Vanderbilt course.
3. at Vanderbilt in one sequence and complete a course at Vanderbilt from another sequence that duplicates this credit will lose credit from the second Vanderbilt course.

Courses in Mathematics are classified as follows:
210–239: Intermediate Undergraduate Courses
240–269: Advanced Undergraduate Courses
270–299: Introductory Graduate or Advanced Undergraduate Courses

Course descriptions begin on page 212.

Medicine, Health, and Society

DIRECTOR Jonathan M. Metzl
ASSISTANT DIRECTOR JuLeigh Petty
DIRECTOR OF UNDERGRADUATE STUDIES Dominique Béhague
DIRECTOR OF GRADUATE STUDIES Jonathan M. Metzl
DIRECTOR OF ADVISING Courtney S. Muse
DIRECTOR OF EVALUATION JuLeigh Petty
PROFESSORS Jonathan M. Metzl, Hector Myers
ASSOCIATE PROFESSORS Dominique Béhague, Derek Griffith, Martha W. Jones
ASSISTANT PROFESSORS Jorge C. Román Aponte, Aimi Hamraie, Kenneth MacLeish, Amy Non, Lijun Song, Laura Stark
VISITING ASSISTANT PROFESSOR Rakefet Zalashik
SENIOR LECTURERS Lindsey Andrews, Courtney S. Muse, JuLeigh Petty

Affiliated Faculty
PROFESSORS Kathryn Anderson (Economics), Victor Anderson (Christian Ethics), Michael Bess (History), James Blumstein (Health Law and Policy), Frank Boehm (Obstetrics and Gynecology), Peter Buerhaus (Nursing), Christopher Carpenter (Economics), Vera Chatman (Human and Organizational Development), Larry Churchill (Medicine), Ellen Clayton (Pediatrics and Law), Jay Clayton (English), Bruce Compas (Psychology and Human Development), Katherine Crawford (History), Kate Daniels (English), Richard D’Aquila (Infectious Disease), Dennis Dickerson (History), Katharine Donato (Sociology), Volney Gay (Religious Studies), Lenn Goodman (Philosophy), Douglas Heimburger (Medicine),
The Center for Medicine, Health, and Society offers an interdisciplinary major (36 credit hours) and minor (18 credit hours) for students interested in studying health-related beliefs and practices in their social and cultural contexts. As part of the requirements of the major, students must complete 12 credit hours in one of the six concentrations in Medicine, Health and Society: global health; health behaviors and health sciences; health economics and policy; race, inequality, and health; medicine, humanities, and arts; or critical health studies. In consultation with their adviser, students will choose a concentration as early as possible but no later than the end of the change period of the first semester of the senior year. An honors program is available. MHS draws on a variety of fields in the social sciences and humanities—anthropology, economics, history, literature, philosophy/ethics, psychology, sociology, and religious studies. It will be of particular interest to students preparing for careers in health-related professions but will have much to offer any student open to examining an important part of human experience from multiple perspectives and developing a critical understanding of contemporary society. Students are encouraged to take advantage of the opportunities offered by the Center for Medicine, Health, and Society. Visit vanderbilt.edu/mhs for more details.

The program is directed by Jonathan M. Metzl, Frederick B. Rentschler II Professor of Sociology and Medicine, Health, and Society.

Program of Concentration in Medicine, Health, and Society
The major requires a minimum of 36 credit hours of course work, distributed as follows:

Note: No more than 21 credit hours may be in courses designated MHS. Other than MHS, no more than 12 credit hours may be in the same subject area; A&S Psychology and Peabody Psychology are considered the same subject area for purposes of the major/minor.

1. Core Courses — Students must complete one of the following (3 credit hours):
   ANTH 242, Biology of Inequality
   MHS 170, Politics of Health
   MHS 180, Racial and Ethnic Health Disparities
   MHS 201, Fundamental Issues in Medicine, Health, and Society
   MHS 208, American Medicine in the World
   MHS 232, Masculinity and Men’s Health

2. Concentration — Students must complete four courses not used to satisfy the core course requirement in one of the following six concentrations (12 credit hours):
   Note: Courses must be from at least two subject areas.
   A. Global health
   B. Health behaviors and health sciences
   C. Health policies and economies
   D. Race, inequality, and health
   E. Medicine, humanities, and arts
   F. Critical health studies

See below for a list of courses that count for Concentrations A, B, C, D, and E. Students choosing concentration F must propose a set of four courses (12 credit hours) that form a coherent program of study related to critical health studies and receive approval from the director of undergraduate studies.

3. Electives — Seven courses not used to satisfy the core course or concentration requirements chosen from the list of approved courses (21 credit hours).

4. Disciplinary Requirement — At least 3 credit hours from the following courses must be used to satisfy the concentration requirement or electives requirement.
   ANTH 240, Medical Anthropology
   ANTH 250, Anthropology of Healing
   ECON 221, Health Care Policy
   ECON 268, Economics of Health
   HIST 280, Modern Medicine
   MHS 205W, Medicine and Literature
   PHIL 108, 108W, Introduction to Medical Ethics
   PHIL 270, Ethics and Medicine
   PSCI 268, American Health Policy
   PSY 268, Health Psychology
   SOC 237, Society and Medicine
   SOC 268, Race, Gender, and Health
   WGS 240, Introduction to Women’s Health

In order to graduate with a major in MHS, students must take a written exam in the second semester of their senior year. (Students who are away during the second semester of their senior year because they are studying abroad or graduating early should schedule the exam during the first semester.) The exam is not graded and no grade will appear on the student’s transcript. The purpose of the exam is to ascertain the extent to which MHS majors demonstrate knowledge of the MHS curriculum.
Honors Program

The Honors Program in Medicine, Health, and Society offers superior students a more intensive concentration within their major field. Admission to the program requires:

1. A 3.3 cumulative grade point average.
2. A 3.3 cumulative grade point average in Medicine, Health, and Society.
3. An application that (a) describes the proposed topic; (b) identifies the faculty member who will serve as the thesis adviser; and (c) includes a letter of recommendation from the proposed thesis adviser.

Completion of the program requires:

1. Two semesters, three credit hours each semester of the senior year in MHS 297/298.
2. An honors thesis of approximately fifty pages that reveals an interdisciplinary perspective, submitted no later than two weeks before the end of classes in the second semester of the senior year, and approved by a committee of at least two faculty members (one of whom must be affiliated with Medicine, Health, and Society).
3. Successful completion of an oral examination focusing on the topic of the thesis.

Minor in Medicine, Health, and Society

The minor consists of a minimum of 18 credit hours of course work, distributed as follows:

Note: No more than 9 credit hours may be in the same subject area; A&S Psychology and Peabody Psychology are considered the same subject area for purposes of the major/minor.

1. Core Courses — Students must complete one of the core courses of the major (3 credit hours).
2. Concentration — Students must complete three courses in one of the following five concentrations (9 credit hours):
   A. Global health
   B. Health policies and economies
   C. Health behaviors and health sciences
   D. Race, inequality, and health
   E. Medicine, humanities, and arts
3. Electives — Two additional courses, excluding those with an asterisk, chosen from the list of approved courses. (6 credit hours)
4. Disciplinary Requirement — At least 3 credit hours from the following courses must be used to satisfy the concentration requirement or electives requirement.
   ANTH 240, Medical Anthropology
   ANTH 250, Anthropology of Healing
   ECON 221, Health Care Policy
   ECON 268, Economics of Health
   HIST 280, Modern Medicine
   MHS 205W, Medicine and Literature
   PHIL 108, 108W, Introduction to Medical Ethics
   PHIL 270, Ethics and Medicine
   PSCI 268, American Health Policy
   PSY 268, Health Psychology
   SOC 237, Society and Medicine
   SOC 268, Race, Gender, and Health
   WGS 240, Introduction to Women’s Health

Approved Courses

(Please consult the director of undergraduate studies for approval of “as appropriate” courses in concentration areas.)

CONCENTRATION A: Global Health

ANTHROPOLOGY: 115F, First-Year Writing Seminar (as appropriate); 240, Medical Anthropology.


BIOLOGICAL SCIENCES: 115F, First-Year Writing Seminar (as appropriate); 275, Undergraduate Seminar (as appropriate).

FRENCH: 205, Medical French in Intercultural Contexts.

HISTORY: 115F, First-Year Writing Seminar (as appropriate); 216, Medicine in Islam.

HUMAN AND ORGANIZATIONAL DEVELOPMENT (PEABODY): 2525, Introduction to Health Services; 2400, Global Dimensions of Community Development.

INTERDISCIPLINARY STUDIES: 270a, Global Citizenship and Service; 270b, Global Community Service; 270c, Seminar in Global Citizenship and Service (as appropriate).

MEDICINE, HEALTH, AND SOCIETY: 202, Perspectives on Global Public Health; 204, Global Health and Social Justice; 206, Economic Demography and Global Health; 208, American Medicine and the World; 218a, Health, Development, and Culture in Guatemala; 218b, Health, Development, and Culture in Guatemala; 236, HIV/AIDS in the Global Community; 237, Caring for Vulnerable Populations; 252, Psychiatry, Culture, and Globalization; 290, Special Topics (as appropriate); 295, Undergraduate Seminar (as appropriate).

POLITICAL SCIENCE: 115F, First-Year Writing Seminar (as appropriate); 215 Change in Developing Countries, 236 The Politics of Global Inequality; 283 Selected Topics in American Government (as appropriate); 284 Selected Topics in Comparative Politics (as appropriate).

SOCIOLOGY: 115F, First-Year Writing Seminar (as appropriate); 220 Population and Society; 221, Environmental Inequality and Justice.

SPANISH: 211, Spanish for the Medical Profession; 274, Literature and Medicine.

WOMEN’S AND GENDER STUDIES: 115F, First-Year Writing Seminar (as appropriate); 201, Women and Gender in Transnational Context; 267, Seminar on Gender and Violence.

CONCENTRATION B: Health Policies and Economies

ANTHROPOLOGY: 115F, First-Year Writing Seminar (as appropriate); 208, Food Politics in America.

ECONOMICS: 100, Principles of Macroeconomics; 101, Principles of Microeconomics; 115F, First-Year Writing Seminar (as appropriate); 150, Economic Statistics; 155, Intensive Economic Statistics; 221, Health Care Policy; 253, Introduction to Econometrics; 268, Economics of Health.

HISTORY: 115F, First-Year Writing Seminar (as appropriate); 280, Modern Medicine.

HUMAN AND ORGANIZATIONAL DEVELOPMENT (PEABODY): 2525, Introduction to Health Services; 2535, Introduction to Health Policy; 2550, Managing Health Care Organizations; 2800, Policy Analysis Methods.

MEDICINE, HEALTH, AND SOCIETY: 170, Politics of Health; 203, U.S. Public Health Ethics and Policy; 206, Economic Demography and Global Health; 210, Health Social Movements; 222, Healthcare Organizations; 244, Medicine, Law, and Society; 245, Medicine, Technology, and Society; 250, Autism in Context; 290, Special Topics (as appropriate); 295, Undergraduate Seminar (as appropriate).
PHILOSOPHY: 108, 108W, Introduction to Medical Ethics; 115F, First-Year Writing Seminar (as appropriate); 270, Ethics and Medicine.

POLITICAL SCIENCE: 115F, First-Year Writing Seminar (as appropriate); 236, The Politics of Global Inequality; 268, American Health Policy; 270, Conducting Political Research; 283, Selected Topics in American Government (as appropriate); 284, Selected Topics in Comparative Politics (as appropriate).

SOCIOLOGY: 115F, First-Year Writing Seminar (as appropriate); 205, Poverty, Health, and Politics; 221, Environmental Inequality and Justice; 294, Seminars in Selected Topics (as appropriate).

WOMEN'S AND GENDER STUDIES: 115F, First-Year Writing Seminar (as appropriate).

CONCENTRATION C: Health Behavior and Health Sciences

ANTHROPOLOGY: 115F, First-Year Writing Seminar (as appropriate); 272, Genetic Anthropology Lab Techniques; 273, Human Evolutionary Genetics.

BIOLOGICAL SCIENCES: 105, Human Biology; 115F, First-Year Writing Seminar (as appropriate); 243, Genetics of Disease; 245, Biology of Cancer; 254, Neurobiology of Behavior; 270, Statistical Methods in Biology; 275, Undergraduate Seminar (as appropriate).

BIOMEDICAL ENGINEERING: 260, Analysis of Biomedical Data.

HUMAN AND ORGANIZATIONAL DEVELOPMENT (PEABODY): 2510, Health Service Delivery to Diverse Populations; 2530, Introduction to Health Promotion.

MEDICINE, HEALTH, AND SOCIETY: 180, Racial and Ethnic Health Disparities; 201, Fundamental Issues in Medicine, Health, and Society; 210, Health Social Movements; 234, Men’s Health Research; 235, Community Health Research; 240, Social Capital and Health; 290, Special Topics (as appropriate); 295, Undergraduate Seminar (as appropriate).

NEUROSCIENCE: 201, Neuroscience; 235, Biological Basis of Mental Disorders.


SOCIOLOGY: 115F, First-Year Writing Seminar (as appropriate); 101, 101W, Introduction to Sociology; 102, 102W, Contemporary Social Issues; 127, Statistics for Social Scientists; 211, Introduction to Social Research; 212, Research Practicum; 237, Society and Medicine; 264, Social Dynamics of Mental Health; 294, Seminars in Selected Topics (as appropriate). Only one of SOC 101 or 102 may be counted towards the major or minor.

WOMEN’S AND GENDER STUDIES: 115F, First-Year Writing Seminar (as appropriate); 240, Introduction to Women’s Health.

CONCENTRATION D: Race, Inequality, and Health

AFRICAN AMERICAN AND DIASPORA STUDIES: 115F, First-Year Writing Seminar (as appropriate); 110, Race Matters; 210, Black Masculinity: Social Imagery and Public Policy.

ANTHROPOLOGY: 115F, First-Year Writing Seminar (as appropriate); 241, Biology and Culture of Race; 242, Biology of Inequality; 273, Human Evolutionary Genetics.

HISTORY: 115F, First-Year Writing Seminar (as appropriate); 284b, Health and the African American Experience.

HUMAN AND ORGANIZATIONAL DEVELOPMENT (PEABODY): 2510, Health Service Delivery to Diverse Populations.

MEDICINE, HEALTH, AND SOCIETY: 180, Racial and Ethnic Health Disparities; 216, Afrofuturism and Cultural Criticisms of Medicine; 232, Masculinity and Men’s Health; 234, Men’s Health Research; 242, Bionic Bodies, Cyborg Cultures; 290, Special Topics (as appropriate); 295, Undergraduate Seminar (as appropriate).

SOCIOLOGY: 115F, First-Year Writing Seminar (as appropriate); 220, Population and Society; 237, Society and Medicine; 257, Gender, Sexuality, and the Body; 268, Race, Gender, and Health; 294, Seminars in Selected Topics (as appropriate).

WOMEN’S AND GENDER STUDIES: 115F, First-Year Writing Seminar (as appropriate); 268, Gender, Race, Justice, and the Environment.

CONCENTRATION E: Medicine, Humanities, and Arts

ANTHROPOLOGY: 115F, First-Year Writing Seminar (as appropriate); 240, Medical Anthropology; 250, Anthropology of Healing; 260, Medicine, Culture, and the Body (same as History 283); 267, Death and the Body.


ENGLISH: 115F, First-Year Writing Seminar (as appropriate); 243, 243W, Literature, Science, and Technology (as appropriate); 291, Special Topics in Creative Writing (as appropriate).

HISTORY: 115F, First-Year Writing Seminar (as appropriate); 183, Sexuality and Gender in the Western Tradition to 1700; 184, Sexuality and Gender in the Western Tradition since 1700; 216, Medicine in Islam; 280, Modern Medicine; 281, Women, Health, and Sexuality; 283, Medicine, Culture, and the Body (same as Anthropology 260); 284a, Epidemics in History; 284b, Health and the African American Experience.

MEDICINE, HEALTH, AND SOCIETY: 115F-01, First-Year Writing Seminar: Medicine, Health, and the Body; 205W, Medicine and Literature; 212, War and the Body; 216, Afrofuturism and Cultural Criticisms of Medicine; 220, Narrative and Medicine: Stories of Illness and the Doctor-Patient Relationship; 225, Death and Dying in America; 232, Masculinity and Men’s Health; 246, Medicine, Religion, and Spirituality; 248, Medical Humanities; 252, Psychiatry, Culture, and Globalization; 254, Perspectives on Trauma; 290, Special Topics (as appropriate); 295, Undergraduate Seminar (as appropriate).

PHILOSOPHY: 115F, First-Year Writing Seminar (as appropriate); 108, 108W, Introduction to Medical Ethics; 239, 239W, Moral Problems; 256, Philosophy of Mind; 270, Ethics and Medicine.

RELIGIOUS STUDIES: 234, Post-Freudian Theories and Religion.

SOCIOLOGY: 115F, First-Year Writing Seminar (as appropriate).

SPANISH: 274, Literature and Medicine.

WOMEN’S AND GENDER STUDIES: 115F, First-Year Writing Seminar (as appropriate); 212, Lesbian, Gay, Bisexual, and Transgender Studies; 267, Seminar on Gender and Violence.

OTHER ELECTIVES

In addition to the electives listed below, any course from the above concentration areas may serve as an elective if it is not already being used to satisfy a concentration requirement. No more than 12 hours of courses with an asterisk in the list below may be used to satisfy the major. Courses with an asterisk may not be used to satisfy the minor. (Please consult the director of undergraduate studies for approval of “as appropriate” courses for electives.)

ANTHROPOLOGY: 115F, First-Year Writing Seminar (as appropriate); 103, Introduction to Biological Anthropology; 270, Human Osteology; 274, Health and Disease in Ancient Populations.
Nanoscience and Nanotechnology

DIRECTORS Paul E. Laibinis, Sandra J. Rosenthal

FACULTY in the School of Engineering and the College of Arts and Science offer an interdisciplinary minor in nanoscience and nanotechnology. The minor is administered by the School of Engineering in collaboration with the College of Arts and Science.

Nanoscience and nanotechnology are based on the ability to synthesize, organize, characterize, and manipulate matter systematically at dimensions of ~1 to 100 nm, creating uniquely functional nanomaterials that can be inorganic, organic, biological, or a hybrid of these. With a third component of characterization, a process for designing systems to have particular properties as a result of their composition and nanoscale arrangement emerges. Students are introduced to these areas through foundational and elective courses for the minor that are specified below, the latter of which can be selected to fulfill the degree requirements for their major.

The minor in nanoscience and nanotechnology is supported by the Vanderbilt Institute of Nanoscale Science and Engineering (VINSE) that brings together faculty from the College of Arts and Science, the School of Engineering, and the Medical Center. A specialized laboratory facility maintained by VINSE provides students in the minor with capstone experiences that allow them to prepare and characterize a variety of nanostructured systems using in-house state-of-the-art instrumentation. This hands-on laboratory component enhances the attractiveness of students to both employers and graduate schools.

Details of the minor requirements are provided in the School of Engineering section of the catalog.
Program of Concentration

Students majoring in neuroscience are required to complete a core of introductory courses in mathematics, chemistry, physics, and biology that provide the broad scientific background necessary to the study of neuroscience. The neuroscience major consists of 39 hours of course work that includes 8 hours of organic chemistry and 31 hours of neuroscience and related courses distributed among specific disciplines associated with the study of neuroscience. The areas and associated course options are listed below. Excluding research credit (292a, 292b, 293a, 293b, and 296), the neuroscience and related courses must be drawn from at least two departments.

Students seeking a second major within the College of Arts and Science may count a maximum of 6 hours of 200-level course work to meet the requirements of both majors.

Required Math and Science Courses

Biological Sciences
BSCI 110a, 110b, 111a, and either 111b or 111c.

Chemistry
CHEM 220a or 218a; CHEM 220b or 218b; and CHEM 219a and 219b.

Mathematics
Option 1: MATH 150a or 155a and MATH 150b or 155b.
Option 2: MATH 140 and either BSCI 270 or PSY 209 or PSY-PC 2101.

Physics
Option 1: PHYS 113a, 113b, 114a, and 114b.
Option 2: PHYS 116a, 116b, 118a, and 118b.
Option 3: PHYS 121a and 121b.

Neuroscience Courses

Introduction to Neuroscience (required)
Neuroscience 201.

Cellular and Molecular Neuroscience (6 hours required)
Biological Sciences 252, 256; Neuroscience 235, 260, 269, 285.

Systems, Integrative, and Cognitive Neuroscience (6 hours required)

Neuroscience Laboratory (4 hours required)
Neuroscience 292a, 292b.

Neuroscience Electives (6 hours required)
Two additional courses from the Neuroscience courses listed above. One semester of Neuroscience 293a or 3 credit hours of Neuroscience 296 may be used to count for one elective course.

Related Course Electives (6 hours required)
Biological Sciences 201, 202, 210, 211, 220, 265, 270; Biomedical Engineering 251, 252; Chemistry 210, 224, 226, 231; Computer Science 101, 103; Mathematics 175, 196, 198; Philosophy 244, 256; Psychology 209, 211, 215, 246, 247, 252, 258.

Honors Program

Superior students with a strong interest in research are encouraged to consider the Honors Program in Neuroscience. Normally a student will apply to enter the Honors Program in the spring semester of the junior year and assemble an Honors Committee that will consist of the research mentor and at least two other appropriate members of the faculty. The student should begin within the program the following semester. Entrance into and satisfactory completion of the Honors Program requires that students maintain an overall grade point average of 3.3 and a grade point average of 3.25 in courses counting toward the neuroscience major. Honors candidates must meet all the normal requirements for the neuroscience major, but students are expected to complete at least 8 hours of research course work (Neuroscience 292a, 292b, 293a, 293b, and 296). Three of these research hours may count toward neuroscience elective course work. The candidate must present an honors thesis during the final semester in residence and satisfactorily pass an oral examination by the student’s Honors Committee. Students interested in becoming honors candidates should consult with the director of honors and independent study. For more information on the Honors Program, please see as.vanderbilt.edu/neuroscience/the-honors-program.

Minor in Neuroscience

This program provides a foundation of knowledge in neuroscience that is appropriate for students majoring in a related discipline or who have a general interest in the nervous system. The minor program consists of 15 hours of course work distributed as follows:

Neuroscience 201.
Biological Sciences 252 or 256.
At least 9 additional hours (3 courses) chosen from the courses listed as "Neuroscience Courses" in the Program of Concentration in Neuroscience, except that research courses (Neuroscience 190, 292a, 292b, 293a, 293b, and 296) do not count toward the minor.

As prerequisites, students are also required to complete two semesters of chemistry with a laboratory and Biological Sciences 110a–110b and 111a–111b/111c.

Course descriptions begin on page 216.

Philosophy

CHAIR Robert Talisse
DIRECTOR OF UNDERGRADUATE STUDIES Michael P. Hodges
DIRECTOR OF GRADUATE STUDIES José Medina
PROFESSORS EMERITI Clement Dore, Robert R. Ehman, John F. Post, Charles E. Scott, Donald W. Sherburne, Henry A. Teloh
PROFESSORS Marilyn A. Friedman, Lenn E. Goodman, Michael P. Hodges, John Lachs, Larry May, José Medina, Kelly Oliver, Lucius T. Outlaw Jr., Robert Talisse, David Wood
ASSOCIATE PROFESSORS Idit Dobbs-Weinstein, Lisa Guenther, Jeffrey Thurnak, Julian Wuerth
ASSISTANT PROFESSOR Scott Aikin, Karen Ng
THE Department of Philosophy at Vanderbilt offers a wide range of courses relating philosophy to various dimensions of human concern. The department also emphasizes those philosophers and movements that have had significant, forming effect in Western culture.

**Program of Concentration in Philosophy**

The program of concentration should be tailored to the needs and interests of the student. The following distribution of courses is required as part of the major. Logic: 102 or 202 (at least 3 hours); Ethics: 105, 238, 239, or 239W (at least 3 hours); History of Philosophy: 210, 211, or 212 (at least six hours). Any alterations must be approved by the director of undergraduate studies. We encourage all majors to work closely with their advisers to select courses that form a coherent whole. The student must take at least 30 hours in the major field of which at least 21 hours must be in courses beyond the 100 level.

**Honors Program**

The Honors Program offers opportunities for advanced study in philosophy, including independent research projects and/or enrollment in certain graduate seminars (with permission of the instructor). To be admitted to the program, the student must:

1. be a major in philosophy;
2. have a grade point average of 3.0 in all courses;
3. have a 3.5 grade point average in philosophy courses; and
4. develop a written proposal for advanced study in consultation with a philosophy faculty sponsor. Students who satisfy these requirements should meet with the director of undergraduate studies to review their programs, whereupon the director may nominate the students for honors work. Honors work typically begins in the junior year or in the first semester of the senior year; students in the program must complete at least 3 hours of Philosophy 295. Students who successfully complete the program while maintaining the grade point averages of 3.0 generally, and 3.5 in the major, will receive honors in philosophy; students who do especially distinguished work will receive highest honors.

**Minor in Philosophy**

The minor in philosophy consists of 18 hours, including at least 12 hours in courses beyond the 100 level. The minor program will be constructed so as to provide a broad grounding in philosophy and to complement the student’s other studies. Each program must be approved by the director of undergraduate studies.

Starred course 100 or 100W or 105 or 115F is ordinarily taken prior to all other philosophy courses, except 102 and 202 (logic courses), 244 (philosophy of science), and 240 (aesthetics).

Course descriptions begin on page 217.
1. The second semester (Physics 113b and 114b or 116b and 118b or 121b) in introductory, calculus-based physics;

2. A 19-hour core sequence, which consists of five courses covering the major subdisciplines of physics at an intermediate level and one semester each of the astronomy and physics seminars (Astronomy 250, Physics 250); and

3. 9 hours of electives in physics or astronomy, with at most 6 of these 9 hours earned from any combination of directed study (289a–289b), independent study (291a–291b), and/or Honors research (296a–296b).

The core intermediate-level courses are: Concepts and Applications of Quantum Physics (Physics 225 or 225W); Modern Physics (Physics 226 or 226W); Thermal and Statistical Physics (Physics 223 or 223c); Classical Mechanics I (Physics 227a); and Electricity, Magnetism, and Electrodynamics I (Physics 229a). Exceptionally well-qualified students should discuss their first-year program with the director of undergraduate studies for appropriate advising.

The electives required by the major may be satisfied by any combination of courses offered by the department that are at the 200 level or above, with the exception of the seminar courses Physics 250 and Astronomy 250 (one hour of each is already required for the major). Other courses may count as an elective, such as courses offered by the engineering school (or other departments and schools) that are particularly relevant, such as a course in health physics, optics, or materials science. Such exceptions must be approved by the department’s Undergraduate Program Committee. Other courses, such as 100-level courses in the physics department or additional hours of the Physics or Astronomy seminar (250) will be considered with sufficient justification. The purpose of the above policy is to allow relevant courses to count without having to specify them in advance, since it is expected that the relevant courses offered by other departments and schools will change and it is not practical to attempt to maintain a list of approved electives. Majors should seek approval of an elective from their adviser prior to their taking the course and, if applicable, from the department’s Undergraduate Program Committee.

Students with specific educational or professional objectives in the sciences or engineering may wish to augment the major by taking additional courses to prepare for graduate study or employment in physics, astronomy and astrophysics, applied physics, or medical physics. Students are encouraged to consult with the director of undergraduate studies to learn about study abroad options.

Licensure for Teaching

Candidates for teacher licensure in physics at the secondary level may qualify by taking the basic physics major together with the requisite education courses described in the chapter on Licensure for Teaching in the Peabody College section of the catalog.

Honors Program

A student majoring in the Department of Physics and Astronomy may apply for admission to an honors program that allows the student to engage in independent study under the guidance of a faculty member, usually in an area related to an ongoing research program in the department. Admission to the Honors Program is granted only to students who have attained a departmental GPA and overall GPA of at least 3.000. The requirements for graduation with honors in physics or in astronomy are: at least a B average both in the department and overall; at least 10 credit hours in Physics 291, Physics 296, Astronomy 291, Astronomy 296, and up to 3 hours (counted toward the 10) in a course numbered from 254 to 285; a senior thesis of high merit; and high attainment on an oral honors examination given near the end of the senior year.

Departmental Minors

The physics or astronomy minor is suitable for students who wish to supplement a related discipline or simply have a general interest in the field. Note that the Independent and Directed Study portion of the physics minor is not a requirement but may count toward the minor under certain circumstances. Seek departmental approval before enrolling in either of these classes.

Minor in Physics

The minor requires a minimum of 19 credit hours of course work, distributed as follows:

- Any first-semester calculus-based physics class with lab (113a and 114a, 116a and 118a or 121a) 4–5
- Any second-semester calculus-based physics class with lab (113b and 114b, 116b and 118b, or 121b) 4–5
- Physics 225, 225W, 226, or 226W 4
- Two 200-level and/or 300-level physics courses, one of which may be a 3 credit hour one semester directed study course (289) or a 3 credit hour one semester independent study course (291) 6
- Physics 250 1

Total hours: 19–21

Minor in Astronomy

- Astronomy 102 and 103; or 205 and 103; or 122 4
- Four other astronomy courses, one of which may be a 3-hour directed study (ASTR 289) 12
- Two semesters of ASTR 250 2

Total hours: 18

Physics

Course descriptions begin on page 219.

Introductory Courses

- 099, 110, 111, 113a, 113b, 114a, 114b, 115F, 116a, 116b, 118a, 118b, 121a, 121b

Introductory, calculus-based physics is offered at several different levels, each with the appropriate laboratory. Only one of 113a/116a/121a and one of 113b/116b/121b may be taken for credit. Students in 113a–113b must concurrently enroll in the appropriate laboratory class, 114a–114b. Students in 116a–116b must concurrently enroll in the appropriate laboratory class, 118a–118b. Courses in these sequences can be interchanged if scheduling conflicts occur. Physics 113a–113b/114a–114b is intended for students in the health sciences. Physics 116a–116b/118a–118b is intended for students in engineering. Physics 121a–121b is intended for students planning to major in physics or pursue research-oriented careers in science, engineering, or mathematics. Prospective majors should begin their study of physics in the fall semester of their freshman year, although with careful planning it is possible to complete the physics major with a later start. Physics 110 is intended for students without strong backgrounds in mathematics or science who have a general interest in the subject. 110 is not recommended as preparation for further study in a natural science, is not appropriate for
Advanced Courses
099, 102, 103, 115F, 122, 201, 203

Intermediate Courses
227b, 229b, 240, 251a, 251b, 254, 255, 289, 291, 296

Medical and Health Physics Courses
205, 250, 252, 253, 254, 260, 289, 291, 296

Advanced Courses
221, 223, 223c, 225, 225W, 226, 226W, 227a, 228, 229a, 250, 257, 266

The intermediate-level courses cover the major subdisciplines of classical and modern physics.

Intermediate Courses
227b, 229b, 240, 251a, 251b, 254, 255, 289, 291, 296

These courses are intended for physics or physics-astronomy majors in their junior and senior year and provide material supporting independent study or honors projects in physics.

Medical and Health Physics Courses
228, 245, 285

Astronomy
Course descriptions begin on page 181.

Introductory Courses
099, 102, 103, 115F, 122, 201, 203

Intermediate Courses
205, 250, 252, 253, 254, 260, 289, 291, 296

Political Science

CHAIR (On leave) John G. Geer
ACTING CHAIR David E. Lewis
ASSOCIATE CHAIR Jonathan T. Hickey
DIRECTOR OF UNDERGRADUATE STUDIES Carrie A. Russell
DIRECTOR OF GRADUATE STUDIES Jonathan T. Hiskey
VISITING DISTINGUISHED PROFESSOR Jon Meacham
PROFESSORS Larry M. Bartels, William James Booth, Joshua Clinton, John G. Geer, Marc J. Hetherington, Cindy D. Kam, David E. Lewis, Bruce I. Oppenheimer, Mitchell A. Seligson, Carol M. Swain
ADJUNCT PROFESSOR Roy Need
ASSOCIATE PROFESSORS Brooke A. Ackerly, Brett Benson, Giacomo Chiozza, Jonathan T. Hickey, Alan Wiseman, Elizabeth J. Zechar
ASSISTANT PROFESSORS Katherine B. Carroll, Suzanne Gliobetti, Molly Jackman, Saul Jackman, Brenton Kenkel, Monique L. Lyle, Kristin Michelitch, Cecilia Mo, Emily Nacol, Efren O. Perez, Zeynep Somer-Topcu, Hye Young You
SENIOR LECTURERS Klint J. Alexander, Carrie A. Russell

The Department of Political Science is oriented toward both teaching and research and has multiple missions. First, it offers a balanced curriculum for undergraduates and graduate students to study the art and science of politics. Second, it offers training for students preparing to become professionals in political science and other fields. Third, it exists as a research faculty seeking new knowledge about government and politics.

Many members of the faculty have national and international reputations in their fields of scholarship. These research and teaching interests vary widely, from political leadership to the comparison of new and old democratic governments, issues of political economy, and ethical questions about politics.

Political science majors may participate in independent study, directed study, selected topics seminars, first-year seminars, the Honors Program, and internships. Average class size is close to thirty—small classes make personal contact with the faculty relatively easy. Students participate in the governance of the department through the Undergraduate Political Science Association, and may qualify for membership in Pi Sigma Alpha, the national political science honorary society.

Program of Concentration in Political Science
Students majoring in political science are required to complete a minimum of 30 hours of work, distributed as follows:

<table>
<thead>
<tr>
<th>Course Category</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Political Science 100, 101, 102, 103, or 150</td>
<td>6</td>
</tr>
<tr>
<td>Comparative Politics (210, 211, 213, 215, 216, 217, 219, 223, 228, 230, 235, 236, 238, 270, 272W, 284)</td>
<td>3</td>
</tr>
<tr>
<td>International Politics (211, 221, 222, 223, 225, 226, 228, 229, 236, 270, 272W, 273, 274, 275, 277, 285)</td>
<td>3</td>
</tr>
<tr>
<td>American Government and Politics (240, 241, 243, 244, 245, 247, 249, 250, 251, 252, 253, 254, 255, 256, 259, 260, 262, 265, 266, 267, 268, 270, 283)</td>
<td>3</td>
</tr>
<tr>
<td>Electives (Any 200-level course listed above; 287; one additional 100-level course, including 115F; up to 6 hours of 280b, 280c, 289a, 289b, 291a, 291b, 299a, 299b combined)</td>
<td>12</td>
</tr>
</tbody>
</table>

Minimum hours: 30

In order to graduate with a political science major, students must take a brief exam within the subfield in which they are most interested during their senior year. Students are to take this exam in the fall of their senior year (students who are on leave or are studying abroad during the fall semester of their senior year should schedule the exam upon their return to campus). The exam is not graded, and no grade will appear on the student’s transcript. The purpose of the exam is to ascertain the extent to which political science majors are retaining core aspects of the political science curriculum.

In meeting the above requirements, students must develop a specialty within one of the four subfields of Political Theory, Comparative Politics, International Politics, or American Government by taking the introductory, 100-level course in that subfield, and at least three 200-level courses in that subfield. It is recommended that one of those 200-level courses in the subfield selected by each major should be a seminar.

In meeting the above requirements, students desiring African American emphasis in a program of concentration should consider courses in the following group: 240, 255, 265, 266. They may also choose to elect the following courses at Fisk University: Political Science 406 (African Political Systems), 245 (African-American Political Thought), and 254 (Politics in the Black Community).

Graduate Courses. Qualified undergraduates may enroll in graduate courses with the consent of their adviser, the course instructor, and the Graduate School. Undergraduate applicants to enroll in graduate courses need to comply with rules...
Honors Program

To enter the program, students should have completed all but 6 hours of the AXLE requirements, and have a minimum overall GPA of 3.6. They should also have a minimum GPA of 3.6 in all the political science courses they have taken up to the point at which they enter the Honors Program. They must have exhibited to the department additional evidence of an ability to do independent work. Finally, they must be nominated by the director of the undergraduate studies program.

In addition to requirements set by the College of Arts and Science, the following requirements must be met in order for honors in political science to be awarded:

1. 30 hours in political science, as well as all of the requirements for political science majors.
2. 3.6 grade point average in all political science courses, and a 3.6 average in courses that count toward honors in political science.
3. Completion of an honors thesis, under the direction of a faculty adviser. Students will enroll in Senior Honors Research (299a and 299b), during the semester(s) when they work on the honors thesis (at least 3 hours each).
4. An oral exam on the honors thesis in the last semester of the senior year.

Students in the Honors Program are encouraged to take PSCI 270 before they enter or during their first semester in the Honors Program.

A three-member Honors Committee will be appointed to administer each student's program. Students should submit the names of a faculty adviser and the other two members of the committee to the director of the Honors Program as soon as possible after they are accepted into the Honors Program. The committee will administer the oral examination, after which it will also decide whether the student will receive honors, or highest honors. Successful candidates are awarded honors or highest honors in their field, and this designation appears in the Commencement program and on their diplomas.

Minors in Political Science

The Department of Political Science offers three minors, which are detailed below. Each consists of 18 hours (one introductory-level course and five upper-level courses). One of these options may be chosen:

Political Theory

103
Any five of the following:
15

World Politics

A student may stress comparative politics or international politics or may mix the two in this minor.
101 or 102
Any five of the following:
Comparative Politics: 210, 211, 213, 215, 216, 217, 219, 223, 228, 230, 235, 236, 238, 272W, 284, Fisk Political Science 406

International Politics: 211, 221, 222, 223, 225, 226, 228, 229, 236, 272W, 273, 274, 275, 277, 285
15

American Politics
100 or 150
Any five of the following: 222, 240, 241, 243, 244, 245, 247, 249, 250, 251, 252, 253, 254, 255, 259, 260, 262, 265, 266, 267, 268, 283
15

Licensure for Teaching

Candidates for teacher licensure in political science at the secondary level should refer to the chapter on Licensure for Teaching in the Peabody College section of this catalog.

Course descriptions begin on page 221.

Psychology

CHAIR René Marois
DIRECTOR OF UNDERGRADUATE STUDIES Jo-Anne Bachorowski
DIRECTOR OF GRADUATE STUDIES Thomas J. Palmeri
DIRECTOR OF CLINICAL TRAINING Bunni O. Olatunji
PROFESSORS Randolph Blake, Vivien A. Casagrande, Isabel Gauthier, Steven D. Hollow, Jon H. Kaas, Gordon D. Logan, Timothy P. McNamara, René Marois, Richard C. McCarty, Thomas J. Palmeri, Sohee Park, Anna Roe, Jeffrey D. Schall, Frank Tong, David Zald
ASSOCIATE PROFESSORS Jo-Anne Bachorowski, Bunni O. Olatunji, David G. Schlundt, Andrew J. Tomarken
ASSISTANT PROFESSORS Denise Davis, Anita Disney, Alexander Maier, Sean Polyn, Geoffrey Woodman
RESEARCH ASSISTANT PROFESSORS Hui-xin Qi, Adriane Seiffert, Iwona Stepieniewska
SENIOR LECTURERS Leslie D. Kirby, Elisabeth H. Sandberg, Adriane E. Seiffert, Leslie M. Smith

PSYCHOLOGY is the scientific study of brain, behavior, and cognitive processes. At Vanderbilt, the undergraduate program introduces students to the major areas of contemporary psychology: clinical science, human cognition and cognitive neuroscience, developmental psychology, neuroscience, and social psychology. Clinical science studies human personality, emotion, abnormal behavior, and therapeutic treatments. Human cognition and cognitive neuroscience includes the study of processes such as learning, remembering, perceiving environmental objects and events, and neural mechanisms underlying these processes. Developmental psychology examines human development from conception through adulthood, including cognitive, emotional, physical, and social aspects. Neuroscience studies the structure and function of the brain and how nerve cells process sensory information about the environment, mediate decisions, and control motor actions. Social psychology examines interpersonal and intergroup relations and the influence of social conditions on cognitive, emotional, and behavioral processes.

The Department of Psychology offers a general program of study for students who desire a broad background in contemporary psychology, as well as an honors program. The department offers a wide variety of opportunities for undergraduates to gain research experience through active participation in
faculty research projects. Such research experience is encouraged as a basic aspect of education in psychology.

Programs of Concentration in Psychology

General Program
PSY 101
PSY 208
PSY 209 or PSY 2101 (Peabody)
4 Distribution Courses*
5 Psychology Electives**
Total hours: 36

Honors Program
PSY 101
PSY 208
PSY 209 or PSY 2101 (Peabody)
4 Distribution Courses*
PSY 295a and/or 295b and both PSY 296a and 296b
3 Psychology Electives
Students who only take one semester of PSY 295 will need to take an additional elective course to fulfill their 42 hours.
Total hours: 42

Honors Program. The Honors Program is a two-year program that offers qualified majors the opportunity to conduct research projects in collaboration with faculty members. This research culminates in the writing and public presentation of a senior thesis.

The Honors Program offers unusual opportunities for interested and qualified students, including special seminars and individual research projects. The program should substantially aid those intending to do graduate work.

The program requires two years of honors research, and participation in the Honors Seminars, PSY 295a and/or 295b and both PSY 296a and 296b (at least 9 credit hours total). Under special circumstances (e.g., a semester abroad or student teaching), students may enroll in only three semesters of the Honors Seminars—provided they can complete the research project by extra work during three regular semesters and/or a summer, and provided this arrangement is acceptable to the faculty mentor and to the director of the Honors Program. Students who only take one semester of PSY 295 will need to take an additional elective course to fulfill their 42 hours.

Students who are majoring in psychology apply to the Honors Program at the end of their sophomore year if they have at least a grade point average of 3.2, both overall and in psychology courses. Students must also find a faculty mentor who is willing to sponsor them in the program. Students who complete the program successfully and have a final grade point average of 3.2 or higher will receive honors or highest honors in psychology.

Comprehensive Exam
In order to graduate with a psychology major, students must take a comprehensive exam during their senior year. Students are expected to take the comprehensive exam in the fall of their senior year (students who are on leave or are studying abroad during the fall semester of their senior year should schedule to take the exam upon their return to campus). The exam is not graded, and no grade will appear on the student’s transcript. The purpose of the exam is to test the extent to which psychology majors are retaining core aspects of the psychology curriculum.

Minor in Psychology
The minor in psychology is intended for those students who want to gain an overview of the science of psychology and its methodological foundations, and to sample more advanced work in the areas of specialization within psychology at Vanderbilt.

Students are required to complete 18 hours of course work inside the department, distributed as follows:

- Psychology 101  3
- Psychology 208 and either 209 or PSY 2101 (Peabody)  6
- Two courses from the list of Distribution Courses specified for the major  6
- One psychology elective as defined in the psychology major  3

Total hours: 18

Independent/Directed Study courses (293/2970 and 290/2980) may not be counted as the elective course for minors.

Note: NSC courses 201 (Neuroscience), 235 (Biological Basis of Mental Disorders), 269 (Developmental Neuroscience), 270 (Computational Neuroscience), 272 (Structure and Function of the Cerebral Cortex), and 274 (Neuroanatomy) count as courses in the Department of Psychology (A&S). See the Neuroscience course listings for descriptions of these classes.

Course descriptions begin on page 224.
Public Policy Studies

DIRECTOR Katherine Carroll (Political Science)
ADVISORY BOARD Kathryn Anderson (Economics), Jay Clayton (English),
Kevin Davis (Philosophy), David Lewis (Political Science)

Affiliated Faculty
VISITING PROFESSOR Bill Purcell
SENIOR LECTURER Carrie A. Russell (Political Science)

STUDENTS may choose an interdisciplinary program of concentration in public policy studies. The major requires students to take courses in government, ethics, and social science. In addition, students develop analytical skills through course work in research methodology, statistics, and economics. Each student also chooses a policy track, an area of public policy they want to explore in depth.

Program of Concentration in Public Policy Studies

The interdisciplinary major requires 39 hours of course work divided into two parts: 24 hours of required core courses and 12 hours of elective courses focusing on one substantive policy area. A student contemplating a major in public policy studies must take the following prerequisites: PSCI 100, 101, 102, or 150; ECON 100 and 101. Individual courses included in the program may specify additional prerequisites. If one of the required courses is not offered, students may substitute with the permission of their major adviser.

I. Core Courses (24 hours)

1. General (3 hours): HOD 1800, Public Policy; PSCI 256, Politics of Public Policy.
2. Research Methods (3 hours): HOD 1700, Systematic Inquiry; PSCI 270, Conducting Political Research; or SOC 211, Introduction to Social Research.
4. Ethics (3 hours); PSCI 208, Law, Politics, and Justice; PSCI 253, Ethics and Public Policy; PHIL 239, 239W, Moral Problems*; PHIL 270, Ethics and Medicine*; PHIL 271, Ethics and Business*; or PHIL 272, 272W, Ethics and Law* (Courses in ethics with an asterisk have the prerequisite of PHIL 105.)
5. Public Finance (3 hours): HOD 2820, Public Finance; or ECON 254, Public Finance (prerequisite ECON 231).
6. Government (3 hours): any 200-level Political Science course excluding 253 and 270.
7. Economics (3 hours): any Economics (ECON) 200-level course except 254.
8. Society and Culture (3 hours): any 200-level Sociology (SOC) course, excluding 211 and 212; or any Anthropology (ANTH) course above 203, excluding language classes.

II. Policy Track (12 hours)
The track is intended to allow students to go more deeply into one area of public policy. Each student is free to choose and design his or her own track with the advice and approval of the program director. Classes should generally be 200-level and should represent at least two disciplines.

The following are examples of how a policy track might be structured.

- Example 1 Crime and Justice: ECON 285, Law and Economics; PSY 215, Abnormal Psychology; SOC 231, Criminology; and SOC 232, Delinquency and Juvenile Justice.
- Example 3 Health Policy: ECON 268, Economics of Health; HIST 280, Modern Medicine; PHIL 270, Ethics and Medicine; and SOC 237, Society and Medicine.

III. Capstone Seminar (3 hours)

PPS 295, Senior Seminar on Research in Public Policy, is required of all Public Policy majors and is taken during their last year.

Total: 39 hours

Course descriptions begin on page 225.

Religious Studies

CHAIR Tony K. Stewart
DIRECTOR OF UNDERGRADUATE STUDIES IN RELIGIOUS STUDIES Richard McGregor
DIRECTOR OF UNDERGRADUATE STUDIES IN ISLAMIC STUDIES Richard McGregor
DIRECTOR OF GRADUATE STUDIES James Byrd (Divinity)
CHAIR, GRADUATE DEPARTMENT OF RELIGION Paul DeHart (Divinity)
PROFESSORS EMERITI Lewis V. Baldwin, Charles H. Hambrick, Gary Jensen, Daniel M. Patte
PROFESSORS Victor Anderson, Robert Campany, Volney P. Gay, Lenn E. Goodman, Laurel Schneider, Tony K. Stewart
ASSOCIATE PROFESSORS Jay Geller, Richard McGregor
ASSISTANT PROFESSORS Dianna Bell, Nancy G. Lin, Bryan Lowe, Anand Taneja
SENIOR LECTURER Bushra Hamad

THE Department of Religious Studies offers courses that explore religion in cultures around the world and courses that train students in the intellectual skills relevant to such inquiry. Religion is the actions and thoughts people have toward that which they consider sacred, spiritual, or divine. Religion has inspired the rise of entire civilizations lasting thousands of years and the innermost experience of individuals in solitude. Religious studies courses reflect this vast scope: they range from lectures courses that compare great world traditions, such as Christianity and Buddhism, to seminars that focus upon a single religious text, or upon a religious form, such as myth and ritual, or upon a method of inquiry such as textual criticism and other methods of interpretation.

Students majoring in religious studies have a dual focus: they study religious traditions and they acquire research methodologies such as textual criticism, history, and the social scientific study of religion. Many students complete double majors, combining religious studies with history, anthropology, sociology, philosophy, or art. Many study abroad in Asia, the Middle East, or Europe and use their research in their senior projects.
Religious studies trains students to investigate world cultures and, by comparing cultures, understand theirs in depth. The multicultural and interdisciplinary character of religious studies makes it an excellent foundation to a liberal arts education.

**Program of Concentration in Religious Studies**

The 30-hour major in religious studies is designed with two goals in mind. We want our students to become literate in at least two prominent world religious traditions. We also ask students to take courses that will familiarize them with the range of ways in which religion is studied and understood. A major in religious studies lays a solid foundation on which to build either a career in professions that demand contact with diverse populations, such as international business, medicine, social work, law, and education or graduate and seminary studies.

Students majoring in religious studies must complete at least 30 hours distributed as follows. The first-year seminar (115F) may be counted toward the major in either Category 1 or Category 2, according to its topic. Students planning to pursue graduate studies are especially encouraged to take language courses.

**Category 1. Religious Traditions in Cultural Contexts.** Students complete a minimum of 15 hours, including at least two courses in each of two religious traditions from the following:

**a. Christianity:** 109, 111W, 204W, 206, *210, 212, 213, Classical Studies 241, History 176, 225, either Greek 202 or Latin 102 (or equivalent).


**f. Native American Religious Traditions:** 278, Anthropology 250.

* These and similar courses may count toward other areas of the religious studies major (see adviser regarding starred courses and courses not listed above). However, no course may be used to satisfy more than one requirement in the religious studies major.

**Category 2. Religion and Its Role in Human Life.** Students complete a minimum of 9 hours, including at least one course from each group:

**a. 181, 203, 206, 234, 235, 237, 244, Jewish Studies 120, 237, 237W.**


* These and similar courses may count toward other areas of the religious studies major (see adviser regarding starred courses and courses not listed above). However, no course may be used to satisfy more than one requirement in the religious studies major.

**Category 3. Senior Requirements.** A senior seminar (280W, 3 hours) gathering majors during the fall semester of their last year.

**Honors Program**

The Honors Program in Religious Studies is designed to afford superior students the opportunity to pursue more intensive work within their major field. The program requires: (a) a 3.3 cumulative grade point average and a 3.3 grade point average in all courses that count toward the major in religious studies and that have been completed at the point which they enter the Honors Program; (b) 6 hours of independent research, 299a–299b (Honors Research) normally taken during the senior year as part of the 30 hours required for the major in religious studies; (c) an honors thesis to be completed by the spring of the senior year; (d) successful completion of an honors oral examination on the topic of the thesis. A minimum grade point average of 3.3 is required for completing the Honors Program.

**Minor in Islamic Studies**

20 hours. Students complete a required minimum of 20 hours from the list below, which must include Arabic 210b, Elementary Arabic; Religious Studies 113, Introduction to Islam; and Religious Studies 254, The Qur’an and Its Interpreters. The maximum number of hours to be counted toward the minor from Arabic language courses is 9. No hours will be counted for Arabic 210a.

ARABIC: 210b, Elementary Arabic; 220a–220b, Intermediate Arabic; 230a–230b, Advanced Arabic; 240, Media Arabic; 250, Arabic of the Qur’an and Other Classical Texts.


HISTORY: 115F, First-Year Writing Seminar (when related to Islamic history or culture as determined by the director of undergraduate studies); 116, Modern South Asia; 119, A History of Islam; 120, The Arab Spring; 127, Sub-Saharan Africa: 1400–1800; 128, Africa since 1800: The Revolutionary Years; 211a, The Mughal World; 212a, India and the Indian Ocean; 213, Muhammad and Early Islam; 217, Islam and the Crusades; 219, Last Empire of Islam; 287c, Cities of Europe and the Middle East; 288c, Muslims, Christians, and Jews in Medieval Spain.

JEWISH STUDIES: 120, Islam and the Jews.

PHILOSOPHY: 211, Medieval Philosophy; 262, Islamic Philosophy.

POLITICAL SCIENCE: 230, Middle East Politics; 287, Selected Topics (when related to Islamic politics or culture as determined by the director of undergraduate studies).

RELIGIOUS STUDIES: 113, Introduction to Islam; 115F, First-Year Writing Seminar (when related to Islamic religion or culture as determined by the director of undergraduate studies); 251, Islamic Mysticism; 252, Reformers of the Islamic Tradition; 254, The Qur’an and Its Interpreters; 262, Culture, Religion, and Politics of the Arab World; 266, Devotional Traditions of South Asia: Hindu, Muslim, Sikh; 292, Advanced Seminar in Arabic; 293, Advanced Seminar in Islamic Tradition.

**Minor in Religious Studies**

18 hours. Students complete a minimum of 12 hours in Category 1 (see above—6 hours in each of two religious traditions). Students complete a minimum of 6 hours in Category 2 (see above—3 hours from each group). The First-Year Writing Seminar (115F) may be counted toward the minor in either
Astronomers studying the formation of massive black holes, THE College of Arts and Science and the School of Engineering offer an interdisciplinary minor in scientific computing to help students in the physical, biological, and social sciences as well as engineering acquire the ever-increasing computational skills that such careers demand. Students who complete this minor will have a toolkit that includes programming skills useful for simulating physical, biological, and social dynamics as well as an understanding of how to take advantage of modern software tools to extract meaningful information from small and large data sets.

Computation is now an integral part of modern science. Computer simulation allows the study of natural phenomena impossible or intractable through experimental means. Astronomers studying the formation of massive black holes, neuroscientists studying brain networks for human memory, economists studying effects of regulation on market dynamics, and biochemists studying the three-dimensional structure of proteins are united in many of the computational challenges they face and the tools and techniques they use to solve these challenges.

Students pursuing the scientific computing minor are taught techniques for understanding such complex physical, biological, and social systems. Students are introduced to computational methods for simulating and analyzing models of complex systems, to scientific visualization and data mining techniques needed to detect structure in massively large multidimensional data sets, to high-performance computing techniques for simulating models on computing clusters with hundreds or thousands of parallel, independent processors and for analyzing terabytes or more of data that may be distributed across a massive cloud or grid storage environment.

The scientific computing minor at Vanderbilt is supported by faculty and includes students from a wide range of scientific and engineering disciplines. While the content domain varies, these disciplines often require similar computational approaches, high-performance computing resources, and skills to simulate interactions, model real-life systems, and test competing hypotheses. Scientific computing embodies the computational tools and techniques for solving many of the grand challenges facing science and engineering today.

The minor in scientific computing prepares students for directed or independent study with a faculty member on a research project. It prepares students for advanced study in graduate school. It provides skills that will be attractive to many employers after graduation.

Details of the minor requirements are provided in the School of Engineering section of the catalog, and are also available at vanderbilt.edu/scientific_computing.

**Course descriptions begin on page 226.**
Program II (Honors Research Track)
A total of 36 credit hours as follows:

The Honors Research Track offers superior majors in sociology the opportunity to pursue intensive work through an independent research project. Students interested in pursuing the Honors Research Track in Sociology should contact the director of undergraduate studies for more information. To be considered for the Honors Research Track in Sociology, a student must have a minimum cumulative GPA of 3.3 and a minimum GPA of 3.3 for courses that count toward the sociology major. Students who are recommended for the program by the director of undergraduate studies will typically begin the program in the first semester of their junior or senior year.

The Honors Research Track in Sociology requires:

1. Successful completion of requirements 1–4 in Program I, for a total of 18 credit hours.
2. Successful completion of the statistics requirement: SOC 127 or its equivalent (defined in requirement 5 of Program I).
3. Completion of 12 credit hours of elective courses. The statistics requirement is counted toward the electives. Electives may include only one of the following 100-level sociology courses: Sociology 104, 104W, or 115F. No other 100-level sociology course may be counted toward the electives requirement of the major except by permission of the director of undergraduate studies. If students take more than 6 credit hours of SOC 296, the additional hours (7–12) are counted toward the elective courses.
4. Successful completion of at least two semesters of SOC 296 (Honors Research). The first semester of 296 (Honors Research) is a 3 credit hour seminar in which students develop the literature review and research plan for the honors thesis. In the second semester of 296 (Honors Research), also for 3 credit hours, students must complete the research and data collection, data analysis, and initial write-up of results of the thesis. Students may elect to take a third or fourth semester of 296 during their senior year, when they may, for example, work on revisions of the project and/or on publication. Students who begin the Honors Track in their senior year may also take more than 6 credit hours of 296, up to a maximum of 12 credit hours.
5. Successful defense of the completed thesis through an oral defense attended by the chair and reader of the thesis; this oral defense typically takes place during the second semester of the student’s senior year. In order to earn honors in sociology, students must successfully complete and defend an honors thesis before graduation.

Comprehensive Exam
In order to graduate with a sociology major, students must take a comprehensive exam during their senior year. The exam is not graded, and no grade will appear on the student’s transcript. The purpose of the exam is to test the extent to which sociology majors are retaining core aspects of the sociology curriculum.

Minor in Sociology
The minor in sociology is intended for those students who want to gain an overview of the discipline and to sample some of the special lines of study in it.

Students are required to complete 18 hours of course work inside the department, distributed as follows:

1. Sociology 101, 101W, or 102, 102W 3
2. Sociology 201 3
3. Four courses, including at least one from three of the four core areas listed above in the major 12

Total hours: 18

Licensure for Teaching
Candidates for teacher licensure in sociology at the secondary level should refer to the chapter on Licensure for Teaching in the Peabody College section of this catalog.

Course descriptions begin on page 229.
The department offers programs of concentration in both Spanish and Spanish and Portuguese. Majors take courses in language, literature, linguistics, and culture. Interdisciplinary majors are available in Spanish and European Studies or in Spanish, Portuguese, and European Studies. Qualified Spanish majors may elect to take graduate courses in their senior year or participate in honors work. Minors in Spanish and in Portuguese are also offered.

The department serves majors from the Center for Latin American Studies and the Max Kade Center for European and German Studies. On the graduate level, the department offers the master of arts in both Spanish and Portuguese, a doctoral program in Spanish, and a combination doctoral degree in Spanish/Portuguese.

Many students participate in Vanderbilt programs in Barcelona, Palma de Mallorca, Argentina, Chile, the Dominican Republic, and Brazil. Maymesters in Spain and Peru are also offered. Activities organized by the department include lectures, films, and symposia. The department has a chapter of the national honor society Sigma Delta Pi for students of Spanish. Students are encouraged to apply for living space in the Spanish Hall of McTyeire International House.

Program of Concentration in Spanish

The major consists of 30 credit hours in Spanish courses numbered above 200. The distribution requirements are as follows:

1. **Core requirements**: 201W, 202, and 203.
2. **Literature**: Nine hours from courses numbered 230–281 or 294.
3. **Linguistics**: Three hours from courses numbered 212–220, or 295.
4. **Electives**: Nine hours from courses numbered 204–281 or 294–296. Students may substitute 3 hours of a language course in either Portuguese (102 or higher) or Catalan (102 or higher).

A more advanced composition course may be substituted for 201W. A more advanced conversation course may be substituted for 202. Spanish 203 is the prerequisite for all literature courses offered by the department. Students must take Spanish 201W, 202, and 203 in order to participate in most study-abroad programs. Seniors are eligible to take one or two graduate-level courses (300 and above) with the approval of the instructor and the chair of the department.

Honors Program in Spanish

Candidates for honors in Spanish who meet college and departmental requirements must complete 36 hours in Spanish courses numbered above 200. Students satisfy the requirements of the 30-hour major in Spanish, in which one of the required literature courses is either the undergraduate seminar, Spanish 280 (3 credit hours), which may be taken during either the junior or senior year, or a graduate seminar (300-level course of at least 3 credit hours) approved by the adviser to the Honors Program, which may only be taken during the senior year. (If Spanish 280 has not been available, it may, with permission of the adviser to the Honors Program, be substituted by an “enriched” undergraduate literature course in which the instructor assigns outside research and a second or longer term paper to an honors candidate.)

The remaining 6 hours of the honors major consist of a senior honors thesis, which is completed during the senior year as independent study (Spanish 299a–299b) under the direction of a faculty adviser. Candidates must submit a proposal for the thesis to their prospective faculty adviser no later than the second semester of their junior year. The completed thesis must be submitted within the second semester of the senior year (deadlines are available from the department). An oral examination on the thesis and the general area of research, administered by a committee of the department, will follow.

Minor in Spanish

The minor in Spanish consists of a minimum of 18 credit hours. The specific requirements are as follows:

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spanish 201W</td>
<td>3</td>
</tr>
<tr>
<td>Spanish 202</td>
<td>3</td>
</tr>
<tr>
<td>Spanish 203</td>
<td>3</td>
</tr>
<tr>
<td>Three hours of advanced Spanish literature chosen from courses numbered 230 to 281, or 294</td>
<td>3</td>
</tr>
<tr>
<td>Six hours of electives chosen from Spanish courses numbered 204–281, 294–296</td>
<td>6</td>
</tr>
</tbody>
</table>

**Total hours: 18**

Minor in Portuguese

The minor in Portuguese consists of a minimum of 15 credit hours. The specific requirements are as follows:

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Portuguese 200</td>
<td>3</td>
</tr>
<tr>
<td>One of the following two courses: Portuguese 201 (Portuguese Composition and Conversation) or Portuguese 203 (Brazilian Pop Culture)</td>
<td>3</td>
</tr>
<tr>
<td>Portuguese 205 (Introduction to Luso-Brazilian Literature)</td>
<td>3</td>
</tr>
<tr>
<td>At least one of the following two courses: Portuguese 232 (Brazilian Literature through the Nineteenth Century) or Portuguese 233 (Modern Brazilian Literature)</td>
<td>3</td>
</tr>
<tr>
<td>At least 3 additional hours selected from among the 200-level courses listed below (or a 300-level graduate course for qualified seniors; procedures may be found in the Academic Regulations section of the Undergraduate Catalog).</td>
<td></td>
</tr>
<tr>
<td>Portuguese 225 (Brazilian Culture through Native Material), 232 (Brazilian Literature through the Nineteenth Century), 233 (Modern Brazilian Literature), 294 (Special Topics in Portuguese Language, Literature, and Civilization)</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total hours: 15**

Program of Concentration in Spanish and Portuguese

This major focuses on the two dominant languages (Spanish and Portuguese) of the Iberian Peninsula and Latin America and their literatures and cultures. The basic requirement for this major is a minimum of 33 hours in Spanish and Portuguese numbered 200 or above. The distribution is as follows:

1. **Core requirements** of Spanish 201W, 202, and 203; Portuguese 200, 201 (or 203), and 205.

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Portuguese 200</td>
<td>3</td>
</tr>
<tr>
<td>Portuguese 201 (or 203)</td>
<td>3</td>
</tr>
<tr>
<td>Portuguese 203</td>
<td>3</td>
</tr>
<tr>
<td>Three hours of advanced Spanish literature chosen from courses numbered 230 to 281, or 294</td>
<td>3</td>
</tr>
<tr>
<td>Six hours of electives chosen from Spanish courses numbered 204–281, 294–296</td>
<td>6</td>
</tr>
</tbody>
</table>

**Total hours: 18**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>At least one of the following two courses: Portuguese 232 (Brazilian Literature through the Nineteenth Century) or Portuguese 233 (Modern Brazilian Literature)</td>
<td>3</td>
</tr>
<tr>
<td>At least 3 additional hours selected from among the 200-level courses listed above (or a 300-level graduate course for qualified seniors; procedures may be found in the Academic Regulations section of the Undergraduate Catalog).</td>
<td></td>
</tr>
<tr>
<td>Portuguese 225 (Brazilian Culture through Native Material), 232 (Brazilian Literature through the Nineteenth Century), 233 (Modern Brazilian Literature), 294 (Special Topics in Portuguese Language, Literature, and Civilization)</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total hours: 15**
2. At least two Spanish courses numbered between 221 and 281 or 294 or 296.
3. At least two of the following Portuguese courses: 225, 232, 233, 294, 341, 342, and 385.
4. One additional elective to be chosen from the courses listed under area 2 and 3 above.

A student who studies abroad may be able to substitute similar culture or literature courses with the permission of the director of undergraduate studies.

Program of Concentration in Spanish and European Studies

Students pursuing the interdisciplinary major in Spanish and European studies combine their focus on Spanish language and literature with a study of modern Europe in its political, economic, and cultural diversity. Students may elect this interdisciplinary major, which requires a minimum of 42 hours of course work. A semester of study abroad in Spain is recommended. Course work for the major is distributed as follows:

Spanish (27 hours)

Spanish language and literature core courses (9 hours): Spanish 201W, 202, and 203 (a more advanced composition course may be substituted for 201W; a more advanced conversation course may be substituted for 202)
Spanish culture and civilization (6 hours): Two of the following: Spanish 204, 205, 221, 226, 296
Spanish literature (6 hours): Two Spanish courses numbered from 230 to 281, or 294
Elective (6 hours): Two additional Spanish courses that count toward the Spanish major. Students may substitute 3 hours of a language course in either Portuguese (102 or higher) or Catalan (102 or higher).

European Studies (15 hours)

European Studies core courses (9 hours): EUS 201, 203, and 250 (requires thesis)
Social Science (3 hours): PSCI 210, 211, or appropriate substitute with the approval of the EUS adviser
History (3 hours): One course in European history selected from: History 225, 226, 227, 228, 229, 245 or another course in European history in consultation with the EUS adviser

Teacher Licensure

Candidates for teacher licensure in Spanish at the secondary level should refer to the chapter on Licensure for Teaching in the Peabody College section of this catalog.

Catalan

Note: Students may not earn credit for an introductory language course if they previously have earned credit for a higher-level course taught in the same language. In addition, students may not earn credit for an intermediate-level language course if they previously have earned credit for a higher-level course taught in the same language. Students who have earned Advanced Placement or International Baccalaureate credit in a foreign language will forfeit the test credit if they complete a lower-level course taught in that same language.

Course descriptions begin on page 183.

Portuguese

Note: Students may not earn credit for an introductory language course if they previously have earned credit for a higher-level course taught in that same language. In addition, students may not earn credit for an intermediate-level language course if they previously have earned credit for a higher-level course taught in the same language. Students who have earned Advanced Placement or International Baccalaureate credit in a foreign language will forfeit the test credit if they complete a lower-level course taught in that same language.

Course descriptions begin on page 224.

Spanish

Entering students should consult their advisers or the Department of Spanish and Portuguese for advice on placement. Students who have not studied Spanish in high school should begin their studies at Vanderbilt in Spanish 100. Students with
high school Spanish on their records must present a department placement test score in Spanish to be placed correctly. (See department website for more details.) Students with a score of 4 or 5 on the AP Spanish Language or Literature examination should register for Spanish 201W (Intermediate Spanish Writing).

Note: Students may not earn credit for an introductory language course if they previously have earned credit for a higher-level course taught in that same language. In addition, students may not earn credit for an intermediate-level language course if they previously have earned credit for a higher-level course taught in that same language. Students who have earned Advanced Placement or International Baccalaureate credit in a foreign language will forfeit the test credit if they complete a lower-level course taught in that same language. Exception: Students who take Spanish 201W do not forfeit credit for Spanish 202.

Course descriptions begin on page 232.

Teacher Education

STUDENTS interested in preparing for licensure as early childhood, elementary, special education, or secondary school teachers should meet with Associate Dean Roger Moore, College of Arts and Science, as soon as possible to initiate discussion with appropriate personnel in teacher education.

Specific information on program requirements will be found under Licensure for Teaching in the Peabody College section of this catalog.

Early Childhood and Elementary Education

Students interested in preparing to teach early childhood or elementary school pupils major in a single discipline or an interdisciplinary program in the College of Arts and Science as well as in education at Peabody College.

Secondary Education

The College of Arts and Science and Peabody College offer teacher education programs leading to secondary school teacher licensure in the following fields:

- English
- Mathematics
- Science (Biological Sciences, Chemistry, Earth and Environmental Sciences, Physics)
- Social Studies (History and Political Science). Economics, Psychology, and Sociology may become additional endorsement areas for students who also have selected history or political science as an endorsement area.

Students major in an academic discipline in the College of Arts and Science and complete a second major in education at Peabody College.

Special Education

Students interested in preparing to teach children with special needs major in special education at Peabody College. Areas of teacher licensure available are mild and moderate disabilities, multiple and severe disabilities, visual impairment, hearing impairment, and early childhood special education.

Theatre

CHAIR M. Leah Lowe
DIRECTOR OF UNDERGRADUATE STUDIES Jon W. Hallquist
PROFESSORS EMERITI Robert A. Baldwin, Ceci D. Jones Jr.
ASSOCIATE PROFESSORS Phillip N. Franck, Jon W. Hallquist, Terrel W. Hallquist, M. Leah Lowe
ASSISTANT PROFESSOR E. Christin Essin
SERNIOR LECTURERS Alexandra A. Sargent, Matthew D. Stratton

VANDERBILT’S Department of Theatre offers a vital center of innovative scholarship, teaching, creative expression, and exploration. The study of theatre introduces students to a major form of literature and performing arts, thereby developing a familiarity with one of the greatest cultural heritages and an understanding of human behavior and civilization as it is reflected through the ages. Theatre uniquely shapes perceptions about life into an active experience. Because this process encourages critical thought and discussion, the department provides a singular and important aspect of a liberal arts education through its production season and course work. Viewed as a practical extension of the department’s curriculum, plays are produced in Neely Auditorium, a laboratory where students learn to form creative expressions as well as to evaluate and to critique them.

On one level, the Department of Theatre helps the general liberal arts student develop reasoned standards of criticism and an understanding of the intimate correlation between the theatre and the society which it reflects, preparing Vanderbilt graduates for successful careers in theatre as well as other fields of interest. For its majors and minors, the department provides a more detailed and specialized study of the major components of theatrical endeavor, allowing opportunities for the practical application of course work in the productions staged at the theatre. In many cases, the department helps to prepare students with professional aspirations as either artists or teachers in their specialized area of interest.

Work in the productions at Vanderbilt reflects the instruction that occurs in the classroom at Neely Auditorium. Because the academic endeavors require hands-on, project-oriented teaching, students can expect small-to-medium class enrollments and numerous opportunities for exposure to faculty instruction outside of the classroom. The department’s curriculum includes courses in acting, directing, design, technology, dramatic literature, theatre history and criticism, and playwriting. Students can either major or minor in theatre at Vanderbilt. The major consists of a minimum of 35 hours that include courses in acting, directing, dramatic literature, theatre history/criticism, design, technology, and stagecraft. For the minor, students select one of three more narrowly focused tracks (dramatic literature/theatre history, acting/directing, or design/technology) and complete a minimum of 18 hours of course work.

Students may also learn about theatre by studying with Coe Artists, distinguished guest-artist professionals brought to campus each year to benefit majors, minors, and those with a serious interest in theatre. Weeklong master classes are taught by playwrights, actors, designers, and directors...
from the professional world of theatre, television, and film. Previous Coe Artists have included such celebrated artists as Karl Malden, Olympia Dukakis, Fiona Shaw, Eva Marie Saint, the Living Theatre, and Actors from the London Stage. The Department of Theatre also offers a month-long program of study of theatre in London during the May session. Students have the opportunity to witness a variety of theatrical experiences, as well as hear professional artists speak as guest lecturers.

Theatre majors and minors from Vanderbilt have entered a wide variety of professions and post-graduate opportunities after they graduate. Those seeking employment in the fields of theatre, film, radio, or television have secured positions at appropriate graduate schools or internships with professional companies immediately following their study at Vanderbilt. Many distinguished professional theatre companies across the nation, television networks in New York, and the film industry in Los Angeles include Vanderbilt University Theatre alumni as writers, actors, designers, technicians, dramaturgs, and stage managers. In addition, many Vanderbilt theatre students have secured teaching assignments at either the college/university level (once they have completed appropriate post-graduate education) or the elementary/secondary education level.

The practice of theatre requires individuals to participate through a variety of means: to collaborate with all other members of a production team; to express elements of abstract thought in both oral and written form; and to develop the critical ability to assess and analyze aesthetic choices. As a result of these experiences, recent graduates have also pursued careers in such widely diverse fields as law, medicine, psychology, and business.

Program of Concentration in Theatre
Students majoring in theatre are required to complete a minimum of 35 credit hours in courses concerned exclusively with theatre and dramatic literature. Required courses are 100/100W or 115F, 110, 111, 219, 230, and 261; two courses chosen from 201, 202W, 204, and 232; additional nine hours chosen from other theatre courses.

Honors Program
The Honors Program in Theatre is designed to afford superior students the opportunity to pursue more intensive work within their major field. Admission requirements are: (1) completion of junior year; (2) completion of at least 21 hours of the theatre major; (3) 3.0 minimum cumulative GPA and a 3.5 minimum GPA in courses counting toward the major.

Candidates who successfully complete the following requirements may graduate with honors or highest honors: (1) maintain the aforementioned GPA throughout the senior year; (2) complete all requirements of the theatre major; (3) complete 6 hours of independent research 299a–299b (Honors Research and Thesis) normally taken during the senior year; (4) write an honors thesis to be completed by the spring of the senior year; (5) successfully complete an honors oral examination on the topic of the thesis.

Minor in Theatre
A minor in theatre requires a minimum of 18 hours of courses in the department, all of which are involved in one of three major areas of work offered to majors. Theatre 100/100W or 115F and 232 are required in each option, plus courses from the following lists:

Dramatic Literature/Theatre History: Choose four from 201, 202W, 204, or 206W.
Acting/Directing: 219 is required; choose three from 220, 223, or 230.
Design/Technology: 110 and 111 are required; choose two from 212, 215, 214, or 218.

Course descriptions begin on page 234.

Women's and Gender Studies

INTERIM DIRECTOR Laura Carpenter
ASSOCIATE DIRECTOR Rory Dicker
DIRECTOR OF UNDERGRADUATE STUDIES Rory Dicker
PROFESSOR EMERITA Charlotte Pierce-Baker
SENIOR LECTURERS Rory Dicker (Women's and Gender Studies, English), Julia A. Feemre (Women’s and Gender Studies, English), Sandy Stahl (Women’s and Gender Studies)

Affiliated Faculty

PROFESSORS Houston Baker (English), Ellen W. Clayton (Pediatrics, Law), Katherine B. Crawford (History), Cynthia Cyrus (Blair), Kate Daniels (English), Colin Dayan (English), Katharine Donato (Sociology), Lynn E. Enteline (English), Earl E. Fitz (Portuguese), Vivien G. Fryd (History of Art), Tracey George (Law), Barbara Hahn (German), Joni Hersch (Law), Cathy L. Jrade (Spanish), Vera Kutuzins (English), Amy-Jill Levine (New Testament Studies), Elizabeth Lunbeck (History), Leah S. Marcus (English), Jonathan M. Metzl (Sociology, Medicine, Health, and Society), Holly J. McCammon (Sociology), Thomas A. McGinn (Classical Studies), José Medina (Philosophy), Bonnie Miller-McLemore (Pastoral Theology and Counseling), Dana Nelson (English), Kelly Oliver (Philosophy), Mark Schoenfield (English), Kathryn Schwarz (English), Tracy D. Sharpley-Whiting (African American and Diaspora Studies, French), John Sloop (Communication Studies), Hortense J. Spillers (English), Carol M. Swain (Political Science), Cacelia Tichi (English), Benigno L. Trigo (Spanish and Portuguese), Arleen Tuchman (History), Holly Tucker (French)

ASSOCIATE PROFESSORS Brooke Ackorly (Political Science), Ellen Armour (Theology), Karen E. Campbell (Sociology), Laura Carpenter (Sociology), Beth Conklin (Anthropology), Nathalie Debrouwere-Miller (French and Italian), Idit Dobbs-Weinstein (Philosophy), Bonnie Dow (Communication Studies), Kathy Gaca (Classical Studies), Teresa Goddu (English), Lisa Guenther (Philosophy), Eva M. Harth (Chemistry), Sarah E. Igo (History), Christina Karageorgeou-Bastea (Spanish and Portuguese), Melanie Lowe (Blair), Richard J. McGregor (Religious Studies), Catherine Molinex (History), Ifesoma C. Nwanwko (English), Emanuelle Oliveira (Spanish and Portuguese), Bridget Orr (English), Richard N. Pitt (Sociology), Lynn Ramey (French), Nancy Reisman (English), Ruth Rogaski (History), Allison Schachtler (Jewish Studies), C. Melissa Snarr (Ethics and Society), Melke Werner (German), Edward Wright-Rios (History)

ASSISTANT PROFESSORS Rolanda Johnson (Nursing), Claire S. King (Communication Studies), Mireille Lee (History of Art), Linda Manning (Psychiatry)

SENIOR LECTURERS Yolette Jones (History), Elena Olazagasti-Segovia (Spanish), Alexandre Sargents (Theatre)

LECTURERS Rebecca Chapman (English), Nancy L. Chick (Center for Teaching), Christy Halbert, Amanda Kinard (English), Donika Ross (English), Gay Welch

WRITER IN RESIDENCE Alice Randall (English)
WOMEN’S and Gender Studies is an interdisciplinary program that examines gender as a social construct and as a historically variable component of culture that orders human behavior, perceptions, and values. Women’s and Gender Studies teaches its students to reexamine traditional beliefs, to engage in new kinds of research, and to bring a critical perspective to the everyday practices that shape women’s and men’s lives in the United States and globally. Our courses and instructors pay particular attention to the consequences for women, men, and children of living in a world characterized by profound inequalities. The program also recognizes that race, class, ethnicity, age, sexuality, ability, and nationality are crucial aspects of identity and experience; these are understood to be intersecting and contested features of social life and are examined as such.

Because these aforementioned features of human experience cut across many disciplines, students in Women’s and Gender Studies achieve a deeper understanding of the complexity and wholeness of human life. In the classroom, as in faculty and student research, our goal is to transform traditional ways of knowing by reaching across epistemological and methodological divisions to foster comprehensive, interdisciplinary perspectives on gender, sexuality, identity, and power in social life. Women’s and Gender Studies not only compels us to recognize the problems and possibilities of the changing times in which we live, but also empowers us to effect change.

The Women’s and Gender Studies program offers a major and a minor which provide an excellent foundation for students who plan to enter professional schools in law, medicine, and business; for those who pursue advanced degrees in women’s and gender studies, the humanities, and social sciences; as well as for those who move into careers in business, government, research, teaching, health and social administration, counseling, journalism, advocacy, and the media.

Program of Concentration in Women’s and Gender Studies

The interdisciplinary major in women’s and gender studies consists of 36 hours of course work, distributed as follows:

1. **Core courses.** WGS 150 (or 150W), and 201, and either 246W or 250 or 250W. (9 hours)
2. **Senior Seminar.** WGS 291. Generally taken in the spring semester of the student’s final year. (3 hours)
3. **24 hours of electives.** Any course in the Women’s and Gender Studies program; any course dual-listed in Women’s and Gender Studies; any course that meets the approval of the director, and is not used to satisfy the above requirements. These elective courses may include up to 6 credit hours of internship and/or independent research (Women’s and Gender Studies 288a–288c).

**Honors Program**

The Honors Program in Women’s and Gender Studies requires 36 hours of course work and is designed to afford exceptional students the opportunity to undertake independent research on a topic in feminist and/or gender scholarship in consultation with faculty members. The program is open to all Women’s and Gender Studies majors with junior standing who have completed at least 24 credit hours of the major and who have earned a 3.0 cumulative grade point average and a 3.3 grade point average in Women’s and Gender Studies courses. Students must be approved for acceptance into the Honors Program by the program director. To graduate with honors in Women’s and Gender Studies, students must:

(a) Complete 36 hours of course work;
(b) Complete the required courses for the major (described above);
(c) Submit for approval a short description of the Honors project/thesis to the director of the Women’s and Gender Studies program, no later than spring semester of the junior year;
(d) Complete 6 hours of independent research, Women’s and Gender Studies 298 and 299 (Honors Research and Project), typically during the senior year under supervision of the project adviser. These 6 hours count as electives in the 36 hours of course work for Honors majors.
(e) Complete an honors project by spring of the senior year; and
(f) Pass an oral examination on the topic of the Honors project/thesis.

Candidates for honors in Women’s and Gender Studies may, with the written permission of the director of the program, substitute one 300-level course in gender and/or feminist studies for one 200-level course required for the major. Such permission must be acquired prior to enrollment in the course.

Information concerning the Honors Program is available from the director of the Women’s and Gender Studies program. College regulations governing honors may be found in this catalog under Honors Programs.

**Minor in Women’s and Gender Studies**

The minor in Women’s and Gender Studies consists of 18 hours of course work, distributed as follows:

1. **Core courses.** WGS 150 (or 150W), and 201, and either 246W or 250 or 250W. (9 hours)
2. **Senior Seminar.** WGS 291. Generally taken in the spring semester of the student’s final year. (3 hours)
3. **At least 6 hours of electives.** Any courses in the Women’s and Gender Studies program; any courses dual-listed in Women’s and Gender Studies; any course that meets the approval of the director, and is not used to satisfy the above requirements.

**Recommended courses organized by subject area are as follows.**

*Note: 115F First-Year Writing Seminars and Special Topics courses vary each semester. For full descriptions of current seminar offerings and information on whether a particular First-Year Writing Seminar can be used to fulfill requirements for the Women’s and Gender Studies major or minor, consult the program director.

**AFRICAN AMERICAN AND DIASPORA STUDIES:** 115F, First-Year Writing Seminar*; 120, Diaspora Feminisms; 207, Politics of Beauty and Blacks; 210, Black Masculinity: Social Imagery and Public Policy; 260, Black Diaspora Women Writers.

**ANTHROPOLOGY:** 205, Race in the Americas; 209, Global Wealth and Poverty; 242, Biology of Inequality; 266, Gender and Cultural Politics.

**CLASSICAL STUDIES:** 115F, First-Year Writing Seminar*; 220, Women, Sexuality, and the Family in Ancient Greece and Rome.

**COMMUNICATION STUDIES:** 115F, First-Year Writing Seminar*; 224, Rhetoric of Social Movements; 226, Women, Rhetoric, and Social Change; 235, Communicating Gender; 241, Rhetoric of Mass Media; 294, Selected Topics in Communication Studies*. 

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- **ANTHROPOLOGY:** 205, Race in the Americas; 209, Global Wealth and Poverty; 242, Biology of Inequality; 266, Gender and Cultural Politics.
- **CLASSICAL STUDIES:** 115F, First-Year Writing Seminar*; 220, Women, Sexuality, and the Family in Ancient Greece and Rome.
- **COMMUNICATION STUDIES:** 115F, First-Year Writing Seminar*; 224, Rhetoric of Social Movements; 226, Women, Rhetoric, and Social Change; 235, Communicating Gender; 241, Rhetoric of Mass Media; 294, Selected Topics in Communication Studies*.
DIVINITY: 3412, Ethics and Society: Justice.


GERMAN: 235, German Romanticism; 237, Women and Modernity; 244, German Fairy Tales: From Brothers Grimm to Walt Disney; 271, Women at the Margins: German-Jewish Writers.

HISTORY: 115F, First-Year Writing Seminar*; 183, Sexuality and Gender in the Western Tradition to 1700; 184, Sexuality and Gender in the Western Tradition since 1700; 187, Pornography and Prostitution in History; 281, Women, Health, and Sexuality; 295, Majors Seminar*.

HISTORY OF ART: 242, Art since 1945; 262W, Gender and Sexuality in Greek Art; 290, Directed Study*; 295, Advanced Seminar*.

ITALIAN: 250, Famous Women by Boccaccio.

JEWISH STUDIES: 115F, First-Year Writing Seminar*.


MEDICINE, HEALTH, AND SOCIETY: 115F, First-Year Writing Seminar*; 180, Racial and Ethnic Health Disparities; 201, Health Social Movements; 212, War and the Body; 232, Masculinity and Men’s Health; 242, Bionic Bodies, Cyborg Cultures; 290, Special Topics*.

PHILOSOPHY: 235, Gender and Sexuality; 263, French Feminism.


PSYCHOLOGY: 252, Human Sexuality.


RUSSIAN: 183, Russian Fairy Tales.

SOCIOMETRY: 224, Women and the Law; 225, Women and Social Activism; 230, The Family; 239, Women, Gender, and Globalization; 249, American Social Movements; 250, Gender in Society; 251, Woman and Public Policy in America; 255, Racial and Ethnic Minorities in the United States; 256, Race, Gender, and Sport; 257, Gender, Sexuality, and the Body; 268, Race, Gender, and Health; 272, Gender Identities, Interactions, and Relationships.

SPANISH: 275, Latin and Latin American Women Writers; 294, Special Topics in Hispanic Literature*.


Course descriptions begin on page 235.
College of Arts and Science Courses

Explanation of Course Numbers and Symbols
100-level courses are primarily for freshmen and sophomores.
200-level courses are normally taken by juniors and seniors but are open also to qualified sophomores and freshmen.
Hours are semester hours—e.g., a three-hour course carries credit of three semester hours.
Bracketed figures indicate semester hours credit, e.g., [3].
F symbols used in course numbers designate first-year writing seminar courses.
W symbols used in course numbers designate courses in the College of Arts and Science that will meet the AXLE writing requirement.
The AXLE designation in parentheses in each course description indicates which AXLE requirement pertains. For example, (HCA) indicates credit for Humanities and the Creative Arts in AXLE. The designation (No AXLE Credit) indicates the course does not satisfy an AXLE degree requirement.
The university reserves the right to change the arrangement or content of courses, to change the texts and other materials used, or to cancel any course on the basis of insufficient enrollment or for any other reason.
It is the responsibility of each student to avoid duplication, in whole or in part, of the content of any courses offered toward the degree. Such duplication may result in withdrawal of credit

African American and Diaspora Studies
AADS 099. Commons Seminar. Topics vary. [1] (No AXLE credit)
AADS 101. Introduction to African American and Diaspora Studies. Foundations of African American culture from ancient African history and through contemporary issues in the African American experience and the larger diaspora. The characteristics, developments, and dynamics of diaspora culture in the Americas, with a particular focus on the United States. [3] (P)
AADS 102. Making of the African Diaspora. 1790 to the mid-twentieth century. Slave politics and abolition, the meaning of freedom after emancipation, black workers’ struggle for democracy and citizenship. Resistance to empire and colonialism, migration, race and color ideology, religion, and culture. [3] (P)
AADS 120. Diaspora Feminisms. Introduction to feminism in multiple diasporic places and communities. Comparison of black feminisms across time and space. [3] (INT)
AADS 140. Blacks in Latin America and the Caribbean. Distinctive cultural forms and patterns in the Caribbean basin and Latin America from the sixteenth century to the present. Diverse origins of culture. Slave society’s impact on cultural production. [3] (INT)
AADS 165. Global Africa. The globalization of Africa within the context of Arab and European expansion. Historical flashpoints and contemporary events. The invention of Africa in literary and political discourses. The geopolitics of aid and development. Africa’s relationship with the African diaspora, including modern migrations and debates on the racial and geographic divide between Arab regions north and south of the Sahara. [3] (INT)
AADS 204W. African American Children's Literature. From the seventeenth century to the present. Oral and written; fiction and non-fiction. Major works, writers, and genres. No credit for students who earned credit for 294a section 1 in spring 2011. [3] (HCA)
AADS 205. Haiti: Freedom and Democracy. The Saint-Domingue Revolution from 1791 to 1803 and the development of Haiti from 1804 to the present. Haiti in global context; the revolution as a key moment in the Age of Revolution and the formation of the Black International. Historical monographs, novels, poetry, visual culture, and music. [3] (INT)
AADS 208W. Soul Food as Text in Text: An Examination of African American Foodways. Distinctions between Southern food and soul food. Soul food as performance and projection of gender and racial identity. Cookbooks as literary artifacts. Soul food in American popular culture, and in African American, Southern, and women’s writing. Soul food and community formation. Serves as repeat credit for students who have completed 265W and for students who completed ENGSL 288W in fall 2010. [3] (HCA)
AADS 209. Black Paris - Paris Noir: The African Diaspora and the City of Light. The lived experiences, tensions, belonging, and representations of people of African descent who self-identify and are identified as Black or Noir in Paris, France, from the interwar years to the present. Diversity, intergroup relations, and race beyond the United States. No credit for students who have earned credit for 115F section 5. [3] (INT)

AADS 215. Black Issues in Education. Race, ethnicity, gender, class and their relationships to both the broader roles of schooling and education in American society. Historical foundation of education for African Americans, educational and socioeconomic inequality, family structures, and social policy initiatives. [3] (SBS)


AADS 230. Race, Mixed Race, and “Passing.” Social, legal constructions and live experiences of race. Phenomenon of “passing” and category of “mixed race” in fiction, film, and land-mark court cases. [3] (HCA)


AADS 265. Twentieth-Century African American Biographies. Biographies and autobiographies as lenses for the study of historical trends and events; development of gender, sexual, and racial identities in subjects. [3] (US)


AADS 280a. Internship Readings and Research. Readings conducted under the supervision of a member of the African American and Diaspora Studies program and a substantial research paper are required. Under faculty supervision, students from any discipline can gain experience in a broad range of public and private institutions on issues relative to the black experience. A minimum of 3 hours of background reading and research will be completed in AADS 280a concurrently with and regardless of the numbers of hours taken in internship training in 280b. Normally a 2.90 grade point average, 6 hours of prior work in AADS, and prior approval by the director of undergraduate studies in African American and Diaspora Studies of the student’s plan are required. A research paper and report must be submitted at the end of the semester during which the internship training is completed. Corequisite: 280b. [Variable credit: 3-6] (No AXLE credit)

AADS 280b. Internship Training. Graded on a Pass/Fail basis only and must be taken concurrently with 280a. These hours may not be included in the minimum number of hours required for the African American and Diaspora studies major. Under faculty supervision, students from any discipline can gain experience in a broad range of public and private institutions on issues relative to the black experience. A minimum of 3 hours of background reading and research will be completed in AADS 280a concurrently with and regardless of the numbers of hours taken in internship training in 280b. Normally a 2.90 grade point average, 6 hours of prior work in AADS, and prior approval by the director of undergraduate studies in African American and Diaspora Studies of the student’s plan are required. A research paper and report must be submitted at the end of the semester during which the internship training is completed. Corequisite: 280a. [Variable credit: 1-9] (No AXLE credit)

American Studies

AMER 099. Commons Seminar. Topics vary. [1] (No AXLE credit)

AMER 100. Introduction to American Studies. An interdisciplinary approach to American culture, character, and life. Repeat credit for students who have completed 100W. [3] (US)

AMER 100W. Introduction to American Studies. An interdisciplinary approach to American culture, character, and life. Repeat credit for students who have completed 100. [3] (US)

AMER 101. Introduction to Southern Studies. An interdisciplinary approach to southern American culture, character, and life approached from the interrelated perspectives of history and culture (literature, music, religion, images, rituals, material culture). [3] (US)


AMER 202. Global Perspectives on the U.S. Contemporary and historical views of the U.S. political and cultural presence in the world; comparative nationalisms; emphasis on points of view outside the U.S. [3] (US)

AMER 240. Topics in American Studies. Topics vary. May be repeated for credit more than once if there is no duplication in topic. Students may enroll in more than one section of this course each semester. [3] (SBS)

AMER 280a. Internship Readings and Research. Under faculty supervision, students intern in public or private organizations, conduct background research and reading, and submit a research paper at the end of the semester during which the internship training is completed. Background reading and research will be completed in 280a concurrently with the completion of internship training. Normally a minimum of 3 hours of 280a must be completed, independent of hours taken in 280b. Corequisite: 280b. [Variable credit: 3-6]. (No AXLE credit)

AMER 280b. Internship Training. Offered on a pass/fail basis only and must be taken concurrently with 280a. Under faculty supervision, students intern in public or private organizations, conduct background research and reading, and submit a research paper at the end of the semester during which the internship training is complete. Background reading and research will be completed in 280a concurrently with the completion of internship training. Normally a minimum of 3 hours of 280a must be completed, independent of hours taken in 280b. Corequisite: 280a. [Variable credit: 1-6] (No AXLE credit)

AMER 289a. Independent Readings and Research. Independent readings and/or research on approved topics relating to American society and culture. May be repeated for a total of 6 credits in 289a and 289b combined if there is no duplication in topic, but students may earn only up to 3 credits per semester of enrollment. [1-3; maximum of 6 credits total for all semesters of AMER 289a and 289b] (No AXLE credit)

AMER 289b. Independent Readings and Research. Independent readings and/or research on approved topics relating to American society and
culture. May be repeated for a total of 6 credits in 289a and 289b combined if there is no duplication in topic, but students may earn only up to 3 credits per semester of enrollment. [1-3; maximum of 6 credits total for all semesters of AMER 289a and 289b] [No AXLE credit]


ANTH 210. Culture and Power in Latin America. Survey of native cultures and Spanish and Portuguese heritage. Fundamental traditions, including marriage and the family, the relationship between men and women, racial and ethnic identity, social class, and religion. Peasant communities and contemporary urban life. [3] (INT)

ANTH 211. Archaeology. An introduction to the methods used by archaeologists to study the nature and development of prehistoric societies. Approaches to survey, excavation, analysis, and interpretation are explored through lectures, case studies, and problem assignments. [3] (SBS)

ANTH 212. Ancient Mesoamerican Civilizations. Development of pre-Hispanic civilization in Mesoamerica from the beginnings of village life to the rise of the great states and empires: Olmec, Maya, Toltec, and Aztec civilizations. [3] (INT)


ANTH 221. Maya Language and Literature. Introduction to a contemporary Maya language. Linguistic analysis and cultural concepts. By permission of instructor. May be repeated for the study of different Mayan languages for a total of 6 credits. [1-6; maximum of 6 credits total for all semesters of ANTH 221] [No AXLE credit]


ANTH 224. Political Anthropology. Comparative and ethnographic analysis of political and legal systems. Formal and informal means of control in egalitarian and hierarchical societies. Anthropological theories of power,
authority, influence, and leadership. Social and cultural dimensions of conflict, consensus, competition, and dispute resolution. [3] (SBS)


ANTH 232. The Anthropology of Globalization. Perspectives on globalization based on ethnographic case studies. The impact of new technologies on native cultures; different cultural meanings of global commodities; creation of new diaspora cultures; effects of neoliberal reforms on local economies; ethnic movements and terror networks. [3] (INT)

ANTH 234. Economic Anthropology. Modern and postmodern cultural organization of Western and non-Western economies. Crosscultural comparison of concepts of self-interest and rationality. Relation of the growth of post-industrial service and information economies to economic strategies of ethnic groups. Survey of indigenous alternatives to development. Theoretical issues grounded in case studies from our own and other cultures. [3] (SBS)


ANTH 247. The Aztecs. Origins of the Aztec peoples of central Mexico and their culture; history and structure of the Aztec empire; pre-Columbian social, political, and economic organization; warfare and religion; the Spanish conquest; colonial society in central Mexico; ethno-graphic study of modern descendants of the Aztecs. [3] (INT)


ANTH 249. Indigenous Peoples of Lowland South America. Native societies of Amazonia, the Orinoco basin, and other forest, savanna, and coastal regions of South America. Ecology, cosmology, social organization, and political relations in historical and contemporary populations. Government policies, human rights, environmentalism, sustainable development, and indigenous activism and advocacy. [3] (SBS)


ANTH 252. South American Archaeology. From 12,000 years ago to the present. Archaeology, ethnography, and ethnography. [3] (SBS)

ANTH 254. The Inca Empire. The rise and fall of the Inca state in the Southern American Andes. Inca society, agriculture, economy, warfare, ancestor worship, mummies, and royal wealth. Imperial expansion, the role of the faestering in Inca politics, and place of ecology in Inca religion. Destruction of the empire during the Spanish conquest; persistence of pre-Columbian culture among Inca descendants in Peru and Bolivia. [3] (INT)

ANTH 255. Realities and Worldviews: Why Culture Matters. Worldviews and constructed realities that influence human behavior. Stereotyping and conflict as triggered by ontological misunderstandings. Western ontology, science, and understanding the Other. Interaction of worldviews and human behavior such as in resource management and public health. Offered on a graded basis only. [3] (SBS)

ANTH 260. Medicine, Culture, and the Body. (Also listed as History 283) Concepts of the human body from historical and cross-cultural perspectives. Exploration of experiences, representations, and medical theories of the body in birth, death, health, and illness in Western and non-Western societies. Comparison of methodologies of anthropology and history. Repeat credit for students who have completed HIST 283. [3] (P)


ANTH 266. Gender and Cultural Politics. Cross-cultural comparison of women’s roles and status in western and non-Western societies. Role of myths, symbols, and rituals in the formation of gender identities and the politics of sexual cooperation, conflict, and inequality. Case studies from Africa, the Middle East, Europe, North and South America, Asia, and Mela-nesia. [3] (P)


ANTH 269. Introduction to a Maya Language. Beginning instruction in Kaqchikel, K’iche’, or Q’eqchi’. Basic speaking, reading, and writing skills. [3] (INT)


ANTH 272. Genetic Anthropology Lab Techniques. Applications of molecular anthropology techniques. DNA data analysis. Genetic methods and
findings. DNA comparisons between world populations. Studies of ancient DNA. [3] [MNS]

**ANTH 273. Human Evolutionary Genetics.** Core issues in human evolution and population genetics. Molecular evidence for the origin of modern humans, reconstruction of human migrations, race, and detection of admixture between populations. Implications for human disease. Offered on a graded basis only. No credit for students who earned credit for 294 section 1 in fall 2012. Prerequisite or corequisite: BSCI 100, BSCI 105, or BSCI 110a. [3] [MNS]

**ANTH 274. Health and Disease in Ancient Populations.** Paleopathology of mummies and skeletons. Skeletal evidence for violence and warfare. Gender and social status differences in diet, disease, and activity patterns to reconstruct ancient social organization. Biological relationships among ancient and modern populations. Ethics and federal law in the study of human remains. Laboratory analysis of skeletons. [3] [MNS]

**ANTH 275. Sociocultural Field Methods.** Research design and proposal writing, access to data, ethical issues, sampling techniques, interviewing questionnaire design and question writing, data analysis. [3] [MNS]

**ANTH 277. Conversational K'iche' Maya.** Intermediate level course with advanced grammar. Counterfactual constructions, deixis, verbal derivations of positional roots, sound symbolic verbs, and verbal nominalizations. Vocabulary and idioms. Various literary genres. Prerequisite: 269. [3] [INT]

**ANTH 278. Advanced K'iche' Maya.** Vocabulary, listening, and speaking skills. Modern and colonial texts. Cultural context of linguistic practices in K'iche' communities. Prerequisite: 277. [3] [INT]


**ANTH 280. Introduction to Geographic Information Systems and Remote Sensing.** Computerized graphics and statistical procedures to recognize and analyze spatial patterning. Spatial data-collection, storage and retrieval; spatial analysis and graphic output of map features. Integration of satellite imagery with data from other sources through hands-on experience. Assumes basic knowledge of computer hardware and software. [3] [MNS]

**ANTH 281. Classic Maya Religion and Politics.** Anthropology of politics and religion in Classic Maya culture. A.D. 100-1000. Interpretation of Classic Maya iconography and epigraphy. [3] [SBS]

**ANTH 282. Anthropological Approaches to Human Landscapes.** Anthropological approaches to sociocultural processes and human-environment interactions in the formation of landscapes and settlement systems. Relationship of archaeology and cultural anthropology in the understanding of social space, sacred landscapes, urban plans, and historical ecology. Cross-cultural comparisons. Methods of interpretation and quantification. [3] [SBS]

**ANTH 283. Ethics in Anthropology, Archaeology, and Development.** Ethical perspectives on contemporary problems of archaeological and anthropological research, interaction, and interpretation of past and present non-Western societies. [3] [P]

**ANTH 284. Problems in Anthropological Theory.** An advanced seminar in anthropological theory: cultural evolution, cultural history, ethnic relations, cultural ecology, archaeological method and theory, social structure, political organizations, religious institutions. [3] [SBS]


**ANTH 286. Activism and Social Change: Theory, Experience, and Practice.** Introduction to theory and ethics of social activism and advocacy. Roles of academics and scholars. Theories of political organizing and mobilization. Application of anthropological research methods. Case studies in local, national, and global social issues, processes of civic mobilization, and social change. [3] [SBS]

**ANTH 287a. Internship Readings and Research.** Readings and research conducted under the supervision of a member of the Anthropology department and a substantial research paper are required. Students from any discipline can gain experience working with a local, national, or international organization in developing a project to broaden their understanding of anthropological issues. Hours for background readings and research will be completed in ANTH 287a concurrently with and regardless of the numbers of hours taken in internship training in 287b. Normally a 2.90 grade point average, 6 hours of prior work in ANTH, and prior approval of the student’s plan by the director of undergraduate studies in Anthropology are required. A research paper and report must be submitted at the end of the semester during which the internship training is completed. Corequisite: 287b. [Variable credit: 1-6] [No AXLE credit]

**ANTH 287b. Internship Training.** Offered on a Pass/Fail basis only and must be taken concurrently with 287a. Hours of 287b will not count toward the Anthropology major or minor. Students from any discipline can gain experience working with a local, national, or international organization in developing a project to broaden their understanding of anthropological issues. Hours for background readings and research will be completed in ANTH 287a concurrently with and regardless of the numbers of hours taken in internship training in 287b. Normally a 2.90 grade point average, 6 hours of prior work in ANTH, and prior approval of the student’s plan by the director of undergraduate studies in Anthropology are required. A research paper and report must be submitted at the end of the semester during which the internship training is completed. Corequisite: 287a. [Variable credit: 1-9] [No AXLE credit]

**ANTH 288a. Independent Research.** Readings on selected topics (of the student’s choice) and the preparation of reports. [1-3] [No AXLE credit]

**ANTH 288b. Independent Research.** Readings on selected topics (of the student’s choice) and the preparation of reports. [1-3] [No AXLE credit]

**ANTH 289. Field Research.** Directed field research on topics of the student’s choice. May be repeated for credit more than once if there is no duplication in topic, but students may earn only up to 6 credits per semester of enrollment. [1-6] [No AXLE credit]

**ANTH 294. Special Topics.** Topics vary. May be repeated for credit more than once if there is no duplication in topic. Students may enroll in more than one section of this course each semester. [3] [No AXLE credit]

**ANTH 296. Honors Research.** Research to be done in consultation with a member of the faculty in anthropology. Open only to those beginning honors work in anthropology. May be repeated for a total of 6 credits. [1-6; maximum of 6 credits total for all semesters of ANTH 296] [No AXLE credit]

**ANTH 299. Honors Thesis.** Open only to seniors in the departmental honors program. Students completing this course with distinction, including a thesis and final examination, will earn honors in anthropology. Prerequisite: 298. May be repeated for a total of 6 credits if there is no duplication in topic. [1-6; maximum of 6 credits total for all semesters of ANTH 299] [No AXLE credit]

**Arabic**

**ARA 210a. Elementary Arabic.** Development of reading, listening, speaking, and writing skills. No credit for students who have earned credit for a more advanced Arabic language course. [5] [No AXLE credit]

**ARA 210b. Elementary Arabic.** Continuation of 210a. Development of reading, listening, speaking, and writing skills. No credit for students who have earned credit for a more advanced Arabic language course. Prerequisite: 210a. [5] [INT]

**ARA 220a. Intermediate Arabic.** Practice and development of all language skills at the intermediate-advanced level. Intensive work in spoken Arabic with emphasis on vocabulary acquisition, reading comprehension, and writing skills. Advanced grammar, modern Arabic word formation, verb aspect usage, and structure of complex sentences. Three hours of class work per week with an additional two hours per week of individual work in
the language laboratory. No credit for students who have earned credit for a more advanced Arabic language course. Prerequisite: 210b. [4] (INT)

**ARTS 220b. Intermediate Arabic.** Continuation of 220a. Practice and development of all language skills at the intermediate-advanced level. Intensive work in spoken Arabic with emphasis on vocabulary acquisition, reading comprehension, and writing skills. Advanced grammar, modern Arabic word formation, verb aspect usage, and structure of complex sentences. Three hours of class work per week with an additional two hours per week of individual work in the language laboratory. No credit for students who have earned credit for a more advanced Arabic language course. Prerequisite: 220a. [4] (INT)

**ARTS 230a. Advanced Arabic.** Further development of listening, reading, speaking, and writing skills in the Arabic language. Emphasis on grammar and literary techniques. Offered on a graded basis only. No credit for students who have earned credit for a more advanced Arabic language course. Prerequisite: 230a. [3] (INT)

**ARTS 230b. Advanced Arabic.** Continuation of 230a. Further development of listening, reading, speaking, and writing skills in the Arabic language. Emphasis on grammar and literary techniques. Offered on a graded basis only. No credit for students who have earned credit for a more advanced Arabic language course. Prerequisite: 230b. [3] (INT)

**ARTS 240. Media Arabic.** Listening to, discussing, simulating, and analyzing Arabic media materials. Coverage of current and historical events, such as TV broadcasts, headline news, documentaries, and public discussions on political, religious, and cultural issues. Offered on a graded basis only. Prerequisite: 230b. [3] (INT)

**ARTS 250. Arabic of the Qur’an and Other Classical Texts.** Syntactical and morphological features of Classical Arabic. Differences and similarities with Modern Standard Arabic in vocabulary usage, semantic extensions, and context; vocabulary borrowing. Texts drawn from the Qur’an, Hadith, and Sira (biographical) literature. Offered on a graded basis only. Prerequisite: 240. [4] (INT)

**Art Studio**

**ARTS 101. Introduction to Studio Art.** Processes, fundamental elements, and principles of art. Drawing, painting, printmaking, sculpture, photography, installation, and time-based art. [3] (HCA)

**ARTS 102. Drawing and Composition I.** Introduction to drawing: visual problems related to observation, idea formation, composition, media, and various forms of expression. Figure and landscape may be included. [3] (HCA)

**ARTS 110. Printmaking I: Relief and Intaglio.** Introduction to printmaking media, including relief and etchings. Traditional and experimental approaches. Prerequisite: 102. [3] (HCA)

**ARTS 111. Printmaking I: Screen Printing and Lithography.** Introduction to printmaking media, including screen printing and lithography. Traditional and experimental approaches. Prerequisite: 102. [3] (HCA)


**ARTS 120. Photography I.** Black-and-white photography. The aesthetics and techniques of the black-and-white medium; 35mm camera use, film exposure, image quality, and darkroom practices. [3] (HCA)


**ARTS 130. Painting.** Technical and conceptual aspects of painting. Individual instruction based on ability and experience. Prerequisite: 102. [3] (HCA)

**ARTS 140. Ceramics.** Introduction to ceramic design and preparation of clay objects. Hand-building, wheel-throwing, ceramic sculpture, surface enrichment, glazing, and kiln-firing. [3] (HCA)

**ARTS 141. Sculptural Ceramics.** Expressive art forms in clay. Assembled components, surface enrichment, and firing techniques. [3] (HCA)

**ARTS 150. Sculpture.** Changing concepts, materials, and processes in sculpture. Individual instruction based on ability and experience. [3] (HCA)

**ARTS 151. Assemblage.** Additive processes in sculpture. Problems involving found objects, kinetic/time-based ideas, and site-specific installations. [3] (HCA)

**ARTS 152. Installation Art.** Historical survey from 1900 to present; studio practice; formal and conceptual issues. [3] (HCA)

**ARTS 171. Video Art.** Video as an art form. Group and individual productions. Viewing and discussion. Project analysis and critique. Relationship to such traditional media as photography and film. [3] (HCA)


**ARTS 173. Interactive Portable Media and Cellphone Art I.** Use of inexpensive media devices such as cell phones, music players, and other portable electronics to create campus-wide participatory events, including art projects, web interactive movements, unexpected musical environments, and grassroots media campaigns. Collaborative and solo projects. [3] (HCA)


**ARTS 190. Social Collective Art Practice.** History and practice of making art within the social collective experience. Small group projects based on everyday living in The Commons. No credit for students who have taken 115F section 1. [3] (HCA)

**ARTS 202. Drawing and Composition II.** Prerequisite: 102. [3] (HCA)

**ARTS 203. Drawing and Composition III.** Prerequisite: 102 and 202. [3] (HCA)

**ARTS 205. Life Drawing I.** Methods used to depict form and structures of the human figure. Gesture, sighting and measuring, contour drawing, and value. Planar and anatomical analysis. Metaphorical and narrative use of the human figure in art. Prerequisite: 102. [3] (HCA)

**ARTS 206. Life Drawing II.** Prerequisite: 205. [3] (HCA)

**ARTS 207. Drawing: Color Media I.** Drawing on paper with wet and dry color media. Traditional and experimental approaches. Prerequisite: 102. [3] (HCA)

**ARTS 208. Drawing: Color Media II.** Prerequisite: 207. [3] (HCA)

**ARTS 210. Printmaking II.** Advanced study in traditional and experimental printmaking processes. Prerequisite: 110 or 111. [3] (HCA)

**ARTS 211. Printmaking III.** Advanced study in traditional and experimental printmaking processes. Prerequisite: 210. [3] (HCA)

**ARTS 220. Photography II.** Concepts and techniques of contemporary photographic practice; experimental projects and workshops using analog and digital media. Issues in contemporary art. Prerequisite: 120, 121, or 122. [3] (HCA)

**ARTS 221. Photography III.** Personal projects and critiques. Interdisciplinary possibilities. Issues in contemporary art. Prerequisite: 220 or 222. [3] (HCA)


**ARTS 230. Painting II.** Prerequisite: 130. [3] (HCA)
ARTS 231. Painting III. Prerequisite: 230. [3] (HCA)

ARTS 240. Ceramics II. Development of ceramic design, both traditional and contemporary, functional and sculptural. Projects develop technical and aesthetic goals. Instruction includes demonstrations, slide presentations, field trips, guest artists, reports. Demonstrations include advanced throwing, complex constructions, glaze development with applications, and kiln-firing. Prerequisite: 140. [3] (HCA)

ARTS 241. Concept and Clay: Composite Forms. Technical ability in handling clay and conceptual and interpretive elements in functional and/or sculptural forms. Individual solutions in form and surface. Prerequisite: 140 or 141. [3] (HCA)

ARTS 250. Sculpture II. Prerequisite: 150, 151, or 152. [3] (HCA)


ARTS 273. Interactive Portable Media and Cell Phone Art II. Working with laptops and webcams, midi keyboards and digital music players, cell phones, video cameras, and other personal media devices to create art projects. Prerequisite: 171, 172, or 173. [3] (HCA)

ARTS 285. Maymester Contemporary Art Blitz. Intensive review of contemporary art through excursions to museums, galleries, and artists’ studios. Insights from curators, dealers, and films. Cities vary each year. May be repeated for credit more than once if there is no duplication in topic. [3] (HCA)

ARTS 288. Selected Topics. May be repeated for a total of 9 credits if there is no duplication in topic. Students may enroll in more than one section of this course per semester. [3]; maximum of 9 credits total for all semesters of ARTS 288] (HCA)

ARTS 289. Independent Research. Supervised work beyond regular offerings in the curriculum. Students may only register with consent of instructor involved and with written approval of the director of undergraduate studies. May be repeated for a total of 6 credits if there is no duplication in topic, but students may earn only up to 3 credits per semester of enrollment. [1-3; maximum of 6 credits total for all semesters of ARTS 289] (No AXLE credit)

ARTS 290. Directed Study: Senior Show and Contemporary Practices. Theoretical and practical concerns including professional practices for artists. Students visit exhibitions and discuss contemporary art with directed readings and lectures, participate in critiques, and exhibit their work. Seniors with a concentration in art only. [3] (HCA)

ARTS 291. Independent Research: Senior Show. Research conducted under faculty supervision specifically in preparation for the Senior Show. Open only to senior majors in their final term. [3] (No AXLE credit)

ARTS 299a. Senior Honors Research. Research conducted in consultation with a faculty member in Art. Offered on a graded basis only. Open only to honors majors. [3] (No AXLE credit)

ARTS 299b. Senior Honors Thesis. Research conducted in consultation with a faculty member in Art. Offered on a graded basis only. Open only to senior honors majors. [3] (No AXLE credit)

Asian Studies

ASIA 099. Commons Seminar. Topics vary. [1] (No AXLE credit)

ASIA 150. Writing Southeast Asia. Literary representations, including novels and personal memoirs, of the history of Southeast Asia. Colonial and postcolonial periods. Representations of pluralistic cultures, diverse languages, religions, and indigenous and national identities. Indonesia, Myanmar, Philippines, Thailand, and Vietnam. All texts in English translation. [3] (HCA)

ASIA 200W. Fashioning the Self: Coming of Age and Asian Modernities. The coming-of-age novel (Bildungsroman) as a literary form in twentieth-century Asia. Travails of modernity and colonialism; the effects of crossing national, racial, and cultural boundaries; the experiences of traveling to urban centers, foreign countries, and ancestral lands. Texts from China, Indonesia, Japan, Philippines, and Vietnam. Taught in English. [3] (INT)

ASIA 211. Popular Culture in Modern Japan. Popular culture in Japan from 1900 to the present. The rise of mass culture and media, song, sports, food, fashion, and popular film genres. [3] (INT)

ASIA 212. Explorations of Japanese Animation. Introduction to the form and content of Japanese animation as globalized popular entertainment and as a speculative artistic medium that explores history and memory, nature and technology, human identity, carnivalesque comedy, and gender relations. [3] (INT)


ASIA 230. Chinese Medicine (Formerly HIST 282). Historical encounters and divergences between medicine in China and in the West. Chinese medical classics, including the Inner Canon of the Yellow Emperor and early herbal manuals. The creation of Traditional Chinese Medicine in the People’s Republic of China and the emergence of Chinese medicine as alternative medicine in the U.S. Serves as repeat credit for students who completed HIST 282 prior to fall 2012 or HIST 248 prior to fall 2008. [3] (P)

ASIA 233. Self-Cultivation in Ancient China, 300 BCE to 500 CE. Methods, goals, and contexts of self-cultivation in antiquity. Breathing exercises, meditation, visualization, sexual arts, sacrifice, alchemy, and other practices in their religious, cultural, and social contexts. [3] (INT)

ASIA 236. Inside China. First-hand experience of China’s dynamic society and expanding economy. Guided exploration of famous historical sites and contemporary institutions such as hospitals, businesses, factories, and art galleries in Beijing and Shanghai. Interviews with individuals from many different walks of life, including physicians, entrepreneurs, migrant workers, and college students. No knowledge of Chinese is required. Offered on a graded basis only. [3] (INT)

ASIA 240. Current Japan-U.S. Relations. Similarities and differences in theory and practice in the United States and Japan on public policy issues such as trade, defense, environment, education, medical care, and racial prejudice. [3] (INT)


ASIA 289a. Independent Study. Designed primarily for majors who want to study Asian topics not regularly offered in the curriculum. Must have consent of instructor. May be repeated for credit more than once, but students may earn only up to 3 credits per semester of enrollment. [1-3] (No AXLE credit)

ASIA 289b. Independent Study. Designed primarily for majors who want to study Asian topics not regularly offered in the curriculum. Must have consent of instructor. May be repeated for credit more than once, but students may earn only up to 3 credits per semester of enrollment. [1-3] (No AXLE credit)
ASTR 205. Undergraduate Seminar. Directed readings and discussions of current topics in astronomy. Normally limited to juniors and seniors with preference to majors. Prerequisite: 102 or one semester of calculus-based physics. May be repeated for credit more than once, but students may earn only 1 credit per semester of enrollment. [1] (No AXLE credit)

ASTR 252. Stellar Astrophysics. Physics of stellar structure and evolution, including nuclear energy generation, equations of state, and heat transfer by radiation and convection. Numerical stellar models. Observational aspects of stellar astrophysics. Prerequisite: either MATH 196, 198, or 208; either PHYS 223 or 223c; and either PHYS 225 or 225W. [3] (MNS)

ASTR 253. Galactic Astrophysics. Interstellar matter and gaseous nebulae, the structure and evolution of normal galaxies, active galactic nuclei and quasars, and observational cosmology. No credit for students who have earned credit for 353. Prerequisite: MATH 198 and either PHYS 225 or 225W. [3] (MNS)

ASTR 254. Structure Formation in the Universe. Observational and theoretical aspects of extragalactic astronomy. Measurements of galaxies and of the large-scale structure of the universe from galaxy surveys. Expansion history of universe; roles of dark matter and energy. Growth of density fluctuations in universe due to gravity. Cosmological N-body simulations and formation of dark matter halos. Physics of galaxy formation. Experimental probes of dark matter and energy. Prerequisite: One of PHYS 113A, 116A, or 121A; and one of PHYS 113B, 116B, or 121B; and one of MATH 196, 198, or 208; and one of CS 101 or 103. [3] (MNS)

ASTR 260. General Relativity and Cosmology. Introduction to Einstein’s theory describing gravity as a curvature of spacetime. Tensor analysis, special relativity, differential geometry, spacetime curvature, the Einstein field equations, the Schwartzschild metric for stars and black holes, and the Friedmann-Robertson-Walker metric for cosmology. Prerequisite: PHYS 227a and 229a. [3] (MNS)

ASTR 289. Directed Studies. Individual research or readings under close faculty supervision. May be repeated for a total of 10 credits, but students may earn only up to 5 credits per semester of enrollment. [1-5; maximum of 10 credits total for all semesters of ASTR 289] (No AXLE Credit)

ASTR 291. Independent Study. Introduction to independent research and scholarly investigation under faculty supervision. May be repeated for a total of 10 credits, but students may earn only up to 6 credits per semester of enrollment. [1-6; maximum of 10 credits total for all semesters of ASTR 291] (No AXLE credit)

ASTR 296. Honors Research and Senior Thesis. Independent experimental or theoretical investigations of basic problems under faculty supervision which culminate in a written thesis submitted to the faculty. Required for departmental honors. Open to senior majors with departmental approval. May be repeated for a total of 10 credits, but students may earn only up to 6 credits per semester of enrollment. [1-6; maximum of 10 credits total for all semesters of ASTR 296] (No AXLE credit)

Biological Sciences

BSCI 099. Commons Seminar. Topics vary. [1] (No AXLE credit)

BSCI 100. Biology Today. Broad coverage of the biological sciences presenting evolution as the unifying concept. Particular emphasis on basic biological processes in cells and the relationships/interactions between organisms and their environment. Topics include cell structure and function, genetics and inheritance, evolution and diversity, populations, communities and ecosystems, and topics related to biology and society. Students who take 110a-110b shall not receive credit for 100. Corequisite: 101a. [3] (MNS)

BSCI 101a. Biology Today Laboratory. Laboratory investigations of the genetics, physiology, and ecology of plants and animals. One three-hour laboratory per week to accompany 100. Students who take 111a or 111b shall not receive credit for 101a. Corequisite: 100. Satisfies the AXLE lab course requirement when completed with 100. [1] (No AXLE credit)

BSCI 105. Human Biology. Recent advances in genetics, reproduction, and biotechnology. Social, legal, and ethical implications. Three lectures and one laboratory period per week. Not intended for students majoring in
BSCI 110a. Introduction to Biological Sciences. An integrative approach to the science of life for science and engineering students. Macromolecular structure and function. Cell structure, reproduction, metabolism, and energy production. Genomes, replication, gene structure, RNA, and protein synthesis. Students who have completed 100 or 105 will forfeit full credit for 100 or three hours of credit for 105 upon completion of this course. Prerequisite or corequisite: CHEM 102a. [3] (MNS)

BSCI 110b. Introduction to Biological Sciences. Continuation of 110a. Cell communication. Physiology, organ function and development. Mendelian and population genetics. Evolution, ecology, and speciation. Populations, ecosystems, and conservation biology. Students who have completed 100 or 105 will forfeit full credit for 100 or three hours of credit for 105 upon completion of this course. Prerequisite: 110a. [3] (MNS)

BSCI 111a. Biological Sciences Laboratory. Laboratory to accompany 110a. One three-hour laboratory per week. Satisfies the AXLE lab course requirement when completed with 110a. Students who have completed 101a or 105 will forfeit full credit for 101a or one hour of credit for 105 upon completion of this course. Prerequisite or corequisite: 110a. [1] (No AXLE credit)

BSCI 111b. Biological Sciences Laboratory. Laboratory to accompany 110b. One three-hour laboratory per week. Satisfies the AXLE lab course requirement when completed with 110b. No credit for students who have earned credit for 111c. Students who have earned credit for 101a or 105 will forfeit full credit for 101a or one hour of credit for 105 upon completion of this course. Prerequisite or corequisite: 110b. [1] (No AXLE credit)

BSCI 111c. Biological Sciences Laboratory. Alternative to 111b. Directed research projects with emphasis on experimental design and analysis. Satisfies the AXLE lab course requirement when completed with 110b. Offered on a graded basis only. No credit for students who have earned credit for 111b. Students who have earned credit for 101a or 105 will forfeit full credit for 101a or one hour of credit for 105 upon completion of this course. Prerequisite or corequisite: 110b. Prerequisite: 111a. [2] (No AXLE credit)

BSCI 118. Green Earth: The Biodiversity and Evolution of Plants. Biodiversity of plants, their adaptations to the environment, and their evolutionary and ecological relationships. Basic biology of plant form and function and the importance of plants for life on Earth. Not intended for students planning to major in biological sciences. Three hours of lecture and one laboratory period per week. [4] (MNS)


BSCI 202. Cell Biology Laboratory. One three-hour laboratory and discussion period per week. Satisfies the AXLE lab course requirement when completed with 201. Prerequisite or corequisite: 201. [1] (No AXLE credit)

BSCI 205. Evolution. Evolutionary theory, with emphasis on evolutionary mechanisms. Microevolutionary processes of adaptation and speciation and macro-evolutionary patterns. Evidence from genetics, ecology, molecular biology, and paleontology in the historical context of the neo-Darwinian synthesis. Three lectures per week. No credit for graduate students in Biological Sciences. Prerequisite: 110b. [3] (MNS)


BSCI 211. Genetics Laboratory. One three-hour laboratory and discussion period per week. Satisfies the AXLE lab course requirement when completed with 210. Prerequisite or corequisite: 210. [1] (No AXLE credit)

BSCI 218. Introduction to Plant Biology. Diversity of plants within the framework of their evolution and environmental adaptations. Biomes from the tropical rain forest to the Vanderbilt arboretum. Three lectures and one laboratory per week. Prerequisite: 110b. [4] (MNS)

BSCI 219. Introduction to Zoology. A structural and functional study of the major animal groups. The problems presented to animals by their environments, and the anatomical and physiological mechanisms by which they adapt. Three lectures and one laboratory period per week. Prerequisite: 110b. [4] (MNS)


BSCI 233. Conservation Biology. Ecological, evolutionary, social, and economic aspects of biodiversity loss and ecosystem disruption due to human activities. Climate change, habitat fragmentation, species overexploitation, and invasive species. Sustainable development, habitat restoration, and species reintroduction. Prerequisite: 110b. [3] (MNS)

BSCI 234. Microbiology. Microorganisms, including bacteria, viruses, and mobile genetic elements. The origins and universality of microbial life, modes of genome evolution, symbioses between microbes and animals, biotechnology, and human microbiome. Prerequisite: 110b. [3] (MNS)


BSCI 237. Ecology Lab. One three-hour laboratory and discussion period or field trip per week. Satisfies the AXLE lab course requirement when completed with 238. Prerequisite or Corequisite: 238. [1] (No AXLE credit)

BSCI 238. Ecology. Population biology, evolutionary ecology, community structure, with emphasis on species interactions, including competition, predation, and symbiosis. Prerequisite: 110b. [3] (MNS)

BSCI 239. Behavioral Ecology. Theoretical and empirical research on shaping the evolution of behavior. The role of behavior in population regulation, habitat selection and spacing, foraging behavior, predator-prey interactions, sexual selection, evolution of mating systems, new approaches to animal communication, game theory. Prerequisite: 110b and 205. [3] (MNS)


BSCI 247. Molecular Evolution. The theory of evolution at the molecular level. The evolution of DNA and RNA sequences, proteins, and genome structures will be studied using models from population genetics and comparative approaches. Molecular clocks, the evolution of gene regulation and globin genes, molecular phylogeny, and human evolution. Prerequisite: 210 and 205. [3] (MNS)


BSCI 256. Molecules of the Brain. Molecules of neural wiring, involving cell identity, pathfinding, synaptogenesis. Molecules of nerve cell communica-
tion, with relationship to drugs of addiction and abuse. Molecules of ner-
vous system plasticity, and the mechanistic bases of learning and memory.
Relation of these mechanisms to causes of human neurological diseases.
Prerequisite: 110b. [3] (MNS)

BSCI 265. Nucleic Acid Transactions. Biochemistry of the expression,
transmission, and maintenance of genetic information. DNA transcrip-
tion, replication, recombination, and repair. Structural mechanisms and biologi-
cal functions of DNA processing proteins. Offered on a graded basis only. 
Prerequisite: 220. [3] (MNS)

BSCI 266. Advanced Molecular Genetics. Principles of classical and
molecular genetic analysis: mutation and recombination, mapping, and
the application of genetic methodology to the study of complex systems. 
Special emphasis on modern genomic approaches. Prerequisite: 210. [3] (MNS)

BSCI 270. Statistical Methods in Biology. An introduction to statistical
methods used in the analysis of biological experiments, including the appli-
cation of computer software packages. Emphasis on testing of hypotheses
and experimental design. Topics include descriptive statistics, analysis of
variance, regression, correlation, contingency analysis, and the testing of
methods for sampling natural populations. Prerequisite: 110b. [3] (MNS)

BSCI 272. Genome Science. Aims and importance of the science. 
Retrieval of genome data from public databases; experimental and computa-
tional methods used in analysis of genome data and their annotation.
Functional aspects of genomics, transcriptomics, and proteomics; use of
phylogenetics and population genomics to infer evolutionary relationships
and mechanisms of genome evolution. Prerequisites: 110b. [3] (MNS)

BSCI 275. Undergraduate Seminar. Discussions and papers based on
readings in research journals. Topics vary. Prerequisite: fulfillment of the in-
termediate course requirements for the major. May be repeated for credit
more than once if there is no duplication in topic, but only two hours may
count toward the major. Students may enroll in more than one section of this
course each semester. [2] (No AXLE credit)

BSCI 280. Introduction to Research. Work in the laboratory of a member
of the Biological Sciences faculty. Term paper required. Consent of course
coordinator and enrollment by arrangement before the end of the previous
semester is required. Prerequisite: 110b. Prerequisite or corequisite: 110b. 
[1] (No AXLE credit)

BSCI 282. Independent Reading. Reading and discussion of research
papers with a member of the faculty. Prerequisite: consent of Biological Sci-
ces 282 coordinator before the end of the previous semester. May be
repeated for credit once if there is no duplication in topic. Students may
enroll in more than one section of this course each semester. [1; maximum
of 2 credits total for all semesters of BSCI 282] (No AXLE credit)

BSCI 283. Directed Laboratory Research. Directed student research on
a project conceived by a member of the Biological Sciences faculty. Enroll-
ment by arrangement before the end of the previous semester. May be
taken only once, and participants ordinarily expected to have overall grade
point average of B or better. Offered on a graded basis only. Prerequisite:
110b, one intermediate BSCI course appropriate to the major or 280, and
consent of Biological Sciences 283 coordinator. [2-4] (No AXLE credit)

BSCI 286. Independent Laboratory Research. Original student research
on a defined problem in Biological Sciences and under the supervision of Bi-
ological Sciences faculty. Some independence in the design and execution
of the problem. Enrollment by arrangement before the end of the previous
semester. Prerequisite: 283, consent of Biological Sciences 286 coordina-
tor, cumulative grade point average of B. May be repeated for credit more
than once, but students may earn only up to 6 credits per semester of enroll-
ment. [2-6] (No AXLE credit)

BSCI 290. Special Topics in Biological Sciences. Topics vary. May be
repeated for credit more than once by permission of the director of under-
graduate studies. Students may enroll in more than one section of this
course each semester. Prerequisite: 110b. [3] (MNS)

BSCI 296. Honors Research. Open only to majors in the Honors Program.
May be repeated for credit more than once, but students may earn only up
to 6 credits per semester of enrollment. [4-6] (No AXLE credit)

BSCI 287. Independent Research. Principles of classical and
molecular genetics: mutation and recombination, mapping, and
the application of genetic methodology to the study of complex systems. 
Special emphasis on modern genomic approaches. Prerequisite: 210. [3] (MNS)

BSCI 289. Directed Laboratory Research. Directed student research on
a project conceived by a member of the Biological Sciences faculty. Enroll-
ment by arrangement before the end of the previous semester. May be
taken only once, and participants ordinarily expected to have overall grade
point average of B or better. Offered on a graded basis only. Prerequisite:
110b, one intermediate BSCI course appropriate to the major or 280, and
consent of Biological Sciences 283 coordinator. [2-4] (No AXLE credit)

BSCI 290. Special Topics in Biological Sciences. Topics vary. May be
repeated for credit more than once by permission of the director of under-
graduate studies. Students may enroll in more than one section of this
course each semester. Prerequisite: 110b. [3] (MNS)

BSCI 296. Honors Research. Open only to majors in the Honors Program.
May be repeated for credit more than once, but students may earn only up
to 6 credits per semester of enrollment. [4-6] (No AXLE credit)

Chemistry

CHEM 099. Commons Seminar. Topics vary. [1] (No AXLE credit)

CHEM 100a. Introductory Chemistry Laboratory. Laboratory to ac-
company 101a. One three-hour laboratory per week. Satisfies the AXLE lab
course requirement when completed with 101a. No credit for students who
have earned credit for 104a or 219a. Corequisite: 101a. [1] (No AXLE credit)

CHEM 101a. Introductory Chemistry. General principles for non-science
majors or those not planning on taking additional chemistry courses. The
periodic table, chemical reactions, properties of solutions, and atmospheric
chemistry with connections to global environmental issues. No prior chem-
istry experience required. Not a prerequisite for advanced courses in chem-
istry. No credit for students who have earned credit for 102a, 218a, or 220a. 
[3] (MNS)

CHEM 102a. General Chemistry. General principles of chemistry for
science and engineering students. Composition and structure of matter,
chemical reactions, bonding, solution chemistry, and kinetics. Thermody-
namics, equilibrium, acids and bases, electrochemistry, and coordination
compounds. Three lectures per week and a recitation period. Students who
have earned credit for 101a will forfeit credit for 101a upon completion of
this course. Corequisite: 104a. [3] (MNS)

CHEM 102b. General Chemistry. Continuation of 102a. General prin-
ciples of chemistry for science and engineering students. Composition and
structure of matter, chemical reactions, bonding, solution chemistry, and
kinetics. Thermodynamics, equilibrium, acids and bases, electrochemistry,
and coordination compounds. Three lectures per week and a recitation pe-
riod. Students who have earned credit for 101b will forfeit credit for 101b
upon completion of this course. Prerequisite: 102a. Corequisite: 104b. [3]
(MNS)

CHEM 104a. General Chemistry Laboratory. Laboratory to accompany
102a. One three-hour laboratory per week. Satisfies the AXLE lab course re-
quirement when completed with 102a. Students who have earned credit for
100a will forfeit credit for 100a upon completion of this course. Prerequisite
or corequisite: 102a. [1] (No AXLE credit)

CHEM 104b. General Chemistry Laboratory. Laboratory to accompany
102b. One three-hour laboratory per week. Satisfies the AXLE lab course re-
quirement when completed with 102b. Students who have earned credit for
100b will forfeit credit for 100b upon completion of this course. Prerequisite:
104a. Corequisite: 102b. [1] (No AXLE credit)

CHEM 202. Introduction to Bioinorganic Chemistry. Functions of inor-
ganic elements in living cells. The manner in which coordination can modify
the properties of metallic ions in living systems. Prerequisite: 218b or 220b. 
[3] (MNS)

CHEM 203. Inorganic Chemistry. A survey of modern inorganic chem-
istry including coordination compounds and the compounds of the main-
group elements. Representative reactions and current theories are treated.
Prerequisite or corequisite: 230 or 231. [3] (MNS)

CHEM 207. Introduction to Organometallic Chemistry. A general de-
scription of the preparation, reaction chemistry, molecular structure, bond-
ing, and spectroscopic identification of organometallic compounds of the
transition metals. Prerequisite: 203. [3] (MNS)

CHEM 210. Introduction to Analytical Chemistry. Fundamental quanti-
tative analytical chemistry with emphasis on principles of analysis, separa-
tions, equilibria, stoichiometry and spectrophotometry. No credit for gradu-
ate students in chemistry. Corequisite: 212a. [3] (MNS)
CHEM 211. Instrumental Analytical Chemistry. Chemical and physical principles of modern analytical chemistry instrumentation. Prerequisite: 210 and either 218b or 220b. [3] (MNS)

CHEM 212a. Analytical Chemistry Laboratory. Laboratory to accompany Chemistry 210. No credit for graduate students in chemistry. One four-hour laboratory per week. Satisfies the AXLE lab course requirement when completed with 210. Prerequisite or corequisite: 210. [1] (No AXLE credit)

CHEM 218a. Organic Chemistry for Advanced Placement Students. Fundamental types of organic compounds; their nomenclature, classification, preparations, reactions, and general application. Three hours of lecture and one hour of recitation each week. Equivalent to 220a. No credit for students who have earned credit for 220a or 220b. Prerequisite: enrollment limited to first-year students with advanced placement chemistry scores of 5, or the approval of the director of undergraduate studies. Corequisite: 219a. [3] (MNS)

CHEM 218b. Organic Chemistry for Advanced Placement Students. Continuation of 218a. Fundamental types of organic compounds; their nomenclature, classification, preparations, reactions, and general application. Three hours of lecture and one hour of recitation each week. Equivalent to 220b. No credit for students who have earned credit for 220a or 220b. Prerequisite: enrollment limited to first-year students with advanced placement chemistry scores of 5, or the approval of the director of undergraduate studies. Corequisite: 219b. [3] (MNS)

CHEM 219a. Organic Chemistry Laboratory. Laboratory to accompany 218a or 220a. One four-hour laboratory per week. Satisfies the AXLE lab course requirement when completed with 218a or 220a. Prerequisite or corequisite: 218a or 220a. [1] (No AXLE credit)

CHEM 219b. Organic Chemistry Laboratory. Laboratory to accompany 218b or 220b. One four-hour laboratory per week. Satisfies the AXLE lab course requirement when completed with 218b or 220b. Prerequisite or corequisite: 218b or 220b. [1] (No AXLE credit)


CHEM 220c. Organic Chemistry Structure and Mechanism. Stereochemistry and conformational analysis; mechanisms of organic reactions; linear free-energy relationships; reactive intermediates. Three lectures and one recitation hour per week. No credit for students who have earned credit for 320. Students who have earned credit for 320a will earn only two credits for this course. Prerequisite: either 218b or 220b and either 230 or 231. [4] (MNS)


CHEM 225. Spectroscopic Identification of Organic Compounds. Theoretical and practical aspects of spectroscopic methods, with an emphasis on NMR spectroscopy, for structural characterization of organic compounds. Prerequisite: 218b or 220b. [3] (MNS)


CHEM 227W. Forensic Analytical Chemistry. Techniques, methodologies, data collection, and interpretation. Laboratory experience with drug analysis, toxicology, trace, and arson analysis. Two hours of lecture and one four-hour laboratory per week. Prerequisite: 210 and 212a. [3] (MNS)

CHEM 230. Physical Chemistry: Quantum Mechanics, Spectroscopy, and Kinetics. Chemical kinetics and principles of quantum chemistry applied to molecular structure, bonding, and spectroscopy. Prior study of multivariable calculus is expected. No credit for graduate students in chemistry. Prerequisite or corequisite: PHYS 113a, 116a, or 121a. Prerequisite: MATH 150b or 155b. [3] (MNS)


CHEM 236. Physical Chemistry Laboratory. Experiments in chemical thermodynamics and kinetics. Data analysis and presentation. No credit for graduate students in chemistry. One three-hour laboratory or one lecture per week. Calculus through Math 175 recommended. Prerequisite: 219b and either MATH 150b or 155b. [1] (No AXLE credit)

CHEM 240. Introduction to Nanochemistry. Synthesis, characterization, and assembly of nanoscale materials. No credit for graduate students in chemistry. Prerequisite: 102b. [3] (MINS)

CHEM 250. Chemical Literature. Assigned readings and problems in the nature and use of the chemical literature. Prerequisite: 218b or 220b. [1] (No AXLE credit)

CHEM 252. Undergraduate Research. Open to students who have earned at least 8 hours of credit and a minimum GPA of 2.7 in chemistry, with consent of the director of undergraduate studies and the sponsoring faculty member. May be repeated for credit more than once if there is no duplication in topic, but students may earn only up to 3 credits per semester of enrollment. [1-3] (No AXLE credit)

CHEM 251a. Readings for Honors. Open only to students in the departmental honors program. General reading supervised by research adviser. [2] (No AXLE credit)

CHEM 251b. Readings for Honors. Open only to students in the departmental honors program. Continuation of 251a, with emphasis on research planned. [2] (No AXLE credit)

CHEM 252a. Honors Research. Open only to students in the departmental honors program. Original research supervised by research adviser, to be reported in thesis form with oral examination thereon. [2] (No AXLE credit)

CHEM 252b. Honors Research. Open only to students in the departmental honors program. Original research supervised by research adviser, to be reported in thesis form with oral examination thereon. [2] (No AXLE credit)

CHEM 252c. Honors Research. Open only to students in the departmental honors program. Original research supervised by research adviser, to be reported in thesis form with oral examination thereon. [2] (No AXLE credit)

CHEM 255a. Advanced Integrated Laboratory. Multidisciplinary laboratory projects. Experimental design, synthetic techniques, chemical analysis, spectroscopy, and computational methods. Offered on a graded basis only. Limited to senior majors. Prerequisite: 210, 212a. [3] (No AXLE credit)
Chinese

CHIN 200a. Basic Chinese. Designed exclusively for students with no previous exposure to the language. The basic pronunciation, grammar, and writing system of Mandarin Chinese. Simple conversation, the pinyin Romanization system, basic Chinese characters, and cultural elements embedded in the language. No credit for students who have earned credit for 201 or a more advanced Chinese language course. [3] (No AXLE credit)

CHIN 200b. Basic Chinese. Continuation of 200a. No credit for students who have earned credit for 201 or a more advanced Chinese language course. Prerequisite: 200a. [3] (No AXLE credit)

CHIN 201. Elementary Chinese I. Introduction to Modern Chinese pronunciation, grammar, conversation, reading, and writing. Two hours of lecture and three hours of drill per week. No credit for students who have earned credit for a more advanced Chinese language course. Prerequisite: 200b or 201. [5] (INT)

CHIN 202. Elementary Chinese II. Continuation of 201. Introduction to Modern Chinese pronunciation, grammar, conversation, reading, and writing. Two hours of lecture and three hours of drill per week. No credit for students who have earned credit for a more advanced Chinese language course. Prerequisite: 200b or 201. [5] (INT)

CHIN 211. Intermediate Chinese I (Formerly 214). Oral and written language training. Two hours of lecture and three hours of drill per week. Repeat credit for students who completed 214. No credit for students who have earned credit for a more advanced Chinese language course. Prerequisite: 202. [5] (INT)

CHIN 212. Intermediate Chinese II (Formerly 216). Continuation of 211. Language training in oral and written Chinese. Two hours of lecture and three hours of drill per week. Serves as repeat credit for 216. No credit for students who have earned credit for a more advanced Chinese language course. Prerequisite: 211. [5] (INT)

CHIN 225. Chinese for Heritage Learners I. Intended for students who have some informal training in listening and speaking Mandarin Chinese. Basic literacy and other aspects of language proficiency. Offered on a graded basis only. No credit for students who have earned credit for a more advanced Chinese language course. [3] (INT)

CHIN 226. Chinese for Heritage Learners II. Continuation of 225. Intended for students who have some informal training in listening and speaking Mandarin Chinese. Basic literacy and other aspects of language proficiency. Offered on a graded basis only. No credit for students who have earned credit for a more advanced Chinese language course. Prerequisite: 225. [3] (INT)


CHIN 241. Advanced Chinese I. Readings in Chinese culture to enhance proficiency in oral and written Chinese. No credit for students who have earned credit for a more advanced Chinese language course. Prerequisite: 212. [3] (INT)

CHIN 242. Advanced Chinese II. Continuation of 241. Readings in Chinese culture to enhance proficiency in oral and written Chinese. No credit for students who have earned credit for a more advanced Chinese language course. Prerequisite: 241. [3] (INT)

CHIN 251. Readings in Modern Chinese Media. Books, newspapers, Internet, and television documents and productions pertaining to political, social, and economic issues in China, including foreign trade-related issues. Prerequisite: 242. [3] (INT)

CHIN 252. Readings in Modern Chinese Media. Continuation of 251. Books, newspapers, and Internet sources pertaining to political, social, and cultural issues. Prerequisite: 242. [3] (INT)


CHIN 255. Business Chinese I. Language skills for listening, speaking, reading, and writing in business environments. Modern China from economic and business perspectives. No credit for students who have earned credit for a more advanced Chinese language course. Prerequisite: 242. [3] (INT)


CHIN 289a. Independent Study. Designed primarily for majors who want to study Chinese not regularly offered in the curriculum. Must have consent of instructor. May be repeated for a total of 12 credits in 289a and 289b combined if there is no duplication in topic, but students may earn only up to 3 credits per semester of enrollment. [1-3; maximum 12 credits total for all semesters of CHIN 289a and 289b] (No AXLE credit)

CHIN 289b. Independent Study. Designed primarily for majors who want to study Chinese not regularly offered in the curriculum. Must have consent of instructor. May be repeated for a total of 12 credits in 289a and 289b combined if there is no duplication in topic, but students may earn only up to 3 credits per semester of enrollment. [1-3; maximum 12 credits total for all semesters of CHIN 289a and 289b] (No AXLE credit)

Cinema and Media Arts

CMA 099. Commons Seminar. Topics vary. [1] (No AXLE credit)

CMA 105. Fundamentals of Film and Video Production. Technologies and techniques of filmmaking. Digital video cameras, staging and lighting, sound recording, post-production sound, and image editing. Offered on a graded basis only. [3] (No AXLE credit)

CMA 125. Introduction to Film and Media Studies. Stylistic tendencies and narrative strategies, genres, and theoretical approaches. Live-action cinema, animation, experimental cinema, television, and computer-generated moving images. [3] (HCA)

CMA 175. Intermediate Filmmaking: Alternate Forms. Topics vary. Motion picture production and analysis of nonfiction and experimental forms. Development of conceptual and technical skills for making individual and collaborative film projects. May be repeated for credit more than once if there is no duplication in topic. Students may enroll in more than one section of this course each semester. Offered on a graded basis only. Prerequisite: 105. [3] (No AXLE credit)

CMA 176. Intermediate Filmmaking: The Fiction Film. Topics vary. Motion picture production and analysis of the fiction form and cinematic storytelling. May be repeated for credit more than once if there is no duplication in topic. Students may enroll in more than one section of this course each semester. Offered on a graded basis only. Prerequisite: 105. [3] (No AXLE credit)

CMA 201. Film and Media Theory. Historical overview of the major analytical and critical approaches to the study of film as an aesthetic and cultural form. Contemporary perspectives on cinema, video, and new media. Prerequisite: 125. [3] (P)

CMA 211. History of World Cinema. Survey of world film history from 1895 to the present. Key films and filmmakers, Historical, aesthetic, national, and political contexts of films and film movements. No credit for students who have earned credit for HART 272a or 272b. Prerequisite: 125. [3] (HCA)

CMA 227W. Screenwriting. Techniques of screenwriting. Serves as repeat credit for students who have completed THTR 227W. [3] (HCA)

CMA 275W. Advanced Screenwriting. Story structure, character development, and dialogue. Serves as repeat credit for THTR 275 and 275W. Prerequisite: 227W or THTR 227W. [3] (HCA)
CLAS 200a. Internship Readings and Research. Under faculty supervision, students from any discipline can gain experience working on projects related to film and media in public or private organizations. Responsibilities include conducting background research and developing skills in film and media study and production. Hours for background readings and research will be completed in 280a concurrently with 280b. Normally a 2.90 grade point average, 6 hours of prior work in Cinema and Media Arts, and approval of the student’s plan by the director of undergraduate studies are required. A research paper and report must be submitted at the end of the semester during which the internship training is completed. Readings and research conducted under the supervision of a member of the Cinema and Media Arts program and a substantial research paper or written project (such as a screenplay, treatment, or production plan related to the Training component) is required. Corequisite: 280b. [Variable credit: 1-6] (No AXLE credit)

CLAS 200b. Internship Training. Under faculty supervision, students from any discipline can gain experience working on projects related to film and media in public or private organizations. Responsibilities include conducting background research and developing skills in film and media study and production. Hours for background readings and research will be completed in 280a concurrently with 280b. Normally a 2.90 grade point average, 6 hours of prior work in Cinema and Media Arts, and approval of the student’s plan by the director of undergraduate studies are required. A research paper and report must be submitted at the end of the semester during which the internship training is completed. Offered on a Pass/Fail basis only and must be taken concurrently with 280a. Hours of 280b will not count toward the Cinema and Media Arts major or minor. Corequisite: 280a. [Variable credit: 1-9] (No AXLE credit)

CLAS 288a. Special Topics in Film and Video Production. Topics vary. May be repeated more than once if there is no duplication of topic. Prerequisite: 105. [3] (No AXLE credit)

CLAS 288b. Special Topics in the Study of Film. Topics vary. May be repeated more than once if there is no duplication of topic. Prerequisite: 125. [3] (No AXLE credit)

CLAS 289a. Independent Study. Projects are arranged with individual professors and must be confirmed by the director of Cinema and Media Arts within two weeks of the beginning of classes; otherwise the student will be dropped from the rolls. [Variable credit: 1-3 each semester. Limit of 6 hours for 289a and 289b combined for majors.] (No AXLE credit)

CLAS 289b. Independent Study. Projects are arranged with individual professors and must be confirmed by the director of Cinema and Media Arts within two weeks of the beginning of classes; otherwise the student will be dropped from the rolls. [Variable credit: 1-3 each semester. Limit of 6 hours for 289a and 289b combined for majors.] (No AXLE credit)

CLAS 290a. Senior Seminar on Criticism, Theory, and History. Advanced reading and research in film. Offered on a graded basis only. Prerequisite: 125 and senior standing. [3] (No AXLE credit)

CLAS 290b. Senior Seminar on Film Practice. Advanced independent filmmaking, portfolio assembly, and professionalism. Offered on a graded basis only. Prerequisite: 105 and senior standing. [3] (No AXLE credit)

CLAS 299a. Senior Honors Research. Acquisition, reading, and analysis of primary source research material. Open only to senior honor students. [3] (No AXLE credit)

CLAS 299b. Senior Honors Thesis. Writing a thesis under the supervision of the thesis advisor. Open only to senior honor students. Prerequisite: 299a. [3] (No AXLE credit)

Classics

CLAS 099. Commons Seminar. Topics vary. [1] (No AXLE credit)

CLAS 130. Greek Civilization. A survey of the history and achievements of Greece from its Mycenaean origins to the Roman domination. Topics include literature, art, athletics, Periclean Athens, the conquest of Alexander, and the Hellenistic age. [3] (INT)

CLAS 146. Roman Civilization. Ancient Roman civilization from mythical foundations to the fall of the empire. A historical survey of topics including art and architecture, city life, agriculture, religion, law, slavery, public entertainment, and literature. [3] (INT)

CLAS 150. The Greek Myths. A study of the nature of the Greek myths, with consideration of the related Near Eastern myths and the early history of myths in Greece. Both the divine and the heroic myths, with some attention to the development of these myths in Italy and to their influence upon art and literature. [3] (HCA)

CLAS 204. Archaic and Classical Greek Art and Architecture, 1000 to 400 B.C.E. Sculpture, vase painting, architecture, and the minor arts. Formal and stylistic developments in relation to changing cultural background. No credit for students who have earned credit for HART 255. Repeat credit for students who have completed HART 258. [3] (HCA)

CLAS 205. Late Classical Greek and Hellenistic Art and Architecture. Sculpture, vase painting, architecture, and the minor arts from the Parthenon to the Roman Empire. Media that developed significantly in this period, such as wall painting and mosaic. No credit for students who have earned credit for HART 255. Repeat credit for students who have completed HART 258. [3] (HCA)


CLAS 207. History of the Ancient Near East. From the neolithic period to the conquests of Alexander the Great, in the geographical area from Persia to Troy and Egypt. Special attention to the history of Israel. [3] (INT)

CLAS 208. History of Greece to Alexander the Great. The Greek world from the beginning of the Mycenaean Age (1650 B.C.) to the end of the Classical period. Special attention to the relationship between political history and the development of Hellenism. [3] (INT)

CLAS 209. Greece and the Near East from Alexander to Theodosius. From Alexander’s conquest of the Persian Empire to the ascendency of Christianity in the late fourth century. Emphasis on social, cultural and religious transformations, within the framework of political history. [3] (INT)

CLAS 211. The Greek City. The example of ancient Athens. The stoa, the theatre, the house, and fortifications. Institutions such as the courts, the public assembly, and the family. Literary, historical, archaeological, and philosophical sources. Serves as repeat credit for students who have completed HART 263. [3] (SBS)

CLAS 212. History of the Roman Republic. The growth and evolution of the Roman world, from the foundation of the city in the seventh century B.C. to the reign of Caesar Augustus. The Romans’ unification of Italy, conquest of the Mediterranean and western Europe, adoption of Hellenism, and overthrow of the Republic. [3] (INT)

CLAS 213. History of the Roman Empire. The Roman world from Augustus to the collapse of the western empire in the fifth century. Political, military, social, and religious history. Special attention given to problems arising from use of the primary sources as well as to controversies in modern scholarship. [3] (INT)


CLAS 222. Classical Tradition in America. Influences of classical Greece and Rome on the literature, politics, architecture, and values of the United States from the colonial period to the present. [3] (US)

CLAS 223. From Late Antiquity to Islam. The Eastern Roman Empire from Constantine to the Arab conquests. Political, social, cultural, and religious history, including monasticism, barbarian invasions, and the changing roles of the Emperor and Church. Special attention to developments in urban life and landscape. [3] (INT)
CLAS 224. The Ancient Origins of Religious Conflict in the Middle East. Religious oppositions in the eastern Mediterranean world from the Maccabean revolt to the Muslim conquests of the seventh century; beginnings of religious militancy; challenges of monotheism to Greco-Roman civilization; conversion, persecution, and concepts of heresy and holy war in Christianity, Judaism, and Islam. [3] (F)


CLAS 226. Warfare in the Ancient Mediterranean. Continuity and change in ancient Greek and Roman warfare 800 B.C. to A.D. 120. Social, political, and religious aspects of war. Effects of war, imperialism, and militarism on internal and external populations. [3] (INT)

CLAS 231. Akkadian. Introduction to the cuneiform script and to the grammar of Akkadian, the language of ancient Mesopotamia. Selected readings in Old Babylonian (CODEX Hammurabi, Mari letters) and Neo-Assyrian texts (Creation Poem, Gilgamesh Epic). [3] (INT)

CLAS 232. Akkadian. Continuation of 231. Introduction to the cuneiform script and to the grammar of Akkadian, the language of ancient Mesopotamia. Selected readings in Old Babylonian (CODEX Hammurabi, Mari letters) and Neo-Assyrian texts (Creation Poem, Gilgamesh Epic). [3] (INT)

CLAS 236. Culture of the Ancient Near East. A survey of highly sophisticated Near East cultures of the last three millennia before the common era (B.C.). Discussion of political histories, and the social, religious, and intellectual heritage of Mesopotamia, Egypt, and Anatolia through excavated artifacts and written documents. [3] (INT)

CLAS 238. The Amarna Age. The Amarna period from the sixteenth through the twelfth centuries B.C.E., as illuminated by excavations of palaces and temples in Egypt, Anatolia, Canaan, and Mesopotamia as well as the vast historical, legal, and literary documents of the period. Focus on the internationalism and theological speculation of the period as seen through the powerful personalities and accomplishments of leaders such as Thutmose III, Suppiluliumas, Ramses II, and the spiritually influential Akhenaten. [3] (INT)

CLAS 240. The Trojan War in History, Art, and Literature. Reappraisals in Classical Greek art, literature, and archaeological evidence. The composition of the Homeric epics; the meaning of the Trojan War to later audiences. [3] (HCA)

CLAS 241. Uncovering Greek Religion: Cults, Festivals, and Sanctuaries in the Ancient World. Paganism to Judaism and early Christianity. Material culture, including architecture, sculpture, votive dedications, and topography of sanctuaries. Relationship between religion and culture, Politics, warfare, and athletics. Impact of ancient cults on modern Greece. Taught in Greece. Offered on a graded basis only. No credit for students who have earned credit for 245. [3] (INT)

CLAS 242. Archaeology, History, and Culture in Greece: Kenchreai Field School. Archaeological field school at the site of Kenchreai with seminars and excursions in southern Greece. Basic techniques in excavation, survey, and the analysis of architecture, artifacts, and bones. Exploration of churches, temples, houses, and tombs. Focus on Greece during the Roman Empire and late antiquity. Landscape settlement, cult practice, cultural and social diversity, and funerary ritual. Offered on a graded basis only. [3] (INT)

CLAS 243. Alexander the Great. Alexander’s rise to power and conquests in Europe, Asia, and Africa; the legacy of his introduction of Greek culture to the East; his significance to later audiences. Offered on a graded basis only. [3] (HCA)

CLAS 244. History and Art of Ancient Rome. The mid-second century BCE to the mid-second century CE. Investigating significant sites, monuments, and museum collections in Rome and locations throughout southern Italy. Monumental and domestic architecture, wall paintings, sculpture, coins, and ancient sources. [3] (INT)

CLAS 245. The Archaeology of Greek Sanctuaries. Study of ancient Greek religious worship through an examination of temples, altars, cult images, votives, priests, and processions. Panhellenic sanctuaries and oracular and mystery cults. No credit for students who have earned credit for 241. [3] (INT)

CLAS 246. The Parthenon, the Akropolis, and Fifth Century Athens (Formerly 295). Ancient Athens in the fifth century BCE. Art, architecture, literature, history, and historical evidence for religious and political life in the city. No credit for students who earned credit for 295 or 295W prior to fall 2014. [3] (HCA)

CLAS 260. Roman Law. The relationship between law and society as illustrated by cases drawn from Roman legal and literary sources. The development of legal reasoning and the rise of an autonomous legal profession at Rome. [3] (SBS)

CLAS 289. Independent Study. Completion of a substantial research paper in either classics or the classical tradition under the direction of a faculty sponsor. Consent of both the faculty sponsor and the director of undergraduate studies is required. May be repeated for a total of 6 credits if there is no duplication in topic, but students may earn only up to 3 credits per semester of enrollment. [1-3; maximum of 6 credits for all semesters of CLAS 289] (No AXLE credit)

CLAS 296W. Augustan Rome. Social, administrative, religious, and military reforms. Common themes in art, architecture, and literature; changes in national identity in the transition from Republic to Empire. Prerequisite: senior standing with a major in Classics, Classical Civilization, or Classical Languages. [3] (HCA)

CLAS 299a. Senior Honors Thesis. Open only to seniors in the department honors program. [3] (No AXLE credit)

CLAS 299b. Senior Honors Thesis. Open only to seniors in the departmental honors program. [3] (No AXLE credit)

Communication of Science and Technology

CSET 150. Special Topics. Topics as announced. May be repeated for credit more than once if there is no duplication in topic, but students may earn only 3 credits per semester of enrollment. [3] (No AXLE credit)

CSET 201. Science Communication Tools and Techniques. Translating technical research for a general readership. Benefits and limitations of different formats, texts, and media for telling stories about science. Repeat credit for students who completed 150 in fall 2011 or fall 2012. No credit for students who earned credit for CMST 237 before fall 2013. [3] (HCA)

CSET 289. Directed Study. Individual research and scholarly investigation in science, engineering, or medicine. Usually conducted in a laboratory setting. May be repeated for credit more than once, but students may earn only up to 3 credits per semester of enrollment. [1-3] (No AXLE credit)

CSET 290. Project in Science Writing and Communicating. Presentation of scientific, engineering, or medical research, including biographical and historical background where appropriate, in one or more presentation styles (written, visual, web), under faculty supervision. May be repeated for credit more than once, but students may earn only up to 3 credits per semester of enrollment. Prerequisite: 289 and approval of the program director. [1-3] (No AXLE credit)

CSET 296. Honors Thesis. Limited to students admitted to the Communication of Science and Technology Honors program. May be repeated for credit once, but students may earn only up to 3 credits per semester of enrollment. Prerequisite: 289 and 290. [1-3] (No AXLE credit)

Communication Studies

CMST 099. Commons Seminar. Topics vary. [1] (No AXLE credit)


CMST 201. Persuasion. The theory and practice of persuasion with particular emphasis on speech composition, the use of language and its relationship to oral style, structure, and the relationship of structure to the process of speech preparation. Prerequisite: 100. [3] (HCA)

CMST 204. Organizational and Managerial Communication. Theory and practice of communication in relation to organizations and management with application to leadership, values and ethics, organizational communication theory, and organizational conflict. Prerequisite: 100. [3] (HCA)


CMST 220. Rhetoric of the American Experience, 1640-1865. A critical and historical examination of the methods and effects of public debate and other attempts to influence the attitudes, affective response, and behavior of the American people. Attention to the rhetorical features of selected issues and speakers from colonial times through the Civil War. [3] (US)

CMST 221. Rhetoric of the American Experience, 1865 to 1945. Critical and historical examination of the methods and effects of public debate and other attempts to influence the attitudes, affective response, and behavior of the American people. Attention to the rhetorical features of selected issues and speakers from 1865 to 1945. [3] (US)


CMST 224. Rhetoric of Social Movements. The role of communication in the creation, development, and function of social movements. The analysis of specific rhetorical acts. The study of the arguments, patterns of persuasion, and communication strategies of selected social movements. [3] (US)

CMST 225. Rhetoric of the American Experience, 1945-Present. Critical and historical examination of the methods and effects of public debate and other attempts to influence the attitudes, affective response, and behavior of the American people. Attention to the rhetorical features of selected issues and speakers from 1945 to the present. Serves as repeat credit for students who completed 294 section 3 in fall 2009. [3] (US)


CMST 241. Rhetoric of Mass Media. A study of the nature, effects, reasons for the effects, ethics, regulation, and criticism of contemporary mass media communication. Political causes, news reporting, commercial advertising, and similar sources of rhetoric are included. [3] (HCA)

CMST 243. Cultural Rhetorics of Film. Film as rhetorical response to historical and cultural change. Filmic treatment of historical trauma; related genres, such as horror and melodrama. [3] (HCA)

CMST 244. Politics and Mass Media. Impact of mass-mediated communication on U.S. electoral politics. Pragmatic and ethical influences on the dissemination of information to voters during campaigns. [3] (HCA)

CMST 254. Methods of Rhetorical Analysis. Rhetorical criticism of cultural texts and artifacts, including oratory, mass media, and other forms of public discourse. Fundamentals of effective rhetorical analysis and writing. Repeat credit for students who have completed 254W. [3] (HCA)

CMST 254W. Methods of Rhetorical Analysis. Rhetorical criticism of cultural texts and artifacts, including oratory, mass media, and other forms of public discourse. Fundamentals of effective rhetorical analysis and writing. Repeat credit for students who have completed 254W. [3] (HCA)

CMST 289. Independent Study. A research project in rhetorical criticism to be arranged with the individual instructor. Designed for students who have taken either 220 or 221. May be repeated for a total of 6 credits in 289 and 290 combined, but students may earn only up to 3 credits per semester of enrollment. [1-3; maximum of 6 credits total for all semesters of CMST 289 and 290] (No AXLE credit)

CMST 290. Directed Readings. Supervised reading and writing in a selected field of the discipline under the guidance of a faculty supervisor. Consent of both the faculty supervisor and the director of undergraduate studies required. Normally open only to majors in communication studies. May be repeated for a total of 6 credits in 289 and 290 combined, but students may earn only up to 3 credits per semester of enrollment. [3; maximum of 6 credits total for all semesters of CMST 289 and 290] (No AXLE credit)

CMST 294. Selected Topics in Communication Studies. May be repeated for credit more than once if there is no duplication in topic. Students may enroll in more than one section of this course each semester. [3] (No AXLE credit)

CMST 295. Seminars in Selected Topics. Topics of special interest. May be repeated for a total of 6 credits in 295 and 296 combined if there is no duplication in topic. Students may enroll in more than one section of this course per semester of enrollment. Prerequisite: 15 hours of Communication Studies. [3; maximum of 6 credits total for all semesters of CMST 295 and 296] (No AXLE credit)

CMST 296. Seminars in Selected Topics. Topics of special interest. May be repeated for a total of 6 credits in 295 and 296 combined if there is no duplication in topic. Students may enroll in more than one section of this course per semester of enrollment. Prerequisite: 15 hours of Communication Studies. [3; maximum of 6 credits total for all semesters of CMST 295 and 296] (No AXLE credit)

Earth and Environmental Sciences

EES 099. Commons Seminar. Topics vary. [1] (No AXLE credit)

EES 101. The Dynamic Earth: Introduction to Geological Sciences. Processes that have changed the earth. Relation between these processes and their products (e.g., earthquakes, minerals and rocks, mountains, oceanic features); interactions between processes affecting the solid, liquid, and gaseous components of earth; impact on humans. [3] (MNS)


EES 108. Earth and Atmosphere. The science of the atmosphere: principles of weather and climate; the atmosphere as part of the Earth system; weather forecasting; hurricanes, tornadoes, and severe storms; human impacts, such as air pollution and climate change. [3] (F)

EES 111. Dynamic Earth Laboratory. Laboratory to accompany 101. Corequisites: 101. One three-hour laboratory per week. Satisfies the AXLE lab course requirement when completed with 101. [1] (No AXLE credit)

EES 113. Oceanography Laboratory. Laboratory to accompany 103. Corequisite: 103. One three-hour laboratory per week. Satisfies the AXLE lab course requirement when completed with 103. [1] (No AXLE credit)


EES 140. Iceland's Geology. Processes that shape Icelandic landscapes. Volcanoes, glaciers, rivers, ocean, climate. History of interaction between
the environment and Icelanders. Introduction at Vanderbilt, two weeks Ice-
landic field experience; laboratory includes both classroom and field work. Prerequisite: 101, 107, or 115F. [4] (MNS)

EES 201. Global Climate Change. Science and policy of global climate change: history and causes of climate change in Earth’s past, with emphasis on the last 2 million years; evidence of human impacts on climate since 1850; future climate change and its economic, social, and ecological consequences; economic, technological, and public policy responses. Prerequisite: 101 or 108. [3] (MNS)

EES 202. Earth Systems through Time. Effects of feedbacks between the geologic cycles on the lithosphere, hydrosphere, biosphere, and atmosphere at diverse intervals in the Earth’s history. Present and future implications. Interpretations of evidence recorded in Earth materials. Three hours of lecture and one laboratory per week. Repeat credit for students who have completed 102. Prerequisite: 101 and 111. [4] (MNS)

EES 205. Science, Risk, and Policy. Assessment and management of deadly risks: comparison of markets, regulatory agencies, and courts for managing risks; cultural and scientific construction of risk; psychology of risk perception; case studies such as Hurricane Katrina, mad cow disease, and air pollution. [3] (P)

EES 210. Field Investigations. Content varies according to location and disciplinary focus. May be repeated for credit more than once if there is no duplication in topic. Students may enroll in more than one section of this course each semester. [3] (MNS)

EES 220. Life Through Time. Ecology, classification, and evolution of important groups of organisms, emphasizing invertebrates. Change in marine eco-
systems through geologic time. Causes and effects of rapid evolution events and mass extinctions. Three hours of lecture and one laboratory period per week. Prerequisite: 101, BSCI 100, or BSCI 110b. [4] (MNS)

EES 225. Earth Materials. Solid materials that make up the earth: rock, soil, and sediment - with emphasis on the minerals that are their major con-
stituents. Hand specimen, optical, and X-ray methods of description and identification. Physical and chemical processes that form and modify earth materials and the use of these materials in interpreting earth processes of the past and present. Field trips. Three lectures and one laboratory per week. Prerequisite: 101. [4] (MNS)


EES 230. Sedimentology. The origin and composition of sedimentary particles, their transportation to the site of deposition, actual deposition, and the processes involving the lithification of sediments into solid rock. Emphasis on interpretation of ancient source areas and depositional environments. Ter-
rigenous, carbonate, and other rock types will be studied. Field trips. Three lectures and one laboratory period. No credit for graduate students in EES. Prerequisite or corequisite: 202. [4] (MNS)


EES 255. Transport Processes in Earth and Environmental Systems. Principles of conservation and constitutive transport laws; classic and emerging styles of modeling natural systems. Prior study of basic calculus (functions, derivatives, integrals) and physics (mechanics) is expected. Prerequisite: senior or graduate standing with a major in Earth and Environmental Sciences, Biological Sciences, Chemistry, Mathematics, Physics, or the School of Engineering. [3] (MNS)

EES 260. Geochemistry. Application of chemistry to study the distribution and cycling of elements in the crust of the earth. Includes chemical bonding and crystallography, phase diagrams, chemical equilibria, theories on the origin of elements, earth, ocean, atmospheres, and crust. Prerequisite: 225 and CHEM 102b. [3] (MNS)

EES 261. Geomorphology. Analysis of the Earth’s landforms, their mor-
phology, history, and the processes that form them. The building of relief and its subsequent transformation by geologic processes on hillslopes, riv-
ers, coasts, wetlands, and glaciers. The natural history and human impacts on land forms. Field trips. Familiarity with basic physics (mechanics) is ex-
pected. Prerequisite: 101. [3] (MNS)

EES 268. Paleoclimates. Fluctuations in Earth’s climate with an emphasis on the past 700 million years. forcings and feedback that influence climate and drive change. Techniques used to reconstruct past climate change using marine and terrestrial geologic deposits and geochronologic methods. Prerequisite: 101 and 202. [3] (MNS)

EES 275. Sustainable Systems Science. A system dynamics approach to examining principles, problems, and solutions pertaining to the links among the environment, society, and economy. Components of sustain-
able systems. No credit for students who earned credit for 390 section 3 in spring 2010. Prerequisite: at least junior standing with a major in Earth and Environmental Sciences, Biological Sciences, Chemistry, Physics, or the School of Engineering. [3] (MNS)

EES 282. Paleoclimatological Methods. Tools used to interpret past envi-
ronments and climates, including plant microfossils, pollen and phytoliths, vertebrate morphology, and dental microwear. Geochemical tools such as stable isotopes and rare earth elements. Integrating meth-
ods for paleontological and anthropological studies, including the use of databases and meta-analyses. Readings from primary sources. Serves as repeat credit for students who completed 390 section 4 in spring 2010. Prerequisite: 101. [3] (MNS)

quisite: 226. [3] (MNS)

EES 289a. Directed Study. Readings in related fields and/or laboratory research in pursuit of a scholarly project conceived and executed under the supervision of a faculty member. Open to senior majors and graduate students or by consent of the department chair. Does not count toward minimum requirements for the major. May be repeated for credit more than once if there is no duplication in topic, but students may earn only up to 2 credits per semester of enrollment. [1-2] (No AXLE credit)

EES 289b. Directed Study. Readings in related fields and/or laboratory research in pursuit of a scholarly project conceived and executed under the supervision of a faculty member. Open to senior majors and graduate students or by consent of the department chair. Does not count toward minimum requirements for the major. May be repeated for credit more than once if there is no duplication in topic, but students may earn only up to 2 credits per semester of enrollment. [1-2] (No AXLE credit)

EES 290. Special Topics. Topics vary. May be repeated for credit more than once by permission of the director of undergraduate studies. Students may enroll in more than one section of this course each semester. Prerequi-
tite: 101. [3] (No AXLE credit)

EES 291a. Independent Study. Readings with related field and/or labora-
tory research in pursuit of a scholarly project conceived and executed under the supervision of a faculty member. Open to senior majors and graduate students. Other students must have consent of department chair. Does not count toward minimum requirements for the major. May be repeated for credit more than once if there is no duplication in topic, but students may earn only up to 3 credits per semester of enrollment. [1-3] (No AXLE credit)

EES 291b. Independent Study. Readings with related field and/or labora-
tory research in pursuit of a scholarly project conceived and executed under the supervision of a faculty member. Open to senior majors and graduate students. Other students must have consent of department chair. Does not count toward minimum requirements for the major. May be repeated for credit more than once if there is no duplication in topic, but students may earn only up to 3 credits per semester of enrollment. [1-3] (No AXLE credit)

EES 292a. Senior Honors Research. Independent research under faculty supervision that culminates in an oral presentation and written thesis sub-
mitted to the faculty. Open only to departmental honors candidates. Does not count toward minimum requirements for the major. [2] (No AXLE credit)
ECON 099. Commons Seminar. Topics vary. [1] (No AXLE credit)


ECON 150. Economic Statistics. The use of quantitative data in understanding economic phenomena. Probability, sampling, inference, and regression analysis. No credit for students who have earned credit for 155. Prerequisite: Math 140, 150a, or 155a. [3] (SBS)

ECON 155. Intensive Economic Statistics. Quantitative techniques in economic analysis. Probability sampling, inference, and multiple regression. No credit for students who have earned credit for 150. Prerequisite: MATH 140, 150a or 155a. [3] (SBS)

ECON 209. Money and Banking. A study of commercial banks and other intermediaries between savers and investors in the United States, including the government’s role as money creator, lender, and regulator of private credit, and the effects of financial institutions on aggregate economic activity. Prerequisite: 100 and 101. [3] (SBS)

ECON 212. Labor Economics. Introduction to labor markets in the United States. Foundations and applications of labor supply and demand, immigration and immigration policies, investment in human capital, wage policies of employers, minimum wage legislation, labor market discrimination and remedial programs, effects of labor unions, and unemployment. Prerequisite: 100 and 101. [3] (SBS)


ECON 222. Latin American Development. Economic growth and structural change. Historical legacies, import-substitution, debt crisis, inflation, and macroeconomic stabilization. Regional and national economic integration, migration, and conflict. Poverty, inequality, and policies. No credit for graduate students in economics. Prerequisite: 100. [3] (SBS)


ECON 226. Economic History of the United States. Economic development of the United States from the Colonial period to the present. Interrelated changes in economic performance, technology, institutions, and governmental policy. Prerequisite: 100 and 101. [3] (US)

ECON 228. Environmental Economics. Public policies to address market failures. Energy policy, climate change, biodiversity, globalization, and population growth. Sustainable economic activity, recycling, valuing environmental amenities, addressing ethical dilemmas, and resolving disputes. Offered on a graded basis only. Prerequisite: 100 and 101. [3] (SBS)


ECON 242. Sports Economics. Intercollegiate and professional sports leagues. Competitive balance, player labor markets, and owner capital markets. Theories of league expansion, rival leagues, franchise relocation, and sports venue finance. Comparisons of international sports leagues. Offered on a graded basis only. No credit for students who have earned credit for 270. Prerequisite: 100 and 101. [3] (SBS)

ECON 249. Special Topics. Topics of special interest. May be repeated for credit more than once if there is no duplication in topic. Students may enroll in more than one section of this course each semester. Prerequisite: 100 and 101. [3] (No AXLE credit)

ECON 251. Wages, Employment, and Labor Markets. Theories of wages and employment, dual labor markets, internal labor markets, and labor’s share of national income. Empirical studies of labor mobility, the effects of unions on relative wages and resource allocation, occupational and industrial wage differentials, and selected labor markets. Prerequisite: 231. [3] (SBS)

ECON 253. Introduction to Econometrics. Quantitative methods of economic analysis. Measurement, specification, estimation, and interpretation of economic models. Econometric computation using microcomputers. No credit for graduate students in economics. Prerequisite: 231 and either 150, 155, or both MATH 218L and either MATH 216 or 218. [3] (SBS)


ECON 255. Social Choice Theory. Strategic and non-strategic social choice theory. Preference aggregation, formal models of voting, and matching. Prerequisite: 231 or PHIL 202 or any Mathematics course numbered 200 or above. [3] (SBS)

ECON 256. Seminar in Macroeconomic Policy. Intensive study of three or four current problems in economic policy. Studies in topics such as macroeconomic policy for the year ahead, financial market issues, international economic policy issues. Repeat credit for students who have completed 256. Limited to majors in economics and public policy. Prerequisite: 231 and 232. [3] (SBS)

ECON 256W. Seminar in Macroeconomic Policy. Intensive study of three or four current problems in economic policy. Studies in topics such as macroeconomic policy for the year ahead, financial market issues, international economic policy issues. Repeat credit for students who have completed 256. Limited to majors in economics and public policy. Prerequisite: 231 and 232. [3] (SBS)

ECON 257. Seminar in Microeconomic Policy. Intensive study of three or four current problems in microeconomic policy. Repeat credit for
students who have completed 257. Limited to majors in economics and public policy. Prerequisite: 231. [3] (SBS)

**ECON 259. Financial Instruments and Markets.** Theoretical and empirical approaches to the analysis of monetary and other financial instruments. Portfolio analysis, interest rate risk, and financial futures and options markets. Prerequisite: 231 and 232. [3] (SBS)


**ECON 262. History of Economic Thought.** Evolution of economic ideas from the ancient Greeks to the contemporary world with attention to the seminal thoughts of Adam Smith, David Ricardo, J. S. Mill, Alfred Marshall, and J. M. Keynes. Prerequisite: 231 and 232. [3] (SBS)

**ECON 263. International Trade.** International trade in goods and services. Patterns of trade, gains and losses from trade, tariffs, and other commercial policies; economic integration; and international factor movements. Offered on a graded basis only. No credit for students who have earned credit for 357. Prerequisite: 231. [3] (SBS)

**ECON 264. International Finance.** Economics of international monetary, financial, and macroeconomic relationships. Effects of monetary and fiscal policies in open economies, balance of payments, exchange rate determination, and international monetary institutions. Prerequisite: 232. [3] (SBS)

**ECON 265. Macroeconomic Models for Policy Analysis.** Mathematical models of overlapping generations, rational expectations, and open economies with price rigidities applied to social security, government debt, exchange rates, monetary policy, and time inconsistent optimal policy. Prerequisite: 232. [3] (SBS)

**ECON 266. Topics in the Economic History of the U.S.** Analysis of major issues and debates in American economic history. Prerequisite: 231. [3] (US)


**ECON 268. Economics of Health.** An examination of some of the economic aspects of the production, distribution, and organization of health care services, such as measuring output, structure of markets, demand for services, supply of services, pricing of services, cost of care, financing mechanisms, and their impact on the relevant markets. Prerequisite: 231. [3] (SBS)

**ECON 269. Economic History of Europe.** Sources of Western European economic progress. Organization of overseas merchant empires, origins of the Industrial Revolution, the role of property rights, demographic patterns, and changing living standards. Prerequisite: 231. [3] (SBS)

**ECON 273. Game Theory with Economic Applications.** Rational decision-making in non-cooperative, multi-person games. Single play and repeated games with complete and incomplete information. Economic applications of games, such as auctions, labor-management bargaining, pricing and output decisions in oligopoly, and common property resources. Prerequisite: 231. [3] (SBS)

**ECON 274. Industrial Organization.** The structure of contemporary industry and the forces that have shaped it, including manufacturing, trade, and transportation. The role of the large corporation in modern industrial organization. The relation of industrial structure to economic behavior and performance. Prerequisite: 231. [3] (SBS)

**ECON 277W. Economics of Conflict.** Economic relationships that appropriate value from other parties. War, crime, litigation, family quarrels, and rent-seeking. The visible hand, principal-agent problems, and negative sum games. Serves as repeat credit for students who completed 257W section 3 in spring 2010 and section 1 in fall 2010. Prerequisite: 231. [3] (SBS)

**ECON 279. Urban Economics.** Urban growth, development of suburbs, location of firms, housing markets, transportation, property taxes, and local government services. Offered on a graded basis only. Prerequisite: 231. [3] (SBS)

**ECON 280. Seminar in Sports Economics.** Issues and debates in sports economics. No credit for students who have earned credit for 270. Offered on a graded basis only. Prerequisite: 231, 242, and either 150, 155, 253, or Math 219. [3] (SBS)


**ECON 284. Topics in Econometrics.** Emphasis on applications. May include generalized method of moments, empirical likelihood, resampling methods, and nonparametric techniques. Prerequisite: 253. [3] (SBS)

**ECON 285. Law and Economics.** The influence of legal rules and institutions on the behavior of individuals and on economic efficiency and equity. Applications from civil procedure as well as property, contract, tort, and criminal law. Offered on a graded basis only. Prerequisite: 231 and either 150, 155, 253, or MATH 219. [3] (SBS)

**ECON 288. Development Economics.** Determinants of national economic growth for pre-industrial and newly industrial countries. Inequality and poverty. Imperfect credit markets and microfinance. Political constraints and corruption. Policy issues relevant to developing economics. Prerequisite: 231 and either 150, 155, 253, or MATH 219. [3] (SBS)

**ECON 291a. Independent Study in Economics.** A program of independent reading in economics, arranged in consultation with an adviser. Limited to students having written permission from an instructor and the director of undergraduate studies. Prerequisite: 231, [1-6 for departmental honors candidates; maximum of 12 hours in 291a and 291b combined for departmental honors students; maximum of 6 hours in 291a and 291b combined for other students] (No AXLE credit)

**ECON 292a. Senior Thesis.** Limited to and required of all candidates for departmental honors. Prerequisite: 231. [1-3] (No AXLE credit)

**ECON 292b. Senior Thesis.** Limited to and required of all candidates for departmental honors. Prerequisite: 231. [1-3] (No AXLE credit)

**ECON 293. Selected Microeconomic Topics.** Topics vary. May be repeated for credit more than once if there is no duplication in topic. Students may enroll in more than one section of this course each semester. Prerequisite: 231, [Variable credit: 1-3 each semester, or 1-6 for departmental honors candidates; maximum of 12 hours in 291a and 291b combined for departmental honors students; maximum of 6 hours in 291a and 291b combined for other students] (No AXLE credit)

**ECON 295a. Honors Seminar.** Discussion of selected topics and senior thesis research. Open only to seniors in the departmental honors program. Prerequisite: 231. [1] (No AXLE credit)

**ECON 295b. Honors Seminar.** Discussion of selected topics and senior thesis research. Open only to seniors in the departmental honors program. Prerequisite: 231. [1] (No AXLE credit)
English

ENGL 099. Commons Seminar. Topics vary. [1] (No AXLE credit)

ENGL 100. Composition. For students who need to improve their writing. Emphasis on writing skills, with some analysis of modern nonfiction writing. [3] (No AXLE credit)

ENGL 102W. Literature and Analytical Thinking. Close reading and writing in a variety of genres drawn from several periods. Productive dialogue, persuasive argument, and effective prose style. Offered on a graded basis only. [3] (HCA)

ENGL 104W. Prose Fiction: Forms and Techniques. Close study of short stories and novels and written explication of these forms. [3] (HCA)

ENGL 105W. Drama: Forms and Techniques. Close study of representative plays of the major periods and of the main formal categories (tragedy, comedy) and written explication of these forms. [3] (HCA)

ENGL 106W. Introduction to Poetry. Close study and criticism of poems. The nature of poetry, and the process of literary explication. [3] (HCA)

ENGL 107W. Introduction to Literary Criticism. Selected critical approaches to literature. [3] (HCA)

ENGL 221. Medieval Literature. The drama, lyrics, romance, allegory, and satire of the fourteenth and fifteenth centuries, studied in the context of the period’s intellectual climate and social change. [3] (HCA)


ENGL 231. The Nineteenth-Century English Novel. The study of selected novels of Dickens, Thackeray, Emily Bronte, George Eliot, George Meredith, Thomas Hardy, and other major novelists of the period. [3] (HCA)


ENGL 233. The Modern British Novel. The British novel from the beginning of the twentieth century to the present. Conrad, Joyce, Lawrence, Virginia Woolf, Forster, and other novelists varying at the discretion of instructor. [3] (HCA)


ENGL 236. World Literature, Classical. Great Books from the points of view of literary expression and changing ideologies: Classical Greece through the Renaissance. Repeat credit for students who have completed 236W. [3] (HCA)

ENGL 236W. World Literature, Classical. Great Books from the points of view of literary expression and changing ideologies: Classical Greece through the Renaissance. Repeat credit for students who have completed 236. [3] (HCA)

ENGL 237. World Literature, Modern. Great Books from the points of view of literary expression and changing ideologies: The 17th century to the contemporary period. Repeat credit for students who have completed 237W. [3] (HCA)

ENGL 237W. World Literature, Modern. Great Books from the points of view of literary expression and changing ideologies: The 17th century to the contemporary period. Repeat credit for students who have completed 237. [3] (HCA)


ENGL 242. Science Fiction. Social and historical developments within the genre. Works from the late nineteenth century to the present. Cultural issues, including race, gender, sexuality, violence, and the representation of science. Repeat credit for students who have completed 242W. [3] (P)

ENGL 242W. Science Fiction. Social and historical developments within the genre. Works from the late nineteenth century to the present. Cultural issues, including race, gender, sexuality, violence, and the representation of science. Repeat credit for students who have completed 242. [3] (P)

ENGL 243. Literature, Science, and Technology. The relationship of science and technology to literature, film, and popular media. Focus on such topics as digital technology, genetics, and the representation of science in particular periods, genres, movements, and critical theories. Repeat credit for students who have completed 243W. [3] (P)

ENGL 243W. Literature, Science, and Technology. The relationship of science and technology to literature, film, and popular media. Focus on such topics as digital technology, genetics, and the representation of science in particular periods, genres, movements, and critical theories. Repeat credit for students who have completed 243. [3] (P)

ENGL 244. Critical Theory. Major theoretical approaches that have shaped critical discourse, the practices of reading, and the relation of literature and culture. [3] (HCA)

ENGL 245. Literature and the Environment. Environmental issues from British, American, and global perspectives. Methodological approaches such as eco-criticism, environmental and social justice, ethics, and activism. The role of literature and the imagination in responding to ecological problems and shaping environmental values. [3] (HCA)

ENGL 246. Feminist Theory. An introduction to feminist theory. Topics include cross-cultural gender identities; the development of “masculinity” and “femininity”; racial, ethnic, class, and national differences; sexual orientations; the function of ideology; strategies of resistance; visual and textual representations; the nature of power. [3] (P)


ENGL 249. Seventeenth-Century Literature. Poetry and prose from 1600 to the English Civil War, such as Metaphysical and Cavalier poetry, essays, romances, and satires. Authors may include Bacon, Cavendish, Donne, Herbert, Jonson, Lanier, Marvell, and Wroth. [3] (HCA)


ENGL 252a. Restoration and the Eighteenth Century. Explorations of the aesthetic and social world of letters from the English Civil War to the French Revolution. Drama, poetry, and prose, including Restoration plays, political poetry, satire, travel narratives, and tales. Authors may include Behn, Dryden, Congreve, Addison, Swift, Finch, Pope, Fielding, Burney, Johnson, and Inchbald. Earlier writers. [3] (HCA)

ENGL 252b. Restoration and the Eighteenth Century. Explorations of the aesthetic and social world of letters from the English Civil War to the French Revolution. Drama, poetry, and prose, including Restoration plays, political poetry, satire, travel narratives, and tales. Authors may include Behn, Dryden, Congreve, Addison, Swift, Finch, Pope, Fielding, Burney, Johnson, and Inchbald. Later writers. [3] (HCA)

ENGL 254a. The Romantic Period. Prose and poetry of the Wordsworths, the Shelleys, Byron, Keats, and others. [3] (HCA)

ENGL 254b. The Romantic Period. Continuation of 254a. Prose and poetry of the Wordsworths, the Shelleys, Byron, Keats, and others. [3] (HCA)

ENGL 255. The Victorian Period. Works of Tennyson, Browning, Arnold, Hardy, and others. [3] (HCA)

ENGL 256. Modern British and American Poetry: Yeats to Auden. A course in the interpretation and criticism of selected modern masters of poetry, British and American, with the emphasis on poetry as an art. Poets selected may vary at discretion of instructor. [3] (HCA)

ENGL 258. Poetry Since World War II. Poets studied vary at discretion of instructor. Offered on a graded basis only. [3] (HCA)

ENGL 259. New Media. History, theory, and design of digital media. Literature, video, film, online games, and other interactive narratives. [3] (HCA)

ENGL 260. Nineteenth-Century American Women Writers. Themes and forms of American women’s prose and poetry, with the emphasis on alternative visions of the frontier, progress, class, race, and self-definition.
Authors include Child, Kirkland, Fern, Jacobs, Harper, Dickinson, and Chopin. [3] (HCA)

ENGL 262. Literature and Law. Study of the relationship between the discourses of law and literature. Focus on such topics as legal narratives, metaphor in the courts, representations of justice on the social stage. Repeat credit for students who have completed 262W. [3] (HCA)

ENGL 262W. Literature and Law. Study of the relationship between the discourses of law and literature. Focus on such topics as legal narratives, metaphor in the courts, representations of justice on the social stage. Repeat credit for students who have completed 262. [3] (HCA)

ENGL 263. African American Literature. Examination of the literature produced by African Americans. May include literary movements, vernacular traditions, social discourses, material culture, and critical theories. Repeat credit for students who have completed 263W. [3] (US)

ENGL 263W. African American Literature. Examination of the literature produced by African Americans. May include literary movements, vernacular traditions, social discourses, material culture, and critical theories. Repeat credit for students who have completed 263. [3] (US)

ENGL 264. Modern Irish Literature. Major works from the Irish literary revival to the present, with special attention to the works of Yeats, Synge, Joyce, O’Casey, and Beckett. [3] (HCA)

ENGL 265. Film and Modernism. Film in the context of the major themes of literary modernism: the divided self, language and realism, nihilism and belief, and spatialization of time. [3] (HCA)

ENGL 266. Nineteenth-Century American Literature. Explorations of themes, forms, and social and cultural issues shaping the works of American writers. Authors may include Cooper, Poe, Hawthorne, Douglass, Jacobs, Stowe, Melville, Dickinson, Alcott, Whitman, and Twain. [3] (HCA)

ENGL 267. Desire in America: Literature, Cinema, and History. The influence of desire and repression in shaping American culture and character from the mid-nineteenth century to the present. [3] (US)


ENGL 268b. America on Film: Performance and Culture. Film performance in the construction of identity and gender, social meaning and narrative, public image and influence in America. [3] (US)

ENGL 269. Special Topics in Film. Theory and practice of cinema as an aesthetic and cultural form. May be repeated for credit once if there is no duplication in topic. Students may enroll in more than one section of this course per semester. [3; maximum of 6 credits total for all semesters of ENGL 269] (HCA)

ENGL 271. Caribbean Literature. Caribbean literature from 1902 to the present. Emphasis on writing since 1952, which marks the beginning of West Indian nationalism and the rise of the West Indian novel. [3] (INT)

ENGL 272. Movements in Literature. Studies in intellectual currents that create a group or school of writers within a historical period. May be repeated for credit more than once if there is no duplication in topic. Students may enroll in more than one section of this course each semester. [3] (HCA)

ENGL 272W. Movements in Literature. Studies in intellectual currents that create a group or school of writers within a historical period. May be repeated for credit more than once if there is no duplication in topic. Students may enroll in more than one section of this course each semester. [3] (HCA)

ENGL 273. Problems in Literature. Studies in common themes, issues, or motifs across several historical periods. May be repeated for credit more than once if there is no duplication in topic. Students may enroll in more than one section of this course each semester. [3] (HCA)

ENGL 273W. Problems in Literature. Studies in common themes, issues, or motifs across several historical periods. May be repeated for credit more than once if there is no duplication in topic. Students may enroll in more than one section of this course each semester. [3] (HCA)

ENGL 274. Major Figures in Literature. Studies in the works of one or two writers with attention to the development of a writer’s individual canon, the biographical dimension of this work, and critical responses to it. May be repeated for credit more than once if there is no duplication in topic. Students may enroll in more than one section of this course each semester. [3] (HCA)

ENGL 274W. Major Figures in Literature. Studies in the works of one or two writers with attention to the development of a writer’s individual canon, the biographical dimension of this work, and critical responses to it. May be repeated for credit more than once if there is no duplication in topic. Students may enroll in more than one section of this course each semester. [3] (HCA)

ENGL 275. Latino-American Literature. Texts and theory relevant to understanding constructs of Latino identity, including race, class, gender, and basis for immigration, in the context of American culture. The course focuses on the examination of literature by Chicano, Puerto Rican, Cuban, Dominican, and Latin American writers in the United States. [3] (P)

ENGL 276. Anglophone African Literature. From the Sundiata Epic to the present with emphasis on the novel. Attention to issues of identity, post coloniality, nationalism, race, and ethnicity in both Sub-Saharan and Mahgrb literatures. Such authors as Achebe, Ngugi, Gordimer, Awoonor, and El Saadaw. [3] (INT)

ENGL 277. Asian American Literature. Diversity of Asian American literary production with specific attention to works after 1965. Topics such as gender and sexuality, memory and desire, and diaspora and panethnicty in the context of aesthetics and politics of Asian American experience. [3] (P)

ENGL 277W. Asian American Literature. Diversity of Asian American literary production with specific attention to works after 1965. Topics such as gender and sexuality, memory and desire, and diaspora and panethnicty in the context of aesthetics and politics of Asian American experience. [3] (P)

ENGL 278. Colonial and Post-Colonial Literature. Literature exploring European colonialism and its aftermath from the eighteenth century to the present: language, gender, and agency in the colonial encounter; anti-colonial resistance movements; and postcolonial cultures. Topics may vary; course may be taken more than once with permission of the Director of Undergraduate Studies. [3] (HCA)

ENGL 278W. Colonial and Post-Colonial Literature. Literature exploring European colonialism and its aftermath from the eighteenth century to the present: language, gender, and agency in the colonial encounter; anti-colonial resistance movements; and postcolonial cultures. Topics may vary; course may be taken more than once with permission of the Director of Undergraduate Studies. [3] (HCA)

ENGL 279. Ethnic American Literature. Texts and theory relevant to understanding race, culture, and ethnicity in the formation of American culture. Literature from at least three of the following groups: African Americans, Native Americans, Asian Americans, Chicano/Latino Americans, Caribbean Americans, and European Americans. [3] (P)

ENGL 279W. Ethnic American Literature. Texts and theory relevant to understanding race, culture, and ethnicity in the formation of American culture. Literature from at least three of the following groups: African Americans, Native Americans, Asian Americans, Chicano/Latino Americans, Caribbean Americans, and European Americans. [3] (P)

ENGL 280. Workshop in English and History. (Also listed as History 291) Team-taught by a historian and an interdisciplinary scholar. Explores intersection of disciplines through close examination of texts in historical context. Preference to students majoring in the English-History program. May be repeated for credit more than once if there is no duplication in topic. Students may enroll in more than one section of this course each semester. [3] (No AXLE credit)

ENGL 282. The Bible in Literature. An examination of ways in which the Bible and biblical imagery have functioned in literature and fine arts, in both “high culture” and popular culture, from Old English poems to modern poetry, drama, fiction, cartoons, and political rhetoric. Readings include influential biblical texts and a broad selection of literary texts drawn from all genres and periods of English literature. [3] (HCA)

ENGL 286a. Twentieth-Century Drama. Topics in twelfth century drama drawn from the American, British, and/or world traditions. Formal structures of dramatic literature studied within contexts of performance, theatrical production, and specific dramatic careers. Authors may include O'Neill, Albee, Hansberry, Hellman, Stoppard, Wilson, and Churchill. Emphasizes American drama. [3] (US)

ENGL 286b. Twentieth-Century Drama. Topics in twelfth century drama drawn from the American, British, and/or world traditions. Formal structures of dramatic literature studied within contexts of performance, theatrical production, and specific dramatic careers. Authors may include O'Neill, Albee, Hansberry, Hellman, Stoppard, Wilson, and Churchill. Emphasizes British and world drama. [3] (US)

ENGL 287. Special Topics in Investigative Writing in America. Course will be taught by a distinguished visiting journalist from a major U.S. newspaper or magazine. May be repeated for credit once if there is no duplication in topic. Students may enroll in more than one section of this course each semester. [1-3; maximum of 6 credits total for all semesters of ENGL 287] (No AXLE credit)

ENGL 288. Special Topics in English and American Literature. Topics vary. May be repeated for credit more than once if there is no duplication in topic. Students may enroll in more than one section of this course each semester. [3] (HCA)

ENGL 288W. Special Topics in English and American Literature. Topics vary. May be repeated for credit more than once if there is no duplication in topic. Students may enroll in more than one section of this course each semester. [3] (HCA)

ENGL 289a. Independent Study. Designed primarily for majors. Projects are arranged with individual professors and must be confirmed with the director of undergraduate studies within two weeks of the beginning of classes; otherwise the student will be dropped from the 289a rolls. May be repeated for a total of 6 credits in 289a and 289b combined if there is no duplication in topic, but students may earn only up to 3 credits per semester of enrollment. [1-3; maximum of 6 credits total for all semesters of ENGL 289a and 289b] (No AXLE credit)

ENGL 289b. Independent Study. Designed primarily for majors. Projects are arranged with individual professors and must be confirmed with the director of undergraduate studies within two weeks of the beginning of classes; otherwise the student will be dropped from the 289b rolls. May be repeated for a total of 6 credits in 289a and 289b combined if there is no duplication in topic, but students may earn only up to 3 credits per semester of enrollment. [1-3; maximum of 6 credits total for all semesters of ENGL 289a and 289b] (No AXLE credit)


ENGL 290b. Honors Thesis. Prerequisite: 290a. [3] (No AXLE credit)

ENGL 291. Special Topics in Creative Writing. Advanced instruction in creative writing in emerging modes and hybrid genres. [3] (HCA)

ENGL 299. Senior Year Capstone. Topic chosen by the instructor. Prerequisite: 199. [3] (No AXLE credit)

European Studies
ENUS 209. Commons Seminar. Topics vary. [1] (No AXLE credit)

EUS 201. European Society and Culture. An interdisciplinary survey of European society, culture, and politics since 1900. [3] (INT)

EUS 203. The Idea of Europe. European identity from ancient ideals to its reality as the European Union. Emphasis on Europe as cultural construct and definable space. Historical, political, religious, philosophical, and cultural movements for Europe’s claim to legitimacy. [3] (INT)


EUS 220. Religion and Politics in Modern Europe, 1648-Present. Toleration in the Enlightenment; the French Revolution; antisemitism; genocide; secularism and political Islam. [3] (INT)

EUS 240. Topics in European Studies. Topics of special interest on modern European culture or society. May be repeated for credit when topics vary. [3] (No AXLE credit)

EUS 250. Senior Tutorial. Supervised readings, joint discussions, and independent research on a modern European topic to be selected in consultation with the director of European Studies. Open only to juniors and seniors. [3] (No AXLE credit)

EUS 260. European Cities. The history, politics, society, or culture of important European cities. Content varies according to location and disciplinary focus. The course is taught during the May Session in Europe with the cities themselves complementing daily lectures and site visits. Course requirements include preliminary work on campus, a research paper, and one or more examinations. May be repeated for credit in different cities. [3] (INT)

EUS 289a. Independent Readings and/or Research. Independent readings and/or research on approved topics relating to modern European society and culture. [Variable credit: 1-3 each semester, maximum of 6 hours in 289a and 289b combined] (No AXLE credit)

EUS 289b. Independent Readings and/or Research. Independent readings and/or research on approved topics relating to modern European society and culture. [Variable credit: 1-3 each semester, maximum of 6 hours in 289a and 289b combined] (No AXLE credit)

EUS 299a. Senior Honors Research. Open only to seniors who have been admitted to the European Studies departmental honors program. [3] (No AXLE credit)

Financial Economics

FNEC 220. Managerial Accounting. Selected topics in managerial accounting. No credit for graduate students. Prerequisite: 140. [3] (SBS)

FNEC 240. Corporate Finance. Investment and financial decisions faced by firms. Theoretical basis of corporate decision-making. Various accounting documents and the alternative objectives of firms, their management, and their owners. Attributes of firms that affect market value. How investment decisions and methods used by firms to finance these investments affect firm value. Prerequisite: 140 and either ECON 150, 155, MATH 218, PSY 209, or PSY-PC 2101. [3] (SBS)


Environmental and Sustainability Studies
ENVS 099. Commons Seminar. Topics vary. [1] (No AXLE credit)

ENVS 278. Seminar. The relationship between society and the environment. Sustainability, adaptation, climate science, and policy. Open only to junior and senior ENVS minors. [3] (SBS)

FREN 215. La Provence. Geography, history, politics, architecture, and other cultural elements of Provence. Offered at Vanderbilt in France. Prerequisite: 201W. [3] (INT)

FREN 216. Cultural Study Tour. Preparation for excursions; discussions, readings, and presentations. Offered each summer in the Vanderbilt in France program. [1] (No AXLE credit)


FREN 220. Art and Literature of the Nineteenth Century. Romanticism, realism, and symbolism in French art and literature. Prerequisite: 201W. Offered at Vanderbilt in France. [3] (HCA)

FREN 225. Art and Literature of the Twentieth Century. Literary and artistic movements of the twentieth century in France. Prerequisite: 201W. Offered at Vanderbilt in France. [3] (HCA)

FREN 226. Advanced French Grammar. A systematic review with particular attention to morphology and syntax. Prerequisite: 201W. [3] (P)

FREN 232. The Querelles des femmes. Debates around the status of medieval and Renaissance women, including the Roman de la rose. Alain Chartier, Christine de Pisan, the Des Roches, Montaigne, and Marie de Gournay. Prerequisite: 201W. [3] (P)

FREN 233. Medieval French Literature. Thematic exploration of chronicles, romance, poetry, and theatre of medieval France and the history and culture that surrounded these literary productions. Prerequisite: 201W. [3] (HCA)

FREN 237. The Early Modern Novel. Development of the novel as a genre in the seventeenth and eighteenth centuries; its changing social, intellectual, and political context. Prerequisite: 201W. [3] (HCA)

FREN 238. The Twentieth-Century Novel. The novel as a genre in the context of modernity and post modernity. Readings will focus on narrative techniques. Prerequisite: 201W. [3] (HCA)


FREN 240. From Carnival to the “Carnivalsque”. Carnival themes of transgression, the grotesque, feasting, and the “foil.” Rabelais to contemporary works. Offered on a graded basis only. Prerequisite: 201W. [3] (P)


by Dumas, Zola, Giono, Pagnol. Offered at Vanderbilt in France. Prerequisite: 201W. [3] (HCA)

FREN 252. Literature and Law. Confessions, murder, argumentation, interpretation, and the representation of “the criminal” in literary and legal texts from traditional French writings. Offered on a graded basis only. Prerequisite: 201W. [3] (P)


FREN 258. The Struggle of Encounter: The Israeli-Palestinian Conflict in Literature. The literary encounter between the Jewish and Arab worlds through representations of the Israeli-Palestinian conflict. Prerequisite: 201W. [3] (P)


FREN 261. Age of Louis XIV. Literature and society in the reign of Louis XIV. Authors include Mme de Lafayette, La Fontaine, Molière, Pascal, Racine, and Mme de Sévigné. Prerequisite: 201W. [3] (HCA)


FREN 266. The Beat Generation’s French Connection. The Beats’ ties to Paris and to Quebec through French-Canadian Jack Kerouac. Antonin Artaud, Jean Genet, Arthur Rimbaud, and Marquis de Sade. No credit for students who earned credit for ENGL 288 section 3 in fall 2008 or ENGL 272 section 4 in spring 2010. Prerequisite: 201W. [3] (INT)

FREN 267. Twentieth-Century French Literature. Critical readings of representative works organized thematically with emphasis on their contextual and intertextual relationships. Prerequisite: 201W. [3] (HCA)


FREN 269. Francophone Literature and Film of the Maghreb. Literature, film, and their cultural context in Francophone North Africa. Offered at Vanderbilt in France. Prerequisite: 201W. [3] (SBS)

FREN 271. French and Italian Avant-garde. Italian authors writing in French in the international and experimental atmosphere of Paris before World War I. D’Annunzio’s “Le martyre de Saint Sébastien” to Marinetti’s “Manifeste du Futurisme.” Offered on a graded basis only. Prerequisite: 201W. [3] (HCA)

FREN 272. Adultery and Transgressions in Literature. Comparative and historical study of texts from the Middle Ages through the twentieth century. Offered on a graded basis only. Prerequisite: 201W. [3] (P)

FREN 287a. Internship Readings and Research in France. Under faculty supervision, students intern in public or private organizations, and complete research and readings. Must be taken concurrently with 287b. Corequisite: 287b. [3] (No AXLE credit)

FREN 287b. Internship Training in France. Under faculty supervision, students intern in public or private organizations, and complete research and readings. Offered on a pass/fail basis only and must be taken concurrently with 287a. Corequisite: 287a. [1] (No AXLE credit)

FREN 289. Independent Study. Content varies according to the needs of the individual student. Primarily designed to cover pertinent material not otherwise available in the regular curriculum. May be repeated for a total of 12 credits over a four-semester period, but students may earn only up to 3 credits per semester of enrollment. [1-3; maximum of 12 credits total for four semesters of FREN 289] (No AXLE credit)

FREN 294. Special Topics in Traditions. Topics vary. Prerequisite: 201W. May be repeated for credit more than once if there is no duplication in topic. Students may enroll in more than one section of this course each semester. [3] (No AXLE credit)

FREN 295. Special Topics in Communications and Intersections. Topics vary. Prerequisite: 201W. May be repeated for credit more than once if there is no duplication in topic. Students may enroll in more than one section of this course each semester. [3] (No AXLE credit)

FREN 299a. Senior Honors Thesis. [3] (No AXLE credit)

FREN 299b. Senior Honors Thesis. [3] (No AXLE credit)

German

GER 099. Commons Seminar. Topics vary. [1] (No AXLE credit)

GER 101. Elementary German I. Development of the four language skills of reading, listening, speaking, and writing. No credit for students who have earned credit for a more advanced German language course. [5] (No AXLE credit)

GER 102. Elementary German II. Continuation of 101. No credit for students who have earned credit for a more advanced German language course. Prerequisite: 101. [5] (INT)

GER 103. Intermediate German I. Intensive review of German grammar as a basis for reading, conversation, and composition. Texts and discussions address issues in contemporary German society. No credit for students who have earned credit for a more advanced German language course. Prerequisite: 102. [3] (INT)

GER 104. Intermediate German II. Practice in reading, listening, speaking, and writing. Short stories, one longer work (Kafka), and discussions examine aspects of modern life from a German perspective. No credit for students who have earned credit for a more advanced German language course. Prerequisite: 103. [3] (INT)

GER 105. Intensive German in Regensburg. Grammatical and syntactic structures. Prerequisite: 103; corequisite: 106. [3] (No AXLE credit)

GER 106. Intensive German in Regensburg. Landeskunde and communicative skills. Prerequisite: 103; corequisite: 105. [3] (No AXLE credit)

GER 172. Borders and Crossings: German Literature and Culture from Romanticism to the Present. Textual and visual contributions to German culture from the nineteenth and twentieth centuries in English translation. Borders - physical, ideological, intellectual, and metaphorical - and crossing these borders, as passages to more creative or liberated states of being, or as acts of transgression. Taught in English. [3] (HCA)

GER 182. War on Screen. Representations of World War II and the fight against Nazi Germany in Hollywood and other cinemas, contemporary video games, television, and installation art. How current modes of warfare and the global war on terror have changed the conventions of depicting war. Knowledge of German is not required. [3] (HCA)

GER 183. Great German Works in English. German literature and culture from 1750 to present. The relationship of culture and history, changing notions of individual and community, modern sensibilities expressed in various genres. Goethe, Nietzsche, Freud, Kafka, and Jelinek. Knowledge of German not required. [3] (INT)

GER 201W. Introduction to German Studies. Literature, history, philosophy, and science of German-speaking countries presented through contemporary and multidisciplinary critical concepts and practices. Technology, theorizing mass culture, forms of cultural production, tradition and modernity. Reading and discussions in German. Prerequisite: 104. [3] (INT)

GER 213. Conversation and Composition: Current Events. Advanced German language course focusing on oral and writing proficiency. Topics on current events and societal developments. Prerequisite: 104. [3] (INT)
GER 214. Conversation and Composition: Contemporary Culture. Advanced German language course focusing on oral and writing proficiency. Topics on contemporary media and culture. Prerequisite: 104. [3] (INT)

GER 216. Business German. The culture of the German business community; differences that hinder communication between German-speakers and non-German-speakers in the business setting; development of aural/ oral and written skills. Business practices, policies, and laws in German-speaking countries; advertising and marketing strategies, letters, vitae, phone calls, and personal interviews. [3] (INT)

GER 220. Advanced Grammar. Study of word formation and sentence structure in modern German, supplemented by contemporary readings, with discussion. Not open to students who have participated in the Regensburg exchange program. [3] (INT)

GER 221. German Culture and Literature. Introduction to major periods and genres of German cultural production from the Middle Ages to the present; overview of major social and political developments. Literary, philosophical, and other texts. Readings and discussions in German. [3] (INT)

GER 222. German Culture and Literature. Continuation of 221. Introduction to major periods and genres of German cultural production from the Middle Ages to the present; overview of major social and political developments. Literary, philosophical, and other texts. Readings and discussions in German. [3] (INT)

GER 223. From Language to Literature. Continuing practice in reading, listening, speaking, and writing; emphasis on literary terminology and techniques for critical reading of German. Recommended as preparation for more advanced literary study, prose, poetry, and drama. Prerequisite: 213. [3] (HCA)

GER 225. German Romanticism. The contributions of Schlegel, Tieck, Novalis, Eichendorff, and others to literature, philosophy, and theory. Intellectual, social, and political currents. [3] (INT)

GER 237. Women and Modernity. Women in German literature from the eighteenth century to the present, focusing on questions of sexuality, political emancipation, artistic identity. No knowledge of German required. [3] (INT)

GER 243. The Aesthetics of Violence: Terror, Crime, and Dread in German Literature. The “dark” side of imagination in twentieth-century German literature including history and theory of modern art, emphasis on literary representation, mutual influences between aesthetic reflection and political action. No knowledge of German required. [3] (P)

GER 244. German Fairy Tales: From Brothers Grimm to Walt Disney. The German fairy tale tradition and its role in American culture. Taught in English. [3] (INT)


GER 248. German Lyric Poetry—Form and Function. Lyric forms as a reaction to personal trauma, collective desire, scientific and technological advances, and social change since the Thirty Years’ War. Love, loss, liberation. Students compose poems in imitation of classic examples of the folk song, ballad, sonnet. [3] (INT)

GER 263. The Age of Goethe-Weimar 1775 to 1805. Rational pragmatism, aesthetic innovation in response to Kant and French Revolution. Readings drawn from Goethe’s Iphigenia, Hermann und Dorothea, Schiller’s Maria Stuart and Wallenstein, and Wieland’s Oberon. [3] (INT)

GER 264. Pleasures and Perils in Nineteenth-Century Theatre. The German drama and dramatic theory from Romanticism up to Naturalism with emphasis on selected works by Kleist, Büchner, Grillparzer, and Hebbel. [3] (INT)


GER 270. German Cinema: Vampires, Victims, and Vamps. An analysis of representative German film with special emphasis on its sociocultural and historical context. Discussion will include pertinent theories of cinematography and cinematic narration. Taught in English. [3] (INT)

GER 271. Women at the Margins: German-Jewish Women Writers. Examination of themes, forms, and sociocultural issues shaping the work of German-Jewish women writers from the Enlightenment to the present. Readings and discussions in English. [3] (HCA)


GER 274. Who Am I? German Autobiographies. Canonical and non-canonical texts from the late eighteenth century to the present. The role of travel in German culture. The ways in which German poets, artists, and filmmakers have embraced different social and natural settings as sites of inspiration, self-discovery, and transformation. All readings and discussion in German. Prerequisite: 213W. [3] (INT)

GER 278. Dreams in Literature. The difference between sleeping and being awake. Literary and philosophical texts. Novels, short stories, diaries, poems, and drama written within the last two hundred years. Taught in English. [3] (HCA)

GER 289a. Independent Readings. Designed for majors and qualified undergraduates. Projects are carried out under the supervision of a member of the department. All projects must be approved by the department. May be repeated for a total of 6 credits over a four-semester period in 289a and 289b combined if there is no duplication in topic, but students may earn only up to 3 credits per semester of enrollment. [1-3; maximum of 6 credits total for four semesters of GER 289a and 289b] (No AXLE credit)

GER 289b. Independent Readings. Designed for majors and qualified undergraduates. Projects are carried out under the supervision of a member of the department. All projects must be approved by the department. May be repeated for a total of 6 credits over a four-semester period in 289a and 289b combined if there is no duplication in topic, but students may earn only up to 3 credits per semester of enrollment. [1-3; maximum of 6 credits total for four semesters of GER 289a and 289b] (No AXLE credit)

Greek

GRK 201. Beginning Greek I. Elements of classical Greek. Reading of simplified texts from authors of the fifth and fourth centuries B.C. No credit for students who have earned credit for a more advanced Greek language course. [4] (No AXLE credit)
GRK 202. Beginning Greek II. Continuation of 201. Completion of the elements of classical Greek through readings from classical authors. Introduction to Homeric and Hellenistic Greek. No credit for students who have earned credit for a more advanced Greek language course. [4] (INT)

HEBR 203. Intermediate Greek I: Classical and Koiné Greek. Review of Greek grammar, and reading from classical and biblical texts. Prerequisite: 202. No credit for students who have earned credit for a more advanced Greek language course. [3] (INT)

HEBR 204. Intermediate Greek II: Homer's iliad. Selected reading and interpretation; history and literary characteristics of the Homeric epic; practice in reading of meter. Prerequisite: 203. No credit for students who have earned credit for a more advanced Greek language course. [3] (INT)

GRK 210. The Greek Orators. Classical Athenian orators, with a focus on Lysias and Demosthenes. Historical context, rhetorical technique, and prose style. Prerequisite: 204. [3] (HCA)

GRK 212. The Greek Historians. Selections from the major Greek historians, especially Herodotus and Thucydides, and study of their philosophy of history; investigation of the development of historical prose writing. Prerequisite: 203. [3] (HCA)

GRK 215. The Greek Tragedians. Selections from the plays of Aeschylus, Sophocles, and Euripides. Survey of the development of tragedy. May be repeated for credit with change of subject matter. Prerequisite: 204. [3] (HCA)

GRK 216. Readings in Plato and Aristotle. Selected readings from the dialogues of Plato and from the ethical writings of Aristotle. Corollary readings and discussions of the pre-Socratic philosophers and the post-Aristotelian schools. Prerequisite: 204. [3] (HCA)

GRK 218. Greek Lyric Poetry. The Greek melic, elegiac, and iambic traditions, with an introduction to the Greek dialects and special emphasis on Archilochus, Tyrtaeus, Alcaeus, and Sappho. Prerequisite: 204. [3] (HCA)


GRK 289. Independent Study. Designed for majors wanting to familiarize themselves with works and authors not covered in the regular curriculum. Prerequisite: 6 hours above 204. May be repeated for a total of 6 credits if there is no duplication in topic, but students may earn only up to 3 credits per semester of enrollment. [1-3; maximum of 6 credits total for all semesters of GRK 289] (No AXLE credit)

GRK 294. Special Topics in Greek Literature. May be repeated for credit more than once if there is no duplication in topic. Students may enroll in more than one section of this course each semester. [3] (HCA)

Hebrew

HEBR 111a. Elementary Hebrew. Introduction to the alphabet, the basics of grammar, and elementary conversation. Classes meet three times per week with an additional two hours a week required in the language laboratory. No credit for students who have earned credit for a more advanced Hebrew language course. [4] (No AXLE credit)

HEBR 111b. Elementary Hebrew. Continuation of 111a. Greater stress upon conversation and grammar. Classes meet three times a week with an additional two hours a week required in the language laboratory. No credit for students who have earned credit for a more advanced Hebrew language course. Prerequisite: 111a. [4] (INT)

HEBR 113a. Intermediate Hebrew. Introduction to modern Hebrew reading, conversation, advanced grammar, and conversation. Classes meet three times a week with an additional three hours a week spent in independent work in the language laboratory. No credit for students who have earned credit for a more advanced Hebrew language course. Prerequisite: 111b. [3] (INT)

HEBR 113b. Intermediate Hebrew. Continuation of 113a. Greater emphasis on reading and writing. Classes meet three times a week with an additional three hours a week spent in independent work in the language laboratory. No credit for students who have earned credit for a more advanced Hebrew language course. Prerequisite: 113a. [3] (INT)

HEBR 201. Advanced Hebrew Grammar. Emphasis on syntax and grammar supplemented by listening, speaking, and reading. No credit for students who have earned credit for a more advanced Hebrew language course. Prerequisite: 113b. [3] (INT)

HEBR 202W. Advanced Hebrew Composition. Development of writing skills through the study of short stories, poems, articles, television, and web materials. Prerequisite: 201. [3] (INT)

HEBR 289a. Independent Study in Modern Hebrew. May be repeated for a total of 6 credits in 289a and 289b combined if there is no duplication in topic, but students may earn only up to 3 credits per semester of enrollment. [1-3; maximum of 6 credits total in HEBR 289a and 289b] (No AXLE credit)

HEBR 289b. Independent Study in Modern Hebrew. May be repeated for a total of 6 credits in 289a and 289b combined if there is no duplication in topic, but students may earn only up to 3 credits per semester of enrollment. [1-3; maximum of 6 credits total in HEBR 289a and 289b] (No AXLE credit)

History

HIST 099. Commons Seminar. Topics vary. [1] (No AXLE credit)


HIST 106. Premodern China. The development of Chinese civilization from ancient times to the seventeenth century. The birth and development of the Chinese identity; Confucianism, Taoism, and Buddhism; the moral, military, and bureaucratic foundations of the imperial institution; the Silk Road; eunuchs and concubines; the commercial revolution. [3] (INT)

HIST 107. China from Empire to the People's Republic. From the seventeenth century to the present. The establishment and expansion of the Qing empire and its clashes with European empires. Twentieth-century revolutions and war with Japan, Mao and the making of the Communist state; post-Mao economic and social reforms. Tibetan and ethnic minority issues. [3] (INT)


HIST 109. Modern Japan. The political, social, economic, and cultural history of Japan in the nineteenth century to the present. Radical changes in the state, society, and economy and the effects of these changes on Japan's place in the world. [3] (INT)


HIST 119. A History of Islam. Origins to the present, with emphasis on the modern era. Early and medieval Islam, modernism and fundamentalism. Arabia and the Wahhabis, Iran and Shi’ism, South Asian syncretism, Muslim minorities in Western Europe and the United States. Recent Islamic views on human rights, science, economics, and other religions. [3] (INT)

HIST 120. The Arab Spring. Roots of the movement and the course of events. The role played by the West and by print and other media. Ideologies throughout the Islamic world. Prospects for the future. [3] (INT)

HIST 127. Sub-Saharan Africa: 1400-1800. Pre-colonial history of West and Central Africa. The rise of early empires; cultural history of major groups, the spread of Islam; the Atlantic exchange, development of the Atlantic plantation complex, and the slave trade. [3] (INT)
HIST 184. Sexuality and Gender in the Western Tradition since 1700. Modern masculinity, femininity, and gender roles; origins of identity politics and changing sexual norms; contemporary feminist issues. [3] (P)


HIST 188a. The Body in Modern Japanese Culture. The roles of human bodies and body image in the making of modern Japan. Bodies as a means of understanding the past and the present. Individuals, society, culture, and physical environment. Historical and literary writings and film from the twentieth century. [3] (INT)

HIST 200W. The History Workshop. Introduction to "the historian's craft." Reconstructing the past using primary documents, diaries, letters, memoirs, and declassified government papers. Methods of historical research and reasoning through individual projects. [3] (SBS)


HIST 204. Crisis Simulation in East Asia. Strategic motivations and behaviors of international actors. Simulations of the decision-making process during critical historical moments in the East Asian context through role-playing and video games. Offered on a graded basis only. [3] (INT)

HIST 205. Play and Pleasure in Early Modern Japan. Cultural history of Tokugawa Japan (1603-1868), with emphasis on daily life and popular entertainment in the capital of the warrior government, Edo (present-day Tokyo). Woodblock prints, pleasure quarters, kabuki theatre, commoner carnivals, and popular literature. [3] (INT)


HIST 210. Russia: The U.S.S.R. and Afterward. Russian history since the 1917 Revolution. Overview of the old regime; revolution and civil war; the Soviet "Roaring '20s"; Stalinism and the totalitarianized society; World War II; Postwar Soviet society and culture; de-Stalinization and the sixties generation; Gorbachev, perestroika, and disintegration; contemporary history. [3] (INT)


HIST 211b. Religion and Politics in South Asia. From pre-modern times to the present. The formation of religious identities in South Asia, including India, Pakistan, and Bangladesh. Religious and political identity during British colonialism. Post-1947 South Asian politics and debates on religious freedom and conflict. Offered on a graded basis only. [3] (INT)

HIST 212a. India and the Indian Ocean. Cultures along the Indian Ocean coastline from Roman times to 1800, especially South Asia. Coastal societies and politics, Islam, pilgrimage and trade, economic zones, and cultural ties. Pirates, seafarers and merchants; diasporas and genealogies. The entry of European trading companies and debates on trade and empire. [3] (INT)

HIST 213. Muhammad and Early Islam. Early Arabian society, Judaism and Christianity in Arabia; Muhammad and the birth of Islam, the conquests, Islamization, Arabization; Jewish influences in early Islam, the medieval Islamic world. [3] (INT)

HIST 216. Medicine in Islam. Emergence of medicine in the Islamic world. Links with other traditions. Doctors and society; conventional medical practice in hospitals; prophetic medicine; Jewish and Christian doctors in Islam; pharmacology; developments in the nineteenth-century. No credit for students who have earned credit for 115F section 21. [3] (INT)

HIST 217. Islam and the Crusades. Ideology; successes and failures; history and character of Crusader enterprises in the Holy Land and elsewhere. Muslim religious, political, ideological, and social reactions. Islamic culture and the West; relations among Crusaders, Muslims, and Jews. [3] (P)

HIST 219. Last Empire of Islam. The Ottoman "long nineteenth century." 1789 to 1923. The Reforms (Tanzimat), state patriotism, intercommunal relations, national "awakenings," and the emergence of a public sphere. Historiographical issues, such as perceptions of the empire as the "Sick Man of Europe" and debates over its decline. [3] (INT)


HIST 223. Medieval Europe, 1000-1350. Economic expansion and the formation of national states; the medieval Church and the revival of learning in the twelfth and thirteenth centuries. [3] (INT)

HIST 225. Reformation Europe. The political, intellectual, and social conditions underlying the Protestant revolt. The Reformation of Luther, Calvin, Zwingli, Loyola, and other religious reformers considered within the context of the general developments of sixteenth-century history. [3] (INT)

HIST 226. Revolutionary Europe, 1789-1815. Political, cultural, and economic upheavals in the late eighteenth and early nineteenth centuries; the French Revolution and Napoleon, romanticism, and early industrialization. Emphasis on Britain, France, and Germany. [3] (INT)

HIST 227. Nineteenth-Century Europe. Major political, social, economic, and cultural developments from 1815 to 1914. [3] (INT)

HIST 228. Europe, 1900-1945. Political, socioeconomic, cultural, and colonial history of Europe from 1914 to the fall of Hitler. [3] (INT)

HIST 229. Europe since 1945. Origins of the Cold War; political and social transformations, East and West; the breakup of colonial empires; ideological and military tensions; intellectual and cultural trends. [3] (INT)

HIST 230. Twentieth-Century Germany. The turbulent history of Germany, as it went from authoritarian state to volatile democracy, to National Socialist dictatorship, to divided country, and to reunification. Special emphasis placed on the Nazi dictatorship, its origins and legacy. [3] (INT)


HIST 234. Modern France. The fall of Napoleon in 1815 to the present. Emphasis on politics. Major economic, social, cultural, and intellectual developments. [3] (INT)

HIST 238. Shakespeare's Histories and History. Readings from a variety of plays by Shakespeare and his contemporaries. Significant political and cultural issues from the 1590s in early English history. No credit for students who earned credit for 294 section 2 in fall 2008. [3] (HCA)
HIST 239a. The Real Tudors. Marital, dynastic history of the Tudors in relation to religious and political change through and after the English Reformation. Court politics, ideological conflict, and the rise of an increasingly confessionalist international politics. Offered on a graded basis only. [3] (HCA)

HIST 239B. The Rise of the Tudors. Causes and course of the political crisis in the fifteenth century and the rise of the Tudor monarchy. Political and religious forces that drove the English Reformation and its immediate consequences. No credit for students who have completed 239a. [3] (HCA)

HIST 239C. A Monarchy Dissolved? From Good Queen Bess to the English Civil War. Creation of political stability out of the turmoil caused by the English Reformation and its dissolution only forty years later. The relationship between religion and politics, state and society. No credit for students who have earned credit for 289a. [3] (HCA)


HIST 243W. The English Atlantic World, 1500-1688. English overseas expansion, including conquest of Ireland, exploration and conquest of the New World. Formation of imperial and American cultures and of racism, the slave trade, Indian relations, and migration from the British Isles. [3] (US)

HIST 245. Reform, Crisis, and Independence in Latin America, 1700-1820. Reorganization of the Spanish and Portuguese empires; maturation of transatlantic societies; and revolutions for independence. [3] (INT)

HIST 246. Colonial Mexico. The cultural history of major pre-Columbian groups; the conquest and settlement by the Spaniards; colonial society through independence in 1821. [3] (INT)

HIST 247. Modern Mexico. From independence in 1821 to the present. Political instability of the nineteenth century; the Porfirián dictatorship and the revolution of 1910; evolution and modernization of Mexico. [3] (INT)

HIST 248. Central America. Iberian and Amerindian background, colonial society; independence; growth of the plantation economy; the U.S. presence; political and social revolutions in the twentieth century. [3] (INT)

HIST 249. Brazilian Civilization. From pre-Columbian times to the present. Clash and fusion of Portuguese, Amerindian, and African cultures; sugar and slavery; coffee and industrialization; race relations; dictatorship and democracy in the twentieth century. [3] (INT)

HIST 251. Reform and Revolution in Latin America. Comparative analysis of revolutions and reform movements in twentieth-century Latin America focusing on land tenure, social classes, political culture, economic structures, and foreign influences. [3] (INT)


HIST 253a. Latin America and the United States. The complicated relationship between Latin America and the United States from the early nineteenth century to the present. Role of ideology, national security, economic interests, and cultural factors in shaping inter-American affairs. [3] (INT)

HIST 254a. Race and Nation in Latin America. Late nineteenth century to the present. Social, political, and cultural constructions of belonging. Citizenship and state building. Immigration, education, urbanization, civil and international wars, and gender and sexuality. Case studies drawn from the Andes, Spanish Caribbean, Southern cone, and Brazil. Serves as repeat credit for students who completed 294 section 2 in fall 2010 or section 1 in fall 2009. [3] (INT)


HIST 258. American Indian History before 1850. Indian nations’ interaction with each other and with European colonies. Resistance and adaptation to colonialism. Early development of United States Indian policy. [3] (US)

HIST 259. American Indian History since 1850. American Indians in the United States and Canada. Their responses to government policies and other forces. Cultural, socioeconomic, and political change among Indian communities. [3] (US)


HIST 262. The Old South. The South’s origins in European expansion; the rise of the plantation economy and society, and its identification with slavery; the differing experiences of whites and blacks, planters and nonplanters; the relationship of the region to the larger United States; the Confederate attempt at independence and the collapse of the slave regime. [3] (US)

HIST 263. The New South. The aftermath of war and emancipation and the era of Reconstruction; social change and dislocation in the late nineteenth century; the Populist Revolt; the origins of segregation and one-party politics. Twentieth-century efforts to modernize the region; the economic, political, and Civil Rights revolutions of the mid-twentieth century; the South in modern American society and politics. [3] (US)

HIST 264. Appalachia. The region from first European intrusions to the present. Frontier-era white-indigenous contact, antebellum society and economy, relations with the slave South, the Civil War and postwar politics, increasing social strainings, industrialization and labor conflict, poverty and outmigration. Examination of mountain culture, tourism, and the construction of the “hillbilly” image. [3] (US)

HIST 266. Abolishing the Slave Trade: Britain and the U.S. Movement to close the Atlantic slave trade in the eighteenth and early nineteenth centuries. Tracing print material and visual strategies used to end this form of human trafficking. Role of abolition in state formation in Britain and the early U.S. [3] (INT)

HIST 268. Black New York. The African American and African Diaspora experience in New York City from 1625 to 1990, and from the Bronx to Brooklyn. Slavery and free blacks, the New York Conspiracy, the Harlem Renaissance and the Black Arts Movement, Bebop and Hip Hop. [3] (INT)


HIST 270. The U.S. and the World. From the winning of independence to the Great Depression. Relationships among foreign policy, ideology, domestic politics, and social and economic change. [3] (US)

HIST 271. The U.S. as a World Power. From the origins of World War II, through the Cold War, to the present day. Relationships among foreign policy ideology, domestic politics, and social economic change. [3] (US)

HIST 272a. Globalizing American History, 1877-1929. Immigration; Diasporic social movements; transnational social reform campaigns; military, colonial, and corporate empire-building; the expansion of missionary activity; and America’s participation in a world war. [3] (US)


HIST 272c. Race, Power, and Modernity. Historical approaches to race as a modern system of power and difference. The United States experience in comparative and transnational perspective. Race as an historical and socially-constructed ideological system. Race intersecting with nationally,
region, class and gender. Race in the making of space, citizenship, and economic institutions. [3] (US)

**HIST 272d. American Masculinities.** Changing definitions of manhood and masculinity from the colonial period to the post-9/11 era. The rise of democratic politics, industrialization, slavery and emancipation, feminist politics, and the growth of the global power of the United States. [3] (US)

**HIST 272E. Debating America in the World, 1890-2010.** Debates about the U.S. role in shaping the twentieth century. War; colonialism and anti-colonialism; immigration; participation in international institutions. [3] (US)


**HIST 280. Modern Medicine.** Scientific, social, and cultural factors influencing the rise of modern medicine. Europe and the U.S., 1750 to the present. [3] (P)

**HIST 281. Women, Health, and Sexuality.** Women as patients and healers in the U.S. from 1750 to the present. Topics include women’s diseases and treatments; medical constructions of gender, sexuality; childbirth, birth control, abortion; midwives, nurses, and doctors. [3] (US)

**HIST 283. Medicine, Culture, and the Body.** (Also listed as Anthropology 260) Concepts of the human body from historical and cross-cultural perspectives. Exploration of experiences, representations, and medical theories of the body in birth, death, health, and illness in Western and non-Western societies. Comparison of methodologies of anthropology and history. Repeat credit for students who have completed ANTH 260. [3] (P)

**HIST 284a. Epidemics in History.** How infectious diseases shape history. European and American responses to disease from the medieval Black Death to HIV/AIDS. Offered on a graded basis only. [3] (P)

**HIST 284b. Health and the African American Experience.** Disparities in the health care of African Americans, the training of black professionals, and the role of black medical institutions. The intersection between black civic involvement and health care delivery; the disproportionate impact of disease and epidemics within the African American population. [3] (US)


**HIST 285C. Innovation.** Origin, reception, and cultural impact of technological innovation. New technologies from the mid-nineteenth century through present-day Silicon Valley and their technical, social, economic, and political dimensions. [3] (P)

**HIST 285W. Science, Technology, and Modernity.** Social, cultural, intellectual, and artistic responses to the challenges posed by modern science and technology from the mid-nineteenth to the mid-twentieth centuries. Offered on a graded basis only. [3] (P)

**HIST 286b. U.S. and Caribbean Encounters.** The social, political, and cultural history of United States-Caribbean encounters from the Haitian Revolution to the Grenada invasion. Empire, expansion, and American exceptionalism; finance, debt, and banking. Military strategy and small wars; gender, sexuality, and bio-politics; racial ideology and racial science; sover- eignty and international law; African American and Afro-Caribbean interaction. Serves as repeat credit for students who completed 294 section 2 in spring 2011. [3] (INT)

**HIST 286c. History and Image.** Tokyo and its representation in various media from the mid-nineteenth century to the present and imaginings of the future. The city’s physical development and image in photographs, films, novels, essays, and other textual and visual materials produced within Japan and beyond. [3] (INT)

**HIST 286d. Pirates of the Caribbean.** Imperial competition for control of the Caribbean and state-sponsored piracy. The economic and political consequences of piracy in the Caribbean. The life of pirates aboard ship and in port. [3] (INT)


**HIST 287b. History of New Orleans.** The city since its founding. Interactions between urban society and natural environment; historical and cultural significance of New Orleans in light of post-Katrina disaster and reconstruction. [3] (US)

**HIST 287c. Cities of Europe and the Middle East.** Cities of “East” and “West” in the modern period; distinguishing characteristics and shared patterns of urban modernity across different geographies. Conceptions of the European, Middle Eastern, and Islamic metropolises. [3] (INT)


**HIST 287e. The Federalist Papers.** Classic works on American constitutionalism and government and their views on human nature and republicanism. The framers’ rejection of democracy and fear of legislative abuses. The Constitution’s emphasis on institutional protections for liberty and checking abuses of power. [3] (US)

**HIST 287g. Making of Modern Paris.** The social and cultural history of Paris from the old regime to the present. Paris versus the French provinces; revolutionary upheavals; challenges of rapid urbanization. Paris as a literary, artistic, and consumer capital; its changing physical landscape. Immigration and the globalization of Paris. [3] (INT)

**HIST 288a. Religion, Culture, and Commerce: The World Economy in Historical Perspective.** Cross-cultural trade in a broad chronological and geographical framework. Pre-modern and modern times, western and non-western locales. The role of religion in economic exchange and the movement of commodities. Offered on a graded basis only. [3] (HCA)

**HIST 288b. Poverty, Economy, and Society in Sub-Saharan Africa.** History of poverty from pre-colonial times to the present. The evolution of economic systems and trading; impacts of trans-oceanic slave, commodity trading, and colonialism on Africans’ standards of living; contemporary Afri- can economic challenges of underdevelopment, debt, foreign aid, fair trade, and globalization. No credit for students who earned credit for 295 section 3 in spring 2007 or 294 section 1 in fall 2006. [3] (INT)

**HIST 288c. Muslims, Christians, and Jews in Medieval Spain.** Coexistence and conflict from 711 to 1492. The blend of cultures, languages, religions, and societies under both Christian and Islamic rule. Offered on a graded basis only. No credit for students who have earned credit for JS 115F section 1. [3] (INT)

**HIST 288d. Images of India.** Images in and of South Asia as studied through maps, religious imagery, print culture, cinema, and architecture. The politics of visual stereotypes of India. The visual history of Orientalism, modernity, gender, and religion in South Asia. [3] (INT)

**HIST 288e. The Art of Empire.** Visual media in the establishment of modern empires, with emphasis on Western Empire. Image-making and power; art in cultural exchange and the definition of race, ethnicity, and gender. [3] (HCA)

**HIST 288g. Culture of the Sixties in Europe and the U.S.** Youth, rock ‘n roll, sexual attitudes, black power, counterculture, and conservative reaction. Cultural revolution or myth. [3] (INT)

**HIST 288W. Blacks and Money.** Social and cultural history of money, markets, and exchange in the black world in the twentieth century. Reparations and debt; wealth and class; black appropriations of Marxist thought and black endorsements of capitalism. Gifts and primitive money; informal economies and black markets. [3] (P)
HIST 298a. Senior Honors Research Seminar. Presentation and discussion of drafts and chapters of honors theses in progress. Offered on a graded basis only. Open only to senior departmental honors students. [3] (No AXLE credit)

HIST 298b. Senior Honors Research Seminar. Continuation of 298a. Offered on a graded basis only. Open only to seniors in the departmental honors program. Prerequisite: 298a. Corequisite: 299. [3] (No AXLE credit)

HIST 299. Senior Honors Thesis. Writing a honors thesis under the supervision of a thesis adviser and the Director of Honors. Open only to seniors in the departmental honors program. Offered on a graded basis only. Prerequisite: 298a. Corequisite 298b. [3] (No AXLE credit)

History of Art

HART 099. Commons Seminar. Topics vary. [1] (No AXLE credit)

HART 110. History of Western Art I. Visual and material culture of Europe and the Ancient Near East from the Paleolithic through the late Medieval period. Egypt, Greece, and Rome; early Christianity and Islam. Form, content, and meaning of works of art and architecture in their cultural context. (HCA) [3]

HART 111. History of Western Art II. Major artistic movements from the Renaissance to the Modern era and the developments in painting, sculpture, and architecture. Works of specific artists and cultural factors that affect the visual arts from production to reception. (HCA) [3]

HART 112. History of Western Architecture. Europe, Western Asia, and North America from the early first millennium BCE to the present. Form and function; historical, social, and spatial contexts; architects and patrons. No credit for students who have earned credit for 112a. [3] (HCA)

HART 112A. History of Western Architecture I. From prehistoric Europe and Western Asia to Renaissance Italy and the Ottoman Golden Age. Form and function; historical, social, spatial contexts; architects and patrons. No credit for students who have earned credit for 112a. [3] (HCA)


HART 122. History of Asian Architecture. Cultural traditions of Asia from the first millennium BCE to the nineteenth century through the study
of architecture. Cities, temples, and domestic structures of China, Japan, Korea, South Asia (India and Pakistan), and Southeast Asia. [3] (INT)


HART 130. Monuments and Masterpieces. The social and cultural history of the world in fourteen great works, including the Athenian Parthenon, the Pantheon in Rome, the Konjikido in Japan, Michelangelo's Sistine Chapel, and the U.S. Capitol. Sculpture, painting, architecture, and the decorative arts. [3] (INT)

HART 140. U.S. Icons and Monuments. From 1776 to present. How and why images of people, historical events, and symbols are revered. Implications for national identity, historical memory, consumerism, and political ideologies. The U.S. Capitol, Statue of Liberty, Mount Rushmore, Marilyn Monroe, and Michael Jordan. No credit for students who have earned credit for 115F section 13. [3] (US)

HART 206. Portraits in Late Antiquity. Social, political, and religious functions of portraits from the first century through the sixth century CE. Issues of representation, including the construction of identity, social status, mediation of presence through image, and what constitutes a likeness. Portraits as memorials, as objects of veneration, and idealized models. Influences on later portraiture. [3] (HCA)


HART 208. Art and Empire from Constantine to Justinian. An interdisciplinary study of Roman social, political, religious, and art historical developments in the fourth through sixth centuries CE. [3] (HCA)


HART 211. Medieval Art. The development of architecture, sculpture, painting, and the minor arts in Europe from the eleventh through the fifteenth centuries. [3] (HCA)

HART 213W. The Court of Burgundy. The visual arts of the Dukes of Burgundy (1363-1477) in cultural context. Portraiture, chivalry, costume, storytelling, and ceremony. Artists include Claus Slater, Jan van Eyck, and Rogier van der Weyden. [3] (HCA)

HART 214. Fifteenth-Century Northern European Art. Painting, sculpture, prints, and court art in the Low Countries, France, and Germany. Historical, social, economic, religious, and technical analysis. Jan van Eyck, Rogier van der Weyden, and Hieronymus Bosch. No credit for students who have earned credit for 212. [3] (HCA)


HART 217. Early Renaissance Florence. Painting and sculpture in fifteenth-century Florence. Ghiberti, Donatello, Masaccio, Fra Angelico, and Botticelli. Stylistic progression, iconographic interpretation and meaning, the role of patronage and audience, original physical and cultural context, and the Italian Renaissance workshop. Offered on a graded basis only. No credit for students who have earned credit for 218. Repeat credit for students who have completed 217W. [3] (HCA)

HART 217W. Early Renaissance Florence. Painting and sculpture in fifteenth-century Florence. Ghiberti, Donatello, Masaccio, Fra Angelico, and Botticelli. Stylistic progression, iconographic interpretation and meaning, the role of patronage and audience, original physical and cultural context, and the Italian Renaissance workshop. Offered on a graded basis only. No credit for students who have earned credit for 218. Repeat credit for students who have completed 217. [3] (HCA)

HART 218. Italian Art to 1500. Early development of art and architecture primarily in central Italy from the late thirteenth through the fifteenth centuries. The works of Giotto, Duccio, Donatello, Masaccio, and Botticelli. The age of the Medici in Florence. No credit for students who have earned credit for 217 or 217W. [3] (HCA)

HART 219. Italian Renaissance Art after 1500. High Renaissance and Mannerist art in sixteenth-century Italy, considering Florentine masters such as Leonardo, Michelangelo, and Pontormo, the Roman school of Raphael, and the Venetians from Giorgione and Titian to Tintoretto. [3] (HCA)


HART 220W. Michelangelo's Life and Works. Sculpture, painting, architecture, and graphic works. Poetry and letters. Cultural, historical, religious, and political climate of his day. Influence upon artists. Critical reception. Repeat credit for students who have completed 220. [3] (HCA)


HART 223. Twentieth-Century British Art. Painting, sculpture, installation, film and video, and performance in the context of national culture and political history. [3] (HCA)

HART 224. Eighteenth-Century Art. The history of European painting, sculpture, and printmaking from the Late Baroque era to the rise of Neoclassicism (1675-1775). Geographical focus on Italy and France. Artists include Maratti, Rusconi, Carriera, Tiepolo, Watteau, Chardin, Fragonard, and others. [3] (HCA)

HART 225. Neoclassicism and Romanticism. A survey of major artists and monuments of visual culture considered in their political, social, economic, spiritual, and aesthetic contexts from 1760 to 1840. [3] (HCA)


HART 231. Twentieth-Century European Art. Painting, sculpture, and architecture; stressing a social-historical approach to the study of style. [3] (HCA)


HART 233. History of Photography. Uses and meanings of photography from its invention (c. 1839) to the present. Ways of thinking about the medium and its status as a separate discipline in relation to the history of art. [3] (HCA)


HART 239. African American Art. Colonial Era to the present. Artwork and artists in their political, cultural, social, historical, and aesthetic contexts. Relationship between race and representation. [3] (P)

HART 240. American Art to 1865. Painting and sculpture of the United States from Colonial times to 1865 with an emphasis on iconography, social history, race, and gender. [3] (US)


HART 242. Art since 1945. A survey of art produced in the United States and Europe since 1945 with an emphasis upon theory and the social and intellectual factors. [3] (US)

HART 243. History of Sound Art. From twentieth century to present. Use of sound as artistic medium. Experimental practices; the relationship of art and technology; sound art’s position between music, performance and installation art. Cage, Cardiff, Paik, Rosenfeld, and Trimpin. [3] (HCA)

HART 245W. Art of Buddhist Relic and Reliquary. From second century BCE to present. Relic veneration and construction of reliquaries from a visual perspective. Beautification, ritualization, use and abuse, and bodily issues spanning India, China, Korea, Japan, and Southeast Asia. [3] (INT)

HART 246. Religion and politics in South and Southeast Asian Art. Use of Buddhist, Hindu, and Jain images as political communication in South and Southeast Asia from the time of Buddha (480-400 BC) to the present. The original patronage of temples and religious icons, and their reappraisal in ancient and modern times. [3] (INT)


HART 249. The Arts of China during the Liao-Song Period. Art and architecture of China during the Liao-Song period from C.E. 907 to C.E. 1279. Political, religious, and aesthetic contexts. Influence of coastal trade and pilgrimage in transformations of painting, sculpture, ceramics, and architecture. [3] (INT)


HART 252. Arts of China. Artistic production from the Neolithic period through the Qing dynasty in relation to religious and cultural contexts. [3] (HCA)

HART 253. Arts of Japan. Artistic production from the Neolithic through Meiji periods in relation to religious and cultural contexts. [3] (HCA)

HART 255. Greek Art and Architecture. The Bronze Age, including the Minoans and Mycenaeans, through the Hellenistic period. The social and cultural contexts of material and visual culture. Vase-painting, sculpture, architecture, and more utilitarian artifacts. No credit for students who have earned credit for 256, 257, 258, or CLAS 204 or 205. [3] (HCA)


HART 262W. Gender and Sexuality in Greek Art. Iconography of vase-painting and sculpture, from the Archaic through the Hellenistic periods. Visual constructions of bodies, poses, gestures, and dress, reflecting cultural attitudes towards courtship, marriage, rape, prostitution, and homosexuality. Emphasis on methodological approaches and comparisons with modern societies. Offered on a graded basis only. [3] (HCA)

HART 264. Greek Sculpture. Style, materials, and techniques ca. 900-31 B.C. Sculptors’ craft and their reasons for the creation of both free-standing and architectural sculpture. Serves as repeat credit for students who have completed CLAS 216. [3] (HCA)

HART 265. Greek Vases and Society. Ancient Greek vases as social documents. Interdisciplinary approaches, including historiographic, stylistic, semiotic, contextual, and scientific. Production, trade, and the functions of vases in funerary and ritual contexts, particularly the symposium. The development of black- and red-figure vase painting and iconography. [3] (HCA)

HART 266. Cities of the Roman East. Provincial centers, sanctuaries, and monuments from Greece to Arabia. Major centers and case studies of public and private commissions. Architectural reflections of Romanization and resistance; local and imperial patronage; patrimony and memory; borderland architecture. [3] (HCA)

HART 268. Art and Architecture of Ancient Egypt. Art, architecture, and culture of Egypt from the fourth millennium through the Old, Middle, and New Kingdoms. Sculpture, wall painting, architecture, and material culture. Serves as repeat credit for students who have completed CLAS 217. [3] (HCA)

HART 270. History of Western Urbanism. Urban form and planning from antiquity to the present. The integration of architecture and landscape. Diachronic surveys. Case studies, including Nashville. [3] (P)


HART 288. Selected Topics. May be repeated for credit twice if there is no duplication in topic. Students may enroll in more than one section of this course each semester. [3; maximum of 9 credits total for all semesters of HART 288] (No AXLE credit)

HART 289. Independent Research. Supervised work in extension of regular offerings in the curriculum. Registration only with agreement of instructor involved and with written approval of the director of undergraduate studies. May be repeated for a total of 6 credits, but students may earn only up to 3 credits per semester of enrollment. [1-3] (No AXLE credit)

HART 290. Directed Study. Registration only with agreement of instructor involved and with written approval of the director of undergraduate studies. May be repeated for a total of 6 credits, but students may earn only up to 3 credits per semester of enrollment. [1-3; maximum of 6 credits total for all semesters of HART 290] (No AXLE credit)

HART 293a. Internship Research. Students gain experience in a broad range of arts-related programs, at public or private institutions, including museums, and/or federal agencies. Students may take 1-3 hours in 293a, which includes background research, done concurrently with a one-semester internship program (293b), leading to submission of a research paper at the end of that semester. A 3.0 grade point average, approval of a specific plan by the department, and at least 6 hours of prior work in History of Art is required. Readings and critiqued assignments under faculty supervision. Will not count as part of the minimum hours for the History of Art major or minor. Corequisite: 293b. [Variable credit: 1-3] (No AXLE credit)
HART 293b. Internship Training. Students gain experience in a broad range of arts-related programs, at public or private institutions, including museums, and/or federal agencies. Students may take 1-3 hours in 293a, which includes background research, done concurrently with a one-semester internship program (293b), leading to submission of a research paper at the end of that semester. A 3.0 grade point average, approval of a specific plan by the department, and at least 6 hours of prior work in History of Art is required. Offered only on a pass/fail basis only and must be taken concurrently with 293a. Will not count as part of the minimum hours for the History of Art major or minor. Corequisite: 293a. [Variable credit: 1-9] (No AXLE credit)

HART 295. Advanced Seminar. In-depth reading, research, and writing in a particular area of history of art. Limited to juniors and seniors with preference to majors. May be repeated for credit once if there is no duplication in topic and not twice from the same instructor. Students may enroll in more than one section of this course each semester. Offered on a graded basis only. [3: maximum of 6 credits total for all semesters of 295; maximum of 9 credits for HART Honors candidates] (HCA)

HART 298. Honors Research. Research to be done in consultation with a member of the faculty in history of art. Open only to those beginning honors work in history of art. May be repeated for a total of 6 credits. [1-6; maximum of 6 credits total for all semesters of HART 298] (No AXLE credit)

HART 299. Honors Thesis. Open only to seniors in the departmental honors program. Students completing this course with distinction, including a thesis and final examination, will earn honors in history of art. Prerequisite: 298. May be repeated for a total of 6 credits. [1-6; maximum of 6 credits total for all semesters of HART 299] (No AXLE credit)

Honors

HONS 181. College Honors Seminar in the Humanities and Creative Arts. Offered on a graded basis only. May be repeated for credit more than once if there is no duplication in topic, but students may earn only up to 6 credits per semester of enrollment. [3] (HCA)

HONS 182. College Perspectives Honors Seminar. Offered on a graded basis only. May be repeated for credit more than once if there is no duplication in topic, but students may earn only up to 6 credits per semester of enrollment. [3] (IP)

HONS 183. College Honors Seminar in Behavioral and Social Sciences. Offered on a graded basis only. May be repeated for credit more than once if there is no duplication in topic, but students may earn only up to 6 credits per semester of enrollment. [3] (SBS)

HONS 184. College Honors Seminar in History and Culture of the United States. Offered on a graded basis only. May be repeated for credit more than once if there is no duplication in topic, but students may earn only up to 6 credits per semester of enrollment. [3] (US)

HONS 185. College Honors Seminar in Mathematics and Natural Sciences. Offered on a graded basis only. May be repeated for credit more than once if there is no duplication in topic, but students may earn only up to 6 credits per semester of enrollment. [3] (MNS)

HONS 186. College Honors Seminar in International Cultures. Offered on a graded basis only. May be repeated for credit more than once if there is no duplication in topic, but students may earn only up to 6 credits per semester of enrollment. [3] (INT)

Humanities

HUM 161. Selected Topics. Topics vary. May be repeated more than once if there is no duplication of topic. [3] (No AXLE credit)

Interdisciplinary Studies

INDS 270a. Global Citizenship and Service. This course is offered by the Vanderbilt Initiative for Scholarship and Engagement (VISAGE). Graduate students may take this course for graduate credit. A service-learning course introducing students to themes and interpretations of global citizenship. Intended to be followed by 270b. [3] (INT)

INDS 270b. Global Community Service. This course is offered by the Vanderbilt Initiative for Scholarship and Engagement (VISAGE). Graduate students may take this course for graduate credit. Students will design and conduct research projects in collaboration with faculty mentors. Prerequisites: 270a. [1-3] (No AXLE credit)

INDS 270c. Seminar in Global Citizenship and Service. This course is offered by the Vanderbilt Initiative for Scholarship and Engagement (VISAGE). Graduate students may take this course for graduate credit. Project- and research-based seminar drawing on student experiences and learning in 270a and 270b. Prerequisites: 270b. [3] (INT)

INDS 280a. Interdisciplinary Internship. Internship credit for work approved by the director of internships and chair of the Curriculum Committee. A written scholarly project must be produced in the internship. Must be taken P/F. Maximum of 3 credit hours in 280a, 280b, 280c, and 280d combined. [1] (No AXLE credit)

INDS 280b. Interdisciplinary Internship. Internship credit for work approved by the director of internships and chair of the Curriculum Committee. A written scholarly project must be produced in the internship. Course must be taken P/F. Maximum of 3 credit hours in 280a, 280b, 280c, and 280d combined. [1] (No AXLE credit)

INDS 280c. Interdisciplinary Internship. Internship credit for work approved by the director of internships and chair of the Curriculum Committee. A written scholarly project must be produced in the internship. Course must be taken P/F. Maximum of 3 credit hours in 280a, 280b, 280c, and 280d combined. [1] (No AXLE credit)

INDS 280d. Interdisciplinary Internship. Internship credit for summer work approved by the director of internships and chair of the Curriculum Committee. A written scholarly project must be produced in the internship. Course must be taken P/F. May be repeated for credit; maximum of 3 credit hours in 280a, 280b, 280c, and 280d combined. [1] (No AXLE credit)

Italian

ITA 099. Commons Seminar. Topics vary. [1] (No AXLE credit)

ITA 101A. Elementary Italian. Introduction to reading, writing, and speaking through an exploration of Italian culture. For students who have studied little or no Italian. No credit for students who have earned credit for a more advanced Italian language course. [3] (No AXLE credit)

ITA 101B. Elementary Italian. Study of the language through an exploration of Italian culture. No credit for students who have earned credit for a more advanced Italian language course. Prerequisite: 101a. [3] (INT)

ITA 102. Intensive Elementary Italian. One-semester intensive course for students who have some knowledge of Italian or of another Romance language. No credit for students who have earned credit for 101a, 101b, or a more advanced Italian language course. [3] (INT)

ITA 200. Italian Journeys. Life and art in the diverse regions of Italy through an integrated four-skills approach of reading, writing, listening and speaking. No credit for students who have earned credit for a more advanced Italian language course. Prerequisites: 101b or 102. [3] (INT)

ITA 201W. Grammar and Composition. Syntax, idiomatic expressions, and current usage. No credit for students who have earned credit for a more advanced Italian language course. Prerequisite: 200. [3] (INT)


ITA 220. Introduction to Italian Literature. Critical reading of major works of Italian literature from the beginning to the present. Prerequisite: 201W. [3] (HCA)

ITA 230. Italian Civilization. The politics, intellectual, social, artistic, and economic history of Italy from 1300 to the present, with emphasis on major political and philosophical authors. Taught in English. [3] (INT)
ITA 231. *Dante’s Divine Comedy.* Dante’s language and philosophical tenets through the study of style, characters, and themes. Taught in English. [3] (HCA)

ITA 232. *Literature from the Middle Ages to the Renaissance.* The ideas and forms of the Trecento, Quattrocento, and Cinquecento, as reflected in the philosophy, history, literature, and art history of these periods. Major writers and their influence on Western European literatures. Prerequisite: 201W. [3] (HCA)

ITA 233. *Baroque, Illuminismo, and Romanticism in Italy.* Literature of the seventeenth through nineteenth centuries, with particular reference to the influence of European literatures in Italy. Prerequisite: 201W. [3] (HCA)


ITA 238. *City Fictions.* Interdisciplinary exploration of how Italian authors, directors, and artists aspire to change the way readers and viewers understand and experience urban realities. Social, cultural, geographical, and architectural aspects of Italian cities as depicted in fiction, travel literature, cinematic images, the visual arts, and music. Prerequisite: 200. [3] (P)

ITA 239. *Topics in Contemporary Italian Civilization.* Short stories, historical documents, and articles from the press. Prerequisite: 201W. [3] (No AXLE credit)

ITA 240. *Classic Italian Cinema.* From the 1910s to the 1970s. Selected works from Neorealism to Art Film. Relationship between cinema and the other arts. Contrasting film styles, including abstraction and realism, and tradition and transgression. Knowledge of Italian is not required. [3] (INT)

ITA 241. *Contemporary Italian Cinema.* From the 1970s to the present. Postmodern forays into metafiction, parody, and political and social critique. The return to realism and New Regionalism in the twenty-first century. Knowledge of Italian is not required. [3] (HCA)


ITA 288. *Dante in Historical Context.* Dante’s philosophical and critical works in their medieval historical context and his influence in building a modern Western civilization. Knowledge of Italian not required. [3] (HCA)

ITA 289. *Independent Study.* A reading course, the content of which varies according to the needs of the individual student. Primarily designed to cover pertinent material not otherwise available in the regular curriculum. May be repeated for a total of 12 credits over a four-semester period, but students may earn only up to 3 credits per semester of enrollment. [1-3; maximum of 12 credits total for four semesters of ITA 289] (No AXLE credit)

ITA 294a. *Special Topics in Italian Literature.* May be repeated for credit more than once if there is no duplication in topic. Students may enroll in more than one section of this course each semester. Prerequisite: 201W. [3] (No AXLE credit)

JAPN 200B. *Basic Japanese II.* No credit for students who have earned credit for 201 or a more advanced Japanese language course. Prerequisite: 200A. [3] (No AXLE credit)

JAPN 201. *Elementary Japanese I.* Acquisition of oral-aural skills and basic grammar. Introduction to reading and writing Japanese syllabaries and Chinese characters. Two hours of lecture and three hours of drill per week. No credit for students who have earned credit for 200B or a more advanced Japanese language course. [5] (No AXLE credit)

JAPN 202. *Elementary Japanese II.* Two hours of lecture and three hours of drill per week. No credit for students who have earned credit for a more advanced Japanese language course. Prerequisite: 200B or 201. [5] (INT)

JAPN 211. *Intermediate Japanese I.* Development of conversational skills and linguistic competence. Syntax, writing, and reading. Two hours of lecture and three hours of drill per week. No credit for students who have earned credit for a more advanced Japanese language course. Prerequisite: 202. [5] (INT)

JAPN 212. *Intermediate Japanese II.* Two hours of lecture and three hours of drill per week. No credit for students who have earned credit for a more advanced Japanese language course. Prerequisite: 211. [5] (INT)

JAPN 232. *Japanese Through Manga.* Reading and analysis of Japanese comic books. Language skills and knowledge of contemporary Japanese popular culture. Basic knowledge of hiragana and katakana required. [1] (No AXLE Credit)

JAPN 241. *Advanced Japanese I.* Reading and writing in contemporary Japanese texts. Conversation, discussion, and development of pragmatic competence. No credit for students who have earned credit for a more advanced Japanese language course. Prerequisite: 212. [3] (INT)

JAPN 242. *Advanced Japanese II.* No credit for students who have earned credit for a more advanced Japanese language course. Prerequisite: 241. [3] (INT)

JAPN 251. *Special Topics in Advanced Japanese.* Topics vary. May be repeated for credit more than once if there is no duplication in topic. Students may enroll in more than one section of this course each semester. Prerequisite: 242. [3] (INT)

JAPN 289a. *Independent Study.* A reading course which may be repeated with variable content according to the needs of the individual student. Primarily designed to cover materials not otherwise available in the regular curriculum. May be repeated for a total of 12 credits in 289a and 289b combined if there is no duplication in topic, but students may earn only up to 3 credits per semester of enrollment. [1-3; maximum of 12 credits total for all semesters of JAPN 289a and 289b] (No AXLE credit)

JAPN 289b. *Independent Study.* A reading course which may be repeated with variable content according to the needs of the individual student. Primarily designed to cover materials not otherwise available in the regular curriculum. May be repeated for a total of 12 credits in 289a and 289b combined if there is no duplication in topic, but students may earn only up to 3 credits per semester of enrollment. [1-3; maximum of 12 credits total for all semesters of JAPN 289a and 289b] (No AXLE credit)

Jewish Studies

JS 099. *Commons Seminar.* Topics vary. [1] (No AXLE credit)


JS 122. *Classical Judaism: Jews in Antiquity.* History of the Jewish people from biblical origins through the 2nd century CE. The Hellenistic Age, the Age of the Maccabees, Roman rule, and the rise of the Rabbinics and Rabbinic literature. [3] (HCA)

JS 123. *Jews in the Medieval World.* Jewish experience from the 2nd century CE to 1492. Legal status of Jews; economic and religious developments. Burning of the Talmud, age of charters, reaction to the Crusades, Jewish expulsion from Spain. [3] (INT)

JS 125. Modern Israel. Internal dynamics, debates, and conflicts within Israeli society. Political, social, and cultural transformations from the 1980s to the present. [3] (INT)

JS 136W. Imagining the Alien: Jewish Science Fiction. Science fiction and speculative fiction by Jewish writers in cultural contexts. Aliens, robots, and secret identities; time travel; utopia and political critique; questions of Jewish identity. [3] (HCA)

JS 137W. Black-Jewish Relations in Post-War American Literature and Culture. The historical relationship between African Americans and Jewish Americans and its portrayal in novels, short stories, and films by artists from both communities. [3] (US)


JS 139W. Jewish Humor. The flowering of Jewish humor, especially in the U.S. during the twentieth century. Vaudeville, radio comedy, and the Golden Age of television. The careers and works of influential comics, writers and filmmakers, and the development of stand-up comedy. The effect of Talmudic disputes, Yiddish wordplay, and the history of Diaspora life upon secular Jewish comedians, essayists, playwrights, and fiction writers. Repeat credit for students who have completed 138. [3] (US)


JS 156. The Holocaust. The history of the Holocaust: its origins, development, and its legacy in the context of Germany and European history. [3] (INT)


JS 180. Introduction to Jewish Studies. Introduction to Judaism and Jewish history through philosophical, political, social, psychological, and artistic perspectives. Biblical studies; culture, philosophy, and literature. Antiquity and the medieval world; modern and contemporary experience. Repeat credit for students who have completed 180W. [3] (INT)

JS 180W. Introduction to Jewish Studies. Introduction to Judaism and Jewish history through philosophical, political, social, psychological, and artistic perspectives. Biblical studies; culture, philosophy, and literature. Antiquity and the medieval world; modern and contemporary experience. Repeat credit for students who have completed 180. [3] (INT)

JS 219. The New Testament in Its Jewish Contexts. Documents of the origin of Christianity and the social, literary, ideological, and theological contexts in which they emerged and which they reflect. Various critical methodologies employed in interpreting them. [3] (P)


JS 230. Jews and Greeks. From the seventh century BCE to ca. 1500 CE. Sites of interaction, languages, cultural ties, religious tensions, political conflicts, and competing philosophies. Works by Elephantine, Alexander the Great, the Maccabees, the Septuagint, Aristeas, Josephus, Philo, the rabbis, the New Testament, Ezekiel the Tragedian, Byzantium. Serves as repeat credit for students who completed 257 section 1 in fall 2010. [3] (INT)

JS 233. Issues in Rabbinic Literature. History of Rabbinic thought from its origins to the Middle Ages through the reading of central Rabbinic texts. Capital punishment, women in Rabbinic culture, sectarianism, and the power structures of Roman Palestine and Sassanian Babylonia. May be repeated for credit more than once if there is no duplication in topic, but students may earn only up to 6 credits per semester of enrollment. [3] (INT)

JS 234. Reading Across Boundaries: Jewish and Non-Jewish Texts. Jewish and non-Jewish literary and historical texts studied in parallel so as to discover the differences between them. The course will consider texts from the ancient world to the early modern period and ask what constitutes Jewish writing and how it has been defined through time and geography. All readings will be in English. [3] (INT)


JS 237. Coming of Age in Jewish Literature and Film. The transition of young Jewish protagonists into adulthood as portrayed in literary works and films from Europe, Africa, and the Americas. Repeat credit for students who have completed 237W. [3] (INT)

JS 237W. Coming of Age in Jewish Literature and Film. The transition of young Jewish protagonists into adulthood as portrayed in literary works and films from Europe, Africa, and the Americas. Repeat credit for students who have completed 237. [3] (INT)

JS 238. Jewish Language and Paleography. Advanced study in a language of the Jewish people with a particular focus on the linguistic and paleographic features that define its cultural context. Each section focuses on one of the following languages: Aramaic, Ladino, Judeo-Arabic, Rabbinic Hebrew, or Yiddish. May be repeated for credit up to two times when the language studied differs. Consent of instructor required. [3] (INT)


JS 244. Freud and Jewish Identity. Analysis of rhetoric and themes in selected writings of Sigmund Freud and his times, development of assimilation and of anti-Semitic repudiation. [3] (SBS)


JS 246. Jewish Storytelling. Twentieth-century short fiction and narrative traditions. The transition from religious to secular cultural forms. Immigration and ethnic literary forms. All works are in English or English translation from Yiddish, Hebrew, and Russian. Repeat credit for students who have completed 248W. [3] (HCA)

JS 248. Jewish Storytelling. Twentieth-century short fiction and narrative traditions. The transition from religious to secular cultural forms. Immigration and ethnic literary forms. All works are in English or English translation from Yiddish, Hebrew, and Russian. Repeat credit for students who have completed 248. [3] (HCA)

JS 249. Jewish Philosophy after Auschwitz. Critical responses to social and political institutions and the corresponding modes of thought that made Auschwitz possible and continue to sustain the barbarism that many leading philosophers have identified at the heart of culture. [3] (INT)

JS 252. Social Movements in Modern Jewish Life. How social movements shape contemporary American Jewish culture and politics. Explores movements internal to Judaism and those bringing religion into the public sphere. [3] (SBS)


JS 257. Topics in Ancient and Medieval Jewish History. From antiquity to 1492. Topics vary. May be repeated for credit more than once if there is no duplication in topic. Students may enroll in more than one section of this course each semester. [3] (No AXLE credit)

JS 258. Topics in Modern Jewish History. From 1492 to the present. Topics vary. May be repeated for credit more than once if there is no duplication in topic. Students may enroll in more than one section of this course each semester. [3] (No AXLE credit)

JS 280. Contemporary Jewish Issues. Projects will vary according to the instructor. Service to community will be integral part of course. [3] (No AXLE credit)

JS 284. Special Topics. Topics as announced. May be repeated for credit more than once if there is no duplication in topic. Students may enroll in more than one section of this course each semester. [3] (No AXLE credit)

JS 288a. Internship Training. Under faculty supervision, students gain experience in any of a variety of settings, such as community, municipal, or government agencies. A thorough report and research paper are required. Must be taken on a Pass/Fail basis only and must be taken concurrently with 288b. Corequisite: 288b. [Variable credit: 1-3] (No AXLE credit)

JS 288b. Internship Research. Under faculty supervision, students gain experience in any of a variety of settings, such as community, municipal, or government agencies. A thorough report and research paper are required. Students will write a research paper drawing on their experiences in 288a. Corequisite: 288a. [3] (No AXLE credit)

JS 289. Independent Study. A research project carried out under the supervision of a faculty mentor. May be repeated for a total of 6 credits if there is no duplication in topic, but students may earn only up to 3 credits per semester of enrollment. [1-3; maximum of 6 credits total for all semesters of JS 289] (No AXLE credit)

JS 290. Directed Readings. Advanced readings and research on a selected topic done under the supervision of a faculty mentor. [3] (No AXLE credit)

JS 295. Senior Seminar. Advanced reading and research in a particular area of Jewish studies. [3] (No AXLE credit)

JS 296. Senior Project in Jewish Studies. Readings and independent research. Prerequisite: senior standing. [3] (No AXLE credit)

JS 298a. Senior Honors Research Seminar. Presentation and discussion of progress being made on honors theses. Open only to senior departmental honors students. [3] (No AXLE credit)

JS 298b. Senior Honors Research Seminar. Presentation and discussion of progress being made on honors theses. Open only to senior departmental honors students. [3] (No AXLE credit)

Latin

LAT 100. Intensive Elementary Latin. The equivalent of Latin 101 and 102. This course presents the elements of the Latin language at an accelerated pace. Designed for students who have completed one or two years of Latin in high school but are not prepared to enter Latin 102. No credit for students who have earned credit for 101, 102, or a more advanced Latin language course. [5] (INT)

LAT 101. Beginning Latin I. Designed to enable the student to understand elementary Latin, whether written or oral. Some practice in speaking and writing in Latin. No credit for students who have earned credit for a more advanced Latin language course. [4] (No AXLE credit)

LAT 102. Beginning Latin II. Continuation of 101, and transition to literary Latin. Emphasis on the comprehension of texts. No credit for students who have earned credit for a more advanced Latin language course. [4] (INT)

LAT 103. Intermediate Latin: Prose. Review of Latin grammar and selected reading from major Latin authors. No credit for students who have earned credit for a more advanced Latin language course except 104. [3] (INT)

LAT 104. Intermediate Latin: Poetry. Selected reading from the major Latin poets. No credit for students who have earned credit for a more advanced Latin language course. [3] (INT)

LAT 201. Catullus. Reading and interpretation of Catullus’ poems; aesthetic, political, and rhetorical contexts; fundamentals of Latin meter. Prerequisite: 104. [3] (HCA)

LAT 202. Ovid. Reading and interpretation of selections from the Metamorphoses or other works of Ovid. Prerequisite: 104. [3] (HCA)

LAT 203. The Lyric Poetry of Horace. Reading and interpretation of Horace’s Epodes and Odes; relation to the Greco-Roman lyric tradition and to Augustan politics. Prerequisite: 104. [3] (HCA)

LAT 204. Latin Elegy. Authors who created a new type of love poetry during the rule of emperor Augustus: Tibullus, Propertius, Ovid, and Sulpicia. Construction and contestation of gender roles; political contexts; development of the elegiac couplet; modern responses. Prerequisite: 104. [3] (HCA)

LAT 205. Latin Letters. The literary letters of Seneca and Pliny, with a brief introduction to the personal correspondence of Cicero and the letters discovered at Vindolanda. Prerequisite: 104. [3] (HCA)

LAT 206. Cicero and the Humanistic Tradition. Study of Cicero’s career and thought, and of his contribution to the development of the concept of humanitas. Readings from his letters, speeches, or philosophical works. Prerequisite: 104. [3] (HCA)

LAT 212. Roman Comedy. Reading of selected comedies of Plautus and Terence: study of the form of Roman comedy and its relation to the Greek New Comedy. Prerequisite: 104. [3] (HCA)

LAT 215. The Roman Historians. Selections from Sallust, Livy, and Tacitus, with attention to their objectives and methods; analysis of Roman historiography and its relation to Greek and early Christian historiography. Prerequisite: 104. [3] (HCA)

LAT 216. Tacitus. Selections from the works of one of Rome’s most important historians, read in the context of historiographical tradition and political and social background. Prerequisite: 104. [3] (HCA)

LAT 217. Suetonius. Selections from the works of one of Rome’s most important biographers, read in the context of the Latin biographical tradition as well as the political and social background. Prerequisite: 104. [3] (HCA)


LAT 260. Early Christian Writers. Selections from the writings of Latin Christians, from the account of Perpetua’s martyrdom to the Confessions of Augustine. Prerequisite: 104. [3] (HCA)
LAT 264. Roman Satire. The satires of Horace and Juvenal; the origins of Roman satire; history and conventions of the genre; background reading in other Roman satirists. Prerequisite: 104. [3] (HCA)

LAT 267. Neronian Writers. Selections from authors in the literary renaissance during the reign of the artistic Emperor Nero, including Seneca, Lucan, Persius, and Petronius. Stylistic innovations, literary merits, and cultural contexts. Prerequisite: 104. [3] (HCA)

LAT 268. Lucretius: De Rerum Natura. Lucretius’ poem studied both in the tradition of Epicurean philosophy and as a landmark in the development of the Latin didactic epic; background material in the fragments of Epicurus and some treatment of the Epicurean movement in Italy and especially in Rome. Prerequisite: 104. [3] (HCA)

LAT 289. Independent Study. Designed for majors wanting to familiarize themselves with works or authors not covered in the regular curriculum. Prerequisite: 6 hours above 104. May be repeated for a total of 6 credits if there is no duplication in topic, but students may earn only up to 3 credits per semester of enrollment. [1-3; maximum of 6 credits total for all semesters of LAT 289] (No AXLE credit)

LAT 294. Special Topics in Latin Literature. May be repeated for credit more than once if there is no duplication in topic. Students may enroll in more than one section of this course each semester. [3] (HCA)

Latin American Studies

LAS 099. Commons Seminar. Topics vary. [1] (No AXLE credit)

LAS 201. Introduction to Latin America. A multidisciplinary survey of Latin America from pre-Columbian times to the present emphasizing culture, economic and political patterns, social issues, literature, and the arts in a historical perspective. [3] (INT)

LAS 202. Introduction to Brazil. A multidisciplinary survey of Brazil from pre-Columbian times to the present, emphasizing culture, economic and political patterns, social issues, literature, and the arts in historical perspective. [3] (INT)


LAS 280a. Internship Readings and Research. Under faculty supervision, students gain experience working in a variety of settings, such as civic, corporate, cultural, government, health, media, political, research, and social welfare organizations in the United States and Latin America. Background reading and research will be completed in Latin American Studies 280a concurrently with the completion of internship training. Latin American Studies 280b. A minimum of 3 hours of 280a must be completed, independent of hours taken in 280b. Students may earn up to 6 hours of 280a credit. A research paper and report must be submitted at the end of the semester during which the internship training is completed. A 2.90 grade point average, 6 hours of prior work in Latin American Studies, and prior approval of the director of undergraduate studies of the student’s plans are required. Corequisite: 280b. [3-6] (No AXLE credit)

LAS 280b. Internship Training. Under faculty supervision, students gain experience working in a variety of settings, such as civic, corporate, cultural, government, health, media, political, research, and social welfare organizations in the United States and Latin America. Background reading and research will be completed in Latin American Studies 280a concurrently with the completion of internship training. Latin American Studies 280b. A minimum of 3 hours of 280a must be completed, independent of hours taken in 280b. Students may earn up to 6 hours of 280a credit. A research paper and report must be submitted at the end of the semester during which the internship training is completed. A 2.90 grade point average, 6 hours of prior work in Latin American Studies, and prior approval of the director of undergraduate studies of the student’s plans are required. Offered on a Pass/Fail basis only and must be taken concurrently with 280a. Hours of 280b cannot be included in the minimum number of hours counted toward the Latin American Studies major or minor. Corequisite: 280a. [1-9] (No AXLE credit)

LAS 289a. Independent Study. A program of independent readings or research to be selected in consultation with the center’s undergraduate advisor. Open only to juniors and seniors. May be repeated for a total of 12 credits in 289a and 289b combined over a four semester period, but students may earn only up to 3 credits per semester of enrollment. [1-3; maximum of 12 credits total for four semesters of LAS 289a and 289b] (No AXLE credit)

LAS 289b. Independent Study. A program of independent readings or research to be selected in consultation with the center’s undergraduate advisor. Open only to juniors and seniors. May be repeated for a total of 12 credits in 289a and 289b combined over a four semester period, but students may earn only up to 3 credits per semester of enrollment. [1-3; maximum of 12 credits total for four semesters of LAS 289a and 289b] (No AXLE credit)

LAS 290. Interdisciplinary Research Methods. Principal research methods and sources necessary for the study of Latin America in the social sciences and humanities. [3] (No AXLE credit)

LAS 294a. Special Topics in Latin American Studies. Selected special topics suitable for interdisciplinary examination from the perspective of the social sciences and humanities. May be repeated for credit more than once if there is no duplication in topic. Students may enroll in more than one section of this course each semester. [3] (No AXLE credit)

Latino and Latina Studies


Managerial Studies

MGRL 099. Commons Seminar. Topics vary. [1] (No AXLE credit)

MGRL 185. Negotiation. Contemporary challenges in leading change in organizations and building effective management teams. The context and dynamics of negotiation; components, structure, and management of negotiations; and varying requirements across the spectrum of negotiation types. [3] (SBS)


MGRL 191. Advanced Marketing. Case study of processes, techniques, and theories of marketing, including branding, advertising, interactive media, sales promotion, and marketing research. Offered on a graded basis only. Prerequisite: 190. [3] (SBS)

MGRL 192. Creative Advertising. Examination and practical application of the creative process in advertising; the creation of marketing campaigns, including the integration of various media. Prerequisite: 190. [3] (SBS)


MGRL 195. Entrepreneurial Challenge. Simulation of the entrepreneurial experience from idea generation to funding. Development of a complete
business plan, including financial projections, and competition for funding from investors. Offered on a graded basis only. Prerequisite: 194. [3] (SBS)


MGRL 235. Selected Topics in Managerial Studies. May be repeated for credit more than once if there is no duplication in topic. Students may enroll in more than one section of this course each semester. [3] (No AXLE credit)

MGRL 245. Independent Study in Managerial Studies. A program of independent reading in consultation with an advisor. Written permission of an instructor and the program director required. [Variable credit: 1-3; may not be repeated] (No AXLE credit)

MGRL 290. Directed Study. Directed readings and related field research toward a scholarly project conceived and executed under the supervision of a faculty member. Limited to juniors and seniors. [3] (No AXLE credit)

Mathematics

MATH 099. Commons Seminar. Topics vary. [1] (No AXLE credit)

MATH 127a. Probability and Statistical Inference. For students not planning to major in science, engineering, or mathematics. Discrete and continuous probability models (exponential, binomial, Poisson, normal). Law of large numbers; conditional probability and Bayes theorem; counting techniques and combinatorics. Descriptive statistics: measures of central tendency and dispersion, histograms. [3] (No AXLE credit)

MATH 127b. Probability and Statistical Inference. For students not planning to major in science, engineering, or mathematics. Linear regression, correlation, hypothesis testing. Confidence intervals, sampling distributions, statistical inference. Prerequisite: 127a. [3] (MNS)

MATH 133. Pre-calculus Mathematics. Inequalities, functions and graphs, trigonometric identities, theory of equations. Designed for students who plan to take either 150a-150b or 155a-155b but need a stronger background in algebra and trigonometry. [3] (No AXLE credit)

MATH 140. Survey of Calculus. A basic course in the rudiments of analytical geometry and differential and integral calculus with emphasis on applications. Recommended for students who do not plan further study in calculus. Students who have earned credit for 150a or 155a will earn only one credit for this course. Students who have earned credit for 150b will earn only three credits for this course. [4] (MNS)

MATH 150a. Single-Variable Calculus I. Review of algebra and trigonometry. Exponential functions; inverse functions and logarithms. Limits; differentiation of algebraic and transcendental functions; rules of differentiation and related rates; three hours of lecture and one hour of recitation per week. No credit for students who have earned credit for 140. Students who have earned credit for 155a will earn only one credit for this course. [3] (MNS)

MATH 150b. Single-Variable Calculus II. Maximum and minimum values; curve sketching. Antiderivatives; the Fundamental Theorem of Calculus; areas and volumes; techniques of integration. Three hours of lecture and one hour of recitation per week. Students who have earned credit for 140 or 155b will earn only two credits for this course. Students who have earned credit for 155a will earn only one credit for this course. Prerequisite: 150a. [3] (MNS)

MATH 155a. Accelerated Single-Variable Calculus I. Functions, limits, differentiation of algebraic functions, integration, applications including extreme problems, areas, volumes, centroids, and work. Students who have earned credit for 140 will earn only one credit for this course. Students who have earned credit for 150a or 150b will earn only two credits for this course. [4] (MNS)

MATH 155b. Accelerated Single-Variable Calculus II. Differentiation and integration of transcendental functions, applications, methods of integration, coordinate geometry, polar coordinates, infinite series. Students who have earned credit for 150b will earn only three credits for this course. Students who have earned credit for 170 will earn only one credit for this course. Prerequisite: 155a or 150b. [4] (MNS)

MATH 170. Single-Variable Calculus III. Analytic geometry, parametric equations, polar coordinates, infinite series, Taylor series. Repeat credit for students who completed 170a prior to fall 2008. No credit for students who have earned credit for 155b. Prerequisite: 155b. [3] (MNS)

MATH 175. Multivariable Calculus. Vectors, curves, and surfaces in space. Functions of several variables, partial derivatives, multiple integrals. Vector integral calculus, including line and surface integrals. Repeat credit for students who completed 170b prior to fall 2008. No credit for students who have earned credit for 205b. Students who have earned credit for 205a will earn only one credit for this course. Prerequisite: 155b or 170. [3] (MNS)

MATH 194. Methods of Linear Algebra. Vectors and matrix operations. Linear transformations and fundamental properties of finite dimensional vector spaces. Numerical solutions of systems of linear equations. Eigenvalues and eigenvectors. Selected basic elements of linear programming. No credit for students who have earned credit for 196, 204, or 205b. Students who have earned credit for 205a will earn only two credits for this course. Prerequisite or corequisite: 175. [3] (MNS)


MATH 196. Methods of Ordinary Differential Equations. Linear first-order differential equations, applications, higher order linear differential equations, complementary and particular solutions, applications, Laplace transform methods, series solutions, numerical techniques. No credit for students who have earned credit for 196 or 208. Prerequisite: 175 or 205b. [3] (MNS)

MATH 200. Intensive Problem Solving and Exposition. Intended to develop widely-applicable mathematical skills. Basic principles such as induction, the pigeonhole principle, symmetry, parity, and generating functions. Prerequisite: 175 or 205a. [3] (MNS)

MATH 204. Linear Algebra. Algebra of matrices, real and complex vector spaces, linear transformations, and systems of linear equations. Eigenvalues, eigenvectors, Cayley-Hamilton theorem, inner product spaces, and orthonormal bases. Hermitian matrices. Designed primarily for mathematics majors. No credit for students who have earned credit for 194 or 205b. Students who have earned credit for 205a will earn only two credits for this course. Prerequisite or corequisite: 175. [3] (MNS)

MATH 205a. Multivariable Calculus and Linear Algebra. Vector algebra and geometry; linear transformations and matrix algebra. Real and complex vector spaces, systems of linear equations, inner product spaces, and function spaces. Functions of several variables and vector-valued functions: limits, continuity, the derivative, Extremeum and nonlinear problems, manifolds. Multiple integrals, line and surface integrals, differential forms, vector fields, and line integrals of vector fields. No credit for students who have earned credit for 205b, 175, 194, or 204. Open only to first-year students with a test score of 5 on the Calculus-BC Advanced Placement examination. [4] (MNS)

MATH 205b. Multivariable Calculus and Linear Algebra. Continuation of 205a. Vector algebra and geometry; linear transformations and matrix algebra. Real and complex vector spaces, systems of linear equations, inner product spaces. Functions of several variables and vector-valued functions: limits, continuity, the derivative, Extremeum and nonlinear problems, manifolds. Multiple integrals, line and surface integrals, differential forms, vector fields, and line integrals of vector fields. No credit for students who have earned credit for 205b, 175, 194, or 204. Open only to first-year students with a test score of 5 on the Calculus-BC Advanced Placement examination. [4] (MNS)
integration on manifolds, theorems of Green, Gauss, and Stokes. Eigenvalues and eigenvalues. Emphasis on rigorous proofs. No credit for students who have earned credit for 175, 194, or 204. Prerequisite: 205a and first-year standing. [4] (MNS)

MATH 208. Ordinary Differential Equations. First- and second-order differential equations, applications. Matrix methods for linear systems; stability theory of autonomous systems; existence and uniqueness theory. Intended for mathematics and advanced science majors. No credit for students who have earned credit for 196 or 198. Prerequisite: concurrent enrollment in 205b or prior credit for either 205b or both 175 and either 194 or 204. [3] (MNS)

MATH 215. Discrete Mathematics. Elementary combinatorics including permutations and combinations, the principle of inclusion and exclusion, and recurrence relations. Graph theory including Eulerian and Hamiltonian graphs, trees, planarity, coloring, connectivity, network flows, some algorithms and their complexity. Selected topics from computer science and operations research. Prerequisite: 194, 204, or 205b. [3] (MNS)


MATH 218. Introduction to Probability and Mathematical Statistics. Discrete and continuous probability models, mathematical expectation, joint densities, Laws of large numbers, point estimation, confidence intervals. Hypothesis testing, nonparametric techniques, applications. Students taking 218 are encouraged to take 218L concurrently. No credit for students who have earned credit for 216. Prerequisite: 175 or 205b. [3] (MNS)

MATH 218L. Statistics Laboratory. Applications of the theory developed in 218. Emphasis on data analysis and interpretation. Topics include the one- and two-sample problems, paired data, correlation and regression, chi-square, and model building. Pre- or corequisite: 216 or 218. [1] (No AXLE credit)

MATH 219. Introduction to Applied Statistics. A brief review of basic applied statistics followed by a development of the analysis of variance as a technique for interpreting experimental data. The generalized likelihood ratio principle, completely randomized designs, nested designs, orthogonal contrasts, multiple comparisons, randomized block designs, Latin squares, factorial designs, 2n designs, fractional factorials, confounding, introduction to response surface methodology. Applications will be emphasized. Prerequisite: 216 or 218. [3] (MNS)


MATH 226. Introduction to Numerical Mathematics. Numerical solution of linear and nonlinear equations, interpolation and polynomial approximation, non-numerical differentiation and integration. Least-squares curve fitting and approximation theory, numerical solution of differential equations, errors and floating point arithmetic. Application of the theory to problems in science, engineering, and economics. Student use of the computer is emphasized. Familiarity with computer programming is expected. Prerequisite: Either 194, 204, or 205b, and either 196, 198, or 208. [3] (MNS)


MATH 234. Introduction to Partial Differential Equations. Initial- and boundary-value problems for partial differential equations using separation of variables in conjunction with Fourier series and integrals. Explicit solutions of problems involving the heat equation, the wave equation, and Laplace’s equation. Prerequisite: Either 194, 204, or 205b, and either 196, 198, or 208. [3] (MNS)

MATH 240. Transformation Geometry. Transformations of the plane, groups of transformations, reflections, glide reflections, classification of the isometries of the plane, frieze groups, analysis of frieze patterns, wall paper groups, and analysis of wall paper patterns. Especially recommended for prospective teachers of mathematics. Prerequisite: 194, 204, or 205b. [3] (MNS)


MATH 243. Differentiable Manifolds. Manifolds in n-dimensional Euclidean space, smooth maps; inverse and implicit function theorems. Regular value theorem, immersions and submersions, Sard’s theorem, and transversality. Degree of a map; winding numbers and the Fundamental Theorem of Algebra; intersection theory modulo 2. Prerequisite: 205b or both 175 and either 194 or 204. [3] (MNS)

MATH 246a. Introduction to Actuarial Mathematics. Applications of calculus and probability to actuarial science. The foundations of financial mathematics, including the theory of interest. Prerequisite: 175 or 205b. Prerequisite or corequisite: 216, 218, or 247. [3] (MNS)


MATH 247. Probability. Combinatorics, probability models (binomial, Poisson, normal, gamma, etc.) Stochastic independence, generating functions, limit theorems and types of convergence, bivariate distributions, transformation of variables. Markov processes, applications. Except for students with extremely strong backgrounds, 218 should be taken prior to 247. Prerequisite: 205b or both 175 and either 194 or 204. [3] (MNS)


MATH 249a. Financial Stochastic Processes. The theory of stochastic processes and applications to financial economics. Brownian motion; martingales; Itô’s Lemma; stochastic integration. Monte Carlo simulations with variance reduction techniques. Applications include discrete-time option pricing and delta hedging. Prerequisite: 246a and either 216, 218, or 247. [3] (MNS)


MATH 250. Introduction to Mathematical Logic. Development of the first order predicate calculus and fundamental metamathematical notions. Prerequisite: 194, 204, or 205b. [3] (MNS)

MATH 252. History of Mathematics. Major developments in mathematics from ancient times to the early twentieth century. Emphasis both on the historical perspective and the mathematics; assignments include many exercises and theorems. Highly recommended for teacher candidates. Prerequisite: 205b or both 175 and either 194 or 204. [3] (MNS)
MATH 253. Error-Correcting Codes and Cryptography. Applications of algebra to reliability and secrecy of information transmission. Error-correcting codes, including linear, Hamming, and cyclic codes, and possibly BCH or Reed-Solomon codes. Cryptography, including symmetric-key, DES and RSA encryption. Prerequisite: 194, 204, or 205b. [3] (MNS)


MATH 260. Introduction to Analysis. Properties of real numbers, compactness and completeness. Limits, sequences and series, uniform convergence, and power series. Basic properties of functions on the real line, and the elementary theory of differentiation and integration. Emphasis on methods of proof used in advanced mathematics courses. Prerequisite: 205b or both 175 and either 194 or 204. [3] (MNS)

MATH 261. Complex Variables. Complex numbers, analytic and elementary functions, transformations of regions. Complex integrals, Cauchy’s integral theorem and formula, Taylor and Laurent series. The calculus of residues with applications, conformal mappings. Prerequisite: 175 or 205b. [3] (MNS)

MATH 262. Mathematical Modeling in Biology and Medicine. Basic mathematical modeling tools, such as interpolation, least-squares regression, difference equations, and ordinary and partial differential equations. Statistical analysis of data, support vector machines, and computer simulation. Familiarity with computer programming is expected. Prerequisite: Either 194, 204, or 205b, and either 196, 198, or 208. [3] (MNS)

MATH 263. Fourier Analysis. Fourier series topics including convolution, Poisson kernels, Dirichlet kernels, and pointwise and mean-square convergence. Integral transforms including one-dimensional and multidimensional Fourier integrals, Fourier inversion formula and Plancherel theorem, Poisson summation formula, Radon transform, and X-ray transform. Fourier analysis on Abelian groups including finite Fourier analysis and fast Fourier transform. Applications to signal processing, Shannon sampling theory, and/or compressed sensing. Repeat credit for students who completed 267 section 1 in spring 2011 or spring 2013. No credit for graduate students in Mathematics. Prerequisite: Either 205b or both 175 and either 194 or 204. [3] (MNS)

MATH 267. Selected Topics for Undergraduates. Topics vary. May be repeated for a total of 12 credits in 267 and 297 combined if there is no duplication in topic. Students may enroll in more than one section of this course each semester. Prerequisite: 205b or both 175 and either 194 or 204. [1-3; maximum of 12 credits total for all semesters of MATH 267 and 297 combined] (No AXLE credit)

MATH 269. Senior Thesis. A written presentation of research results, original for the student but not usually original in the larger sense. The regulations governing the writing of a master of arts thesis in mathematics will apply to the writing of the senior thesis. [3] (No AXLE credit)


MATH 274. Combinatorics. Elements of enumerative analysis including permutations, combinations, generating functions, recurrence relations, the principle of inclusion and exclusion, and Pólya’s theorem. Some special topics will be treated as class interest and background indicate (e.g., Galois field theory of codes, and block designs). Students unfamiliar with permutations, combinations, and basic counting techniques should take 215 prior to 274. Prerequisite: 194, 204, or 205b. [3] (MNS)


MATH 280. Set Theory. The basic operations on sets. Cardinal and ordinal numbers. The axiom of choice. Zorn’s lemma, and the well-ordering principle. Introduction to the topology of metric spaces, including the concepts of continuity, compactness, connectivity, completeness, and separability. Product spaces. Applications to Euclidean spaces. Strongly recommended for beginning graduate students and for undergraduates who plan to do graduate work in mathematics. Prerequisite: 205b or both 175 and either 194 or 204. [3] (MNS)

MATH 283a. Modern Algebra. Group theory through Sylow theorems and fundamental theorem of finitely generated abelian groups. Prerequisite: 223. [3] (MNS)

MATH 283b. Modern Algebra. Introductory theory of commutative rings and fields, and additional topics such as Galois theory, modules over a principal ideal domain and finite dimensional algebras. Prerequisite: 283a. [3] (MNS)


MATH 287. Nonlinear Optimization. Mathematical modeling of optimization problems. Theory of unconstrained and constrained optimization, including convexity and the Karush-Kuhn-Tucker conditions. Derivative- and non-derivative-based methods. Familiarity with computer programming is expected. Prerequisite: 205b or both 175 and either 194 or 204. [3] (MNS)

MATH 292. Methods of Mathematical Physics. Linear operators on vector spaces, matrix theory, and Hilbert spaces. Functions of a complex variable and calculus of residues. Ordinary and partial differential equations of mathematical physics, boundary value problems, special functions. Prerequisite: Either 194, 204, or 205b, and either 196, 198, or 208. [3] (MNS)

MATH 294. Partial Differential Equations. Classification of equations: equations of elliptic, parabolic, and hyperbolic type. Separation of variables, orthonormal series, solutions of homogeneous and nonhomogeneous boundary value problems in one-, two-, and three-dimensional space. Possible additional topics include subharmonic functions and the Perron existence theorem for the Laplace equation of Sturm-Liouville theory. Prerequisite: Either 194, 204, or 205b, and either 196, 198, or 208. [3] (MNS)

MATH 298. Independent Study. Reading and independent study in mathematics under the supervision of an adviser. Designed primarily for honors candidates, but open to others with approval by department chair. [Variable credit: 1-3 each semester, not to exceed 6 without departmental permission] (No AXLE credit)

MATH 299. Commons Seminar. Topics vary. [1] (No AXLE credit)


MATH 180. Racial and Ethnic Health Disparities. Relationship between health outcomes and race and ethnicity. Historical and contemporary factors influencing differences in health outcomes, including mental health,
HIV/AIDS, and other chronic diseases. Explanations of health disparities and of strategies to reduce them. [3] (SBS)

MHS 201. Fundamental Issues in Medicine, Health, and Society. A multidisciplinary introduction to the study of medicine, health, and society, drawing on the perspectives of anthropology, economics, history, political science and policy studies, philosophy, religious studies, and sociology. Guest lectures by representatives of the various disciplines. [3] (P)


MHS 204. Global Health and Social Justice. Global health institutions, policies, and practices. Issues of social justice. Anthropological, sociological, and scientific studies that address the social, moral, political and economic factors influencing the definition of and response to global health problems. No credit for students who earned credit for 290 section 4 in fall 2012. [3] (P)

MHS 205W. Medicine and Literature. Narrative analysis, and other humanistic, interpretative practices of relevance to medicine and health. [3] (HCA)


MHS 211. Social Movements and Community Action. The literature of social activism. How citizens individually and collectively accomplish and resist social change. Historical and contemporary health movements as case studies to illustrate the advantages and limitations of social change strategies. [3] (SBS)

MHS 212. War and the Body. Impact of war on the human body. Anthropology of the body and theories of bodily experience. Production, representation, and experience of war and of military and medical technologies on a bodily level. Acceptable and unacceptable types of harm. No credit for students who earned credit for 290 section 2 in fall 2012. [3] (P)


MHS 218A. Health, Development, and Culture in Guatemala. Social dimensions of health in Guatemalan communities. History, culture, and political economy. Spanish language skills strongly recommended. No credit for students who earned credit for INDS 270a section 3 in spring 2010 or 218 in spring 2014. Instructor consent required. [3] (INT)

MHS 218B. Health, Development, and Culture in Guatemala. Social and political dimensions of health and development in Guatemala through fieldwork and service learning in rural Maya communities in Quetzaltenango and Sololá. Prerequisite: 218a. [1-3] (No AXLE credit)


MHS 222. Healthcare Organizations. Key healthcare organizations in the context of policies governing the U.S. healthcare system. How organizations and policies shape the meaning of health and the dynamics of medical encounters. No credit for students who have earned credit for 295 in spring 2012. [3] (SBS)

MHS 225. Death and Dying in America. Interdisciplinary introduction to thanatology; changes in medicine and attitudes towards dying as they reshape the American way of death in a multicultural landscape. [3] (P)


MHS 235. Community Health Research. Conceptual and methodological challenges. Focus on descriptive studies and intervention research to address health disparities in chronic diseases and psychiatric disorders. [3] (SBS)

MHS 236. HIV/AIDS in the Global Community. Medical, social, political, economic, and public policy dimensions of HIV/AIDS. Prevention and treatment strategies; social stigma and discrimination. Repeat credit for students who completed 290 section 2 in fall 2009 and for students who completed 290 section 5 in fall 2008. [3] (P)

MHS 237. Caring for Vulnerable Populations. Humanitarian aid and the risks and responsibilities in providing for vulnerable populations. Differences between acute and chronic crises. Geopolitical, cultural, clinical, and practical factors. Serves as repeat credit for students who completed 290 section 3 in spring 2010 and for students who completed 290 section 4 in either spring 2009 or spring 2008. [3] (No AXLE credit)

MHS 240. Social Capital and Health. Theoretical approaches to social capital and their applications to the social production of disease and illness. Theoretical background of social capital; the conceptualization and measurement of social capital; and the multiple roles of social capital as a social antecedent of health. Serves as repeat credit for students who completed 290 section 5 in spring 2010 and section 1 in spring 2011. [3] (SBS)


MHS 244. Medicine, Law, and Society. Survey of issues in medicine and law, including the physician-patient relationship, medical malpractice, organ donation, healthcare financing, and the limits and powers of the government to protect the public's health. Serves as repeat credit for students who completed 290 section 3 in fall 2010, 290 section 2 in spring 2010, or 290 section 2 in spring 2009. [3] (SBS)


MHS 246. Medicine, Religion, and Spirituality. How individuals, families, and communities deal with such life events as birth, serious illness and injury, disability, war, and death through the combined belief in medicine and religion. Sources include fiction, poetry, drama, film, and texts. Research
MHS 248. Medical Humanities. Conceptual and creative analysis of philosophy, literature, art, and music to identify and account for human nature in the medical context. Ethical, practical, and social management of medical technology. Theories of art, music, and literature to understand human creativity and self-explanation in the face of illness and difference. Serves as repeat credit for students who completed 295 section 2 in either fall 2009 or fall 2008. [3] (No AXLE credit)


MHS 252. Psychiatry, Culture, and Globalization. Cross-cultural analysis of mental illness; the emergence of cultural psychiatry; and the globalization of biopsychiatry and neuroscience. No credit for students who earned credit for 295 section 2 in fall 2012. [3] (P)

MHS 254. Perspectives on Trauma. Trauma as a framework for understanding individual and collective suffering. Trauma in the context of medicine, war, and politics, and of racial, sexual, and gender inequalities. Alternative ways of conceptualizing feeling, memory and loss. No credit for students who earned credit for 295 section 02 in spring 2013. [3] (SBS)

MHS 290. Special Topics. May be repeated for credit twice if there is no duplication in topic. Students may enroll in more than one section of this course each semester. [1-3; maximum of 9 credits total for all semesters of MHS 290] (No AXLE credit)

MHS 293a. Internship Training. Under faculty supervision, students from any discipline can gain experience in a broad range of public and private agencies, institutions, and programs devoted to health care, public health, health-related policy and research. Two options are available. (1) Full-time: 12-15 hours total, including 6-9 hours in 293a, and 6 hours in 293b. (2) Part-time: 9-12 hours total, including 1-6 hours in 293a and 1-3 hours in 293b. To be accepted for either option, students must have a 2.90 grade point average and 6 hours of prior work in approved MHS courses; they must submit a specific plan for the internship to the MHS program director. After completing the internship, all students must write a thorough report. Note: All work for an internship must be completed during a single semester or summer. Must be taken Pass/Fail and concurrently with 293b. These hours shall not be included in the minimum hours required for the MHS major or minor. Corequisite: 293b. [Variable credit: 1-9] (No AXLE credit)

MHS 293b. Internship Readings and Research. Under faculty supervision, students from any discipline can gain experience in a broad range of public and private agencies, institutions, and programs devoted to health care, public health, health-related policy and research. Two options are available. (1) Full-time: 12-15 hours total, including 6-9 hours in 293a, and 6 hours in 293b. (2) Part-time: 9-12 hours total, including 1-6 hours in 293a and 1-3 hours in 293b. To be accepted for either option, students must have a 2.90 grade point average and 6 hours of prior work in approved MHS courses; they must submit a specific plan for the internship to the MHS program director. After completing the internship, all students must write a thorough report. Note: All work for an internship must be completed during a single semester or summer. Students will write a substantial research or interpretative paper under the supervision of a regular Vanderbilt faculty member. Corequisite: 293a. [Variable credit: 1-6] (No AXLE credit)

MHS 294a. Service Learning. Under faculty supervision, students will design a program of community service associated with a set of learning objectives. The service component (294a) should benefit both the recipient and the provider of the service, offering the latter opportunities for self-reflection, self-discovery, and the development of values, skills, and knowledge. A central objective must be firsthand experience of a central issue or issues studied in sociology, psychology, political science, economics, or another academic discipline. The MHS program will work to find placements for interested students. The other component, 294b, will consist of an independent study in the relevant discipline and must be closely linked to the issue(s) addressed in 294a. For example, a student may provide services to the elderly in nursing homes and use 294b to study how state and federal policies affect the delivery of health care and other services to nursing home populations. To be accepted, students must have a 2.90 overall grade point average and 6 hours of prior work in approved MHS courses. They must submit a specific plan for the service-learning experience to the MHS program director. Must be taken Pass/Fail and concurrently with 294b. These hours shall not be included in the minimum hours required for the MHS major or minor. After completing the experience, all students must write a thorough report. Corequisite: 294b. [1-3] (No AXLE credit)

MHS 294b. Service Learning Research and Readings. Under faculty supervision, students will design a program of community service associated with a set of learning objectives. The service component (294a) should benefit both the recipient and the provider of the service, offering the latter opportunities for self-reflection, self-discovery, and the development of values, skills, and knowledge. A central objective must be firsthand experience of a central issue or issues studied in sociology, psychology, political science, economics, or another academic discipline. The MHS program will work to find placements for interested students. The other component - 294b - will consist of an independent study in the relevant discipline and must be closely linked to the issue(s) addressed in 294a. For example, a student may provide services to the elderly in nursing homes and use 294b to study how state and federal policies affect the delivery of health care and other services to nursing home populations. To be accepted, students must have a 2.90 overall grade point average and 6 hours of prior work in approved MHS courses. They must submit a specific plan for the service-learning experience to the MHS program director. Students will write a substantial research or interpretative paper under the supervision of a Vanderbilt faculty member. Corequisite: 294a. [1-3] (No AXLE credit)

MHS 295. Undergraduate Seminar. Advanced reading, research, and writing. Topics vary. Limited to juniors and seniors with preference to majors in Medicine, Health, and Society. May be repeated for credit once if there is no duplication in topic. Students may enroll in more than one section of this course each semester. Offered on a graded basis only. [3; maximum of 6 credits total for all semesters of MHS 295] (No AXLE credit)

MHS 296. Independent Study. A program of reading and/or research in one area of MHS studies to be selected in consultation with an adviser. Normally limited to qualified MHS minors or majors. Approval of faculty adviser and MHS program director required for enrollment. May be repeated for credit once if there is no duplication in topic, but students may earn only up to 3 credits per semester of enrollment. (However, students in the MHS honors program may count a total of 12 hours in MHS 296, including the 6 hours in the senior year devoted to preparation of the honors thesis. The same instructor will ordinarily supervise work on the honors thesis in both fall and spring semesters; a student may work with a thesis adviser who has previously supervised an independent study with that student.) [1-3; maximum of 6 credits for all semesters of MHS 296; maximum of 12 credits for students in the MHS honors program] (No AXLE credit)

MHS 297. Honors Research. Offered on a graded basis only. Limited to seniors admitted to the departmental honors program. [3] (No AXLE credit)

MHS 298. Honors Thesis. Offered on a graded basis only. Limited to seniors admitted to the departmental honors program. [3] (No AXLE credit)

Neuroscience

NSC 099. Commons Seminar. Topics vary. [1] (No AXLE credit)

NSC 190. Introduction to Neuroscience Research (Formerly 290). Research and reading in the laboratory of a member of the Neuroscience Program. Consent of the Director of Honors and Independent Research is required. Serves as repeat credit for students who have completed 290. [1] (No AXLE credit)

NSC 201. Neuroscience. Physiology of nerve cells, sensory and motor systems, sleep, speech, and sexual behavior. Clinical topics include the chemical basis of psychosis, diseases of the brain, and repair mechanisms after brain injury. [3] (MNS)

NSC 235. Biological Basis of Mental Disorders. Cellular and molecular neuropathology of cortical dysfunction resulting from affective disorders,
**NSC 255. Integrative Neuroscience.** Structure and function of nervous systems. Emphasis on the vertebrate brain and the relationship of anatomy, physiology, and biochemistry to sensory perception, cognition, motor activity, and learning and memory. Prerequisite: 201 and senior standing. [3] (MNS)


**NSC 289. Developmental Neuroscience.** Normal and abnormal brain development. Cell division, migration, and death; synapse formation and plasticity; and clinical syndromes. Prerequisite: 201. [3] (MNS)

**NSC 270. Computational Neuroscience.** Theoretical, mathematical, and simulation models of neurons, neural networks, or brain systems. Computational approaches to analyzing and understanding data such as neurophysiological, electrophysiological, or brain imaging. Demonstrations simulating neural models. Prerequisite: 201, either CS 101 or 103, and either MATH 150a or 155a. [3] (MNS)

**NSC 274. Neuroanatomy.** Gross structure, histological architecture, and techniques for creating images of the human brain. [3] (MNS)

**NSC 285. Special Topics in Cellular and Molecular Neuroscience.** May be repeated for credit more than once if there is no duplication in topic. Students may enroll in more than one section of this course each semester. [3] (MNS)

**NSC 287. Special Topics in Systems and Integrative Neuroscience.** May be repeated for credit more than once if there is no duplication in topic. Students may enroll in more than one section of this course each semester. [3] (MNS)

**NSC 291. Independent Reading in Neuroscience.** Reading and discussion of research papers on a selected topic under direction of a faculty sponsor. Consent of both faculty sponsor and the director of honors and independent study is required. May be repeated for credit once if there is no duplication in topic, but students may earn only up to 1 credit per semester of enrollment. [1; maximum of 2 credits for all semesters of NSC 291] (No AXLE credit)

**NSC 292a. Undergraduate Research.** Original student research on a defined problem in neuroscience under the direction of a faculty sponsor. Consent of both the faculty sponsor and the director of honors and independent studies is required. Prerequisite: 201 or both 201 and sophomore standing. [2] (No AXLE credit)

**NSC 292b. Undergraduate Research.** Continuation of 292a. Original student research on a defined problem in neuroscience under the direction of a faculty sponsor. Consent of both the faculty sponsor and the director of honors and independent studies is required. Prerequisite: 292a. [2] (No AXLE credit)

**NSC 293a. Advanced Research in Neuroscience.** Original student research on a defined problem in neuroscience under the direction of a faculty sponsor with some independence in the design and execution of the project. Consent of both the faculty sponsor and the director of honors and independent studies is required. Prerequisite: 292b. [3] (No AXLE credit)

**NSC 293b. Advanced Research in Neuroscience.** Continuation of a research project on a defined problem in neuroscience under the direction of a faculty sponsor with some independence in the design and execution of the project. Consent of both the faculty sponsor and the director of honors and independent studies is required. May be taken for credit more than once, but students may earn only up to 3 credits per semester. Prerequisite 293a. [3] (No AXLE credit)

**NSC 296. Honors Research.** Participation in a research project under the direction of a faculty sponsor. Consent of both the faculty sponsor and the director of honors and independent study is required. May be repeated for credit more than once, but students may earn only up to 4 credits per semester of enrollment. [2-4] (No AXLE credit)

**NSC 299. Senior Seminar in Neuroscience.** Seminar with advanced reading, discussion, and writing on a specific topic in neuroscience. Limited to seniors. [3] (No AXLE Credit)

**Philosophy**

**PHIL 100. Introduction to Philosophy.** An introduction to the basic problems of philosophy based upon readings in the works of selected leading philosophers. Repeat credit for students who have completed 100W. [3] (HCA)

**PHIL 100W. Introduction to Philosophy.** An introduction to the basic problems of philosophy based upon readings in the works of selected leading philosophers. Repeat credit for students who have completed 100. [3] (HCA)

**PHIL 102. General Logic.** A study of the uses of language, definition, informal fallacies, the theory of the syllogism, the basic operations of modern symbolic logic, and selected issues in inductive logic and scientific method. Emphasis is placed on the ambiguities and pitfalls of ordinary usage and on techniques for translating ordinary arguments into formal logic. [3] (MNS)

**PHIL 103. Introduction to Asian Philosophy.** Philosophical thought of Asian origin, especially India and China, from ancient times to the present, theoretical and practical concerns. Repeat credit for students who have completed 103W. [3] (INT)

**PHIL 103W. Introduction to Asian Philosophy.** Philosophical thought of Asian origin, especially India and China, from ancient times to the present, theoretical and practical concerns. Repeat credit for students who have completed 103. [3] (INT)

**PHIL 105. Introduction to Ethics.** A study of theories of the good life and of the nature of virtue. Readings in major texts and discussion of selected problems. [3] (P)

**PHIL 108. Introduction to Medical Ethics.** Moral issues in the practice of medicine, biomedical research, policies and regulations related to health care. Repeat credit for students who have completed 108W. [3] (P)

**PHIL 108W. Introduction to Medical Ethics.** Moral issues in the practice of medicine, biomedical research, policies and regulations related to health care. Repeat credit for students who have completed 108. [3] (P)

**PHIL 110. Introduction to Business Ethics.** Ethical issues arising from business and professional practice. Topics will include: corporate social responsibility, employee rights, technology and privacy in the workplace, corporate governance, and globalization. [3] (P)

**PHIL 120. The Meaning of Life.** Accounts of life’s meaning. The relations between ways of living, happiness, and the fact of death. The individual’s role in giving meaning to life. Readings from Mill, Tolstoy, Kierkegaard, and several contemporary thinkers. Repeat credit for students who have completed 120W. [3] (HCA)

**PHIL 120W. The Meaning of Life.** Accounts of life’s meaning. The relations between ways of living, happiness, and the fact of death. The individual’s role in giving meaning to life. Readings from Mill, Tolstoy, Kierkegaard, and several contemporary thinkers. Repeat credit for students who have completed 120. [3] (HCA)

**PHIL 202. Formal Logic and Its Applications.** A self-contained course designed to convey an understanding of the concepts of modern formal logic, to develop convenient techniques of formal reasoning, and to make some applications of them in one or more of the following: psychology, linguistics, structuralist studies, information and computer sciences, and the foundations of mathematics. Philosophy 102 is not required. [3] (MNS)

**PHIL 203. Advanced Asian Philosophy.** Classical Asian philosophical texts. Historical development of practices and ideas; translation and interpretation issues; comparisons with European and other traditions of thought. [3] (INT)
PHIL 210. Ancient Philosophy. An examination of the major Greek and Roman philosophers with emphasis on the works of Plato and Aristotle. [3] (HCA)

PHIL 211. Medieval Philosophy. Comparative study of key figures in Islamic, Jewish, and Christian philosophy as they struggle with the philosophy of logic, metaphysics, language, culture, politics, ethics, and nature. [3] (INT)

PHIL 212. Modern Philosophy. An examination of the major philosophers of modern Europe from Descartes and Spinoza through Locke, Berkeley, Hume, and Kant. [3] (HCA)

PHIL 213. Contemporary Philosophy. An examination of selected problems treated in recent philosophical literature such as meaning, perception, knowledge, truth, and freedom. Readings from the Anglo American analytical and the phenomenological traditions. [3] (HCA)


PHIL 217. Metaphysics. Selected problems in metaphysics such as ultimate explanation, meaning of existence, time and eternity, freedom and determinism, and science and religion. [3] (HCA)

PHIL 218. Hellenistic and Late Ancient Philosophy. Philosophical ideas of Stoics, Cynics, Epicureans, skeptics, Peripatetics, Neoplatonists, and early monotheist thinkers such as Philo, Origen, and Philoponus. [3] (HCA)

PHIL 220. Immanuel Kant. Kant’s revolutionary critique of the foundations of human knowledge, moral obligation, and religious faith, with readings from his three Critiques and lesser works. [3] (HCA)

PHIL 222. American Philosophy. A study of the works of selected American philosophers from the colonial period to the present. [3] (US)

PHIL 224. Existential Philosophy. A study of two or three existential philosophers and selected problems that arise in relation to their thought. [3] (HCA)

PHIL 226. Phenomenology. Selected readings from such thinkers as Husserl, Sartre, and Merleau-Ponty on the structures of experience, the sources and limits of knowledge, mind, and body, interpersonal relations, and the meaning of freedom. [3] (HCA)


PHIL 231. Philosophy of History. Focus on alternative conceptions of time and history in Aristotle, Augustine, Kant, Hegel, Heidegger, and Benjamin. [3] (HCA)

PHIL 233W. Writing as Political Resistance. Writings from the political margins from authors under house arrest, in exile, or in prison. Expressions of active resistance to oppressive, and occasionally violent, political institutions. [3] (P)


PHIL 239. Moral Problems. A discussion of specific moral problems such as the justification of abortion and euthanasia. Moral theories such as utilitarianism will be discussed, but the emphasis will be on their relevance to the solution of moral problems. Repeat credit for students who have completed 239W. Prerequisite: 105. [3] (P)

PHIL 239W. Moral Problems. A discussion of specific moral problems such as the justification of abortion and euthanasia. Moral theories such as utilitarianism will be discussed, but the emphasis will be on their relevance to the solution of moral problems. Repeat credit for students who have completed 239W. Prerequisite: 105. [3] (P)


PHIL 242. Philosophy of Religion. A study of various problems concerning religious experiences; ideas about religion and divinity. [3] (HCA)

PHIL 243. Philosophy of Film. Challenges posed by film forms to traditional aesthetics and the novel philosophical approaches created to deal with them. Topics include the nature of the film image, film and experiential time, cinematic genres, the problem of mass art, and feminist critiques of spectatorship. Weekly screenings. [3] (HCA)

PHIL 244. Philosophy and the Natural Sciences. Philosophical issues in the methodology, conceptual structure, patterns of explanation, historical development, and cultural impact of the natural sciences. Metaphysical and ethical implications. [3] (P)

PHIL 245. Humanity, Evolution, and God. The impact of the idea of evolution on our conception of personhood. Theistic and non-theistic approaches to philosophical anthropology, ethics and society, the theory of knowledge, the mind-body problem, and relations with the environment and other species. [3] (P)

PHIL 246. Philosophy of Language. Philosophical problems in the methodology of linguistics, relations between thought and language, theories of meaning and symbolism, the nature of metaphor, the philosophical implications of theories of language acquisition. [3] (SBS)


PHIL 248. Philosophy and Literature. Philosophical topics in novels or poetry. Examples include: meaning of life, linguistic meaning, good and evil, aesthetic value, and human freedom. Repeat credit for students who have completed 248W. [3] (HCA)

PHIL 248W. Philosophy and Literature. Philosophical topics in novels or poetry. Examples include: meaning of life, linguistic meaning, good and evil, aesthetic value, and human freedom. Repeat credit for students who have completed 248. [3] (HCA)

PHIL 249. Philosophy of Music. Music and meaning, language, emotion, expression, interpretation, performance, the body, and politics. No musical background is required. [3] (HCA)

PHIL 251. Topics in Aesthetics. Philosophy of art and aesthetic theory. [3] (HCA)


PHIL 254. Modern Philosophies of Law. Contemporary theories of legal validity, legal liability (criminal and civil), and contractual obligation with special attention to the controversy between legal positivism and “natural law” theories and the assessment of contemporary economic analyses of legal rights. [3] (SBS)

PHIL 256. Philosophy of Mind. Selected problems in the philosophy of mind. Relation between mind and body, the nature of consciousness, the problem of other minds, the status of self-knowledge, and the possibility of machine and other intelligence. Connections with empirical investigations in related cognitive disciplines. [3] (SBS)

PHIL 257. Early Modern Political Philosophy. A study of competing accounts of the best form of political association, which differ from Locke, through the works of Machiavelli, Hobbes, Spinoza, and Rousseau. [3] (INT)

PHIL 258. Contemporary Political Philosophy. A focused and extended examination of selected topics in contemporary political theory, such as justice, liberty, rights, tolerance, and autonomy. Content varies depending on instructor. [3] (P)

PHIL 261. Jewish Philosophy. Introduction to Jewish philosophy and the philosophical achievement of such major figures as Philo, Saadiah, Maimonides, Levinas, and selected contemporary thinkers. [3] (HCA)

PHIL 262. Islamic Philosophy. Introduction to the major figures of Islamic philosophy including Kandi, Razi, Farabi, Avicenna, and Ibn Khaldun. [3] (INT)

PHIL 263. French Feminism. Introduction to the tradition of French feminist philosophy, including relevant works by Beauvoir, Cixous, Irigaray, Kristeva, LeDoeuff, Kofmann, and others. [3] (No AXLE credit)

PHIL 270. Ethics and Medicine. Selected ethical issues raised by clinical practice, medical theories, and biomedical research and technology. No credit for students who have completed 115F, section 3. Prerequisite: 105, 108, or 108W. [3] (P)


PHIL 272. Ethics and Law. Moral problems in the practice of law including conflicts of interest, confidentiality, limits of advocacy, and the obligations of lawyers to clients, courts, and the public. Repeat credit for students who have completed 272W. Prerequisite: 105. [3] (SBS)

PHIL 272W. Ethics and Law. Moral problems in the practice of law including conflicts of interest, confidentiality, limits of advocacy, and the obligations of lawyers to clients, courts, and the public. Repeat credit for students who have completed 272. Prerequisite: 105. [3] (SBS)

PHIL 273. Environmental Philosophy. Environmental ethics (animal rights, respect for nature, the land ethic), science and the natural world, the aesthetics of nature, global justice, and sustainability. [3] (P)

PHIL 274. Ethics and Animals. Ethical issues raised by human interactions with animals, including laboratory experiments, factory farming, hunting, zoos, and pet ownership. Challenges to ethical theory provoked by extending rights to animals. [3] (HCA)

PHIL 289a. Independent Readings. Designed for majors not in the departmental honors program. Consists of a project to be carried out under the supervision of a member of the department. All projects must be approved by the department. May be repeated for a total of 12 credits in 289a and 289b combined over four semester periods if there is no duplication in topic, but students may earn only up to 6 credits per semester of enrollment. [1-6; maximum of 12 credits total for four semesters of PHIL 289a and 289b] (No AXLE credit)

PHIL 289b. Independent Readings. Designed for majors not in the departmental honors program. Consists of a project to be carried out under the supervision of a member of the department. All projects must be approved by the department. May be repeated for a total of 12 credits in 289a and 289b combined over four semester periods if there is no duplication in topic, but students may earn only up to 6 credits per semester of enrollment. [1-6; maximum of 12 credits total for four semesters of PHIL 289a and 289b] (No AXLE credit)

PHIL 294a. Selected Topics. May be repeated for credit more than once if there is no duplication in topic. Students may enroll in more than one section of this course each semester. [3] (No AXLE credit)

PHIL 294b. Selected Topics. May be repeated for credit more than once if there is no duplication in topic. Students may enroll in more than one section of this course each semester. [3] (No AXLE credit)

PHIL 295. Independent Study. Designed for students in the Honors Program in philosophy. Consists of guided reading, periodic reports, and work on honors theses. May be repeated for credit once, but students may earn only up to 6 credits per semester of enrollment. [3-6; maximum of 12 credits total for all semesters of PHIL 295] (No AXLE credit)

Physics

PHYS 099. Commons Seminar. Topics vary. [1] (No AXLE credit)

PHYS 110. Introductory Physics. Normally accompanied by 111. Motion, forces, conservation laws, light, heat, and electricity. Quantum theory, the atomic nucleus, elementary particles, and properties of materials. Special relativity, Big Bang, and cosmology. Primarily intended for those who do not expect to major in science. No credit for students who have earned credit for 105. [3] (MNS)

PHYS 111. Introductory Physics Laboratory. Laboratory to accompany 110. Corequisite: 110. One three-hour laboratory per week. Satisfies the AXLE lab course requirement when completed with 110. [1] (No AXLE credit)

PHYS 113a. Introductory Physics for the Life Sciences I. Normally accompanied by 114a. Calculus-based introduction to physics taught within the context of life science applications. Mechanics, fluids, sound, thermal, and statistical physics. Prospective majors are strongly advised to take Math 155a or a higher level calculus course. Prior study of calculus or concurrent enrollment in Math 140, 150a, or 155a is expected. No credit for students who have earned credit for 116a or 121a. [3] (MNS)

PHYS 113b. Introductory Physics for the Life Sciences II. Normally accompanied by 114b. Calculus-based introduction to physics taught within the context of life science applications. Electricity and magnetism; geometric and physical optics; atomic, nuclear, and quantum physics. Prospective majors are strongly advised to take Math 155b or a higher level calculus course. Prior study of calculus or concurrent enrollment in Math 140, 150b, or 155b is expected. No credit for students who have earned credit for 116b or 121b. [3] (MNS)

PHYS 114a. Laboratory for Introductory Physics for the Life Sciences I. Laboratory to accompany Physics 113a. Normally accompanied by 113a. Satisfies the AXLE lab course requirement when completed with 113a. No credit for students who have earned credit for 118a or 121a. [1] (No AXLE credit)

PHYS 114b. Laboratory for Introductory Physics for the Life Sciences II. Laboratory to accompany Physics 113b. Normally accompanied by 113b. Satisfies the AXLE lab course requirement when completed with 113b. No credit for students who have earned credit for 118b or 121b. [1] (No AXLE credit)

PHYS 116a. General Physics I. Normally accompanied by 118a. Calculus-based introduction to general physics and its applications. Mechanics, heat, and sound. Potential majors are strongly advised to take MATH 155a or a higher level calculus course. Prior study of calculus or concurrent enrollment in MATH 150a or 155a is expected. No credit for students who have earned credit for 113a or 121a. [3] (MNS)

PHYS 116b. General Physics II. Normally accompanied by 118b. Calculus-based introduction to general physics and its applications. Electricity and magnetism, optics, modern physics. Potential majors are strongly advised to take MATH 155b or a higher level calculus course. Prior study of calculus or concurrent enrollment in MATH 150b or 155b is expected. No credit for students who have earned credit for 113b or 121b. [3] (MNS)

PHYS 118a. General Physics Laboratory I. Laboratory to accompany 116a. Normally accompanied by 116a. Satisfies the AXLE lab course requirement when completed with 116a. No credit for students who have earned credit for 114a or 121a. [1] (No AXLE credit)

PHYS 118b. General Physics Laboratory II. Laboratory to accompany 116b. Normally accompanied by 116b. Satisfies the AXLE lab course requirement when completed with 116b. No credit for students who have earned credit for 114b or 121b. [1] (No AXLE credit)

PHYS 121a. Principles of Physics I. Classical dynamics, conservation laws, gravitation, wave motion, and thermodynamics. Designed for first-year students who plan to major in physics or in related disciplines. Three lectures and a one-hour discussion period on modern topics of interest. One three-hour laboratory per week. Students who have earned credit for both 113a and 114a or both 116a and 118a will earn one hour of credit for this course. Students who have earned credit for 114a or 116a only will earn two hours of credit for this course. Students who have earned credit for 113a
PHYS 121b. Principles of Physics II. Continuation of 121a. Electromagnetism, optics, relativity, quantum mechanics, and atomic and nuclear physics. Designed for first-year students who plan to major in physics or in related disciplines. Three lectures and a one-hour discussion period on modern topics of interest. One three-hour laboratory per week. Students who have earned credit for both 113b and 114b or both 116b and 118b will earn one hour of credit for this course. Students who have earned credit for 113b or 116b only will earn two hours of credit for this course. Students who have earned credit for 114b or 118b only will earn four hours of credit for this course. Prerequisite or corequisite: MATH 155b or 170. [5] (MNS)

PHYS 221. Classical and Modern Optics. Geometrical optics, including reflection, refraction, ray tracing, aberrations, and interference. Physical optics, including wave theory, absorption, dispersion, diffraction, and polarization. Properties of light from lasers and synchrotron sources. Photodetectors and optical technology. Prerequisite: either 113b or 116b or 121b; and either MATH 150b or 155b. [3] (MNS)


PHYS 225. Concepts and Applications of Quantum Physics. Atomic and molecular structure, interaction of light with atoms and molecules, and spectroscopy. One three-hour laboratory per week. Repeat credit for students who have completed 225W. Prerequisite: either 113b or 116b or 121b. Prerequisite or corequisite: MATH 175 or 205b. [4] (MNS)

PHYS 225W. Concepts and Applications of Quantum Physics. Atomic and molecular structure, interaction of light with atoms and molecules, and spectroscopy. One three-hour laboratory per week. Repeat credit for students who have completed 225. Prerequisite: either 113b or 116b or 121b. Prerequisite or corequisite: MATH 175 or 205b. [4] (MNS)

PHYS 226. Modern Physics. Condensed-matter physics, biophysics, special theory of relativity, and nuclear and particle physics. One three-hour laboratory per week. Repeat credit for students who have completed 226W. Prerequisite: either 113b or 116b or 121b. Prerequisite or corequisite: MATH 175 or 205b. [4] (MNS)

PHYS 226W. Modern Physics. Condensed-matter physics, biophysics, special theory of relativity, and nuclear and particle physics. One three-hour laboratory per week. Repeat credit for students who have completed 226. Prerequisite: either 113b or 116b or 121b. Prerequisite or corequisite: MATH 175 or 205b. [4] (MNS)

PHYS 227a. Classical Mechanics I. Vector algebra and coordinate transformations. Gravity and potential energy. Free, forced, damped, and nonlinear harmonic oscillations. Chaos in simple mechanical systems. Lagrangian and Hamiltonian dynamics. The calculus of variations. Prerequisite: either 113b or 116b or 121b; and either MATH 150b or 155b. [3] (MNS)

PHYS 227b. Classical Mechanics II. Continuation of 227a. Orbital and rotational angular momentum and gravitational and Coulomb central-force problems, motion in non-inertial reference frames; coupled oscillators and normal modes; rigid-body motion; continuous systems and the wave equation; special relativity. Prerequisite: 227a. [3] (MNS)

PHYS 228. Foundations of Medical Imaging. Physics and engineering of image formation for medical applications. Mathematical concepts of image formation and analysis. Techniques for recording images using ionizing radiation, including CT, ultrasound, magnetic resonance; and nuclear, including SPECT and PET. Methods of evaluating image quality. No credit for students who have earned credit for BME 225. Prerequisite: 113b, 116b, or 121b; and Mathematics: MATH 196; or one of (MATH 194, 204, 205b) and one of (MATH 198, 208). [3] (No AXLE credit)

PHYS 229a. Electricity, Magnetism, and Electrostatics I. Electrostatic fields and potentials. Gauss’s law. Electrical properties of insulators, semiconductors, and metals. The Lorentz force. Magnetic fields and forces. Electromagnetic induction, Maxwell’s equations, and electromagnetic waves. Prerequisite: either 113b or 116b or 121b; and either MATH 155b or 170. [3] (MNS)


PHYS 240. Selected Topics. Prerequisite or corequisite: either 225 or 225W and either 226 or 226W. [1-3] (No AXLE credit)

PHYS 243. Health Physics. Theory and instrumentation in health physics and radiological physics. Radiation shielding design, methods of external and internal dosimetry, and radiation regulatory issues. Prerequisite: Either 225 or 225W and either MATH 150b or 155b. [3] (MNS)

PHYS 250. Undergraduate Seminar. Directed readings and discussions of current topics in physics. Preference to majors for enrollment. Prerequisite or corequisite: 225, 225W, 226, or 226W. [1] (No AXLE credit)

PHYS 251a. Advanced Quantum Mechanics I. Wave-particle duality, indeterminacy, superposition, the Schrödinger equation, angular momentum, the hydrogen atom, and spin and indistinguishability. Prerequisite: Either 225 or 225W; either 226 or 226W; and Mathematics: MATH 196; or one of (MATH 194, 204, 205b) and one of (MATH 198, 208). [3] (MNS)

PHYS 251b. Advanced Quantum Mechanics II. Time-independent and time-dependent perturbation theory, matrix theory, scattering, applications to atomic physics, condensed matter physics, and astrophysics. Prerequisite: 229a and 251a. [3] (MNS)


PHYS 255. Introduction to Particle Physics. Weak, strong, and electromagnetic forces as evidenced by the interactions of elementary particles. Classification of particles and experimental techniques. Prerequisite or corequisite: either 225 or 225W and either 226 or 226W. [3] (MNS)

PHYS 257. Computational Physics. Topics in modern physics analyzed exclusively with computer programs. Three-body solar system orbits. Random walk diffusion and entropy growth. Magnetism in the second order using model, non-equilibrium molecular dynamics. Solutions to the Schrödinger equation with numerical methods. Prerequisite: either 113b or 116b or 121b; and either MATH 150b or 155b. [3] (MNS)

PHYS 266. Experimental Nanoscale Fabrication and Characterization. Laboratory course introduction to nanofabrication and characterization. Independent and original research in nanotechnology and nanoscience. Nanomaterials, nanoelectronics, and photonics. Repeat credit for students who completed 240 section 1 in fall 2010 or fall 2011. Prerequisite: One of (225 or 225W) and one of (226 or 226W); or one of (113a, 116a, or 121a) and one of (CHEM 104b or MSE 150b). [3] (MNS)

PHYS 285. Radiation Detectors and Measurements. Basic physics principles and applications of radiation detecting instruments, with laboratory exercises. Techniques and instrumentation for nuclear radiation detection and measurements as they relate to health physics (radiation safety) and nuclear physics. [4] (MNS)

PHYS 289. Directed Study. Individual research or readings under close faculty supervision. May be repeated for a total of 10 credits, but students may earn only up to 5 credits per semester of enrollment. Prerequisite: either 225 or 225W and either 226 or 226W. [1-5] (No AXLE credit)
PHYS 291. Independent Study. Introduction to independent research and scholarly investigation under faculty supervision. May be repeated for a total of 10 credits, but students may earn only up to 6 credits per semester of enrollment. Prerequisite or corequisite: multivariable calculus and either 225 or 225W and either 226 or 226W. [1-6; maximum of 10 credits total for all semesters of PHYS 291] [No AXLE credit]

PHYS 296. Honors Research and Senior Thesis. Independent experimental or theoretical investigations of basic problems in physics under faculty supervision, culminating in a written thesis submitted to the faculty. Required for departmental honors in physics. May be repeated for a total of 10 credits, but students may earn only up to 6 credits per semester of enrollment. Prerequisite: senior standing, major in Physics and Astronomy, and departmental approval. Prerequisite or corequisite: multivariable calculus and either 225 or 225W and either 226 or 226W. [1-6; maximum of 10 credits total for all semesters of PHYS 296] [No AXLE credit]

Political Science

PSCI 099. Commons Seminar. Topics vary. [1] [No AXLE credit]

PSCI 100. Introduction to American Government and Politics. A descriptive survey of the constitutional and structural principles, processes, and functions of the American governmental system. [3] (US)

PSCI 101. Introduction to Comparative Politics. Democracy, communism, and authoritarian rule in developed and developing countries; political institutions and public policy in diverse national settings; principles of comparative analysis. [3] (SSB)

PSCI 102. Introduction to International Politics. Significant patterns and trends in twentieth-and twenty-first-century world politics: modes of conducting relations among nations, instruments for promoting national and supranational interests, and controls over international disputes. Emphasis upon episodes throwing light on the causes of war and the conditions of peace. [3] (SSB)


PSCI 203. History of Modern Political Philosophy. Intensive analysis of the principal political philosophers in the modern tradition. Prerequisite or corequisite: 100, 101, 102, 103, or 150. [3] (HCA)

PSCI 205. Contemporary Political Theory. Debates in contemporary political thought. Justice, democracy, freedom, identity, and individualism. Includes emerging contemporary theories. Serves as repeat credit for students who completed 201 before fall 2010. Prerequisite or corequisite: 100, 101, 102, 103, or 150. [3] (HCA)

PSCI 207. Liberalism and Its Critics. The liberal tradition in political theory and its major challengers. Critical debates surrounding the relationship between individuals and political community, rights, freedom and equality. Repeat credit for students who have completed 207W. Prerequisite or corequisite: 100, 101, 102, 103, or 150. [3] (HCA)

PSCI 207W. Liberalism and Its Critics. The liberal tradition in political theory and its major challengers. Critical debates surrounding the relationship between individuals and political community, rights, freedom and equality. Repeat credit for students who have completed 207. Prerequisite or corequisite: 100, 101, 102, 103, or 150. [3] (HCA)

PSCI 208. Law, Politics, and Justice. Contemporary and classical theories of law and society: rights theories, gender and the law; law and transitions to democracy; law between nations. Prerequisite or corequisite: 100, 101, 102, 103, or 150. [3] (HCA)

PSCI 209. Issues in Political Theory. Topics vary from semester to semester. May be repeated once if there is no overlap with previous offerings. Prerequisite: 202, 203, or 205. [3] (No AXLE credit)

PSCI 210. West European Politics. Analysis of political development, social forces, institutions, and public policy in Great Britain, France, Germany, Italy, and Sweden. Prerequisite or corequisite: 100, 101, 102, 103, or 150. [3] (INT)

PSCI 211. The European Union. Political and economic integration. Origins, institutions, decision processes, policies, achievements, and prospects of the European integration movement. Prerequisite or corequisite: 100, 101, 102, 103, or 150. [3] (INT)

PSCI 213. Democratization and Political Development. Comparative study of political development, with a focus on institutions. The effect of political choices about voting systems, executive and legislative powers, cabinet formation, and other institutions on political competition, parties and government stability. Cases from established democracies and countries undergoing democratization. No credit for students who have taken 317. Prerequisite or corequisite: 100, 101, 102, 103, or 150. [3] (SSB)

PSCI 215. Change in Developing Countries. Comparative study of political and economic change in developing countries. Political implications of ethnicity, economic dependency, and environmental degradation. Prerequisite or corequisite: 100, 101, 102, 103, or 150. [3] (SSB)

PSCI 216. The Chinese Political System. Governmental institutions and political processes in the People’s Republic of China with emphasis upon the interaction of traditional and revolutionary elements. Some attention to Taiwan since 1950 and to the overseas Chinese as parts of the Chinese political universe. Prerequisite or corequisite: 100, 101, 102, 103, or 150. [3] (INT)

PSCI 217. Latin American Politics. Cross-national analysis of political institutions, cultures, and processes of change in Latin America. Prerequisite or corequisite: 100, 101, 102, 103, or 150. [3] (INT)

PSCI 219. Politics of Mexico. A survey of contemporary Mexican politics from a comparative perspective. Interaction of economic, social, and political forces that led to the demise of one of the world’s most durable one-party political regimes and the prolonged transition to democracy. Prerequisite or corequisite: 100, 101, 102, 103, or 150. [3] (SSB)

PSCI 220. Crisis Diplomacy. Foreign policy decision making and strategy. Emphasis on differences between crises that lead to war and those that do not. Foreign relations of Britain, France, Germany, Russia, and Japan. Prerequisite or corequisite: 100, 101, 102, 103, or 150. [3] (SSB)

PSCI 221. Causes of War. Scientific study of the onset of expansion and consequences of war; conditions of peace, emphasizing alliances, arms races, and crisis escalation. Prerequisite or corequisite: 100, 101, 102, 103, or 150. [3] (SSB)

PSCI 222. American Foreign Policy. Critical analysis of major international and domestic factors shaping U.S. foreign relations as reflected in selected twentieth- and twenty-first-century experiences. No credit for students who have taken 115F, Section 1. Prerequisite or corequisite: 100, 101, 102, 103, or 150. [3] (HCA)

PSCI 223. European Political Economy and Economic Institutions. Policy-making processes of key economic institutions that influence the global political economy. International and financial regulatory reforms. World Trade Organization negotiations and current European economic issues. No credit for students who earned credit for PSCI 285 section 1 in summer 2011. Prerequisite or corequisite: 100, 101, 102, 103, or 150. [3] (SSB)

PSCI 225. International Political Economy. Survey of major issues involving the interaction of political and economic forces at the global level. Particular attention to theories of interdependence and imperialism, the position of developing countries in the international system, multinational corporations, and the economic origins of war. Prerequisite or corequisite: 100, 101, 102, 103, or 150. [3] (SSB)

PSCI 226. International Law and Organization. The role of international law and international organizations in the contemporary global political system. Focus on the evolution and impact of international law, the United
Nations, the International Monetary Fund (IMF), and selected regional organizations. Prerequisite or corequisite: 100, 101, 102, 103, or 150. [3] (SBS)

PSCI 228. International Politics of Latin America. Examination of Latin America’s role in the international and inter-American system. Special attention to the international response to revolutionary change in the area, and to the region’s major actors and their changing relationship with the United States, with other major powers, and with other actors such as multinational corporations and international financial institutions. Prerequisite or corequisite: 100, 101, 102, 103, or 150. [3] (INT)

PSCI 229. Strategy and International Politics. Strategic behavior and strategic choices arising from interactive decision making within the context of international politics. General principles of strategy. In-class experiments and game playing. Prerequisite or corequisite: 100, 101, 102, 103, or 150. [3] (SBS)

PSCI 230. Middle East Politics. Cross-national analysis of political institutions, political economies, and processes of change in the Middle East. Prerequisite or corequisite: 100, 101, 102, 103, or 150. [3] (SBS)

PSCI 235. Political Islam. Rise of political Islam. Origins, goals, and practices of specific Islamic groups throughout the Middle East. Global and local causes of Islamic political mobilization, and the American response to that mobilization. Prerequisite or corequisite: 100, 101, 102, 103, or 150. [3] (INT)

PSCI 236. The Politics of Global Inequality. Causes of international inequality in the distribution of wealth. The emergence of rich and poor nations, and rich and poor people. Factors related to economic development, and their impact on income distribution. Prerequisite or corequisite: 100, 101, 102, 103, or 150. [3] (SBS)

PSCI 238. Comparative Political Parties. Political parties and their role in the democratic process of modern liberal democracies, focusing on party systems and party organizations. Prerequisite or corequisite: 100, 101, 102, 103, or 150. [3] (SBS)

PSCI 240. Political Parties. Theories of party formation, organization, and behavior. Historical development of party systems. Criteria for the comparative evaluation of party systems. Parties as instruments of citizen control. Implications for electoral outcomes, coalition formation, legislative decision making, and public policy. Prerequisite or corequisite: 100, 101, 102, 103, or 150. [3] (INT)


PSCI 243. Political Campaigns and the Electoral Process. Theories of representation and democratic accountability; electoral strategies and tactics, including political polling and analysis. Prerequisite or corequisite: 100, 101, 102, 103, or 150. [3] (SBS)

PSCI 244. The Legislative Process. Legislative organization and processes in the U.S. Congress. Attention to parties, elections, institutional structure, interest groups, and other branches of government as they relate to the legislative process. Prerequisite or corequisite: 100, 101, 102, 103, or 150. [3] (SBS)

PSCI 245. The American Presidency. Constitutional, historical, and political aspects. Attention to electing and nominating president, presidential leadership and personality, governing, and relations with Congress and the public. Prerequisite or corequisite: 100, 101, 102, 103, or 150. [3] (US)

PSCI 247. American Political Culture. Content, historical development, and political consequences of the American public’s deeply rooted values concerning how the political system ought to work and the ends it ought to serve. Attention to regional variation. Prerequisite or corequisite: 100, 101, 102, 103, or 150. [3] (US)


PSCI 250. Group Conflict and Cooperation in U.S. Politics. Psychological and institutional sources of division and unity in American politics. Identity formation and change, explicit and implicit racial attitudes, and political tolerance. Prerequisite or corequisite: 100, 101, 102, 103, or 150. [3] (SBS)

PSCI 251. The Politics of U.S. and Global Immigration. Political, philosophical, and moral issues. Serves as repeat credit for students who completed 283 section 1 in spring 2009. Prerequisite or corequisite: 100, 101, 102, 103, or 150. [3] (INT)

PSCI 252. Business and Public Policy. Relationships among business, public policy, and political strategy in the United States and other political systems. Lobbying and legislative politics, antitrust and regulation, intellectual property, international trade, and ethics and corporate social responsibility. Prerequisite or corequisite: 100, 101, 102, 103, or 150. [3] (SBS)

PSCI 253. Ethics and Public Policy. Political and moral values in assessing policy-making, public policies and processes, and policy impacts. Prerequisite or corequisite: 100, 101, 102, 103, or 150. [3] (HCA)

PSCI 254. Political Psychology. Interface between politics and the psychological processes of individuals and groups. Cognition, emotion, identity and intergroup relations, leadership, and extremism. Prerequisite or corequisite: 100, 101, 102, 103, or 150. [3] (No AXLE credit)

PSCI 255. Public Policy Problems. Specific problems of public policies and their relations to political and institutional structures. Particular policy problems vary from semester to semester. May be repeated for credit more than once if there is no duplication in topic. Students may enroll in more than one section of this course each semester. Prerequisite or corequisite: 100, 101, 102, 103, or 150. [3] (SBS)

PSCI 257. The Politics of Capitalism. Commerce and capitalism in social and political life from the eighteenth century to the present. Questions of justice and equality, freedom, and democratic politics. Serves as repeat credit for students who completed 207 in fall 2009. Prerequisite or corequisite: 100, 101, 102, 103, or 150. [3] (HCA)

PSCI 258. Democratic Theory and Practice. Theories of democratic institutions, practices, and values in historical and contemporary political thought. Impact of popular participation on issues of justice, equality, individual freedom, and political power. Prerequisite or corequisite: 100, 101, 102, 103, or 150. [3] (HCA)

PSCI 259. Political Strategy and Game Theory. Campaigns and elections, legislative politics, political bargaining, and political organization. Applications of decision and game theory. Models of complete and perfect information, and games of incomplete information. No credit for students who have earned credit for 359. Prerequisite or corequisite: 100, 101, 102, 103, or 150. [3] (SBS)

PSCI 260. Introduction to American Law. Law as a component of public policy and the political system; the elements and rationale of private law. Prerequisite or corequisite: 100, 101, 102, 103, or 150. [3] (SBS)

PSCI 262. The Judicial Process. Functioning of the judiciary in the American political process; operation and powers of the courts; non-legal aspects of the judicial process; political role and effects of judicial decisions. Prerequisite or corequisite: 100, 101, 102, 103, or 150. [3] (SBS)

PSCI 263. Religion and Politics. Religion in democratic societies. Abortion, gay marriage, faith-based initiatives, and the Pledge of Allegiance. Historical works and contemporary contributions to debates. Prerequisite or corequisite: 100, 101, 102, 103, or 150. [3] (HCA)


PSCI 266. Constitutional Law: Civil Liberties and Rights. Supreme Court’s interpretation of the Bill of Rights and the Fourteenth Amendment. Case method. No credit for students who have earned credit for 261b prior to fall 2009. Prerequisite or corequisite: 100, 101, 102, 103, or 150. [3] (US)

PSCI 267. Voting and Political Representation in America. The history of voting rights and the efficacy of representation in the American political system. Political participation, voting rights, felony disenfranchisement, redistricting, and alternative electoral systems. Prerequisite or corequisite: 100, 101, 102, 103, or 150. [3] (US)


PSCI 270. Conducting Political Research. Research sources, designs, and methods used by political scientists. Locating and accessing data, the logic of causal inferences, and basic data presentation and analysis. Prerequisite or corequisite: 100, 101, 102, 103, or 150. [3] (SBS)

PSCI 271. Feminist Theory and Research. Introduction to feminist works in the social sciences. Development of feminist analysis. Important issues, feminist theories, and approaches to social criticism. Methodological challenges to feminist research. Prerequisite or corequisite: 100, 101, 102, 103, or 150. [3] (SBS)


PSCI 274. Nature of War. Warfare from ancient to contemporary times. Western and non-Western perspectives. Views from political science, philosophy, history, and official U.S. military doctrine. Interplay among international politics, military strategy, technology, and psychology. Prerequisite or corequisite: 100, 101, 102, 103, or 150. [3] (SBS)

PSCI 275. National Security. How states ensure their national security. Origins of the security dilemma; the use of power, deterrence, coercion, engagement, and interstate cooperation in settling disputes. Prerequisite or corequisite: 100, 101, 102, 103, or 150. [3] (SBS)

PSCI 277. Future of Warfare. Political, societal, and technological factors that could affect the future conduct of warfare. Insurgency and counterinsurgency. Military operations other than war. Prerequisite or corequisite: 100, 101, 102, 103 or 150. [3] (SBS)

PSCI 280a. Internship Training. Under faculty supervision, students from any discipline gain experience with local, state, national, and international government offices or other politically related organizations. A thorough report and research paper are submitted at the end of the semester. Completion of 6 hours of political science, normally a 2.90 grade point average, and prior department approval of the student’s plan are required. May be taken on a Pass/Fail basis only and must be taken concurrently with 280b and/or 280c. These hours may not be included in the minimum hours required in the political science major. Corequisite: 280b and/or 280c. [1-9] (No AXLE credit)

PSCI 280b. Internship Research. Under faculty supervision, students from any discipline gain experience with local, state, national, and international government offices or other politically related organizations. A thorough report and research paper are submitted at the end of the semester. Completion of 6 hours of political science, normally a 2.90 grade point average, and prior department approval of the student’s plan are required. Corequisite: 280a. [Variable credit: 1-3] (No AXLE credit)

PSCI 280c. Internship Readings. Under faculty supervision, students from any discipline gain experience with local, state, national, and international government offices or other politically related organizations. A thorough report and research paper are submitted at the end of the semester. Completion of 6 hours of political science, normally a 2.90 grade point average, and prior department approval of the student’s plan are required. Corequisite: 280a. [Variable credit: 1-3] (No AXLE credit)

PSCI 281. Topics in Contemporary Politics. Political, governmental, and policy issues. May be repeated for credit when topics vary. No more than three hours may be counted toward the major. Prerequisite or corequisite: 100, 101, 102, 103, or 150. [1-3] (No AXLE credit)

PSCI 283. Selected Topics in American Government. Topics of special interest. May be repeated for credit more than once if there is no duplication in topic. Students may enroll in more than one section of this course each semester. Prerequisite or corequisite: 100, 101, 102, 103, or 150. [3] (No AXLE credit)

PSCI 284. Selected Topics in Comparative Politics. Topics of special interest. May be repeated for credit more than once if there is no duplication in topic. Students may enroll in more than one section of this course each semester. Prerequisite or corequisite: 100, 101, 102, 103, or 150. [3] (No AXLE credit)

PSCI 285. Selected Topics in International Politics. Topics of special interest. May be repeated for credit more than once if there is no duplication in topic. Students may enroll in more than one section of this course each semester. Prerequisite or corequisite: 100, 101, 102, 103, or 150. [3] (No AXLE credit)

PSCI 287. Selected Topics. Topics of special interest. May be repeated for credit more than once if there is no duplication in topic. Students may enroll in more than one section of this course each semester. Prerequisite or corequisite: 100, 101, 102, 103, or 150. [1-3] (No AXLE credit)

PSCI 289a. Independent Research. Development of a research project by the individual student under direction of a faculty sponsor. Consent of both the faculty sponsor and the director of undergraduate studies is required. Normally open only to majors in political science. May be repeated for a total of 6 credits in 289a, 289b, 290a, 290b, 291a, and 291b combined if there is no duplication in topic, but students may earn only up to 3 credits per semester of enrollment. Prerequisite or corequisite: 100, 101, 102, 103, or 150. [1-3; maximum of 6 credits total for all semesters of PSCI 289a, 289b, 290a, 290b, 291a, and 291b] (No AXLE credit)

PSCI 289b. Independent Research. Development of a research project by the individual student under direction of a faculty sponsor. Consent of both the faculty sponsor and the director of undergraduate studies is required. Normally open only to majors in political science. May be repeated for a total of 6 credits in 289a, 289b, 290a, 290b, 291a, and 291b combined if there is no duplication in topic, but students may earn only up to 3 credits per semester of enrollment. Prerequisite or corequisite: 100, 101, 102, 103, or 150. [1-3; maximum of 6 credits total for all semesters of PSCI 289a, 289b, 290a, 290b, 291a, and 291b] (No AXLE credit)

PSCI 291a. Directed Study. Participation in research projects under the direction of a faculty supervisor. Consent of both the faculty supervisor and the director of undergraduate studies is required. Open only to junior and senior majors. May be repeated for a total of 6 credits in 289a, 289b, 290a, 290b, 291a, and 291b combined if there is no duplication in topic, but students may earn only up to 3 credits per semester of enrollment. Prerequisite or corequisite: 100, 101, 102, 103, or 150. [1-3] (No AXLE credit)
PORT 291. Directed Study. Participation in research projects under the direction of a faculty supervisor. Consent of both the faculty supervisor and the director of undergraduate studies is required. Open only to junior and senior majors. May be repeated for a total of 6 credits in 289a, 289b, 290a, 290b, 291a, and 291b combined if there is no duplication in topic, but students may earn only up to 3 credits per semester of enrollment. Prerequisite or corequisite: 100, 101, 102, 103, or 150. [1-3; maximum of 6 credits total for all semesters of PSCI 289a, 289b, 290a, 290b, 291a, 291b] [No AXLE credit]

PORT 299a. Senior Honors Research. Open only to seniors in the departmental honors program. Prerequisite or corequisite: 100, 101, 102, 103, or 150. [3] [No AXLE credit]

PORT 299b. Senior Honors Research. Open only to seniors in the departmental honors program. Prerequisite or corequisite: 100, 101, 102, 103, or 150. [3] [No AXLE credit]

Portuguese

PORT 099. Commons Seminar. Topics vary. [1] [No AXLE credit]

PORT 102. Intensive Elementary Portuguese. Accelerated introduction to reading, writing, speaking, and listening. Emphasis on practical usage, intended for students with prior or current study of another Romance language. No credit for students who have earned credit for 100a, 100b, or a higher level Portuguese language course. [4] [INT]

PORT 200. Intermediate Portuguese. Review of Portuguese grammar with emphasis on conversation, composition, and reading of modern Portuguese literary texts. No credit for students who have earned credit for a higher level Portuguese language course. Prerequisite: 102. [3] [INT]

PORT 201. Portuguese Composition and Conversation. Expository writing and development of speaking skills. Emphasis on pronunciation, vocabulary, and grammar. No credit for students who have earned credit for 202. Prerequisite: 200. [3] [INT]

PORT 203. Brazilian Pop Culture. Development of written and oral communication skills through the study of Brazilian popular culture. Movies, music, television, and magazines. Prerequisite: 200. [3] [HCA]

PORT 205. Introduction to Luso-Brazilian Literature. Critical readings and methods of literary analysis. Masterpieces from Portugal and Brazil from all genres in several periods. Conversation and writing. Prerequisite: 201 or 203. [3] [HCA]

PORT 225. Brazilian Culture through Native Material. Differences between spoken and written Portuguese in Brazil. Modern culture, including popular music, film, politics, family life, and sports. Prerequisite: 201 or 203. [3] [P]

PORT 232. Brazilian Literature through the Nineteenth Century. Main literary trends, principal writers and works of Brazilian literature, from colonial beginnings through the nineteenth century. Study of the works of Gregório de Matos, Gonçalves Dias, Alencar, Machado de Assis, and Euclides da Cunha. Prerequisite: 205. [3] [HCA]

PORT 233. Modern Brazilian Literature. Brazilian literature from the Semana de Arte Moderna to the present. Modernist and neo-Modernist movements. Prerequisite: 205. [3] [HCA]

PORT 289. Independent Study. A reading course, the content of which varies according to the needs of the individual student. Primarily designed to cover pertinent material not otherwise available to the student in the regular courses of the curriculum. [Variable credit: 1-3 hours, not to exceed 12 over a four-semester period] [No AXLE credit]

PORT 294. Special Topics in Portuguese Language, Literature, or Civilization. May be repeated for credit more than once if there is no duplication in topic. Students may enroll in more than one section of this course each semester. Prerequisite: 205. [3] [No AXLE credit]

PORT 295. Special Topics in Portuguese and Brazilian Literature or Civilization in English Translation. Does not count toward a major or minor in Portuguese. May be repeated for credit more than once if there is no duplication in topic. Students may enroll in more than one section of this course each semester. [3] [No AXLE credit]

Psychology

PSY 099. Commons Seminar. Topics vary. [1] [No AXLE credit]

PSY 101. General Psychology. A survey of modern scientific psychology. Topics include development, perception, motivation, learning, thinking, remembering, emotion, intelligence, special aptitudes, and personality development. General applications to human behavior. The student must either analyze published research or be a subject in current research. No credit for students who have earned credit for 115F sections 1, 2, or 3. [3] [SBS]

PSY 208. Principles of Experimental Design. Theory and research methods in psychological science. Philosophy of science, ethical issues, experimental design, and data interpretation. Prerequisite: 101 or 115F section 1, 2, or 3; or a major in Child Development, Child Studies, or Cognitive Studies. [3] [SBS]

PSY 209. Quantitative Methods. Principles and methods for the statistical analysis of experiments, with emphasis on applications in psychology. Descriptive and inferential statistics. Prerequisite: 101 or 115F section 1, 2, or 3; or a major in Child Development, Child Studies, or Cognitive Studies. [3] [MNS]

PSY 211. Personality. Major theories of personality development, methods of assessment, and results of research, with an emphasis on normal behavior. Prerequisite: 101 or 115F section 1, 2, or 3; or a major in Child Development, Child Studies, or Cognitive Studies. [3] [SBS]

PSY 214. Perception. Current theory and research in sensation and perception, including an analysis of philosophical and biological issues. Biological organisms’ acquisition, processing, and use of information about objects and events in the environment. Vision, audition, taste, smell, and touch. Prerequisite: NSC 201 and either 101 or 115F section 1, 2, or 3; or a major in Child Development, Child Studies, or Cognitive Studies. [3] [MNS]

PSY 215. Abnormal Psychology. Mental and emotional disorders. Definitions of adequate human functioning processes that disrupt functioning. Methods of evaluation and treatment. Prerequisite: 101 or 115F section 1, 2, or 3; or a major in Child Development, Child Studies, or Cognitive Studies. [3] [SBS]

PSY 216. Movement. Psychological, computational, and neural perspectives on the activities of looking, reaching, grasping, speaking, smiling or frowning, walking and running. Prerequisite: 101 or 115F section 1, 2, or 3; or a major in Child Development, Child Studies, or Cognitive Studies. [3] [MNS]

PSY 225. Cognitive Psychology. Attention, pattern recognition, knowledge representation, language, reasoning, and human intelligence. Prerequisite: 101 or 115F section 1, 2, or 3; or a major in Child Development, Child Studies, or Cognitive Studies. [3] [SBS]

PSY 231. Social Psychology. The influence of social conditions upon behavior in interpersonal and group relations. Perception, judgment, learning, and attitudes. Prerequisite: 101 or 115F section 1, 2, or 3; or a major in Child Development, Child Studies, or Cognitive Studies. [3] [SBS]

PSY 232. Mind and Brain. Concepts of cognitive neuroscience. Relationship between the brain and perception, cognition, attention, memory, language, thought, emotion, social judgments, and consciousness. Prerequisite: 101 or 115F section 1, 2, or 3; or a major in Child Development, Child Studies, or Cognitive Studies. [3] [MNS]

PSY 236. The Visual System. Interdisciplinary approach to the ways that humans see and interpret their visual environment. Structure of the eye and brain, including optics. Physiology of individual cells and groups of cells. Machine vision and models of visual function, visual attention, and mechanisms of complex visual perception. Prerequisite: 101 or 115F section 1, 2, or 3; or a major in Child Development, Child Studies, or Cognitive Studies. [3] [MNS]

PSY 238. Social Cognition and Neuroscience. Neural underpinnings of social perceptions, evaluations, and decisions. Face perception, attraction and reward processing, social co-operation and competition,
decision-making, and moral judgments. Offered on a graded basis only. Prerequisite: 101 or 115F section 1, 2, or 3; or a major in Child Development, Child Studies, or Cognitive Studies. [3] (SBS)

**PSY 239. Industrial and Organizational Psychology.** Scientific theories in cognitive, social, and personality psychology to improve work motivation and performance. Job analysis and assessment methods. Leadership, teamwork, and cross-cultural issues. Prerequisite: 101 or 115F section 1, 2, or 3; or a major in Cognitive Studies, Child Development, or Child Studies. [3] (SBS)

**PSY 244. Introduction to Clinical Psychology.** Historical foundations, professional ethics, principles of clinical assessment and therapy, and areas of specialization such as health psychology. Prerequisite: 101 or 115F section 1, 2, or 3; or a major in Child Development, Child Studies, or Cognitive Studies. [3] (SBS)

**PSY 245. Emotion.** Definitions and functions of emotion. Emotion and health, emotion and psychopathology, individual differences, and emotional development. Prerequisite: 101 or 115F section 1, 2, or 3; or a major in Child Development, Child Studies, or Cognitive Studies. [3] (SBS)

**PSY 246. Schizophrenia.** Neurological, psychological, cultural, and evolutionary perspectives. Genetics, epidemiology, symptomatology, sex differences, and affect. Prerequisite: 215 and NSC 201. [3] (SBS)

**PSY 247. Depression.** Psychological and biological perspectives on unipolar and bipolar affective disorders. Assessment and classification, epidemiology, genetics, family environment, and treatments. Prerequisite: 101 or 115F section 1, 2, or 3; or a major in Child Development, Child Studies, or Cognitive Studies. [3] (SBS)


**PSY 253. Human Memory.** Single- and dual-process models of recognition memory; context and the role of time in memory search; interference versus decay in theories of forgetting. Theories of association, memory for sequences, and memory disorders. [3] (MNS)

**PSY 258. Animal Behavior and Evolutionary Psychology.** Comparative and phylogenetic approach to the study of behavior, with special emphasis on sensory processes, instinctive behavior, the genetics of behavior, and ethology. Prerequisite: 101 or 115F section 1, 2, or 3; or a major in Child Development, Child Studies, or Cognitive Studies. [3] (SBS)

**PSY 268. Health Psychology.** Neurophysiological, endocrine, and immune systems. Factors underlying health habits and lifestyles. Methods to enhance health behaviors and prevent illness. Stress management. Reciprocal interactions among behavior, thoughts, and physiology with resulting effects on physical and psychological health and illness. Prerequisite: 101 or 115F section 1, 2, or 3; or a major in Child Development, Child Studies, or Cognitive Studies. [3] (SBS)

**PSY 270. Positive Psychology.** Optimal functioning in human psychology. Interdisciplinary approaches to well being, character strengths and virtues, positive emotions, and clinical implications. No credit for students who have earned credit for PSY 115F section 13. Prerequisite: 101 or 115F section 1, 2, or 3; or a major in Child Development, Child Studies, or Cognitive Studies. [3] (SBS)

**PSY 277. Brain Damage and Cognition.** Effects of neurological impairment from stroke, injury, or disease on perception, speech, memory, judgment, and behavior. Relationship between brain systems and cognitive systems. Prerequisite: 101 or 115F section 1, 2, or 3; or a major in Child Development, Child Studies, or Cognitive Studies. [3] (SBS)

**PSY 280. Special Topics in Perception.** May be repeated for credit more than once if there is no duplication in topic. Students may enroll in more than one section of this course each semester. Prerequisite: 214. [3] (No AXLE credit)

**PSY 282. Special Topics in Cognitive Psychology.** May be repeated for credit more than once if there is no duplication in topic. Students may enroll in more than one section of this course each semester. Prerequisite: 225. [3] (No AXLE credit)

**PSY 285. Special Topics in Neuroscience.** May be repeated for credit more than once if there is no duplication in topic. Students may enroll in more than one section of this course each semester. Prerequisite: NSC 201. [3] (No AXLE credit)

**PSY 288. Special Topics in Clinical Psychology.** May be repeated for credit more than once if there is no duplication in topic. Students may enroll in more than one section of this course each semester. Prerequisite: 215. [3] (No AXLE credit)

**PSY 289. Special Topics in Social Psychology.** May be repeated for credit more than once if there is no duplication in topic. Students may enroll in more than one section of this course each semester. Prerequisite: 231. [3] (No AXLE credit)

**PSY 290. Directed Study.** Participation in ongoing research projects under direction of a faculty sponsor. Consent of both the faculty sponsor and the director of undergraduate studies is required. Open only to juniors and seniors. May be repeated for credit more than once if there is no duplication in topic, but students may earn only up to 3 credits per semester of enrollment. Prerequisite: 101 or 115F section 1, 2, or 3; or a major in Child Development, Child Studies, or Cognitive Studies. [1-3] (No AXLE credit)

**PSY 293. Independent Study.** Development of a project by the individual student under direction of a faculty sponsor. Consent of both the faculty sponsor and the director of undergraduate studies is required. Open only to juniors and seniors. May be repeated for credit more than once if there is no duplication in topic, but students may earn only up to 3 credits per semester of enrollment. Prerequisite: 101 or 115F section 1, 2, or 3; or a major in Child Development, Child Studies, or Cognitive Studies. [1-3] (No AXLE credit)

**PSY 295a. Honors Seminar.** Individual readings, reports, and seminar discussions of the basic areas of psychology. Selection of topics will provide some freedom to pursue individual interests. Open only to departmental honors candidates. Prerequisite: 101 or 115F section 1, 2, or 3; or a major in Child Development, Child Studies, or Cognitive Studies. [3] (No AXLE credit)

**PSY 295b. Honors Seminar.** Individual readings, reports, and seminar discussions of the basic areas of psychology. Selection of topics will provide some freedom to pursue individual interests. Open only to departmental honors candidates. Prerequisite: 101 or 115F section 1, 2, or 3; or a major in Child Development, Child Studies, or Cognitive Studies. [3] (No AXLE credit)

**PSY 296a. Honors Thesis.** Participation with a staff member in work leading toward the senior thesis. This work may consist of readings and reports or active participation in research and will culminate in an independent research report. Open only to departmental honors candidates. Prerequisite: 295a or 295b. [3] (No AXLE credit)

**PSY 296b. Honors Thesis.** Participation with a staff member in work leading toward the senior thesis. This work may consist of readings and reports or active participation in research and will culminate in an independent research report. Open only to departmental honors candidates. Prerequisite: 295b or 296a. [3] (No AXLE credit)

**Public Policy Studies**

**PPS 099. Commons Seminar.** Topics vary. [1] (No AXLE credit)

**PPS 294. Special Topics.** Topics vary. May be repeated for credit more than once if there is no duplication in topic. Students may enroll in more than one section of this course each semester. [3] (No AXLE credit)

**PPS 295. Senior Seminar on Research in Public Policy.** Supervised research project in policy area incorporating methodologies and analytical insights from more than one discipline. Offered on a graded basis only. [3] (SBS)
Religious Studies

RLST 099. Commons Seminar. Topics vary. [1] (No AXLE credit)

RLST 101. Encountering Religious Diversity. Essential beliefs and practices of the world’s major religious traditions. Hinduism, Buddhism, Judaism, Christianity, and Islam. Contemporary scholarship and perspectives on religious encounters from each of these traditions. [3] (HCA)

RLST 107. Introduction to African American Religious Traditions. Historical survey of the leadership, dynamics, and cultural milieu of African American religious traditions. Institutional expressions and theologies from the colonial period to the present. [3] (US)

RLST 108. Themes in the Hebrew Bible. A thematic introduction to the Hebrew Scripture/Old Testament. Selected themes such as creation, revelation, covenant, law, suffering, messianic expectation - are traced through the diverse parts of the Bible (Pentateuch, Prophetic Writings, and Wisdom Literature) as well as in early Jewish texts. The comparison of the various expressions of these themes shows both the distinctiveness of each document and the continuity of the Biblical faith through the centuries. [3] (HCA)


RLST 110W. Introduction to Southern Religion and Culture. An exploration of the histories of evangelical and non-evangelical expressions in Southern religious culture from the colonial period to the present. The evangelical thrust of Southern culture, with some attention to Catholicism, Judaism, and other religious modes considered outside the mainstream of that culture. [3] (SBS)


RLST 112. Introduction to Judaism. Comprehensive historical overview of Judaism as a religion and a culture. The main ideas and institutions of Judaism, the centrality of the Hebrew Bible and the meaning of interpretation, thinkers, and movements in Jewish civilization, from rabbinic Judaism, medieval philosophy, mysticism, to modern thought, Zionism, and the foundation of the State of Israel. Recent Jewish self-representation in art. [3] (HCA)

RLST 113. Introduction to Islam. An historical overview of the different religious traditions in Islam, their basis in the Qur'an and life of the Prophet, their proliferation in the medieval period, and their response to the challenge of modernity. Topics include sunni and shi'i Islam, evolution of law and theology, sufism and political philosophy. Islam in Africa, India, Spain, and southeast Asia as well as the Middle East. [3] (HCA)

RLST 120. Religion, Sexuality, Power. Historical, cultural, social scientific, and philosophical theories of how religious and political ideas and institutions are related to and dependent upon assumptions and ideologies of sex, gender, and race. Politics and public discourse on sex and religion. [3] (SBS)


RLST 171. Religion in Africa. Indigenous religious forms from pre-colonial Africa to the present. Creation myths, notions about gods and spirits, ritual, magic, witchcraft, art, shamanism, and ancestor. Interplay of indigenous religions with Islam and Christianity. No credit for students who earned credit for 294 section 2 in fall 2013. [3] (INT)


RLST 203. Jewish Theories of Religion. Critical analysis and discussion of modern Jewish constructions of religion: politically, symbolically, ethically, normatively, and aesthetically. Selected readings from Cohen, Buber, Rosenzweig, Kaplan, and social philosophers such as Simmel and Habermas on the function, nature, and meaning of religion in secular culture. [3] (P)

RLST 204W. Evangelical Protestantism and the Culture Wars. Evangelical traditions from the reformation to their present manifestations in twentieth-century America. Debates concerning the authority of the scripture, the person of Jesus Christ, evangelism, and soul-saving mission, revivalism and social reform, church-state relations, the relationship between science and religion, Biblical vs. “New” morality, and other areas of cultural cleavage. [3] (US)

RLST 206. Global Interpretations of Christian Scriptures. Comparative interpretations of biblical texts by Christians in Africa, Asia, Latin America, and Oceania - with those by Orthodox Christians in Eastern Europe and the Middle East, and by Catholics and Protestants in Western Europe and North America. The role of culture in each type of biblical interpretation. [3] (INT)

RLST 210. Interpreting the Gospels. The Synoptic Gospels through history and culture. Focus on either Matthew, Mark, or Luke; a survey of the interpretations of the Gospel from its original historical context, through the history of the church, and more recently in Catholic and Protestant churches after the Holocaust, in African American churches, and in feminist circles. [3] (HCA)

RLST 212. The Pauline Interpretation of Christianity. An introduction to Pauline Christianity and its place in the early church, using the letters of Paul, the deuto-Pauline letters, and the portrait of Paul in Acts. [3] (HCA)


RLST 216. Christianity in the Reformation Era. The setting of the Reformation (c. 1500-1648) and its developments together with consideration of some of the significant ecclesiastical, theological, and historical issues of the period. Attention to backgrounds and causes and examination of major individuals and ecclesiastical patterns. The aim of the course is to help students understand and interpret the events, become familiar with some of the major theological documents, and reflect upon questions of continuing historical interest that have come out of the Reformation. [3] (HCA)

RLST 219. Martin Luther King, Jr. and the Social Roles of Religion. King as religious leader and agent of social change. His views of the social roles of religion seen against the background of late nineteenth-century dissenting traditions and the early twentieth-century social gospel movement in America. Critical evaluations in terms of classical Christian views (e.g., Aquinas, Luther, Calvin, Wesley). [3] (US)


RLST 222. Jewish Ethics. A study of the logic and basic values that, in the Jewish tradition, guide thinking about moral problems. Examination of family and social ethical issues found in Talmud and other Jewish classical texts. Basic religious views of modern Jewish thinkers and their relation to contemporary Jewish life. Offered alternately with 112. [3] (HCA)


RLST 226. Ancient Goddesses. Ancient concepts of the feminine divine in literature and iconographic evidence. Specific goddesses, their spheres of influence, and their place in the various pantheons. Cultic practices and religious syncretism across cultures, including Mesopotamia, Egypt, and Ancient Israel. Offered on a graded basis only. [3] (INT)

RLST 229. The Holocaust: Its Meanings and Implications. Interdisciplinary study of the systematic destruction of European Jewish communities during WWII. Historical, social, political, cultural developments that led to it. Psychological and sociological dimensions of its aftermath. Philosophical and theological problems it raises for both Jews and Christians. No credit for students who earned credit for JS 156 in fall 2013. [3] (P)

RLST 230. Women and Religion. Themes and issues in the traditions and texts of selected Western religions from a feminist perspective. Biblical and theological images of women, sources of religious authority, psychological and ethical implications of feminist approaches to religion. [3] (P)

RLST 234. Post-Freudian Theories and Religion. An examination of contemporary European and American schools of psychoanalysis. Focus on both the clinical and explanatory theories as they relate to the examination of religious experience. Recommended: 120 or 121. [3] (SBS)

RLST 235. Freudian Theories and Religion. A critical assessment of psychoanalytic theories as an explanation of religious behavior. Study of the basic structure of these theories followed by a systematic critique of texts by Sigmund Freud and Erik Erikson. Examination of religious narrative forms. [3] (SBS)


RLST 239. Religious Autobiography. The construction of identity in religious autobiography: motivations (personal salvation, witness, proselytism); relationships among self, God, and religious tradition; role of memory; cultural, gender, and religious differences. Readings may include Augustine, Gandhi, Malcolm X, Angelou, Wiesel. [3] (P)

RLST 240. The Nature of Evil. Human evil as expressed in the Shoah, religious fundamentalism, and ethnic cleansing. Theological, philosophical, biological, and literary texts. Evil transformed by scientific inquiry since 1600. [3] (HCA)


RLST 242. Slave Thought and Culture in the American South. The religious thought of African American slaves as expressed through folklore, literature, and art. Creative ideas about the cosmos, the supernatural, transcendent spiritual reality, natural social reality, and the human condition. Offered on a graded basis only. [3] (US)


RLST 249. Zen Buddhism. A study of the development of Zen Buddhism in China and Japan with special attention to its basic philosophy, its position within Mahayana Buddhism, its meditation techniques, and its contemporary significance. [3] (INT)

RLST 250. Classical Philosophies of India. Hindu and Buddhist traditions. The six “mainstream” schools (darsanas) of Hindu thought and their interaction with Buddhist philosophy in ancient India. [3] (INT)

RLST 251. Islamic Mysticism. Origins and development of mystical traditions in Islam; rise of asceticism; early Sufi; development and systematization of Sufi orders and teachings; evolution of theosophical dimensions of mysticism; present day Sufism and its spread in North America; comparison of Islamic mysticism with other forms of mysticism. [3] (HCA)

RLST 252. Reformers of the Islamic Tradition. Historical survey of Muslim reformists. Religious responses to crises in the pre-modern debates over orthodoxy and heresy; modern (Western colonialism) and recent periods. [3] (INT)


RLST 254. The Qur’an and Its Interpreters. The Qur’an and the Islamic tradition of interpretation. The treatment of Biblical prophets, Jesus and Satan. Interpretations will be drawn from all time periods including rationalist, dogmatic, Shi’i and mystical schools of interpretation. [3] (INT)

RLST 261. Islam in Africa. Social and cultural development of Islam across Africa from the eighth century to the present, as illuminated by historical, ethnographic, and literary sources. Interplay between Muslims and outside religious groups, jihads in pre-colonial Africa, and Islam during European colonization. Attention to Sub-Saharan Africa. [3] (INT)


RLST 266. Devotional Traditions of South Asia: Hindu, Muslim, Sikh. Mythology of Hindu pantheon and worship through devotion or bhakti. Techniques for inculcating devotion through meditation, temple rituals, and

RLST 269. Sacred Space in the Tibetan World. Creation, mediation, and reproduction of sacred space from artifacts to built structures to geographies. Narrative, ritual, and cosmological aspects of Tibetan Buddhist, Bon, and local religious traditions. Cases include premodern to modern periods, and local to global contexts. [3] (INT)

RLST 270W. Buddhism and the State. Models relating Buddhism and the state in ancient and modern Asia. Kingship and spiritual leadership; sacred territory and national identity; legitimation theory and its alternatives; and religious responses to the modern state. Case studies from India, Nepal, Thailand, Burma, Tibet, Mongolia, China, and Japan. [3] (INT)

RLST 272. Religion, Ecology, and Power in Africa. The interrelationship between religion and ecology in Africa; the ways power relations in pre-colonial Africa through the present have determined human-Earth relations. Divine origin and development of the Earth and its peoples; influence on African social structure, ethnically-based occupations, and stewardship over the environment. [3] (INT)


RLST 275. Chinese Religions through Stories. Analysis of narratives from various religious traditions and genres within early and medieval China. The role of narrative in Chinese religious, cultural, and political life. Primary texts in English translation. Offered on a graded basis only. [3] (INT)


RLST 280W. Seminar. Theories and methods for the study of religious traditions. Open only to junior and senior majors and minors. [3] (HCA)

RLST 289a. Independent Study. May be repeated for a total of 6 credits in 289a and 289b combined if there is no duplication in topic, but students may earn only up to 3 credits per semester of enrollment. [1-3; maximum of 6 credits total for all semesters of RLST 289a and 289b] (No AXLE credit)

RLST 289b. Independent Study. May be repeated for a total of 6 credits in 289a and 289b combined if there is no duplication in topic, but students may earn only up to 3 credits per semester of enrollment. [1-3; maximum of 6 credits total for all semesters of RLST 289a and 289b] (No AXLE credit)

RLST 292. Advanced Seminar in Arabic. Analysis of style and forms. Poetry, novels, popular literature, and historical chronicles. Topics vary. May be repeated for credit more than once if there is no duplication in topic. Students may enroll in more than one section of this course each semester. [3] (No AXLE credit)

RLST 293. Advanced Seminar in Islamic Tradition. Analysis of original Arabic texts, manuscript reading, and research methods. Topics vary. May be repeated for credit more than once if there is no duplication in topic. Students may enroll in more than one section of this course each semester. [3] (No AXLE credit)

RLST 294. Special Topics in Religious Studies. May be repeated for credit more than once if there is no duplication in topic. Students may enroll in more than one section of this course each semester. [3] (No AXLE credit)

RLST 296. Majors Colloquium. Regular presentations and critical readings of student projects and professional writings. May be repeated for credit twice for a total of 3 credit hours. Open only to majors. [1] (No AXLE credit)

RLST 299a. Senior Honors Thesis. Reading of primary research sources and writing an honors thesis under the supervision of the thesis adviser. Open only to senior departmental honors students. [3] (No AXLE credit)

RLST 299b. Senior Honors Thesis. Reading of primary research sources and writing an honors thesis under the supervision of the thesis adviser. Open only to senior departmental honors students. Corequisite: 298. [3] (No AXLE credit)

Russian

RUSS 099. Commons Seminar. Topics vary. [1] (No AXLE credit)

RUSS 101. First-Year Russian. Elementary conversation and reading with an emphasis on everyday situations. An introduction to Russian culture and life through contemporary Russian materials. Five hours of class work. No credit for students who have earned credit for a more advanced Russian language course. [5] (No AXLE credit)

RUSS 102. First-Year Russian. Continuation of 101 with emphasis on reading and talking about texts. No credit for students who have earned credit for a more advanced Russian language course. Prerequisite: 101. [5] (INT)


RUSS 172. Russian Culture in the Twentieth Century. Russian cinema, literature, music, art, and sports in historical context. Taught in English. [3] (INT)

RUSS 173. Russian Science Fiction. Masterpieces of the genre including Tarkovsky’s Solaris and Stalker, the novels of the Strugatsky Brothers, and Protaganov’s Aelita. Various media ranging from literature and film to video games. Knowledge of Russian not required. [3] (INT)

RUSS 183. Russian Fairy Tales. Approaches to the study of folklore, including structuralism, psychoanalysis, sociology, and feminism. Soviet narratives that assimilated fairy-tale archetypes to promote or undermine Soviet ideology. Course taught in English. [3] (INT)


RUSS 203. Second-Year Russian. Practice of reading, speaking, listening, and writing. Grammar review and reading of contemporary Russian texts. Students planning to continue study in Russian should enroll in 205 concurrently with 203. Prerequisite: 102. [3] (INT)

RUSS 204. Second-Year Russian. Continuation of 203. Practice of reading, speaking, listening, and writing. Grammar review and reading of contemporary Russian texts. Prerequisite: 203. [3] (INT)

RUSS 205. Second-Year Russian: Reading and Conversation. Further development of reading and speaking. Prerequisite: 102. Corequisite: 203 or 204. [2] (No AXLE credit)


RUSS 233. Composition and Conversation. Development of all language skills at the intermediate-advanced level. Reading of contemporary short stories. Prerequisite: 204. [3] (INT)


RUSS 231. Jews in Russian Culture: Survival and Identity. A course on the history of Jewish contributions to Russian culture, including literature, the visual arts, theatre, and film. Questions of assimilation, the rise of Jewish

RUSS 234. The Russian Cinema. Socialist Realism of the 1930s to 1950s; masterpieces of the post-Stalin era in the 1960s and '70s; sex and violence of the Perestroika; new post-Soviet cinema. Films by such directors as Eisenstein, Pudryev, Romm, Tarkovsky, Mikhailuk, and Sokurov are studied and discussed within the political context. No knowledge of Russian required. [3] (INT)


RUSS 236. History of Russian Literature. From the 11th to the 14th century, through the Middle Ages and the Renaissance, the 16th to the 18th centuries, and the 19th century. Knowledge of Russian is not required. [3] (INT)

RUSS 237. Vladimir Nabokov. Major works including The Lushin Defense, Lolita, Pale Fire. Examination of Nabokov's life through his memoir, Speak, Memory, and excerpts from his unfinished final novel, The Original of Laura. Knowledge of Russian is not required. [3] (INT)

RUSS 238. Dostoevsky's Major Novels: Philosophy and Aesthetics. Major prose works in historical and social context, including The Notes from the Underground and The Brothers Karamazov. Influence on twentieth-century philosophy. Critical responses from other writers and philosophers of the nineteenth and twentieth centuries. Taught in English with texts in English translation. [3] (INT)


RUSS 240. Terrors and Terrorists: Russian Literature of the Irrational and the Absurd. Philosophical and psychological sources of Russian literature and culture. Conflicts of cultural identity, including tradition vs. modernization, Western vs. Eastern, order vs. chaos, and rationality vs. absurdity. Literary themes including the supernatural, the irrational, political and philosophical conflict, and utopias and dystopias. Alexander Pushkin, Nikolai Gogol, Fyodor Dostoevsky, Evgeni Zamiatin, and Viktor Pelekov. Taught in English. [3] (INT)


RUSS 257. Advanced Composition and Conversation. Prerequisite: 224. [3] (No AXLE credit)

RUSS 258. Advanced Composition and Conversation. Continuation of 257. Prerequisite: 224. [3] (No AXLE Credit)

RUSS 280a. Internship Training. Under faculty supervision, students gain experience working in a variety of settings, such as civic, corporate, cultural, government, health, media, political, and social welfare organizations in the United States and Russia. Background reading and research in Russian 280b must be completed concurrently with 280a. A minimum of 3 hours of 280b must be completed, independent of hours taken in 280a. Students may earn up to 6 hours of 280b credit. A research paper and report must be submitted at the end of the semester during which the internship training is completed. A 2.90 grade point average and prior approval of the director of undergraduate studies of the student’s plans are required. Corequisite: 280b. [Variable credit: 1-9] (No AXLE credit)

RUSS 280b. Internship Readings and Research. Under faculty supervision, students gain experience working in a variety of settings, such as civic, corporate, cultural, government, health, media, political, research, and social welfare organizations in the United States and Russia. Background reading and research in Russian 280b must be completed concurrently with 280a. A minimum of 3 hours of 280b must be completed, independent of hours taken in 280a. Students may earn up to 6 hours of 280b credit. A research paper and report must be submitted at the end of the semester during which the internship training is completed. A 2.90 grade point average and prior approval of the director of undergraduate studies of the student’s plans are required. Corequisite: 280a. [Variable credit: 3-6] (No AXLE credit)

RUSS 289a. Independent Readings. Designed for majors and qualified undergraduates. Projects are carried out under the supervision of a member of the department. All projects must be approved by the department. May be repeated for a total of 6 credits over a four-semester period in 289a and 289b combined if there is no duplication in topic, but students may earn only up to 3 credits per semester of enrollment. [1-3; maximum of 6 credits total for four semesters of RUSS 289a and 289b] (No AXLE credit)

RUSS 289b. Independent Readings. Designed for majors and qualified undergraduates. Projects are carried out under the supervision of a member of the department. All projects must be approved by the department. May be repeated for a total of 6 credits over a four-semester period in 289a and 289b combined if there is no duplication in topic, but students may earn only up to 3 credits per semester of enrollment. [1-3; maximum of 6 credits total for four semesters of RUSS 289a and 289b] (No AXLE credit)

RUSS 294a. Special Topics. May be repeated for a total of 12 credit hours in 294a and 294b combined if there is no duplication in topic. Students may enroll in more than one section of this course each semester. [1-3; maximum of 12 credit hours total for all semesters of RUSS 294a and 294b] (No AXLE credit)

RUSS 294b. Special Topics. May be repeated for a total of 12 credit hours in 294a and 294b combined if there is no duplication in topic. Students may enroll in more than one section of this course each semester. [1-3; maximum of 12 credit hours total for all semesters of RUSS 294a and 294b] (No AXLE credit)

Sociology

SOC 099. Commons Seminar. Topics vary. [1] (No AXLE credit)

SOC 101. Introduction to Sociology. The study of human society; the nature of culture and its organization. Processes of communication, socialization, mobility, population growth. Repeat credit for students who have completed 101W. No credit for students who have earned credit for 103. [3] (SBS)

SOC 101W. Introduction to Sociology. The study of human society; the nature of culture and its organization. Processes of communication, socialization, mobility, population growth. Repeat credit for students who have completed 101. No credit for students who have earned credit for 103. [3] (SBS)

SOC 102. Contemporary Social Issues. Social change, conflict, and inequality in modern societies. Basic sociological concepts and methods as they apply to social issues and policy. Focus varies by section. Repeat credit for students who have completed 102W. [3] (SBS)

SOC 102W. Contemporary Social Issues. Social change, conflict, and inequality in modern societies. Basic sociological concepts and methods as they apply to social issues and policy. Focus varies by section. Repeat credit for students who have completed 102. [3] (SBS)

SOC 127. Statistics for Social Scientists. Descriptive and inferential statistics with social science research applications. Sampling issues; describing data with measures of central tendencies and dispersion; hypothesis testing using categorical and continuous indicators; multivariate techniques for continuous, categorical, and time dependent data. Limited to majors and minors in Sociology, Public Policy Studies, and Communication of Science and Technology, with preference given to Sociology majors and minors. [3] (No AXLE credit)

SOC 201. Sociological Perspectives. Major classical and contemporary sociological perspectives such as symbolic interactionism, functionalism, and conflict sociology. Attention to the orientation and style of outstanding representatives of each perspective. Analysis in terms of basic concepts,
central questions, substantive themes, methodology, and bearing on contemporary social issues. [3] (P)

SOC 204. Self, Society, and Social Change. Problems and prospects for individual participation in social change; volunteering, community service, and philanthropy; role of individuals and voluntary associations in social change. [3] (SBS)


SOC 207. Climate Change and Society. The sociology of climate change, including efforts to reduce greenhouse gases and problems caused by climate change. Comparative analysis of how governments and businesses develop strategies to adapt to climate change. [3] (SBS)

SOC 208. Environment and Development. Relationship between economic development and the natural environment. Implications of development on our contemporary ways of life and the environmental conditions of our planet. Different models of development for both Western industrial and developing societies, from early imperialism to contemporary globalization. Current global environmental crises, problems of environmental inequality and injustice, and social movements for alternative development initiatives. [3] (SBS)

SOC 211. Introduction to Social Research. Overview and evaluation of research strategies. Interpretation of qualitative and quantitative data. Research methods and design. Evaluate research ethics, research hypotheses, and literature reviews. Prerequisite: 101, 101W, 102, or 102W. Open only to majors. [3] (SBS)

SOC 212. Research Practicum. Application of research skills acquired in 211. A research report, including statement of hypothesis, discussion of data and methods, and interpretation of results, is required. Prerequisite: 211 and either 127, MATH 127b or 218, or ECON 150 or 155. Open also to students who have earned credit for PSY 209 or PSY-PC 210. Open only to majors. [3] (SBS)


SOC 216. Change and Social Movements in the Sixties. Mid-1950s to mid-1970s. The rise and influence of social movements in the 1960s, including civil-rights, student, anti-Vietnam War, feminist, and countercultural. [3] (SBS)

SOC 218. Tourism, Culture, and Place. The nature of tourist encounters. Marketing and displaying culture to tourists. Implications for urban economic development and the natural environment. Implications of development and injustice, and social movements for alternative development initiatives. [3] (SBS)


SOC 221. Environmental Inequality and Justice. Relationships between social inequalities and environmental degradation, both in the U.S. and internationally. Distribution of environmental hazards across race and class, natural resource rights and management, urban health and sustainability, climate injustices, and environmental justice movements. No credit for students who have earned credit for WGS 115F section 4. [3] (SBS)


SOC 225. Women and Social Activism. History of women’s participation in social movements. Women’s citizenship, environmentalism, second- and third-wave feminism, hate movements, and global feminist activism. Theories of mobilization, collective identity, strategy, and movement outcomes. No credit for students who earned credit for 115F section 17. [3] (SBS)

SOC 227. Creativity and Innovation in Society. The social context for innovation and creativity. Interdisciplinary approaches to the creative process, invention, and entrepreneurship. Social relations and networks surrounding creative work; gatekeeping; the diffusions of innovation; changing institutions; and economic forces. [3] (SBS)

SOC 228. Cultural Consumption and Audiences. How audiences and consumers engage with art and culture - from popular music to film, classical art, fashion, and food. [3] (SBS)

SOC 229. Cultural Production and Institutions. The production of culture. The role of artists, firms, and markets in creating cultural objects, ideas, and practices, including: novels, television and news, science, music, visual arts, and food. Prerequisite: 228. [3] (SBS)


SOC 231. Criminology. The nature, distribution, causes, and control of crime with emphases on contemporary American society and a broad range of types of crime. [3] (SBS)

SOC 232. Delinquency and Juvenile Justice. The nature, distribution, causes and control of juvenile delinquency and the operation of the juvenile justice system in contemporary American society. [3] (SBS)

SOC 233. Deviant Behavior and Social Control. The social causes of, and societal reactions to, several types of deviant behavior (e.g., juvenile delinquency, crime, sex deviance, mental illness). Examines the probable consequences of suggested solutions to reduce different types of deviant behavior. [3] (SBS)


SOC 236. Class, Status, and Power. Analysis of the competition for jobs, advancement, and income. The influence of social background, education, politics, race, sex, changes in national economy, and other factors will be considered. Theoretical and empirical analysis focusing on the United States. [3] (SBS)


SOC 238. Ways of Seeing: Media, Representation, and the Sociology of Knowledge. Study of the inherent biases in modes of representation, including photography, ethnography, statistics, journalism, and maps. Comparisons of representations of twentieth-century events, such as the Great Depression, Vietnam War, and the era of HIV/AIDS. [3] (SBS)

SOC 239. Women, Gender, and Globalization. Globalization and its impact on women and gender relations. Multinational corporations, economic
development, and inequality; new forms of work; human rights; feminist movements for change. [3] (INT)

SOC 240. Law and Society. Examines the relationship between the legal system and other institutions with illustrations drawn from both American and other societies. The actual operation of the legal system including lawyers, courts, and police is described. [3] (SBS)

SOC 244. Politics, State, and Society. The relationship between state and society; the nature and distribution of power in democratic society; the social conditions necessary for democracy; social movements and protest in political change; and the politics of public policy making. Attention to political actions, definitions of citizenship, and political ideology. [3] (SBS)

SOC 246. Sociology of Religion. Theories of the nature, function, and structure of religion. Religion in America, including fundamentalism, the Black Church, and cults. How religion changes and is changed by secular society. [3] (SBS)

SOC 247. Human Behavior in Organizations. Organizations are treated as resources in the production and distribution of goods and services. Case analyses from the economy are reviewed to diagnose "organizational pathologies" and to understand reciprocal impacts among organizational structures, leaders, and citizens. [3] (SBS)

SOC 248. Popular Culture Dynamics. Examination of theories and research that link culture and society. Consideration of the mass media arts with particular emphasis on popular music. Focus on creators, industry, and audiences. [2] (SBS)

SOC 249. American Social Movements. The effect of key social movements on American society. Comparison of the organization and success of movements such as the American Revolution, Southern Secession, Populism, Woman's Suffrage, and Civil Rights. [3] (US)

SOC 250. Gender in Society. Theoretical approaches to gender relations with a focus on the contemporary U.S. Evolution of gender stereotypes, gender socialization over the life course, gender in social interactions, institutional sources of gender inequality, and intersections of gender with race, social class, and sexual identity. Topics include work, school, families, health, and intimate relationships. [3] (SBS)

SOC 251. Women and Public Policy in America. A study of public policies as they affect women in contemporary American society. Issues considered include participation of women in the labor force; effects of employment patterns on the family; birth control, abortion, and health care policies; child care; participation of women in political processes; divorce, child support, and custody; affirmative action policies; present governmental remedies and proposed alternatives. [3] (SBS)


SOC 254. Schools and Society: The Sociology of Education. How schools affect individuals and relate to institutions: the government, the economy, social classes, and families. How social attributes, including race and class, affect academic achievement. Controversies such as desegregation and intelligence testing. [3] (SBS)


SOC 257. Gender, Sexuality, and the Body. The body is a physical marker of gender and sexuality. Biological reproduction is saturated with social meanings - shaping ideas about masculinity, femininity, the gender division of labor, and heterosexuality. In this course, we will look at the body as a reflexive project and as the site of historical and ideological significance. We address race, ethnicity, physical abilities, and class in explaining variations in cultural ideals. [3] (SBS)


SOC 265W. Sociology through Baseball. Baseball as a social institution. Group dynamics, baseball as work and business. Free agency and law, race and ethnic relations, and globalization. [3] (SBS)

SOC 266. Race, Gender, and Health. Effect of racial and ethnic background, gender, socioeconomic status, sexual identity, and age or generation on the experiences of health, illness, medical institutions, and work in health professions. [3] (SBS)

SOC 272. Gender Identities, Interactions, and Relationships. Gender identities form and influence interactions in friendships, intimate relationships, families, education, and other institutions. Changes and continuities in gender roles within the United States and ways in which race, class, and sexual orientation intersect processes of gender relations. [3] (SBS)


SOC 279. Contemporary Mexican Society. Sociological understanding of contemporary Mexican society. Historical roots of the modern Mexican state. Economic, political, and social institutions operating in Mexico, formal and informal structures, and their consequences. [3] (INT)

SOC 280a. Internship Readings and Research. Under faculty supervision, students gain experience in any of a variety of settings, such as civic, corporate, cultural, government, health, media, political, research, and social welfare organizations. Background reading and research will be completed in Sociology 280a concurrently with the completion of internship training, Sociology 280b. A minimum of 3 hours of 280a must be completed with hours taken in 280b. A research paper and report must be submitted at the end of the semester during which the internship training is completed. A 2.90 grade point average, completion of 6 hours of prior work in sociology, and prior departmental approval of the student's plans are required. Corequisite: 280b. [3-6] (No AXLE credit)

SOC 280b. Internship Training. Under faculty supervision, students gain experience in any of a variety of settings, such as civic, corporate, cultural, government, health, media, political, research, and social welfare organizations. Background reading and research will be completed in Sociology 280a concurrently with the completion of internship training, Sociology 280b. A minimum of 3 hours of 280a must be completed with hours taken in 280b. A research paper and report must be submitted at the end of the semester during which the internship training is completed. A 2.90 grade point average, completion of 6 hours of prior work in sociology, and prior departmental approval of the student's plans are required. Offered on a pass/fail basis only and must be taken concurrently with 280a. Hours of 280b may not be included in the minimum hours counted toward the sociology major. Corequisite: 280a. [1-9] (No AXLE credit)

SOC 294. Seminars in Selected Topics. May be repeated for a total of 6 credits if there is no duplication in topic. Students may enroll in more than one section of this course each semester. [3; maximum of 6 credits total for all semesters of SOC 294] (No AXLE credit)
Spanish

SPAN 099. Commons Seminar. Topics vary. [1] (No AXLE credit)

SPAN 100. Elementary Spanish I for True Beginners. Designed exclusively for students with no previous exposure to Spanish. Development of basic listening, speaking, reading, and writing skills with Spanish-speaking culture through a communicative approach. Conducted primarily in Spanish. Not open to students with previous training in Spanish. Four hours of classroom instruction plus one hour of independent research activities. Students continuing in Spanish take 102. No credit for students who have already completed 100 or have earned credit for a more advanced Spanish language course. Students wishing to repeat this course must take 101 for repeat credit. [5] (No AXLE credit)

SPAN 101. Elementary Spanish I. Basic listening, speaking, reading, and writing skills. Communicative approach and exposure to aspects of Spanish-speaking cultures. Conducted entirely in Spanish. Four hours of classroom instruction plus one hour of independent research activities. Intended for students with prior study of the language and a departmental placement score under 275. Serves as repeat credit for students who have completed 100. No credit for students who have earned credit for a more advanced Spanish language course. [5] (No AXLE credit)

SPAN 102. Elementary Spanish II. Further development of listening, speaking, reading, and writing skills using a communicative approach. Exposure to aspects of Spanish-speaking culture. Conducted entirely in Spanish. Four hours of classroom instruction plus one hour of independent research activities. Students continuing in Spanish take 104. No credit for students who have earned credit for a more advanced Spanish language course. Prerequisite: 100 or 101. [5] (INT)

SPAN 103. Intensive Elementary Spanish. A communicative approach to reading, writing, listening, and speaking for students who have studied one to three years of Spanish. Rigorous review of elementary Spanish through four hours of class instruction and one hour of independent research activities. Departmental Spanish placement exam score of 275-364. Students continuing in Spanish take 104. No credit for students who have earned credit for 100, 101, or 102. No credit for students who have earned credit for a more advanced Spanish language course. [5] (INT)

SPAN 104. Intermediate Spanish. Development of intermediate linguistic competence in Spanish (listening, speaking, reading, and writing) using a communicative approach. Study of cultures of Spanish-speaking countries by incorporating authentic materials. Four hours of classroom instruction plus one hour of independent research activities. Intended for students who have earned credit for 102 or 103 or have a departmental placement score of 365-440. No credit for students who have earned credit for a more advanced Spanish language course. [5] (INT)

SPAN 201W. Intermediate Spanish Writing. Development of abilities in composition tasks related to expository writing. Focus on rhetorical techniques for organizing information, vocabulary abilities, and emphasis on collaborative work. Students write several short papers and a final long paper. Intended for students who have earned credit for 104 or have a departmental Spanish placement exam score of 441 or higher. [3] (INT)

SPAN 202. Spanish for Oral Communication Through Cultural Topics. Development of speaking skills through the study of Spanish and Hispanic culture, and Spanish and Spanish-American current affairs. Texts drawn from contemporary articles, short stories, TV news, documentaries, and Web materials. Different registers of spoken Spanish. The development of effective strategies for oral communication. Offered on a graded basis only. Prerequisite: 201W. Students with advanced oral skills will be placed in a higher level course. [3] (INT)


SPAN 204. Introduction to Hispanic Cultural Studies. An examination of contemporary Hispanic culture through a variety of media (newspapers, magazines, comics, Web sites), arts, and entertainment. Prerequisite: 201W and 202. Not open to students who have studied abroad. [3] (INT)


SPAN 207. Advanced Conversation. An intercultural approach contrasting Hispanic and American perspectives. Discussions and oral presentations on contemporary issues. For students with a high level of oral proficiency, especially those returning from a semester abroad. Offered on a graded basis only. Prerequisite: 202. [3] (INT)

SPAN 208. Advanced Conversation Through Cultural Issues in Film. Spanish and Latin American films as the basis for discussion and analysis of linguistic, historic, cultural, and social issues. Students are expected to have completed at least one Spanish language course beyond 203. Prerequisite: 201W, 202, and 203. [3] (INT)


SPAN 211. Spanish for the Medical Profession. Advanced conversation course incorporating linguistic skills and cultural information relevant to medical issues in the Hispanic world. Service learning with the Latino and Latina community as an important component. Prerequisite: 201W and 202. [3] (INT)


SPAN 213. Translation and Interpretation. The art and practice of translation and interpretation dealing with materials from science, economics, politics, belles lettres, etc. Prerequisite: 201W and 202. [3] (SSS)

SPAN 214. Dialectology. Formation, general characteristics, distinctive features, and geographical extension of the principal dialectal regions of Spain and Spanish America. Both historical and modern dialects are considered. Emphasis on non-standard dialectal varieties of Spanish. Prerequisite: 201W and 202. [3] (SSS)

SPAN 215. Words and Stems. A morphological presentation of the structural principles governing the creation of noun, verb, adjective, and adverb along with an overview of the formation of the underlying stems. Prerequisite: 201W and 202. [3] (SSS)

SPAN 216. Phonology. Analysis of the production, nature, and systematic function of the sounds of the Spanish language, as well as of problems
SPAN 217. Contrastive Analysis of Spanish and English. A comparison of the phonological, morphological, and syntactical structures of Spanish and English to demonstrate the similarities and differences between the linguistic systems of these two languages. Prerequisite: 201W and 202. [3] (SBS)

SPAN 218. Morphology and Syntax. An introduction to the principles of modern Spanish morphology (word formation) and syntax (phrase structure and usage) through an analysis of the native speaker’s organization of reality and use of language to reflect and to express that organization. Prerequisite: 201W and 202. [3] (SBS)


SPAN 220. The Languages of Spain. Origins, development, and the contemporary sociolinguistic situation of the principal languages and dialects of Spain, including Castilian, Catalan, Galician, and Basque. Prerequisite: 201W and 202. [3] (INT)

SPAN 222. Spanish American Civilization. The development of Spanish American culture from colonial times to the present; discussion of basic institutions, political and socioeconomic patterns, education, the arts, and folklore. Prerequisite: 201W and 202. [3] (INT)


SPAN 226. Film and Recent Cultural Trends in Spain. The cinema and Spanish cultural evolution during and after the Franco dictatorship. Prerequisite: 203. [3] (INT)

SPAN 227. Film and Culture in Latin America. Latin American cinema from the perspective of cultural history; screenings and supplementary texts, including manifestos and critical readings. Prerequisite: 203. [3] (P)


SPAN 231. The Origins of Spanish Literature. From its beginnings to the Renaissance; the creation of a social order and a cultural tradition. Close study of three literary landmarks - Poema del Cid, Libro de Buen Amor, La Celestina - and other prose and poetry selections. Prerequisite: 203. [3] (I)

SPAN 232. Literature of the Spanish Golden Age. Representative works from early modern Spain, including poetry, prose, and drama of the Renaissance and Baroque periods. Prerequisite: 203. [3] (HCA)

SPAN 233. Spanish Literature from the Enlightenment to 1900. Essays and Neoclassic literature. Romanticism, Realism, and Naturalism. Representative works and authors from all genres. Prerequisite: 203. [3] (HCA)

SPAN 234. Spanish Literature from 1900 to the Present. Representative authors and works. Prerequisite: 203. [3] (HCA)


SPAN 236. Spanish American Literature from 1900 to the Present. The works of Neruda, Borges, Paz, García Márquez and others. Prerequisite: 203. [3] (HCA)

SPAN 237. Contemporary Lyric Poetry. From Modernism to the present in Spain and Spanish America. Prerequisite: 203. [3] (HCA)

SPAN 239. Development of the Novel. From the seventeenth century through Realism and Naturalism in Spain and Spanish America. Prerequisite: 203. [3] (HCA)


SPAN 243. Latino Immigration Experience. Literature and film that depict the immigration and assimilation experiences of the main Latino groups. Service to the Latino community integral part of course work. Prerequisite: 203. [3] (P)

SPAN 244. Afro-Hispanic Literature. From nineteenth-century slave narrative to modern writers such as Miguel Barnet, Alejandro Carpentier, and Quincey Duncan. Prerequisite: 203. [3] (P)


SPAN 247. Spanish-American Literature of the Boom Era. The boom novel of the 1960s: Carlos Fuentes’ La muerte de Artemio Cruz, Julio Cortázar’s Rayuela, Mario Vargas Llosa’s La ciudad y los perros, Guillermo Cabrera Infante’s Tres tristes tigres, and Gabriel Garcia Márquez’s Cien años de soledad. Prerequisite: 203. [3] (HCA)

SPAN 248. Spanish-American Literature of the Post-Boom Era. The post-Boom novel from the 1970s to the present; analysis of related films. Manuel Muñoz’s Boquitas pintadas, Me llamo Rigoberta Menchú, Laura Esquivel’s Como agua para chocolate, Reinaldo Arena’s Viaje a La Habana, and Daisey Rubiera Castillo’s Reyita, sencillamente. Prerequisite: 203. [3] (P)

SPAN 251. Development of Drama. Spanish theatrical works from 1600 to 1900, including the Golden age comedia, neoclassicism, romanticism, and early realism in drama. Prerequisite: 203. [3] (HCA)

SPAN 256. Love and Honor in Medieval and Golden Age Literature. The evolution of the key themes of love and honor in works from various genres of medieval and Golden Age Spanish literature with special attention to sociohistorical context. Prerequisite: 203. [3] (HCA)


SPAN 260. Development of the Short Story. From early manifestations in Spain through its current forms in Spain and Spanish America. Prerequisite: 203. [3] (HCA)

SPAN 263. Images of the City. Literary representations of cityscapes in Spain and Latin America. Repeat credit for students who completed 294 section 2 in fall 2011. Prerequisite: 203. [3] (HCA)

SPAN 264. Alterity and Migration in Spain. Historical and literary texts about nationalism and cultural difference. Representations of contact with Africa, the Americas, and Asia; regional identities; immigration; gender and racial issues. Repeat credit for students who completed 294 section 2 in fall 2010 or section 1 in spring 2014. Prerequisite: 203. [3] (P)

SPAN 271. The Theory and Practice of Literary Translation. Theoretical approaches and their consequences for the interpretation of translated texts. Practical application of these principles in the translation of both Spanish and Portuguese texts into English. Taught in Spanish. Written work in Spanish or Portuguese. Serves as repeat credit for students who completed 294 section 3 in fall 2013 or spring 2013, or 294 section 1 in spring 2012. Prerequisite: 203. [3] (HCA)

SPAN 273. Modern Latin American Poetry. Development of poetry in Spain and Brazil during the twentieth century. Major poets and movements, including both Spanish American Modernismo and Brazilian Modernismo. Poetry as a genre; composition and discussion of students’ poetry. Taught in Spanish. Serves as repeat credit for students who completed
THTR 100W. Fundamentals of Theatre. An introduction to the various elements that combine to form a theatrical experience; the development of critical standards to judge these elements in performance. No credit for students who have earned credit for 115F. Repeat credit for students who have completed 100. [3] (HCA)

THTR 110. Introduction to Theatrical Production. Contemporary concepts, methods, and practices employed in the planning and implementation of stage scenery and lighting. Communication, creative problem solving, and organizational management through research, lecture, and class discussion. [4] (HCA)


THTR 171. Marshals, Mobsters, Monsters, Magnums, and Musicals: American Movie Genres. Western, gangster, horror, private eye, and musical genres. Representative films from each category reflecting the evolution of the genre and the changing American landscape. [3] (US)


THTR 202W. Histories of Theatre and Drama II: The European Stage. Including the Italian Renaissance, French neoclassicism, English Restoration, German and French romanticism, and the modernist movements of realism, symbolism, Dada and futurism, expressionism, epic theatre, and absurdism. [3] (INT)

THTR 204. Histories of Theatre and Drama III: The U.S. Stage. Including British colonial and revolutionary drama; frontier theatre; melodrama; minstrelsy, vaudeville, burlesque, and the musical stage; pageantry and community theatre; postwar realism; African-American, Chicana/o, feminist, and Asian-American theatre movements. [3] (US)

THTR 206W. Contemporary Drama and Performance Criticism. Dramatic literature and performance theory. Advanced techniques in writing performance criticism. No credit for students who have earned credit for 203. Prerequisite: at least sophomore standing and 100, 100W, or 115F. [3] (P)

THTR 211. Rehearsal-Production. Students performing major technical assignments in university theatre productions may receive 1 credit hour per assignment at the discretion of the technical director. Detailed plans of expected work and full reports on all crew sessions are to be submitted. May be repeated for a total of 3 credits, but students may earn only up to 2 credits per semester of enrollment. Prerequisite: consent of instructor. [1-2; maximum of 3 credits total for all semesters of THTR 211] (No AXLE credit)


THTR 214. Elements of Basic Design: Costuming and Makeup. Aesthetics and processes. Development and communication of design ideas through the drawing and rendering of the costumed figure. Prerequisite: 110 and 111. [3] (HCA)

THTR 216. The History of Fashion: Sex and Propaganda. Men’s and women’s fashion from ancient times to the present. Women’s roles in society as reflected in their clothing. [3] (P)
Women’s and Gender Studies

WGS 099. Commons Seminar. Topics vary. [1] (No AXLE credit)

WGS 150. Sex and Gender in Everyday Life. Sex and gender roles in culture and society. Gender, race, and class. Women and men in literature, art, culture, politics, institutions. Repeat credit for students who have completed 150W. [3] (P)

WGS 150W. Sex and Gender in Everyday Life. Sex and gender roles in culture and society. Gender, race, and class. Women and men in literature, art, culture, politics, institutions. Repeat credit for students who have completed 150. [3] (P)

WGS 160. Sex and Society. Historical, cultural, and social contexts of sexual diversity, discrimination, and sexual violence. Understanding the centrality of sexuality to identity; challenging harmful modes of sexual expression; developing critical awareness of sex and sexuality. [3] (P)

WGS 200. Women in Popular Culture. Gender differentiation in popular culture and mass market products. Portrayal of women in movies, print, music, and the Internet. Sources and effects of these depictions. Women as both consumers and the consumed. [3] (HCA)

WGS 201. Women and Gender in Transnational Context. Gender as a social construction. Feminist critiques of knowledge, family and work, sexuality, health and medicine, and the women’s movement. The future of feminism in global context. Prerequisite: 150 or 150W. [3] (P)


WGS 240. Introduction to Women’s Health. How culture influences women’s health, body image, self-esteem. Issues include fertility control and child bearing, medical innovations to detect disease, alternative therapies, psychological well-being, sexuality, physical and sexual abuse. Impact of politics on health options for women. Prerequisite: 150 or 150W. [3] (P)


WGS 246W. Women’s Rights, Women’s Wrongs. Intellectual and theoretical foundations for contemporary feminist theory and politics in the United States, based upon works by nineteenth- and twentieth-century authors. Prerequisite: 150 or 150W. [3] (US)

WGS 248. Humor and Cultural Critique in Fannie Flagg’s Novels. Humor used to address cultural issues in Southern small-town America from 1920-1970. Gender, race, community, and feminism in Fannie Flagg’s novels. Prerequisite: 150 or 150W. [3] (P)

WGS 249. Women and Humor in the Age of Television. The period 1950 to present. Television variety shows, sitcoms, and stand-up comedy as media for promoting women’s humor and feminism. Comedy as a means of dealing with difficult personal and social issues. Prerequisite: 150 or 150W. [3] (P)

WGS 250. Contemporary Women’s Movements. Recent feminist history. The origins and parameters of women’s movements from the 1960’s to the present. Repeat credit for students who have completed 250W. Prerequisite: 150 or 150W. [3] (P)

WGS 250W. Contemporary Women’s Movements. Recent feminist history. The origins and parameters of women’s movements from the 1960’s to the present. Repeat credit for students who have completed 250. Prerequisite: 150 or 150W. [3] (P)

WGS 252. Sex and Scandals in Literature. From the eighteenth century to the present. Women’s and men’s disorderly conduct as represented in literary texts. Charlotte Rowson, Kate Chopin, Edith Wharton, Henry James, and Toni Morrison. [3] (HCA)

WGS 254. Feminist Fictions. From the nineteenth century to the present. Feminist ideas and ideals as represented in literary texts. Kate Chopin, Edith Wharton, Virginia Woolf, Alice Walker, and Margaret Atwood. [3] (HCA)

WGS 259. Reading and Writing Lives. Interdisciplinary exploration of life-stories as narratives. Strategies of self-representation and interpretation, with particular attention to women. Includes fiction, biography, autobiography, history, ethnography, and the writing of life-story narratives. Repeat credit for students who have completed 259W. Prerequisite: 150 or 150W. [3] (HCA)
WGS 259W. Reading and Writing Lives. Interdisciplinary exploration of life-stories as narratives. Strategies of self-representation and interpretation, with particular attention to women. Includes fiction, biography, autobiography, history, ethnography, and the writing of life-story narratives. Repeat credit for students who have completed 259. Prerequisite: 150 or 150W. [3] (HCA)

WGS 262. Gender and Ethics. Religious worldviews connected to moral traditions. Epistemological and ethical systems and their relationship to gender and patriarchy. Social construction of gender; violence against women; feminism; and difference. No credit for students who earned credit for RLST 223 before fall 2014. [3] (P)

WGS 267. Seminar on Gender and Violence. In-depth study of violence against women, with a service-learning component in a community setting. Topics include domestic abuse, rape, sexual harassment, pornography, and global violence. Focus on problems and potential solutions, examining violence on a societal, institutional, and individual level, interrogating the “personal as political,” and exposing power structures that shape our communities. Prerequisite: 150 or 150W. [3] (P)

WGS 268. Gender, Race, Justice, and the Environment. Gender and racial aspects of environmental degradation. Risk, activism, health and illness, policy and politics. Prerequisite: 150 or 150W. [3] (SBS)

WGS 270. Ecofeminism: Theory, Politics, and Action. Interconnections among the exploitation of nature, the oppression of women, and the abuse of resources that have led to the current global ecological crisis. [3] (SBS)

WGS 271. Feminist Legal Theory. Theoretical issues about the interaction between law and gender. Application of feminist analysis and perspective to law relating to family, work, criminal law, reproductive freedom, pornography, and sexual harassment. Prerequisite: 150 or 150W. [3] (P)

WGS 272. Feminism and Film. Images of gender and race; techniques, sound, lighting, cinematography in relation in gender. Prerequisite: 150 or 150W. [3] (US)

WGS 273. Seminar on Psychoanalysis and Feminism. Historical and contemporary perspectives on the long and ambivalent relationship between psychoanalysis and feminism. Trauma, hysteria, narcissism, gender, and the family. Prerequisite: 150 or 150W. [3] (P)


WGS 287a. Internship Training. Under faculty supervision, students gain experience combining theoretical and practical work in a project related to social change and focused on women, feminism, or gender. Legislative, community, educational, or non-profit settings. Internship plan developed between student and faculty sponsor, with approval of Women’s and Gender Studies program director. A thorough report and research paper are submitted at the end of the semester. Prerequisite: 201 or 224 and one other 200-level Women’s and Gender Studies course, and a 2.90 grade point average. Corequisite: 288a. [Variable credit: 1-3] (No AXLE credit)

WGS 287b. Internship Research. Under faculty supervision, students gain experience combining theoretical and practical work in a project related to social change and focused on women, feminism, or gender. Legislative, community, educational, or non-profit settings. Internship plan developed between student and faculty sponsor, with approval of Women’s and Gender Studies program director. A thorough report and research paper are submitted at the end of the semester. Prerequisite: 201 or 224 and one other 200-level Women’s and Gender Studies course, and a 2.90 grade point average. Corequisite: 288b and/or 288c. [1-3] (No AXLE credit)

WGS 287c. Internship Readings. Under faculty supervision, students gain experience combining theoretical and practical work in a project related to social change and focused on women, feminism, or gender. Legislative, community, educational, or non-profit settings. Internship plan developed between student and faculty sponsor, with approval of Women’s and Gender Studies program director. A thorough report and research paper are submitted at the end of the semester. Prerequisite: 201 or 224 and one other 200-level Women’s and Gender Studies course, and a 2.90 grade point average. Corequisite: 288a. [Variable credit: 1-3] (No AXLE credit)

WGS 288a. Internship Training. Under faculty supervision, students gain experience combining theoretical and practical work in a project related to social change and focused on women, feminism, or gender. Legislative, community, educational, or non-profit settings. Internship plan developed between student and faculty sponsor, with approval of Women’s and Gender Studies program director. A thorough report and research paper are submitted at the end of the semester. Prerequisite: 201 and one other 200-level Women’s and Gender Studies course, and a 2.90 grade point average. Corequisite: 288b and/or 288c. [1-3] (No AXLE credit)

WGS 288b. Internship Research. Under faculty supervision, students gain experience combining theoretical and practical work in a project related to social change and focused on women, feminism, or gender. Legislative, community, educational, or non-profit settings. Internship plan developed between student and faculty sponsor, with approval of Women’s and Gender Studies program director. A thorough report and research paper are submitted at the end of the semester. Prerequisite: 201 and one other 200-level Women’s and Gender Studies course, and a 2.90 grade point average. Corequisite: 288b and/or 288c. [1-3] (No AXLE credit)

WGS 288c. Internship Readings. Under faculty supervision, students gain experience combining theoretical and practical work in a project related to social change and focused on women, feminism, or gender. Legislative, community, educational, or non-profit settings. Internship plan developed between student and faculty sponsor, with approval of Women’s and Gender Studies program director. A thorough report and research paper are submitted at the end of the semester. Prerequisite: 201 and one other 200-level Women’s and Gender Studies course, and a 2.90 grade point average. Corequisite: 288b and/or 288c. [1-3] (No AXLE credit)
College of Arts and Science Administration and Faculty

JOHN M. SLOOP, Ph.D., Interim Dean
KAREN E. CAMPBELL, Ph.D., Senior Associate Dean
VICTORIA GREENE, Ph.D., Senior Associate Dean
CINDY D. KAM, Ph.D., Senior Associate Dean
YOLLETTE T. JONES, Ph.D., Associate Dean
RUSSELL M. MCINTIRE, JR., Ph.D., Associate Dean
ROGER E. MOORE, Ph.D., Associate Dean
MARTIN RAPISARDA, Ph.D., Associate Dean
DENNIS SAUCERMAN, C.P.A., Associate Dean
JONATHAN PETTY, B.A., Associate Dean for Arts and Science Development
MELISSA WOCHER, B.A., Assistant to the Dean

Named and Distinguished Chairs

CEILIA STEWART APPELGATE, William R. Kenan, Jr., Chair in History
HOUSTON A. BAKER, JR., University Distinguished Professor of English
LARRY M. BARTELS, May Werthan Shayne Chair in Public Policy and Social Science
MICHAEL D. BESS, Chancellor’s Chair in History
DANIEL R. BLACK, Erwin W. Smith Chair in Psychobiology
RICHARD BLACKETT, Andrew Jackson Chair in American History
RANDELL BLAKELY, Centennial Professor of Psychology
ERIC W. BOND, Joe L. Roby Chair in Economics
KENDAL SCOT BROADIE, Stevenson Chair in Neurobiology
WILLIAM CAFERRO, Gertrude Conaway Vanderbilt Chair in History
KENNETH C. CATANA, Stevenson Chair in Biological Sciences
JAY CLAYTON, William R. Kenan, Jr., Chair in English
WILLIAM COLLINS, Terence E. Adderley, Jr., Chair in Economics
ANDREW DAUGHETY, Gertrude Conaway Vanderbilt Chair in Economics
COLIN DAYAN, Robert Penn Warren Chair in the Humanities
ARTHUR A. DEMAREST, Ingram Chair in Anthropology
EMMANUELE BIBENEDETTI, Centennial Professor of Mathematics
DENNIS C. DICKERSON, Reverend James M. Lawson, Jr., Chair in History
TOM DILLEHAY, Rebecca Webb Wilson University Distinguished Chair in Anthropology and Religion and Culture
TONY LEE EARLEY, Samuel Milton Fleming Chair in English
LYNN E. ENTERLINE, Nancy Perot McMuffin Chair in English
JAMES A. EUPHONIUM, Distinguished Professor of History
EDWARD H. FRIEDMAN, Gertrude Conaway Vanderbilt Chair in Spanish
MARTHA L. FREEDMAN, W. Alton Jones Chair in Philosophy
ISABEL GAUTHIER, David K. Wilson Chair in Philosophy
JOHN G. GEER, Gertrude Conaway Vanderbilt Chair in Political Science
JON H. KAAS, Gertrude Conaway Vanderbilt Distinguished Chair in Psychology
GANNI KASPAROV, Stevenson Chair in Mathematics
LUTZ KOEPNICK, Gertrude Conaway Vanderbilt Chair in German
MICHAEL KREYLING, Gertrude Conaway Vanderbilt Chair in German
VERA M. KUTZINSKI, Martha Rivers Ingram Chair in English
JOHN LACHS, Centennial Professor in Philosophy
PETER LAKE, Martha Rivers Ingram University Distinguished Chair in History
JONATHAN LAMB, Andrew W. Mellon Chair in the Humanities
JANE G. LANDERS, Gertrude Conaway Vanderbilt Chair in History
DAVID E. LEWIS, William R. Kenan, Jr., Chair in Political Science
TONG LI, Gertrude Conaway Vanderbilt Chair in Economics
GORDON D. LOGAN, Centennial Professor of Psychology
WILLIAM LUIS, Gertrude Conaway Vanderbilt Chair in Spanish
ELIZABETH LUNBECK, Nelson Tyrrone, Jr., Chair in American History
LEAH S. MARCUS, Edwin Mims Chair in English
LAWRENCE J. MARSHALL, University Professor of Biochemistry, Chemistry, and Pharmacology
LARRY MAY, W. Alton Jones Chair in Philosophy
Ralph MCKENZIE, Distinguished Professor of Mathematics
JOHN MOLEAN, Stevenson Chair in Chemistry
DOUGLAS G. MCMAHON, Stevenson Chair in Biological Sciences
JONATHAN METZL, Frederick B. Rentschler II Chair in Sociology and Medicine, Health, and Society
CALVIN F. MILLER, William R. Kenan, Jr., Chair in Earth and Environmental Sciences
LORRIE MOORE, Gertrude Conaway Vanderbilt Chair in English
KEVIN D. MURPHY, Andrew W. Mellon Chair in the Humanities
DANA NELSON, Gertrude Conaway Vanderbilt Chair in English
KELLY OLIVER, W. Alton Jones Chair in Philosophy
ALEXANDER OLSHANSKY, Centennial Professor of Mathematics
SOKRATES T. PANTELIDES, University Distinguished Professor of Physics and Engineering
LARRY A. RAVEN, William R. Kenan, Jr., Chair in Economics
DANIEL H. USNER, JR., Holland M. McTyeire Chair in History
W. KIP VISCUSI, University Distinguished Professor of Law, Economics, and Management
HELMIH W. SMITH, Martha Rivers Ingram Chair in History
HORTONSE J. SPILLERS, Gertrude Conaway Vanderbilt Chair in English
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