



COLLEGE OF ARTS AND SCIENCE

ON THE ROAD WITH AXLE  
2012/2013

## MAJOR DATES FOR YOUR FIRST YEAR

*(For a complete listing of events and deadlines for 2012/2013, see the University Academic Calendar or the semester calendar issued prior to each semester.)*

### FALL SEMESTER, 2012

- May 31–June 22** Telephone advisers available to help students register for fall 2012. Faculty advisers will be available on weekdays between 9:00 a.m. and 4:00 p.m. CDT.
- July 18** Open Enrollment. Pre-major advisers available to help students who need to make changes to their schedule.
- August 15** Deadline for receipt of payment of tuition, fees, and all other charges associated with the beginning of the semester.
- August 18** Freshman students arrive on campus. Residence halls open at 9:00 that morning.
- August 22** Classes begin.
- August 29** Open Enrollment Period/Change Period ends at 11:59 p.m. CDT.
- August 30–  
October 19** Withdrawal Period. An adviser's signature is needed for any student who wishes to withdraw from a course.
- October 11–12** Mid-semester deficiency reports issued. Freshmen who receive one or two are asked to see their advisers. Freshmen who receive three or more are asked to meet with a dean.
- October 29** Registration appointments begin for spring 2013. Freshmen must meet with their advisers to have the Adviser Hold released.
- December** Open Enrollment Period begins (date to be announced).

### SPRING SEMESTER, 2013

- January 7** Classes begin.
- January 14** Open Enrollment Period ends at 11:59 p.m. CDT.
- January 15–  
March 15** Withdrawal Period. An adviser's signature is needed for any student who wishes to withdraw from a course.
- March 7–8** Mid-semester deficiency reports issued. Freshmen who receive one or two are asked to see their advisers. Freshmen who receive three or more are asked to meet with a dean.
- April 8** Registration appointments begin for fall 2013. Freshmen must meet with their advisers to have the Adviser Hold released.

May 11, 2012

*To the Arts & Science Class of 2016:*

Welcome to Vanderbilt's College of Arts and Science! All of us here in Arts and Science are pleased that you made the decision to enroll in the largest and most academically diverse undergraduate program of studies at Vanderbilt University. We have provided each of you with a pre-major faculty adviser through CASPAR who will assist you in the challenging and rewarding task of determining the classes you will take during your first year. We have prepared this booklet to help guide you through the process. Hang onto it! It includes essential information for choosing and enrolling in classes.

You are joining a first-year class of about 1,000 and an Arts and Science student body of about 4,280. The primary mission of the College of Arts and Science emanates from its commitment to provide its undergraduate students with a superb liberal arts education. The principles of a liberal education are simple: through a wide exposure to general knowledge, intensive training in writing and research, and communal study, students identify their particular interests and talents. From that informed base, liberal arts students pursue a specialized course of studies (the major) that will ultimately lead them in the direction of further training in the professions or enable them to enter the job market armed with the skills and tools that many employers value above all others: disciplined, orderly habits of mind; strong writing and research skills; practice in the principles of the scientific method; and a broad context of historical knowledge upon which to base a lifetime of critical thought and responsible and informed citizenship.

Independent, judicious thought—the primary goal of liberal education in a democratic society—can only flow from an informed and open mind. The conditions needed to cultivate those qualities are what we—the 365 faculty members in the College of Arts and Science—strive to create for you in our classrooms, laboratories, studios, seminar rooms, field work excursions, and performance spaces. The experience continues out of class in our faculty offices, where we will meet with you to discuss assignments, clarify aspects of lectures or readings, drink a cup of coffee together, and discuss whatever is on your mind. This crucial part of the liberal arts experience, however, can only happen if our students avail themselves of the invitation to visit and consult with their professors. So please make sure that part of your first-year experience includes familiarizing yourself with your professors' office hours and locations, and that you make it a regular habit to meet with them outside of class.

I encourage you to make the most of all of the opportunities that Vanderbilt offers you, and in particular to explore the richness of course offerings in Arts and Science. And I wish you great success in your first semester and throughout your years at Vanderbilt. If my colleagues and I in the Dean's Office can be of service to you, please contact us. And again: welcome to the learning community of the College of Arts and Science.

Sincerely,



Carolyn Dever  
Dean

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# ACHIEVING EXCELLENCE IN LIBERAL EDUCATION

*Welcome to Vanderbilt University's College of Arts and Science, and congratulations on being admitted to one of the top-ranked undergraduate liberal arts programs in the United States. 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 you maximum choice in course selection (based on your interests and achievement levels). At the same time, the distribution requirements of AXLE ensure that you will explore intellectually and academically the breadth of possibilities represented by the liberal arts.*

## WHAT IS LIBERAL EDUCATION?

The study of the liberal arts—what is historically called a liberal education—is the oldest and most venerable form of higher education. It has proved itself to be perennially flexible and adaptive over the past centuries, and it remains the single best educational preparation you can make for further, specialized study in the professions (medicine, law, education, business, *et al.*), and to prepare yourself for doctoral work in the humanities, social sciences, and advanced research in the sciences. The holistic focus

of a liberal education encompasses all areas of human knowledge: the natural and social sciences, mathematics, foreign languages and cultures, the arts, and the humanities. The empirical-based disciplines guide us in our efforts to live most productively and efficiently. But the rest of the curriculum—the humanities and the arts—makes it possible to reflect upon what is right to do with the remarkable scientific knowledge we have acquired. In a liberal arts education like the one you are beginning, content is always considered in its larger context. Thus, the reflective and discursive aspects of study in the liberal arts call upon students to move beyond the mere acquisition of information to inquire into the deeper issues within their studies, and to connect their learning across disciplines and cultures as they live and work in the communal environment of Vanderbilt. The end product of a successful liberal arts education is a thoughtful citizen who is prepared to take up his or her rights and responsibilities in a democratic society, to analyze and critique received information, to articulate the issues at hand or the personal values at stake, and whose intellectual life is marked by ongoing internal dialogue with the self about the quality and meaning of life for him or her, as well as for the community at large.

## FEAR NO LEARNING!

The interdisciplinary inclination of many courses in the College of Arts and Science is an ideal training ground for learning new methodologies for problem-solving in the complex, global world of the 21st century.

Here, you may work with biologists and psychologists in the Neuroscience program; study with creative writers, sociologists, historians, or film studies scholars in the African American and Diaspora Studies program; or take a class, team taught, by professors from the Blair School of Music and the Department of English in the College of Arts and Science. Over the next four years, you will challenge yourself with the academic demands of the classes you select, and you will be challenged by new ideas and unfamiliar ways of looking at issues. At times, you will feel excited, outraged, perplexed, righteous, transformed, offended, and delighted as you undergo the process of expanding your consciousness, and absorbing new content and novel ideas. We hope you will encourage yourself to Fear No Learning! We can't promise that you will always feel serene or confident as you make your way through Vanderbilt's challenging undergraduate curriculum. Committing yourself to explore beyond the boundaries of your intellectual comfort zone in order to admit new ideas is one of the most important aspects of higher education. What we *can* promise is that the time and effort you devote to thoughtfully selecting the courses you will take for the fulfillment of AXLE requirements will prepare you for the more specialized study that you will undertake in your major (or majors) beginning in your third year of study. And we can also promise that you will graduate with a much expanded understanding of yourself and other people, and that you will be well on your way to creating for yourself a meaningful and productive life.

## 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

The Writing Requirement has four segments: demonstration (by a combined score of 1220 on the Writing and Critical Reading portions 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; a First-Year Writing Seminar; completion of a 100-level (introductory) writing course no later than the fourth semester in residence; and completion of **either** a second 100-level writing course **or** a 200-level (discipline-specific, major-oriented) writing course or a course in oral communication.

### THE LIBERAL ARTS REQUIREMENT

The Liberal Arts Requirement is composed of a total of thirteen courses taken at Vanderbilt, and distributed across six areas of inquiry. 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 (3–4 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 Communications 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 to 48 hours of course work) and earn a minimum of 120 hours to graduate.

### HOW TO GET ON THE ROAD

During your four years at Vanderbilt, your program of studies will be divided approximately into thirds:

- $\frac{1}{3}$  – courses to meet the requirements of the Writing and Liberal Arts requirements;
- $\frac{1}{3}$  – courses required to complete your chosen major;
- $\frac{1}{3}$  – electives, which will complete the 120 hours required for graduation.

These divisions are approximate and may differ for individual students.

For the fall semester of 2012, most of your selections should be from the first group, courses that will fulfill the Writing and Liberal Arts requirements. Your academic background, your career goals, and your general talents and interests will affect your 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 five requirements in addition to AXLE: fulfillment of requirements for one major, a C average in the major, 120 cumulative earned hours, a C average overall, and for most students, 102 hours in courses in the College of Arts and Science.

### WHERE TO GET INFORMATION

There are two publications that will help you in making your course selections for the fall semester and deciding on your academic career. The *Undergraduate Catalog* is the official publication of Vanderbilt University and

includes 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. You should familiarize yourself with the contents of the catalog as soon as possible. The full catalog is available online: [vanderbilt.edu/catalogs/undergrad/](http://vanderbilt.edu/catalogs/undergrad/).

This booklet, *On the Road with AXLE*, is a publication of the College of Arts and Science. It is a manual for entering freshmen and contains an explanation of the AXLE requirements, a list of the distribution of the courses that fulfill the requirements, suggestions on how to choose courses, and instructions on how to register for the fall. It has been designed exclusively for the entering class of 2012 and differs from previous or future editions. In case of doubt, check the *Undergraduate Catalog*.

### WHERE TO GET ADVICE

Entering freshmen are assigned faculty advisers through CASPAR (College of Arts and Science Pre-major Advising Resources). 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 faculty 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, see their pre-major adviser three times during the freshman year: during orientation for the fall semester, during the Registration Period for the spring semester, and during the Registration Period for the fall semester of their second year.

During the month of June, you will have contact with your pre-major adviser who will help you make course selections for registration for the fall and begin to understand your interests and goals. Be sure to familiarize yourself with the information in your packet of registration materials and follow the instructions on how to contact your adviser between May 31 and June 22.

## AXLE: AN OVERVIEW

*AXLE consists of two parts: the Writing Requirement and the Liberal Arts Requirement.*

### 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 portions 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. Students who do not must enroll in English 100 in the freshman year.
- b) The First-Year Writing Seminar is an integral part of the freshman-year experience in the College of Arts and Science. Through these seminars, freshmen 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 freshmen must enroll in a First-Year Writing Seminar. This course may be taken during the fall or the spring semester. All First-Year Writing Seminars also count in their appropriate distribution areas within the Liberal Arts Requirement. See the section in this booklet for an overview of the First-Year Writing Seminar program and for a listing of the First-Year Writing Seminars offered in fall 2012.*

- c) All students must successfully complete at least one 100-level writing course (indicated by a "W") in the College of Arts and Science, regardless of AP or IB credits, or SAT 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 c of the Writing Requirement as soon as possible; **this requirement must be completed no later than the fourth semester** at Vanderbilt University. All 100-level "W" courses also count in their appropriate distribution areas within the Liberal Arts Requirement.
- d) All students must successfully complete either (1) a second 100-level "W" course, or (2) a 200-level "W" course, or (3) an approved course in Oral Communication in the College of Arts and Science (CMST 200, 201, or 204), regardless of test scores earned prior to matriculation. The 200-level "W" courses foster advanced, discipline-specific writing skills. Departments or programs in the College of Arts and Science 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 writing assignments throughout the semester and 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 Communications courses focus on developing improved public speaking skills. These courses advance the principles and practices of public discourse and reasoned argument. Attention to the process of effective oral communication is inherent 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 200-level "W" courses and approved Oral Communications courses (CMST 200, 201, or 204) also count in their appropriate distribution areas within the Liberal Arts Requirement.

The 100-level writing courses approved for 2012/2013 are:

American Studies 100W  
Earth and Environmental Sciences 114W  
English 102W, 104W, 105W, 116W, 117W, 118W, 120W  
Honors 181, 182, 183, 184, 185, 186  
(open to College Scholars only)  
Jewish Studies 135W, 136W, 137W, 138W, 139W, 180W  
Music Literature 121W  
Philosophy 100W, 103W, 108W, 120W  
Religious Studies 110W, 111W  
Sociology 101W, 102W, 104W  
Theatre 100W  
Women's and Gender Studies 150W

*This list is also online: [as.vanderbilt.edu/academics/axle/writing\\_courses.php](http://as.vanderbilt.edu/academics/axle/writing_courses.php).*

## 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. 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 cultures 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, film studies, 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. Students shall receive one International Cultures course credit for successfully completing a semester or summer study abroad experience in a Vanderbilt-sponsored program or a pre-approved non-Vanderbilt-sponsored program. Students may exercise this option only once. One additional course credit may be earned toward AXLE requirements by successfully completing courses through Vanderbilt in France and Vanderbilt in Spain that have A&S numbers and titles.

Classical Studies in Rome

Vanderbilt in France

(semester or summer)

Vanderbilt in Germany

Vanderbilt in Spain

(semester or summer)

The Vanderbilt Program in Argentina

The Vanderbilt Program in Australia

The Vanderbilt Program in Brazil

The Vanderbilt Program in Chile

The Vanderbilt Program in the

People's Republic of China

The Vanderbilt Program in the

Czech Republic

The Vanderbilt Program in Denmark

The Vanderbilt Program in the

Dominican Republic

The Vanderbilt Program in England

The Vanderbilt Program in France

The Vanderbilt Program in Germany

(Berlin – summer only)

The Vanderbilt Program in Ireland

The Vanderbilt Program in Israel

The Vanderbilt Program in Italy

(semester or summer)

The Vanderbilt Program in Japan

The Vanderbilt Program in Korea

The Vanderbilt Program in Mexico

(semester or summer)

The Vanderbilt Program in New Zealand

The Vanderbilt Program in

Northern Ireland

The Vanderbilt Program in Russia

The Vanderbilt Program in Scotland

The Vanderbilt Program in Senegal

The Vanderbilt Program in South Africa

The Vanderbilt Program in Spain

The Vanderbilt Program in Sweden

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 by 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); departmental placement tests (French, 350; Spanish, 365); or with AP or IB credit in a foreign language. The first semester of an introductory language acquisition class in any language cannot

be used in partial fulfillment of the foreign language proficiency 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, film studies, 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 enables explanations of 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,

religious, and “Science and Society” 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

In addition to fulfilling the AXLE requirements all students must successfully complete a course of study leading to fulfillment of one of the approved major programs in the College of Arts and Science, or successfully complete an independent contract major designed in consultation with College of Arts and Science faculty and approved by the College of Arts and Science.

Courses used to fulfill AXLE requirements may help students decide on a major field of study.

A major consists of a concentrated unit of intellectually related courses. Students may formally declare a major in the third semester and must declare a major in the fourth semester of study. At that time, the student will move from the pre-major adviser to a major adviser in the chosen major field.

Therefore, the requirements for graduation with a Bachelor of Arts degree from the College of Arts and Science are:

- 1) fulfillment of the AXLE requirements,
- 2) fulfillment of the requirements for one major,
- 3) a minimum of a 2.000 grade point average in the major,
- 4) a minimum of 120 cumulative hours,
- 5) a minimum of a 2.000 grade point average overall,
- 6) and, for most students, a minimum of 102 hours completed in Arts and Science courses.

# DISTRIBUTION OF COURSES IN AXLE

This section lists the courses offered by the College of Arts and Science and their distribution in the Liberal Arts requirements. The list, with full course titles, is also on the Arts and Science website where it is updated regularly: [as.vanderbilt.edu/academics/axle/distribution\\_courses.php](http://as.vanderbilt.edu/academics/axle/distribution_courses.php)

## Humanities and the Creative Arts (HCA)

**African American and Diaspora Studies** 155, 200, 202, 204W, 207, 208W, 221, 230, 260  
**American Studies** 294  
**Anthropology** 219, 226, 264, 268, 279  
**Art Studio** 102, 110, 111, 120, 121, 122, 130, 140, 141, 150, 151, 152, 160, 171, 172, 173, 174, 180, 190, 202, 203, 205, 206, 207, 208, 210, 211, 220, 221, 222, 230, 231, 240, 241, 250, 252, 260, 271, 272, 273, 285, 288, 290  
**Asian Studies** 150, 213, 213W, 218, 221  
**Classics** 150, 204, 205, 206, 225, 240, 243, 295, 295W, 296W  
**Communication Studies** 100, 200, 201, 204, 210, 222, 237, 241, 243, 244, 254  
**English** 102W, 104W, 105W, 116W, 117W, 118W, 120W, 122, 123, 200, 201, 202, 204, 205, 206, 207, 208a, 208b, 209a, 209b, 210, 210W, 212, 214a, 214b, 219, 220, 221, 230, 231, 232a, 232b, 233, 235, 236, 236W, 237, 237W, 240, 241, 244, 247, 248, 249, 250, 251, 252a, 252b, 254a, 254b, 255, 256, 258, 259, 260, 262, 262W, 264, 265, 266, 269, 272, 272W, 273, 273W, 274, 274W, 278, 278W, 282, 283, 288, 288W, 291  
**European Studies** 151, 235  
**Film Studies** 125, 211, 227W, 275W  
**French** 205, 211, 212, 219, 224, 225, 234, 237, 238, 241, 251, 253, 256, 260, 261, 265, 267, 271  
**German** 172, 223, 269, 271, 274, 275, 278  
**Greek** 210, 212, 215, 216, 218, 240, 294  
**History** 176, 222, 238, 239a, 275a, 284c, 286g, 287a, 288a, 289a, 289d  
**History of Art** 110, 111, 112, 206, 207, 208, 210, 211, 212, 213W, 214, 215, 217, 217W, 218, 219, 220W, 221, 222, 223, 224, 226, 231, 232, 233, 234, 235, 237, 238, 251, 252, 253, 255, 256, 260W, 262W, 264, 265, 266, 268, 295  
**Honors** 181  
**Italian** 220, 231, 232, 233, 235, 250

**Jewish Studies** 122, 135W, 136W, 182, 246, 248, 248W, 250, 251, 253W, 254, 255  
**Latin** 201, 202, 203, 204, 205, 206, 212, 215, 216, 217, 218, 220, 260, 264, 267, 268, 294  
**Medicine, Health, and Society** 205W, 220, 248  
**Music Literature and History** 103, 121W, 140, 141, 143, 144, 145, 153, 154, 183, 184, 185, 218, 219, 221a, 221b, 222, 223, 224, 225, 226, 227, 228, 229, 239, 242, 243, 244, 245, 253, 265  
**Philosophy** 100, 100W, 120, 120W, 210, 212, 213, 216, 217, 218, 220, 224, 226, 231, 232, 234, 238, 240, 241, 242, 243, 247, 248, 248W, 249, 251, 260, 261, 274  
**Political Science** 103, 202, 203, 205, 207, 207W, 208, 253, 257, 258, 263  
**Portuguese** 205, 232, 233  
**Religious Studies** 101, 108, 109, 111W, 112, 113, 140, 210, 212, 213, 220W, 222, 225, 240, 246, 247, 251, 256, 280W  
**Russian** 221, 222, 233  
**Spanish** 203, 231, 232, 233, 234, 235, 236, 239, 240, 246, 247, 251, 256, 258, 260, 280, 281  
**Theatre** 100, 100W, 110, 111, 212, 213, 214, 215, 218, 219, 220, 223, 225, 230, 231, 232, 261  
**Women's and Gender Studies** 212, 249, 259, 259W

## International Cultures (INT)

**African American and Diaspora Studies** 120, 140, 160, 165, 190, 205, 209, 220, 269, 275  
**Anthropology** 210, 212, 213, 217, 220, 223, 225, 232, 243, 247, 248, 254, 269, 276, 277, 278, 285  
**Arabic** 210b, 220a, 220b, 230a, 230b, 240, 250  
**Asian Studies** 200W, 211, 212, 219, 220, 225, 226, 236, 240, 250W, 251  
**Catalan** 102, 200  
**Chinese** 202, 211, 212, 225, 226, 241, 242, 251, 252, 255, 256  
**Classics** 130, 146, 207, 208, 209, 212, 213, 223, 226, 231, 232, 236, 238, 241, 242  
**Economics** 288  
**English** 271, 276  
**European Studies** 201, 203, 215W, 220, 225, 260  
**French** 101b, 102, 103, 201W, 203, 204, 209, 210, 215, 226, 239, 266, 268  
**German** 102, 103, 104, 201W, 213, 214, 216, 220, 221, 222, 235, 237, 242, 244, 248, 262, 263, 264, 265, 266, 267, 270, 280  
**Greek** 202, 203, 204  
**Hebrew** 111b, 113a, 113b, 201, 202W

**History** 105, 106, 107, 108, 109, 116, 119, 127, 128, 135, 136, 137, 138, 170, 172, 188a, 202, 203, 204, 205, 206, 209, 210, 211a, 212a, 213, 216, 219, 223, 224, 225, 226, 227, 228, 229, 230, 231, 234, 241, 244, 245, 246, 247, 248, 249, 251, 253a, 254a, 257, 268, 286b, 286c, 286d, 286e, 287c, 287g, 288b, 288c, 288d, 288g  
**History of Art** 120, 122, 125, 216, 230, 246, 247, 248, 249  
**Honors** 186  
**Interdisciplinary Studies** 270a, 270c  
**Italian** 101b, 102, 103, 201W, 214, 230, 240  
**Japanese** 202, 211, 212, 241, 242, 251, 252  
**Jewish Studies** 120, 123, 125, 156, 158, 180W, 222, 233, 234, 235W, 237, 237W, 238, 249, 256  
**Latin** 100, 102, 103, 104  
**Latin American Studies** 201, 202, 231  
**Music Literature and History** 122, 160, 171, 250, 252  
**Philosophy** 103, 103W, 203, 211, 228, 257, 262  
**Political Science** 210, 211, 216, 217, 228, 235, 251, 264W  
**Portuguese** 102, 200, 201, 202, 203  
**Religious Studies** 116, 130, 135, 136, 206, 226, 238, 245, 249, 250, 252, 253, 254, 264, 265, 275  
**Russian** 102, 171, 172, 183, 190, 203, 204, 223, 224, 231, 232, 234, 238, 240, 250  
**Sociology** 220, 239, 270, 277, 279  
**Spanish** 102, 103, 104, 200, 201W, 202, 204, 206, 207, 208, 209, 210, 211, 221, 226  
**Theatre** 201, 202W, 203  
**Women's and Gender Studies** 281

## History and Culture of the United States (US)

**African American and Diaspora Studies** 110, 265  
**American Studies** 100, 100W, 202  
**Anthropology** 208, 214, 229  
**Classics** 222  
**Communication Studies** 220, 221, 224, 225, 226  
**Economics** 226, 266  
**English** 211, 211W, 213W, 263, 263W, 267, 268a, 268b, 286a, 286b  
**History** 139, 140, 141, 142, 144, 164, 165, 166, 169, 173, 174, 243W, 258, 259, 260, 261, 262, 263, 264, 265, 269, 270, 271, 272a, 272b, 272c, 272d, 281, 284b, 286a, 287b, 287d, 287e, 292

**History of Art** 240, 241, 242  
**Honors** 184  
**Jewish Studies** 137W, 138, 138W, 139W  
**Music Literature and History** 147, 148, 149, 151, 152, 262, 263, 264  
**Philosophy** 222  
**Political Science** 100, 150, 204, 245, 247, 265, 266, 267, 272W  
**Religious Studies** 107, 204W, 219, 242  
**Sociology** 235, 249  
**Theatre** 171, 204, 205  
**Women's and Gender Studies** 246W, 272

## *Mathematics and Natural Sciences (MNS)*

**Anthropology** 103, 270, 274, 280  
**Astronomy** 102, 201, 205, 252, 253, 260  
**Biological Sciences** 100, 105, 110a, 110b, 118, 201, 205, 210, 218, 219, 220, 226, 230, 233, 234, 236, 238, 239, 243, 245, 247, 252, 254, 256, 258, 265, 266, 267, 270, 272, 290  
**Chemistry** 101a, 101b, 102a, 102b, 202, 203, 207, 210, 211, 218a, 218b, 220a, 220b, 220c, 222, 223, 224, 225, 226, 227W, 230, 231, 235, 240  
**Earth and Environmental Sciences** 101, 103, 107, 114, 114W, 201, 202, 220W, 225, 226, 230, 240, 255, 260, 261, 268, 272, 275, 279, 282, 285  
**Honors** 185  
**Mathematics** 127b, 140, 150a, 150b, 155a, 155b, 170, 175, 194, 198, 200, 204, 205a, 205b, 208, 215, 218, 219, 221, 223, 226, 229, 234, 240, 242, 243, 246a, 246b, 247, 248, 250, 252, 253, 256, 259, 260, 261, 262, 270, 272a, 272b, 274, 275, 280, 283a, 283b, 284, 286, 287, 288, 292, 294  
**Neuroscience** 201, 235, 255, 260, 269, 272, 274  
**Philosophy** 102, 202  
**Physics** 110, 116a, 116b, 121a, 121b, 221, 223, 223c, 225, 225W, 226, 226W, 227a, 227b, 229a, 229b, 243, 251a, 251b, 254, 255, 257, 266, 285  
**Psychology** 209, 214, 216, 232, 236, 253

## *Social and Behavioral Sciences (SBS)*

**African American and Diaspora Studies** 145, 201, 210, 215, 240, 270  
**American Studies** 240, 295, 297  
**Anthropology** 101, 104, 105, 201, 203, 206, 207, 211, 216, 222, 224, 231, 234, 240, 246, 249, 252, 261, 262, 265, 267, 275, 281, 282, 284, 286

**Classics** 211, 220, 260  
**Communication Studies** 101  
**Economics** 100, 101, 150, 155, 209, 212, 222, 224, 228, 230, 231, 232, 235, 251, 253, 254, 255, 256, 256W, 257, 257W, 259, 260W, 262, 263, 264, 265, 267, 268, 270, 271, 273, 274, 277W, 279, 280, 284, 285  
**Environmental and Sustainability Studies** 278  
**Financial Economics** 220, 240, 261, 275  
**French** 269  
**History** 160, 200W  
**Honors** 183  
**Jewish Studies** 155, 244, 252  
**Managerial Studies** 185, 190, 191, 192, 194, 195, 196, 198  
**Medicine, Health, and Society** 231, 240, 244, 250  
**Philosophy** 246, 254, 256, 272, 272W  
**Political Science** 101, 102, 213, 218, 219, 221, 222, 223, 225, 226, 229, 230, 233, 234, 236, 238, 239, 240, 241, 243, 244, 249, 250, 252, 254, 256, 259, 260, 262, 268, 270, 273, 274, 275, 277  
**Psychology** 101, 208, 211, 215, 225, 231, 238, 244, 245, 246, 247, 258, 268, 270, 277  
**Public Policy Studies** 295  
**Religious Studies** 110W, 123, 221, 234, 241  
**Sociology** 101, 101W, 102, 102W, 204, 205, 206, 211, 214, 216, 218, 219, 221, 225, 227, 228, 229, 231, 232, 233, 234, 237, 238, 240, 246, 247, 248, 250, 251, 253, 254, 255, 256, 257, 264, 265W, 268, 272, 274  
**Spanish** 213, 214, 215, 216, 217, 218, 219, 220, 282, 283, 285  
**Women's and Gender Studies** 268

## *Perspectives (P)*

**African American and Diaspora Studies** 101, 102, 150, 203, 203W, 235  
**American Studies** 201  
**Anthropology** 205, 209, 215, 250, 260, 266, 283  
**Asian Studies** 230  
**Astronomy** 203  
**Classics** 224  
**Communication Studies** 223, 235  
**Earth and Environmental Sciences** 108, 205  
**English** 242, 243, 243W, 246, 275, 277, 277W, 279, 279W  
**European Studies** 237, 241  
**Film Studies** 201  
**French** 214, 218, 222, 232, 240, 252, 255, 258, 272  
**German** 238, 241, 243, 273

**History** 149, 150, 151, 153, 183, 184, 187, 217, 280, 283, 284a, 285W, 288W  
**History of Art** 270  
**Honors** 182  
**Interdisciplinary Studies** 201  
**Jewish Studies** 124, 219, 245  
**Latin American Studies** 260  
**Medicine, Health, and Society** 201, 202, 203, 221, 225, 230, 236  
**Music Literature and History** 200, 201, 261, 278  
**Philosophy** 105, 108, 108W, 110, 233W, 235, 239, 239W, 244, 245, 252, 258, 270, 271, 273  
**Physics** 238  
**Political Science** 271  
**Portuguese** 225, 291  
**Psychology** 252  
**Religious Studies** 200, 202, 203, 223, 229, 230, 239, 243  
**Sociology** 104, 104W, 201, 224, 230  
**Spanish** 243, 244, 248, 274, 275, 292  
**Theatre** 206W, 216, 280  
**Women's and Gender Studies** 150, 150W, 201, 226, 240, 242, 243, 248, 250, 250W, 266, 267, 271, 273

# THE FIRST-YEAR WRITING SEMINAR: AN OVERVIEW

## LEARNING HOW TO LEARN

The goal of your undergraduate education should be something more and better than just acquiring information; it should be learning how to learn. Information, no matter how valuable it is today, becomes dated, even irrelevant, in a world that is changing as rapidly as the one in which we live. Creating an educational experience for yourself that will nurture curiosity, independence of thought, contemplative attitudes, and an informed, critically inquiring mind will lead to dynamic patterns of learning that continuously create the means of accessing knowledge relevant to a changing world.

The First-Year Writing Seminar (FYWS) is designed to encourage you to develop these intellectual qualities in order to learn how to learn. In your FYWS, you will be expected to examine all ideas critically, to develop a mind free of preconceptions, to encounter opinions and attitudes different from your own in an open, nondefensive manner, and to provide intellectual support for your newly evolving ideas and evaluations by engaging in challenging levels of dialogue, research, and writing.

## WHAT IS A SEMINAR?

Some of you may have had the opportunity to take seminar-style classes in high school; others of you may have spent your time in regular lecture-style classrooms. Here at Vanderbilt, you will encounter various approaches to instruction: lecture, laboratory, studio/workshop (in the arts), field work, independent reading, tutorial, service learning, internship, and seminar. In the College of Arts and Science, this first-year experience in a seminar is probably the most important learning experience you will undertake during your first year. Success in your four-year program of study will rest, to a large extent, on the methodologies and academic self-discipline you master during freshman year. Your FYWS will be the primary model for developing a toolkit of different methodological approaches to acquiring and

analyzing information, and for beginning to understand how the faculty scholars, researchers, and artists who lead your FYWS perform the intellectual tasks of approaching the unknown, challenging the accepted, and, ultimately, contributing to the ongoing history of human ideas.

A seminar is a small class led by one (occasionally, two) faculty members. There will be no more than fifteen students in your FYWS. It will meet two or three times a week, and everyone will be a freshman. You will meet in seminar rooms: specially designated, small classrooms, located all across campus, that encourage intimate, face-to-face learning, and allow everyone in the group to participate easily in discussion. Although the common element in the FYWS program is the seminar venue, you will find that professors conduct classes in different manners. Some will deliver prepared comments as a lead-in to group discussion. Others will never lecture from notes and will appear to be allowing the class to determine the course of the discussion. Some will use PowerPoint presentations or overhead projection. Some will show videos in class or assign films to be viewed out of class. Some seminars will feature small-group work that may take place in or out of the classroom. Some will generate lively, parallel dialogues online. Whatever pedagogical approach your professor favors, he or she will encourage you to be an active learner, rather than a passive receiver of information. In a seminar, students and professor co-create the learning experience not only to optimize the acquisition of new information, but to provide a working model for how to evaluate, analyze, and articulate the new ideas that arise from the close encounter with the subject matter.

The precise nature of your participation will vary from one seminar to another, but it will generally take the form of discussion of ideas emanating from assigned reading, research on special projects leading to oral and written reports (which themselves become subjects of discussion), field work,

library work, experimentation, and other means of becoming involved in your own education. You will gain experience in formulating questions, finding the sources of information to answer those questions, gathering, organizing, and analyzing the data you acquire, and communicating your conclusions to others, both orally and in writing.

## WHAT IS A FIRST-YEAR WRITING SEMINAR?

Successful learning depends on the successful communication of ideas to self and others. While the pedagogical model of the seminar encourages the lively exchange of ideas and information through its interactive format, the process of learning continues into the ability to make a convincing and intellectually supported argument for the consideration of new ideas. Reading and talking are the first part of the process. Writing—which allows for further articulation of ideas—is the second. A new idea or insight which you are unable to communicate persuasively to others in writing is of questionable value in your college experience. In the College of Arts and Science, you will have to write. And writing begins in the FYWS.

AXLE, the undergraduate curriculum of the College of Arts and Science, places a particular emphasis on training in academic writing, and on the research and information literacy skills associated with writing. To that end, AXLE requires every Arts and Science student to take at least three writing classes during his or her four years at Vanderbilt. The first of these classes for most students will be the FYWS. In your FYWS, at least one class session will be dedicated to a library research tutorial, conducted on site in one of the nine Vanderbilt University libraries. In this tutorial, a librarian will teach you how to most effectively search the library book and periodicals collection, and will also instruct you in database research for your specific course. Prior to this tutorial, your professor will have worked with the librarian to prepare an assignment that is

specifically related to the course content. The writing designation means that your instructor will ask you to write a total of fifteen to twenty pages throughout the semester. These assignments will be reasonably spaced out over the course of the academic term, and you will have the opportunity to revise, discuss your writing with your professor one on one, and to address issues related to writing in class. Coupling the seminar method of instruction with relevant writing assignments provides the best and most effective way of ensuring that students not only gain experience in encountering new knowledge and ways of thinking, but—by being required to articulate in apprehensible, logical, and academically standardized written forms of expression—that they are able to make use of these intellectual gains by sharing them with others through the communal medium of written language.

Writing assignments in FYWS will vary, according to discipline and professor. Every professor, however, will require you to write and will hold you accountable for the words you ultimately commit to paper. In your FYWS, you will learn the skills necessary for generating new ideas; doing the research to support those ideas; and authorizing them by their organized, apprehensible presentation in writing. These skills will help equip you for success at Vanderbilt, and for life after Vanderbilt—wherever it may take you: graduate or professional school, the business world, the general job market, individual entrepreneurship, nonprofit work, arts administration, or volunteer programs at home and abroad. Learning to think by reading, talking, and writing is what you will achieve in your FYWS.

## ENROLLING IN FIRST-YEAR WRITING SEMINARS

To take maximum advantage of the opportunities provided by the FYWS, you should try to enroll in one for the fall semester. You will register for your FYWS at the same time that you register for your other courses. As

you will see, the topics covered by the FYWS are very interesting, timely, and very often specifically related to controversial aspects of American life, and of the culture of college students, themselves.

Each year there is inevitably some change—both additions and deletions—in the FYWS offerings. This booklet is handy for advance reading about the FYWS seminar program and for beginning to think about which seminars interest you. For the most up-to-date information about which seminars will be offered, however, please consult the FYWS page on the homepage of the College of Arts and Science.

All FYWS satisfy two AXLE requirements: the FYWS requirement, itself, and one distribution area requirement. Distribution area requirements are noted at the end of each course description:

HCA = Humanities and the Creative Arts

INT = International Cultures

US = History and Culture of the United States

MNS = Mathematics and Natural Sciences

SBS = Social and Behavioral Sciences

P = Perspectives

## FIRST-YEAR WRITING SEMINARS *Humanities and the Creative Arts*

### **English 115F, Section 7**

*Women Poets in America.*

In this seminar, we will trace the development of American women's poetic voices and study the work of several poets, beginning with Emily Dickinson (1830–1886) and ending with Adrienne Rich (b. 1933). Poets include Gertrude Stein, H. D., Marianne Moore, Louise Bogan, Edna St. Vincent Millay, Elizabeth Bishop, Muriel Rukeyser, Gwendolyn Brooks, Anne Sexton, and Sylvia Plath. Contemporary poets will be studied in portfolio, and we will pay particular attention to the plethora of multicultural expression since 1980. Students will be required to keep journals of reading responses, to

meet regularly in small groups outside of class, and to attend the literary readings (two or three) sponsored by the Department of English during the semester. There will be one significant writing project, biographical in nature, and two or three shorter pieces (topic and style to be chosen by students after consultation with instructor).

FALL. [3] Bachmann, Beth Barnyock. (HCA)

### **English 115F, Section 8**

*The Simple Art of Murder: Knowledge and Guilt in Detective Literature.*

An examination of classic works of detective fiction with a view toward exploring the ways in which knowledge and guilt interact in criminal activity and its investigation. Authors to be considered include Sophocles, Shakespeare, Poe, Doyle, Christie, Chandler, Highsmith, Himes, Bugliosi, and Harris. Again and again we will encounter the difficulty of separating the art of murder from the performance of murder; again and again we will see that the art of murder is never really simple.

FALL. [3] Juengel, Scott. (HCA)

### **English 115F, Section 25**

*From Frost to Dove: Storytelling in American Verse.*

There is a great tradition of storytelling verse in American poetry that bridges the nineteenth and twentieth centuries. Modernism had a profound effect on this tradition in the twentieth century, as it did on all art forms, but narrative poetry continued to be vital for some important American poets. Edwin Arlington Robinson, Robert Frost, Robinson Jeffers, and later, Robert Penn Warren, Gwendolyn Brooks, and Rita Dove all made innovative use of narrative in their poetry. Various elements of prose fiction such as plot, character development, setting, and narration are apparent in their works, along with form, rhythm, and imagery. The central events of modern American history are also reflected in their poems, including the Great Depression, World Wars I and II,

migrations west and north, and the Civil Rights Movement. Reading their poems allows us to become familiar with some great stories in poetic form, while also watching the development of modern American society and personal identity. Texts: Edwin Arlington Robinson, *Selected Poems*; Robert Frost, *Early Poems*; Robinson Jeffers, *Selected Poems*; Robert Penn Warren, *Brother to Dragons*; Gwendolyn Brooks, *Blacks*; Rita Dove, *Thomas and Beulah*.

FALL. [3] Hilles, Rick. (HCA)

#### **English 115F, Section 36**

*Foundational Stories of the Western Tradition.*

This course examines a variety of narratives that have formed the basis of Western literature and culture. Readings include the *Old Testament*, *Acts of the Apostles*, Greek tragedy, Aesop, Ovid, Medieval Arthurian romances, *The Arabian Nights*, and Grimm's fairy tales. No credit for students who have completed HONS 181 section 53.

FALL. [3] Gottfried, Roy K. (HCA)

#### **History of Art 115F, Section 6**

*Social Values of Art.*

The public is interested in the monetary value of art, yet concern for "market" value often obscures more important factors that determine the social value of art. This seminar will explore how different societies value art at different points in time. How, for instance, do works that challenge the establishment (satiric prints, Impressionist paintings, Pop Art parodies) reflect a social purpose and reveal a political agenda? To answer this we shall study examples that help us understand how different audiences perceive different creative statements. We will consider questions of social context for private commissions as well as in public works, such as the Vietnam Veterans Memorial in Washington, D.C. Students will consider a number of related issues that are ultimately tied to society's expectations of and reactions to art.

FALL. [3] Mode, Robert L. (HCA)

#### **Jewish Studies 115F, Section 4**

*Civil Rights and Civil Wrongs: Black-Jewish Relations in the 1950s and 1960s.*

Blacks and Jews have shared a long and varied history together, particularly in the American context, as there have been strong forces pulling the two groups simultaneously together and apart. Through an examination of historical and literary texts, as well as of visual images, this course will explore that shared history, focusing on the period of its greatest intensity, the 1950s and 1960s. In exploring this history, the course will show examples of Black-Jewish relations ranging from the heights of utopian cooperation to the depths of dystopian conflict, with many halfway points in between. Issues of ethnicity and diversity in America will be explored, to show them more complex than simply matters of color, race, or creed.

FALL. [3] Meyer, Adam S. (HCA)

#### **Philosophy 115F, Section 8**

*Concepts of God.*

This course will involve a careful examination of various conceptions of God and the religious life. Is the Judeo-Christian tradition essentially tied to the view of God as a transcendent supernatural being? If so, what grounds can be offered for and against such a view? As well as supernaturalism, we will examine naturalistic and existentialist alternatives. We will deal with such problems as the nature, content, and grounds of religious belief; the limitations of religious knowledge as opposed to science; and the relation between religion and values. This course will satisfy 3 hours of the Humanities requirement and will count toward a major in philosophy.

FALL. [3] Hodges, Michael P. (HCA)

#### **Religious Studies 115F, Section 8**

*Religion and Literature.*

This course will explore why some works are considered scripture and others literature. What is the basis for the distinction? Could works in both categories be perceived as

revelatory distillations of experience, and in some sense, the most significant feats of humankind? We will examine such issues through our analysis of books and films including Cormac McCarthy's *The Road*, Ursula Le Guin's *Left Hand of Darkness*, and Alfonso Cuarón's *Children of Men*.

FALL. [3] Dark, James David. (HCA)

#### **Theatre 115F, Section 1**

*Treasure or Trash: Examining Theatrical Credibility.*

What constitutes a worthwhile theatrical experience? Why do certain texts endure the passage of time better than others? What makes one theatrical experience seem better than others? This seminar offers a behind-the-scenes look at the onstage and backstage collaboration essential to a complete theatrical production. There will be readings on and discussions of the nature of theatre, its individual elements, and its necessary place in the realm of human experience. Students will have the opportunity to gain first-hand experience as designer, playwright, director, or actor. In this class, we will read some of theatre's most enduring plays, such as *A Midsummer Night's Dream* or *Waiting for Godot*, as well as attend several live productions. In past years, classes have evaluated local productions of plays ranging from *Phantom of the Opera* to *Glass Menagerie*. By writing critical analyses of the productions observed, and through class discussions, students will develop a better understanding of the specific contribution of each individual to the theatrical experience. From text to stage, from spectator to critic, this class explores the universality of theatre. Students may not receive credit for both Theatre 115F and Theatre 100.

FALL. [3] Lowe, Mary Leah. (HCA)

#### **Women's and Gender Studies 115F, Section 3**

*Where the Girls Are: American Women's Literature.*

Works of American women writers of various historical, regional, racial, and ethnic

backgrounds. We will examine the connections between women's lives and the authors' representations of the female experience. We will discuss what it means to read and write as a woman and how the intersections of gender, race, class, sexuality, and culture inform the stories women tell.

FALL. [3] Dicker, Rory Cooke. (HCA)

### **Women's and Gender Studies 115F, Section 5**

*Love and Marriage in Literature and Culture.*

The ideals of love and marriage dominate narratives from Aristophanes' plays to Judd Apatow's comedies. This course examines how different societies construct these ideals in their arts and popular culture, and the effect of those constructions on social behavior. We will analyze the intersection of art and social change in relation to gender, power, and sexuality. Texts will include plays (Aristophanes, Shakespeare, Ibsen), novels (Austen, Smiley), short stories (Faulkner, Oates, Updike), poetry (Yeats, Rich, Dove), and essays by psychologists, memoirists, and humorists.

FALL. [3] Kinard, Amanda M. (HCA)

### **International Cultures**

#### **Asian Studies 115F, Section 4**

*Hollywood Hanoi: Narrating the Vietnam War.*

Americans have attempted to capture in different media the haunting of their political consciousness and popular culture by the Vietnam War. But what are the biases and limitations of narratives that try to capture a military conflict involving multiple countries and ideologies? What happens when the evening news and feature films bring images and sound bites of a war into the living room for the first time in cultural history? How do violent, graphic photographic images affect the everyday lives of those not on the battlefield? How are different views of the war influenced by politics, fear, memory, and trauma? This class examines such issues from a number of different per-

spectives, beginning with the viewpoints of Vietnamese writers and artists. We will also consider works by writers and filmmakers from Japan, Hong Kong, France, and South Africa, juxtaposed with American accounts. Over the course of the term, we will look at the impact of films and television shows, novelistic and poetic works, and photographic images on our cultural memories of a war. Topics include imperialism, anti-war movements, and the role of technology in cultural representations. Texts and films include Marguerite Duras's *L'Amant*, Francis Ford Coppola's *Apocalypse Now*, Susan Griffin's and Mark Kitchell's *Berkeley in the '60s*, Bao Ninh's *The Sorrow of War*, Dýōng Thu Hýōng's *Novel Without a Name*.

FALL. [3] Tran, Ben. (INT)

#### **Classics 115F, Section 1**

*The Good Life: Ancient Origins of Western Humanism.*

An examination of such questions as the meaning of heroism, the relationship of individuals to the state, the definition of justice, and fate vs. free will in Greek and Roman thought from Homer to Boethius, including comparison with the Judeo-Christian tradition. Students will write short papers and also will be encouraged to develop other kinds of projects consistent with the materials and aims of the course. This course also counts toward a major in classics.

FALL. [3] Petrain, David E. (INT)

#### **Classics 115F, Section 2**

*Spectacle in the Ancient World: theatre and Sports.*

Blockbuster films, sporting events with tens of thousands of spectators, sports and media stars with fan clubs and ardent admirers, and riots begun by enraged fans are commonplaces of the modern world, but every one of these has a precedent in Greek and Roman antiquity. Annual dramatic festivals in Athens attracted tens of thousands of spectators who were enthralled by the doings of mythological figures in the dramas and

amused by the satires of contemporary politicians in the comedies. The Olympic Games held every four years and other sporting events held elsewhere in Greece were the origin of the professional sports we love today. In the Roman world, the gladiators in the arena were the super sports stars of antiquity, and Roman fans of the chariot races held in the circus were responsible for more than one memorable and bloody riot in the streets of the ancient city. This seminar traces the forms of ancient spectacle in theatre and sport and the viewer reactions to them. A view of these events will come from a reading of ancient tragedies and comedies, as well as a look at the archaeological remains of the theatres, amphitheatres, sanctuaries, and race tracks where the ancient spectacles were held.

FALL. [3] Tsakirgis, Barbara. (INT)

#### **French 115F, Section 1**

*The French Experience in the Americas.*

Today, the French-speaking population of North America is concentrated in the province of Quebec, with smaller pockets in other Canadian provinces, Cajun Louisiana, and New England. At its peak, however, the French presence in the Americas extended across a vast territory from the Hudson Bay to the Gulf of Mexico and from Newfoundland to Lake Superior. French settlers even attempted a Protestant settlement in Brazil in the sixteenth century, although it was short lived. Explorers and missionaries wrote extensively about their experiences in the New World. Such works include Jean de Lery's gripping accounts of life among the cannibalistic Tupinamba Indians, and Marie de L'Incarnation's correspondence, which detailed her efforts as the first female missionary in North America to establish a convent in Quebec. We will attempt to understand these perspectives as well as the point of view of native populations to the arrival of Europeans. We will study the different strata of French colonizers, including traders, Jesuit missionaries, the French elite, and *les filles du roi*, translated as the "king's

daughters,” women imported from France to help populate the colonies. We will also examine literary representations of the French experience in the New World, such as Longfellow’s epic “Evangeline,” a poetic rendering of the Acadian deportation of 1755. Other sources include literary works and films from Quebec as well as the folk record consisting of songs, tales, and oral histories. We will conclude by taking stock of the current state of French language and culture in the Americas.

FALL. [3] Kevra, Susan K. (INT)

### **French 115F, Section 2**

*Urban Tales: Adventures in 19th and 20th Century Paris.*

A study of images of Paris and Parisian life in nineteenth and twentieth century literature, painting, and photography. Using a range of literary and visual texts, including short stories, poetry, architectural plans, paintings, and photographs, we will explore the emergence and representation of the distinctive urban spaces of the boulevard, the apartment building, the restaurant, and the department store at a time of revolutionary changes in political, social, and artistic life. Close readings of descriptive narratives by Balzac, Baudelaire, Zola, and Apollinaire will be complemented by analyses of visual representations by Daumier, Caillebotte, Manet, Degas, and Man Ray. Readings and discussions will emphasize the following themes: the city as a locus of social and political tension, as a setting that inspires revolution in art and politics, and as a place of shifting images of masculinity and femininity.

FALL. [3] Raycraft, Mary Beth. (INT)

### **History 115F, Section 8**

*European Imperialism: Colonizer and Colonized in the Modern World.*

This seminar will introduce students to European imperialism in its political, economic, and cultural dimensions from the eighteenth century to the 1960s. Students will explore the meanings of empire for European colonizers, especially the British and French, as well as for

the colonized peoples of the Caribbean, Africa, India, and Asia. Themes include justifications for empire and conquest, religion and empire; slavery and other forms of unfree labor; colonial revolt in Haiti; the role of class, gender, and sexuality in imperial ideologies; forms of anti-colonial resistance; the forces behind twentieth-century decolonization; the political and economic legacies of empire; and globalization in a post-imperial world.

FALL. [3] Clay, Lauren. (INT)

### **History 115F, Section 22**

*Samurai Film.*

This course examines samurai as historical figures and as imaginary icons in post–World War II popular culture, along with the historical forces that produced and transformed them. We will explore contemporary social issues through the portrayal of such figures in works like Akira Kurosawa’s samurai films. Students are required to attend weekly film screenings outside of scheduled class time.

FALL. [3] Igarashi, Yoshikuni. (INT)

### **Jewish Studies 115F, Section 9**

*Jews and Muslims: A Modern History.*

What is the history of Muslim–Jewish relations beyond the images of violence in the Middle East flashing across our television screens? Can we think of that relationship without conjuring visions of raised guns and bombs exploding? This class seeks to answer such questions by focusing on Jewish communities indigenous to North Africa and the Middle East. In those areas, Jews and Muslims have lived as neighbors, in cooperation as well as in conflict. We will look at the co-existence of these two groups through periods of major upheaval to understand the effects of processes such as colonialism, imperialism, nationalism and decolonization on inter-communal relations across space and time. Our sources will include various narrative works, photographs, postcards, music, and films.

FALL. [3] Cohen, Julia. (INT)

### **Music Literature and History 115F, Section 1**

*Music and Global Health.*

What role does music play in medicine, healing, and health care practices around the world? Why are dance and drama considered primary forms of medical interventions in many global communities? What can we learn from studying the ways in which community healthcare practices in developing countries are “performed” and made meaningful on an everyday basis? In this seminar we will investigate musical styles in local healing and health care practices in order to identify how different cultural areas respond to similar facets of globalization regarding health. We will also explore and define primary musical materials and musical genres as they contribute to identity formation among such medical and health-care practices. A primary goal of the seminar will be to reflect on the basic theoretical materials that support an understanding of the roles of music within global health initiatives and international healing practices. Students will be exposed to a variety of case studies from Africa (with a focus on AIDS in Africa), Asian (with a focus on Asian health care practices and medicine), and Native American (with a focus on Native American music and spirituality), but additional materials will be drawn on that highlight the globalization of health and society in other areas of the world. During the latter part of the semester we will engage a community in Nashville in order to locate issues of music in immigrant communities as they relate to cross-cultural health concerns.

FALL. [3] Cyrus, Cynthia J. (INT)

### **History and Culture of the United States**

#### **African American and Diaspora Studies 115F, Section 3**

*Neither Jezebel, Mammy, nor Sapphire: African American Women, 1619–1991.*

Beginning with the Middle Passage and ending with the Clarence Thomas–Anita

Hill Supreme Court confirmation hearings, we will examine the extraordinarily diverse roles of African American women throughout United States history. We will deal with stereotypes about African American women that have evolved over the course of American history, and interrogate terms such as matriarchy, mammy, and welfare queen. We will also focus on black women's political activism and public roles. Through close reading of historical documents, films, music, and contemporary scholarship, we will analyze black women's personal, social, economic, cultural, and political lives.

FALL. [3] Curwood, Anastasia C. (US)

### **American Studies 115F, Section 2**

*Food for Thought: The Social History of America Through Food.*

Writing in the 18th century, Brillat-Savarin proclaimed, "Tell me what you eat, and I will tell you what you are." One way to understand the making of America is to look at its relationship to food. While Europeans may not have found a land of gold and spices, they did, nonetheless, encounter a land of plenty. From the North Atlantic, with its cod-rich waters, to the Western Plains, where tens of millions of bison roamed, food would become the major pawn in the political strategies of states. Thirst for rum and an appetite for sugar would give rise to the slave trade. And revolution would rise from a tea-filled harbor. The course will be organized chronologically, but will go beyond a simple study of history, to include works of literature, folklore, film, popular culture, and women's studies. We will look at how food marks social, racial, and gender differences, as a means for understanding American identity. The course will cover a wide range of topics, from accounts of New World foods, the development of regional food customs, the industrialization of food production, historical and contemporary instances of excess and lack of food in American history, and anorexia.

FALL. [3] Kevra, Susan K. (US)

### **History 115F, Section 2**

*From Potsdam to Vietnam: Era of American Preeminence.*

In this seminar we will examine the era from the end of the Second World War until the Tet offensive of 1968, the period in which the United States became a superpower. Among the issues we will explore are the ideological roots of American foreign policy, the effect of American intervention on other countries, the domestic consequences of America's empire, and the causes of American decline. The readings will include primary sources as well as memoirs and secondary literature.

FALL. [3] Schwartz, Thomas Alan. (US)

### **History 115F, Section 16**

*African American History on Film.*

From 1619 to the present, African Americans have struggled for racial equality and economic freedom. Along the way, they established social institutions and patterns of resistance to maintain a communal sense of well-being and human respect. This course examines these developments through the use of documentary films counterbalanced with narrative texts. The organizing question in this course is existential. Is there a core experience of struggle and resistance for the African-descended in America? If so, was their response to oppression performed in a way that is discernible in the visual record? Are there iconic visual texts documenting such efforts? This course introduces students to key issues and developments in African American history, such as Africanisms in American culture, slave resistance, Northern migration, the rise of the Civil Rights Movement, and hip hop culture.

FALL. [3] Jones, Yollette. (US)

### **Philosophy 115F, Section 19**

*Race and U.S. Democracy.*

The objective of this seminar is to explore critically the founding principles, conditions, customs, habits, and practices that defined and gave shape and direction to the development of the United States of America

as a purportedly "democratic" nationstate. Achieving democracy, 'with justice for all', has been compromised-and was at the Founding-by agendas for social, political, economic, and cultural orderings according to which power, in various forms, was to be gained and exercised predominantly, and to their advantage, by a particular racial group and its ethnic subgroups-"white" people-while curtailed or denied for persons of other racial and ethnic groups. We will work to enhance our understandings of what continues to be one of this country's most enduring and vexing challenges: how to achieve and maintain a stable and just "democratic" nation-state with a demographically dynamic population consisting of varying numbers of similar and different racial and ethnic groups. We will explore these matters through a historically informed reading of Alexis de Tocqueville's Democracy in America, which will provide us with a particularly acute perspective on the U.S. American democratic republic as it was being developed in the first half of the 1800's and assess the legacies of those developmental efforts and consequences.

FALL. [3] Outlaw Jr., Lucius Turner. (US)

## ***Mathematics and Natural Sciences***

### **Mathematics 115F, Section 1**

*Mathematical Truth.*

What is mathematical truth? What is the role of proof in mathematics? How do mathematicians communicate mathematical ideas? Topics to be covered will come from a wide range of elementary mathematics. Logical foundations of mathematics. Presenting mathematical ideas, definitions, theorems, proofs, and examples. Using equations, diagrams, variables, and quantifiers. Basic logic, proof by contradiction, induction. Generalization, special cases, analogies. The use of lemmas and corollaries. Refining, simplifying, and rewriting proofs. Organizing problem solving. Writing

for an audience. Grading based on weekly writing assignments including expositions about mathematics, presentations of known results, organized notes from lectures, and original problem solving. Recommended for beginning calculus students.

FALL. [3] Bruff, Derek. (MNS)

## ***Social and Behavioral Sciences***

### **Economics 115F, Section 5**

*Strategic Thinking and Interactions.*

Should a gas station attempt to undercut the price charged by its neighbor? Should an insurance company charge less per dollar of coverage to people who buy a policy with a larger deductible? The correct choice of action in each of these cases depends in large part on how others act. Will a price cut precipitate a retaliatory price cut by the neighbor, and perhaps a devastating price war? Will people whose property is covered more fully by insurance take less care to avoid damage to that property? Making one's best choice in such cases requires anticipating how others will respond to that choice. This is the subject of "game theory." In this seminar we will study the "strategic method" of making choices, whereby agents choose actions only after carefully "looking through the eyes" of those with whom they interact, and we will analyze likely outcomes of interactions among agents who employ the strategic method of making choices. Topics covered will include the "prisoner's dilemma," commitments, unpredictability, coordination, threats, bargaining, auctions, screening, and "moral hazard," with applications from economics, politics, and sports. Students will analyze cases and problems in each class and in written assignments.

FALL. [3] Sweeney, George H. (SBS)

### **Economics 115F, Section 8**

*Comparative Health Care Systems.*

Comparing the health care systems of other countries with the U.S. system provides insight into the Patient Protection and Affordable Care Act of 2010, as well as

globalization in health care. This seminar considers finance, risk pooling, costs, technology, and service delivery. We will also examine the important issues of equity and access to health care.

FALL. [3] Rennhoff, Christina Hubbard. (SBS)

### **Economics 115F, Section 9**

*Education and Economic Development.*

Economic theory suggests that education is important for economic growth and development. Education increases productivity, but often at high costs. We will explore the net benefits of education through the lens of human capital investment by individuals and government. We will discuss how education can increase economic performance, reduce inequality, and foster social cohesion. Finally, we will analyze whether different policy strategies achieve our education and development goals. These policies include Head Start, charter schools, and teacher performance incentives in the United States along with vouchers, schools for girls, and conditional cash transfers in developing countries.

FALL. [3] Anderson, Kathryn H. (SBS)

### **Political Science 115F, Section 6**

*American Constitutional Law: Civil Rights and Civil Liberties.*

In addition to maintaining a balance of power between governmental institutions, the authors of the *Constitution* indicate in the preamble that the charter was crafted to secure the "Blessings of Liberty" to American citizens. Legally, what are the blessings of American liberty, and how are they maintained? What are the parameters surrounding the freedoms of speech, press, and religion; the right to protest and assembly; the right to bear arms; and the rights to due process and equal protection of law? We will answer these questions by examining the Bill of Rights and the Civil War amendments through the lens of Constitutional Law scholarship, social commentary, and

landmark legal opinions. Students will hone research, writing, analytical, and advocacy skills through assignments that address particular civil rights and liberties debates. The final project will consist of a written legal brief and a moot court presentation.

FALL. [3] Russell, Carrie. (SBS)

### **Psychology 115F, Section 15**

*Autism in History.*

This course takes a multidisciplinary approach to understanding autism from both historical and contemporary perspectives. We will examine the beginning of autism awareness in Western culture, learn about evolving scientific explanations, and explore autism within current social, medical, and educational contexts. We will make a special effort to integrate the art and the science that surround the study of autism, while at the same time challenging the myths. Readings are drawn from fiction, history, anthropology, psychology, and neuroscience.

FALL. [3] Sandberg, Elisabeth Hollister. (SBS)

### **Psychology 115F, Section 17**

*The Psychology of Sustainability.*

Sustainability promotes the continued survival of our species and our planet. Across the globe, there is a growing awareness of its importance at multiple levels, such as reducing our carbon footprints, buying local and seasonal produce, and increasing our personal fitness levels. Yet, for many people, the link between their actions and the broader outcomes of sustainability is unclear, and other individuals lack the motivation to implement sustainable choices. This course will focus on the psychological processes involved in making choices regarding sustainability at the personal, family, community, and global levels. We will examine social, motivational, emotional, and cognitive influences upon decision-making. We will then use what we have learned theoretically and empirically to execute a sustainability

project on campus or in the Nashville community.

FALL. [3] Kirby, Leslie D. (SBS)

#### **Sociology 115F, Section 4**

*Women and Work in the United States.*

We will apply sociological methods to understanding patterns in women's paid and unpaid work in the United States, from the 1700s to the present. Special attention will be given to the comparative experiences of white women and women of color. The course will focus on women's increased involvement in paid work following World War II, and the resulting tensions between employment and women's traditional family roles. We will also analyze current and proposed policies affecting women's home and paid work, including those intended to reduce gender inequality in employment and wages.

FALL. [3] Campbell, Karen E. (SBS)

#### **Sociology 115F, Section 18**

*Artistic Dreams, Communities, and Pathways.*

Freelance arts professionals, in our enterprising age, assume multiple roles. They strive to become artists, entrepreneurs, and advocates and "network" feverishly to pursue their careers. Yet, as freelancers in risky labor markets, they have volatile incomes and often lack health insurance. This seminar addresses sociologically how arts professionals' dreams inspire and how their artistic communities enable them to seize opportunities and confront risk. We will focus on scholarly works and on transcripts of original interviews with 72 Nashville music artists, entrepreneurs, and advocates that the instructor and his research team conducted for the Nashville Music Careers research project.

FALL. [3] Cornfield, Daniel B. (SBS)

#### **Sociology 115F, Section 19**

*The Sociology of Local Sustainability.*

This course will review societal dimensions of sustainable local systems and organizations, emphasizing the greening of energy,

transportation, land use, buildings, businesses, and food. We will focus on combinations of technologies and organizations ("sociotechnical systems") that are locally owned or controlled ("localism"). We will review studies of sustainability initiatives proposed by policymakers, sociologists, and urban studies researchers. Finally, students will focus on Nashville and the development of plans to turn the city into the greenest city in the Southeast.

FALL. [3] Hess, David J. (SBS)

#### **Spanish 115F, Section 4**

*Language and the Law.*

This course examines the role of language in legal settings. We will look at written and oral legal language and what makes legal language difficult to understand by examining the language of police officers, judges, lawyers, and testifying witnesses or defendants. How language is used presents a growing challenge to the system of justice. Particular attention will be given to what happens to linguistic minorities and to women in their contact with the court system in a linguistically diverse society like our own. This will be especially evident in cases of rape, murder, kidnapping, and child molestation. The course will examine how justice operates in the Americas, and how justice sometimes is denied to Spanish-speakers in the U.S. and to speakers of indigenous languages in Latin America. Taught in English.

FALL. [3] Berk-Seligson, Susan. (SBS)

#### **Perspectives**

##### **Anthropology 115F, Section 7**

*Disney in America.*

Disney has been a major cultural force in America since the early twentieth century. After learning about anthropology as a discipline and exploring the idea of high versus low culture, we will use a combination of texts and films to explore how Disney both impacts and reflects Americans' worldview. Analysis of films such as *The Little Mermaid*, *The Lion King*, and *Aladdin* will allow us to

see how Disney shapes our conceptions of gender, race, family, and class.

FALL. [3] Yant, Anna Catesby. (P)

#### **Anthropology 115F, Section 9**

*First Contacts.*

The Columbian quincentenary has brought renewed awareness of the overwhelming importance of the first contacts between the Old World and the New. These contacts brought together European, African, Asian, and American cultures for the first time and changed the course of history on a global basis. Indeed, it is difficult to single out another event or process in modern history that has had a greater impact on our world. In this course we will examine first contacts through readings dealing with the demographic, economic, political, and social effects of the European conquest and colonialization of the New World. In addition to primary historical accounts, interpretive materials are drawn from anthropology, archaeology, and history.

FALL. [3] Conklin, Beth Ann. (P)

#### **Communication Studies 115F, Section 4**

*The Irish Troubles: Revolution, Reform, and Rhetoric.*

The term "The Troubles" has been applied to political events in Irish history over time, particularly the Irish War of Independence from 1916-1922, and the time of the provisional IRA from 1968-1998. This course examines the intersection of persuasion, militancy, revolution, and reform throughout these events. Emphasis will be placed on the nature of persuasion through public discourse, parliamentary politics, film, and media.

FALL. [3] Kovalcheck Jr., Kassian A. (P)

#### **English 115F, Section 16**

*Toni Morrison.*

We will focus on America's Nobel Laureate in literature, Toni Morrison. We will read most of Morrison's novels (*The Bluest Eye*, *Sula*, *Song of Solomon*, *Beloved*, *Jazz*) and

focus our attention on the issues of race, gender, and history that they develop. We will also examine some of Morrison's critical writings (e.g., *Playing in the Dark: Whiteness and the Literary Imagination*) and discuss their relationship to her own fiction as well as to the larger canon of American literature.

FALL. [3] Goddu, Teresa A. (P)

### **English 115F, Section 30**

*Immigration, Identity, and the Re-Making of America.*

Explores the various push and pull factors that led immigrants from the Caribbean, Africa, and Latin America to come to the United States. We will examine their experiences upon arrival, the various adjustments they had to make once they were here, and the impact they had and continue to have on American society. The course will focus first on European migration to the U.S. in the late nineteenth and early twentieth centuries, with special emphasis on immigrants' stories and the response of non-immigrants to immigrants' arrival in this country. Next, we will study the immigration of individuals from the Caribbean, particularly Jamaica, Cuba, and the Dominican Republic. We will assess immigrants' knowledge of American culture prior to their migration by reading novels, autobiographies, and oral-history interviews that reveal their innermost thoughts. The course will conclude with a look at African immigrants, especially those from Ethiopia, Nigeria and Senegal. Special emphasis will be placed on the identity challenges faced and posed by these "other African Americans." We will connect the information we are gathering from personal stories, films, newspapers, and literature about the immigrant experience with present-day issues and events, thus allowing us to expand and enhance our understanding of the multi-ethnic foundations of the United States.

FALL. [3] Nwankwo, Ifeoma. (P)

### **History 115F, Section 24**

*Women in the Renaissance.*

This class considers traditional understandings of the term "Renaissance" in light of the debates over the spiritual, moral, physical, and intellectual status of women in comparison to that of men. We will also determine how gender analysis changes our understanding of both history and the present by looking at specific issues such as the ideology surrounding marriage and related concerns about female chastity, the issue of education and anxiety over access to knowledge, and problems associated with the exercise of power by women in the Renaissance.

FALL. [3] Crawford, Katherine B. (P)

### **Medicine, Health, and Society 115F, Section 1**

*Medicine, Health, and the Body.*

The course explores the way medicine shapes our understanding of health and the body in modern American society. Focusing on medicine as both science and social phenomenon, we will investigate several interrelated questions: How does medicine classify the body as sick or healthy? How do individual and collective experiences of health and disease influence medical theory and practice? How does medicine affect the way we interact with both sick and healthy bodies (including our own)? And how do contemporary social and cultural factors influence medicine's potential impact on health and the body? Readings and class discussion will form the basis of our inquiry.

FALL. [3] Yagel, Marian V. (P)

### **Philosophy 115F, Section 5**

*Green Cities.*

In this course, we will apply ethical theories to urban environmental issues. It has long been a prevalent view that cities are environmentally unsustainable or "unfriendly," and historically, the modern urban planning movement originated from this perspective, committed as it was to ameliorate the over-

crowded conditions and rampant disease characteristic of urban life in the nineteenth century. We will see, however, that some contemporary cities are environmentally sustainable in significant respects, and many other cities can and should be made to become that way. Making cities environmentally sustainable, further, is more than just planting trees, preserving green space, or establishing recycling programs. It is also about land use integration, participatory democracy, and social equity. To address these and related concerns, key topics for the course include interpretations of "nature" and "sustainability," human settlement patterns, democracy, economic sustainability, sprawl, environmental justice, and the implementation of urban environmental principles. Some authors whose works we will read are Garrett Hardin, Ian McHarg, Kevin Lynch, Richard Sennett, Mike Davis, and Carole Pateman. This course integrates ethical theory and environmental urban planning, and students in the seminar will actively contribute to this exciting field by engaging in class discussion, organizing a group presentation, and writing three original essays.

FALL. [3] Bremer, Jonathan E. (P)

# HOW TO CHOOSE COURSES FOR YOUR FIRST SEMESTER AT VANDERBILT

If you are still uncertain about selecting your courses for the first semester, you should consider the following. If you have begun a subject in high school that involves the acquisition of a skill, such as learning a foreign language, or one that builds on previous knowledge, such as mathematics or science, you might like to continue those courses in your first semester. Most freshmen are encouraged to take four courses in their first semester but this will vary depending on a student's interests and background. Your first semester course selection might include

- a First-Year Writing Seminar;
- a mathematics course;
- a course in a foreign language;
- a laboratory science or social science course.

You should choose courses that will build on previous knowledge, introduce you to a major, or simply broaden your perspective upon a subject that interests you. Here are two sample programs:

1. English 115F for the First-Year Writing Seminar requirement;  
Mathematics 150a;  
French 101a;  
Sociology 101 or Psychology 101.

2. Philosophy 115F for the First-Year Writing Seminar requirement;  
Political Science 103;  
Mathematics 140;  
Hebrew 111a.

There are many ways to vary your schedule. If you look closely at the distribution of courses that fulfill AXLE requirements, you will see:

- There are a number of First-Year Writing Seminars that, while introducing you to a discipline, will also introduce you to skills necessary for generating new ideas and doing research to support those ideas.
- There are various courses that will introduce you to the discipline of mathematics.
- There are many foreign languages from which you may choose.
- Not only are there a number of natural science courses with laboratories to select, but there are also some science courses without laboratories you can take during your first semester.
- Most courses at the 200 level are intended for sophomores, juniors, and seniors.

Now that you have familiarized yourself with the requirements, keep in mind the simple guidelines listed above: a First-Year

Writing Seminar, a course that builds on skills and knowledge already begun, courses that may introduce you to a possible major, and courses that are of interest to you are good ones to take early in your career at Vanderbilt.

REMEMBER: The courses you select depend upon a number of factors:

- Your scores on College Board SAT Subject Tests or departmental placement tests will determine the courses you should take in writing, mathematics, and foreign language.
- Your course load may vary from four to five courses a semester, depending upon the total number of hours required for each course. If you have a 4-hour science course and a 5-hour language course, you will not want to register for a fifth course during your first semester.
- Your interests and objectives should guide your course selection within the framework of AXLE.

# HOW TO PLACE YOURSELF IN COURSES FOR AXLE

*In planning your studies in foreign language and mathematics, you want to be sure to select a course at the right level for your background and interest. In other disciplines, several introductory courses are offered for students with different objectives. This section provides advice to help you select the right course. If you still are uncertain after reading this material, an adviser can help. Just follow the instructions in your packet to contact an adviser.*

## FOREIGN LANGUAGE

The first course you take in a foreign language will depend on whether you have studied the language in high school and on test scores or departmental placement.

### *French*

You will be placed in French courses by the department on the basis of your score on the College Board SAT Subject Test in French or a departmental test. If you have studied French but have not taken the SAT French Subject Test, you must take it or the departmental placement test during the summer or fall orientation period. The departmental test is available at [asc.vanderbilt.edu/perl/frlangtest.pl](http://asc.vanderbilt.edu/perl/frlangtest.pl). You will need a valid Vanderbilt email address to use this site. If you have not taken a placement test, register tentatively in the course for which you believe yourself prepared on the basis of your high school work (two years of high school French normally prepares students for French 102). Placement test results will be used to change placement if advisable. If you wish to fulfill the proficiency requirement with a placement test score, the test must be repeated under proctored conditions when you are on campus.

1. If you have never studied French in high school, register for French 101a.
2. If your SAT French Subject Test score is below 500 or the departmental placement score is below 260, register for French 101a.
3. If your SAT French Subject Test score is between 500 and 530 or the departmental placement score is between 260 and 349, register for French 102.
4. If your SAT French Subject Test score is between 540 and 590 or between 350 and 419 on the departmental test, register for French 103.
5. If your SAT French Subject Test score is above 600 or above 420 on the departmental test, register for French 201W.

### *German*

You will be placed in German courses by the department on the basis of your score on the College Board SAT German Subject Test. If you have not taken the SAT German Subject Test, you are urged to do so during the summer or the fall orientation period. If you have not taken the test, you should enroll in the course for which you believe yourself to be prepared (students with two years of high school German would normally enroll in German 103). Recommended scores are given below.

1. If you have not studied German, register for German 101.
2. If you scored 460 or below on the College Board SAT German Subject Test, consult with the Department of Germanic and Slavic Languages for placement in German 101 or 102.
3. If your test score is between 470 and 590, register for German 103.
4. If your test score is 600 or higher but lower than 680, take German 104.
5. If you scored 690 or above, you may take German 201W, 213–214, or 221–222.

### *Latin*

If you had Latin in high school and intend to enroll in a Latin course at Vanderbilt, you should have taken the College Board SAT Subject Test in Latin (if you have not taken the test before you arrive on campus in August you may arrange to do so during the orientation period). Placement is based on both the SAT Subject Test and the number of high school units completed.

1. If you have never studied Latin, or have studied one year of Latin but score below 480 on the SAT Subject Test, register for Latin 101.
2. Latin 100 is an intensive review of first-year Latin for students who have had two years of high school Latin but need a “refresher” course before entering the intermediate level.
3. If you score between 480 and 520 you should enroll in Latin 102, regardless of how many years of Latin you completed in high school.
4. Most students who have had three years of Latin, and all students who score between 530 and 620 on either test, should register for Latin 103.
5. If you have had three or four years of high school Latin and score at least 630 on either test, you should take 104. This course is usually offered only in the spring semester.
6. If you have studied four years of Latin and score at least 680 on either test, you may register for 201, 206, 215, or 220.

If you do not seem to fit into any of the above categories, please consult the Department of Classical Studies for placement at the appropriate level.

### *Portuguese*

There are two tracks in Portuguese. Those with proficiency in another Romance language may begin with Portuguese 102, Intensive Elementary Portuguese. Those

without such a background should begin with Portuguese 100a and continue to Portuguese 100b, Elementary Portuguese I-II, Portuguese 200, Intermediate Portuguese, can be taken after 102 or 100b. While a formal placement exam is unavailable in Portuguese, all students with a prior knowledge of the language will be interviewed and placed by the Department of Spanish and Portuguese.

### Russian

If you have never studied Russian, register for Russian 101. If you have studied Russian, consult with the Department of Germanic and Slavic Languages.

### Spanish

You will be placed in Spanish courses by the department on the basis of your score on the College Board SAT Spanish Subject Test or, preferably, the departmental test. The departmental test is available online at [asc.vanderbilt.edu/perl/splangtest.pl](http://asc.vanderbilt.edu/perl/splangtest.pl). You will need a valid Vanderbilt email address to use this site. If you wish to fulfill the proficiency requirement with a placement test score, the test must be repeated under proctored conditions when you are on campus.

1. If you have never studied Spanish, register for Spanish 100, Spanish for True Beginners. (Note: This course is only for those with no prior study.)
2. If you score lower than 390 on the SAT Subject Test or below 275 on the departmental test, register for Spanish 101.
3. If you score between 390 and 510 on the SAT Subject Test or between 275 and 364 on the departmental test, register for Spanish 103. (Note: Spanish 102 is only for students continuing from Spanish 100 or Spanish 101. You cannot place into Spanish 102.)

4. If you score between 520 and 620 on the SAT Subject Test or between 365 and 440 on the departmental test, register for Spanish 104.
5. If you had three or more years of Spanish in high school and a score of 630 or above on the SAT Subject Test or between 441 and 510 on the departmental test, register for Spanish 201W.
6. If you received a 4 or 5 on the Spanish AP test, register for Spanish 201W.

### Other Languages

If you wish to continue in other languages you have studied before, consult with the appropriate department for placement. Beginning courses offered in other languages are listed below.

Arabic	210a
Chinese	201 or 200a
Greek	101
Hebrew	111a
Italian	101a
Japanese	201 or 200a

### MATHEMATICS

The mathematics course you should register for depends on the strength of your background, your interest in pursuing the subject, and your plans for a major. The key question to ask yourself is whether you intend eventually to take calculus. Based on your background, you may take one of several courses. The most basic calculus course offered is Math 140, which is intended for students who want a broad survey of the subject in one semester but do not intend to take any additional courses in calculus.

For those planning to take more than one semester of calculus, there are three sequences available, beginning with 150a or 155a. The first two are taught at the same level, but 150a is a 3-hour course while 155a is a 4-hour course. (The 155 sequence is generally taken by engineering students and mathematics or science majors.)

Different backgrounds are presumed for the different calculus sequences. Math 140 requires high school algebra but does not use any trigonometry. Students in 150a or 155a need to know trigonometry.

Any student who wishes to take calculus but who may need a little more preparation should register for Math 133. The first part of 133 is a review of algebra; the second part covers trigonometry. Math 133 should be taken only by students intending to enroll eventually in 150a or 155a.

If you take 150a, you should plan to take 150b the following semester; those who start with 155a normally follow with 155b. Students who begin with 140 are presumably finished with calculus, but they may take additional courses in either probability (Mathematics 180), statistics (Economics 150), or logic (Philosophy 202). Switching from one calculus sequence to another is possible, but you may lose credit hours in the process.

If you do not intend to take any calculus, you may want to enroll in Mathematics 127a, which is an introduction to probability and statistics. Students who take Mathematics 127a in the fall usually take Mathematics 127b in the spring.

### NATURAL SCIENCES

You may choose from a variety of introductory courses in chemistry or physics, depending on your background and on your plans for further study.

### Chemistry

Your selection of an introductory chemistry course should be based on both your career plans and your test scores. The three-course sequences mentioned below are considered equivalent, and so credit may be received for only one of them.

If you intend to take a course in chemistry solely for the purpose of fulfilling the Mathematics and Natural Sciences requirement and do not plan to take any higher-level chemistry courses, you should take Chemistry 101a–101b.

*Natural Science Majors.* If you intend to major in a natural science or to take a higher-level chemistry or other science courses, you should take Chemistry 102a–102b/104a–104b. Chemistry 102a–102b/104a–104b is designed for the majority of students intending to take introductory chemistry. Students who have earned a 5 on the Advanced Placement Test in Chemistry may want to consider the Chemistry 218a–218b sequence. This course is Organic Chemistry designed for entering students with a strong background in chemistry or Advanced Placement credit for General Chemistry.

### *Physics*

Introductory Physics is offered at three levels, each with the appropriate laboratory:

1. *Physics 110, Introductory Physics. Laboratory: 111.* This course is a general introduction to physics and is intended for liberal arts students without a strong background in mathematics or science who are fulfilling the Mathematics and

Natural Sciences requirement of AXLE, as well as students with a general interest in the subject. The content is taken more from classical physics (pre–twentieth century) dealing with mechanics, motion, forces, conservation laws, light, heat, and electricity. It is not recommended preparation for further study in a natural science.

2. *Physics 116a–116b, General Physics.* This course is designed for engineering, science, and premedical students who need or desire a calculus-level introductory physics course. The course serves as preparation for majors in the natural sciences or mathematics and for other students with a quantitative interest in the subject, including students intending to pursue a professional program in medicine.
3. *Physics 121a–121b, Principles of Physics.* This course is designed for physics and astronomy majors and those science, engineering, and mathematics majors who intend to pursue a research-oriented career. Prospective physics majors should

begin the sequence 121a–121b in the fall semester of their freshman year. It differs from 116a–116b in emphasis, and it assumes a previous study of calculus.

For each of the introductory physics courses, successful completion of the first semester is a prerequisite for the second semester.

If you already have a reasonably clear plan for a specific major program, you should read the following section to learn of any recommendations for entering freshmen. If a particular major is not listed, no special advice is needed at this time.

Many freshmen come to college without a clear idea of which subject they will ultimately choose as a major. If you are one of this group, you should take a variety of courses in areas that interest you.

# HOW TO PLACE YOURSELF IN COURSES FOR SPECIFIC MAJORS

*For a full list and description of majors, consult the Undergraduate Catalog or the College of Arts and Science website.*

## ASTRONOMY

The basic astronomy course for physics-astronomy majors is Astronomy 102, which can be taken during the sophomore year. Because First-Year Writing Seminars can be taken only during the freshman year, prospective physics-astronomy majors are encouraged to take the FYWS in astronomy. You should also take either Physics 116a–116b or Physics 121a–121b during your first year to ensure the optimum sequence of later course work.

## BIOLOGICAL SCIENCES

Prospective majors in the biological sciences should begin with both the Biological Sciences 110a–110b/111a–111b sequence and the Chemistry 102a–102b/104a–104b sequence in the fall semester of the freshman year. Biological Sciences 110a–110b is required for any of the majors in biological sciences. Prospective majors should also take Mathematics 150a–150b or 155a–155b in the freshman year.

## CHEMISTRY

If you think at this time that you might want to major in chemistry and have scored a 5 on the Advanced Placement Test in Chemistry or have a strong background, consider taking Chemistry 218a–218b, Advanced Placement Organic Chemistry. If you are not sure, consult the director of the undergraduate program in chemistry about placement in this course. Also, prospective chemistry majors should take Mathematics 155a (rather than Mathematics 140 or 150a).

## ECONOMICS

Prospective majors in economics and students contemplating the economics or financial economics minor, regardless of their major, should complete the introductory sequence (Economics 100–101) by the sophomore year. Most students should take Economics 100 in the spring of the freshman year. Most prospective majors complete two additional economics courses from those numbered below 250 during the first two years.

A minimum of one semester of calculus is required of students for the major or the minors, and two semesters of calculus are strongly recommended. You should complete a one-semester course as early as possible in your college career. It is prerequisite for Economics 150, Economic Statistics, or Economics 155, Intensive Economic Statistics (required for the economics major and either minor), and for Economics 231 and 232, the intermediate economic theory courses. You should take statistics and intermediate economic theory courses during your sophomore or junior year.

## ENGLISH

Prospective majors in English should take English 116W, Introduction to Poetry, English 117W, Introduction to Literary Criticism, or 118W, Introduction to Literary and Cultural Analysis, in their first year. Only one of these courses counts toward the major. These courses provide the skills necessary for subsequent work.

## MATHEMATICS

Students who plan to major in mathematics usually take a calculus sequence (150a–150b or 155a–155b) during their freshman year or take advanced courses if they have received advanced placement credit for calculus. A prospective mathematics major who has not had trigonometry should take 133 (the pre-calculus course in algebra and trigonometry) before taking a calculus sequence. No credit toward requirements for a mathematics major is granted, however, for 133 or for any mathematics course numbered below 150.

## POLITICAL SCIENCE

Students with an interest in studying political science should take one of the introductory courses (Political Science 100, 101, 102, 103, or 150) in their first year. These courses introduce the student to the four subfields of Political Theory, Comparative Politics, International Politics, and American Government.

## PSYCHOLOGY

Students with an interest in gaining an understanding of the brain, behavior, and cognitive processes, should begin their study with Psychology 101, General Psychology, the prerequisite for any other course in the department.

## PRE-HEALTH PROFESSIONS

There is no preferred pre-health professions major. You should major in whatever area you like and which will enable you to pursue another career should you not be accepted into medical, dental, nursing, or veterinary school.

Students interested in the health professions should take courses from at least one of the following sciences in their freshman year: biological sciences, chemistry, or physics. You should take the courses designed for science majors. A first-semester course selection for a potential premedical or pre-dental student would typically include:

Chemistry 102a/104a

Math 150a or 155a

A First-Year Writing Seminar

An introductory course in a discipline of your choice

Note that Chemistry 102a/104a is a pre- or co-requisite for Biological Sciences 110a–110b/111a–111b. While prospective biological science majors should take both of these sciences in their freshman year, majors in other disciplines often take one science course sequence along with calculus in their first year and take Biological Sciences 110a–110b in their second or third year.

Most medical schools require one year of college-level mathematics. Because the required physics course has a calculus prerequisite, you should plan to take one of the calculus course sequences. It may also help to take a course in statistics before the end of your junior year. In addition, almost all medical schools and dental schools require at least one year of English.

## PRE-LAW

There is no preferred major for students wishing to attend law school. While there are no specific requirements, students are advised to take a course in logic and ethics. Some students find a course in poetry to be good preparation.

## PRE-BUSINESS

There is no preferred major for students interested in going into the business world. Courses that might prove helpful are accounting, statistics, and introductory economics.

## HOW TO REGISTER: SOME GENERAL QUESTIONS

Q. *How do I register?*

A. There is a sheet in this packet called “Registration Instructions” that outlines the steps you need to take. Read it carefully.

Q. *How can I get help in making my course selections?*

A. The best source of advice is a faculty adviser, who will help you in selecting courses. You can reach an adviser between May 31 and June 22, 9:00 a.m. to 4:00 p.m. CDT. Take advantage of this service.

Q. *Is it advisable to get a current Vanderbilt student to help me plan my schedule?*

A. Entering freshmen may assume that parents, teachers, and upperclass Vanderbilt students can help with course selection. These sources may be useful on occasion, but we DO NOT RECOMMEND that you rely on them for information on academic matters such as requirements or course selection. Experienced faculty advisers are available to work with you by phone. These advisers are highly trained, are familiar with courses and instructors, and have access to test scores and other information that is essential for proper placement in courses.

Q. *How should I begin to select courses for the fall?*

A. Follow the instructions about the YES registration system in this packet.

Q. *How many courses should I take my first semester?*

A. Probably four or five, depending on the courses you choose. Course credit is measured in semester hours. You need to earn an average of 15 hours each semester in order to graduate on schedule. Many freshmen find a 15-hour course load manageable, but it may be better to take a lighter load your first semester. If you are not sure of what course load to take, be cautious. Plan to take a load that falls at the lower end of the allowed range, perhaps 13–14 hours. In any event, you must take at least 12 hours, but no more than 18.

Q. *Should I schedule courses back to back?*

A. Classes are scheduled ten minutes apart. You will have no problem reaching most classes in ten minutes.

Q. *How do I request a First-Year Writing Seminar?*

A. Register for a First-Year Writing Seminar as you would for your other courses. You may want to have several in mind in case your first choice fills up.

Q. *What if I have taken an Advanced Placement Test and do not know my score yet?*

A. You will not receive your 2012 AP scores until July. If AP credit requires changes in your course selection, you will be able to make those changes with your pre-major adviser during the summer or when you arrive on campus. The Open Enrollment Period will end August 28.

Q. *Should I take SAT Subject Tests now that I have been admitted?*

A. SAT Subject Tests and departmental placement tests are used to place you in courses appropriate for your background in foreign languages. You will want to start at a level that is neither too difficult nor too easy. If you have not taken SAT Subject Tests in a foreign language, you should do so. You can take the French and Spanish departmental placement tests by going online to [www.cas.vanderbilt.edu/languagetestadmin.html](http://www.cas.vanderbilt.edu/languagetestadmin.html). Scores for SAT II Subject Tests taken in May will not be available in time for summer advising. For students planning further study in French or Spanish, the departmental placement tests also will be administered when you arrive in August.

Q. *What should I do if I miss deadlines to register for courses during the June Registration Period?*

A. If you cannot register during the June Registration Period, you will have another opportunity to register later in the summer. Watch for an email to arrive during the last two weeks of July.

Q. *What if I have other questions or need help?*

A. Seek advice. Between May 31 and June 22, call the toll-free number in your packet to speak with an adviser. Office hours are 9:00 a.m. to 4:00 p.m. CDT.

# RULES OF THE ROAD

## *A How-to Guide to Surviving and Succeeding in Academia (and beyond)*

The most important thing to remember about doing well in academia is:

### THE AAA RULE:

1. Ask – People are usually very willing to help you, but they won't know you need help until you ask.
2. Ask Someone Who Knows – If you don't know whom to ask, see your adviser, RA, or one of the people listed below—they are trained to know who has the answers.
3. Ask Again – If you've asked a question but you are not sure about the answer you received, ask again. You are responsible for having the correct information (not just the answer that sounded good at the time).

There are several people in the College of Arts and Science who will have many of the answers you will need. These resources, in no particular order, are:

The instructor of the class

Your academic adviser

The Arts and Science Dean's Office

Dean Francille Bergquist

Dean Karen Campbell

Dean Yollette Jones

Dean Russell McIntire

Dean Martin Rapisarda

The Arts and Science Registrar's Office

The Writing Studio

Tutoring Services

### HOW TO GET ALONG WITH YOUR PROFESSORS (ACADEMIC ETIQUETTE AND COMMON SENSE)

Since college is a new environment, first-year students often do not know what is considered appropriate behavior. Here are a few guidelines to get you off on the road to success.

#### *How to address your professor*

Some universities have the custom of addressing professors by the title of their degree, i.e., Dr. X, Dr. Y. And some professors at Vanderbilt, particularly in the sciences, prefer that designation. Follow their lead. The safest bet is to address all with "Professor X," until they suggest otherwise. This suggestion holds for in-person, phone, or email conversation.

#### *Do not expect professors to always remember your name.*

Professors generally teach more than one course a semester and so must deal with a large number of students every semester. They try to learn names, but sometimes they won't remember your name, especially at the beginning of a term. You will earn their gratitude if you remind them of your name and your concern when you talk to them.

#### *Pay careful attention to the requirements of each course.*

These either will be given on a written form called a syllabus or will be announced in class. In college each course and each professor is different—do not assume that what is true for one class will be true for another. You are responsible for knowing what is being required of you—if it isn't clear, **ask**.

#### *If you need to see a professor outside of class, go during office hours or make an appointment.*

Professors have many different duties (research, teaching, and administration) that may take them away from their offices. Professors are usually quite willing to talk to students, but they are usually more approachable if you come at a convenient time.

#### *If you have an appointment with a professor and he or she is not in the office when you arrive, wait a few minutes.*

Professors may be coming from a class or meeting that has run late.

*If you do make an appointment with a professor, use common sense and common courtesy.*

If you must miss the appointment, **call or email** to let the professor know. If you call and the professor doesn't answer, leave a message in the departmental office. Don't expect the professor to hang around if you are more than five or ten minutes late. And don't make an appointment for a time when you have something else scheduled for just a few minutes later.

If you need to reach a professor outside of class or office hours, it is usually better to call or email to see if it is a convenient time rather than to just drop in.

Whether you call, email, or go by, if the professor is not in, leave a message. He or she will get back to you.

*You can call professors at home in case of an emergency but, again, use common sense.*

Usually professors will indicate on the syllabus or during the introduction of the course if it is acceptable to call the home. But don't call someone at home about an assignment that isn't due for a week and don't call at night or early in the morning for anything less than a true emergency.

*If you have a real emergency that causes you to miss an exam or deadline, call or email the professor as soon as you know about it.*

This shows the professor that you are serious about your work and gives you credibility. There are very few cases in which people are so ill they cannot email or call. (Remember, if the professor is not in when you call, leave a message.) However, do not assume that you can **always** make up missed exams; different courses have different rules. Personal travel plans or social obligations do not qualify for special consideration.

*Whether a professor's office door is open or closed, knock before entering.*

## HOW TO DO WELL IN YOUR COURSES

The primary rule here is to *take responsibility for your own actions*.

Go to class, know what is required in your courses, do the work, find out how your work is being evaluated, and, if you detect a potential problem, seek assistance. One primary difference between being a high school student and being a college student is the much greater responsibility you have as a college student for your own education. There are many people here at Vanderbilt who are willing to help you with that responsibility, but the first move is almost always up to you.

*Know what is required in your courses.*

As mentioned previously, many of your course requirements will be listed on the syllabus. Check the syllabus periodically so that you can plan ahead. In some classes, quizzes and assignments will be listed on the syllabus but will **not** be announced in class. In such classes, it is especially important to review the syllabus periodically.

*However, do not assume that the syllabus distributed on the first day is the last word.* Professors often announce changes and additions to the syllabus in class. Try not to rely on your friends for such information. Word of mouth is often not correct in these cases.

*Know what is required for your assignments and use that information when carrying them out.*

Read and understand the criteria for a paper **before** you start working on it. Remember that each course you take will have different requirements. Your grade will depend on how well you complete those requirements, not the requirements of the course you took last semester or the section your roommate is in.

*Learn to adjust your study habits to fit the demands of particular courses.*

This is very important, but it is probably one of the most difficult adjustments a new college student must make. An essay exam may require a different type of studying than does a multiple choice exam. A fact-based course may require a different approach than does a course that emphasizes the integration and criticism of material.

If you do not know what approach is the best one to take for one of your courses, **ask** the instructor. If you feel you need additional help in adapting your study habits to particular courses, see your adviser. If you are having difficulty with your writing assignments, contact the Writing Studio. The Counseling Center also provides classes on many different types of study skills. Contact your adviser or the Counseling Center for more information.

*Do all that is required for the course.*

This may seem self-evident but many students tend to ignore this basic piece of advice. If no one is checking up on you to see if you are reading the weekly assignments or doing the assigned problem sets, it may be very tempting to let your work slide, especially since you will be getting involved in many new activities and social relationships. **Fight this temptation!** If you keep up with your work, not only will you avoid the dreaded “all-night cram session,” but you will also be better able to assimilate the information you are receiving in classes and to monitor your own progress in the course.

Another reason students sometimes give for not doing course work is that they “don’t like” a certain type of professor, course, or assignment. These are often the students that can be heard at the end of the semester saying, “Can I make it up with extra credit?”

Needless to say, this is very self-defeating behavior. In college (as in life), you will face a wide variety of situations, some of which may seem more desirable than others. If you frequently find yourself simply not doing the required work, seek help from your adviser, the Dean’s Office, or the Counseling Center.

*Take advantage of any assistance that is offered.*

If a course has help sessions, go to them. Write them into your schedule so you won’t forget. Many courses provide this kind of “built-in” assistance. It will help your grades if you get into the habit of taking advantage of these resources. If you need additional help in clarifying some of the course material, **ask** the instructor or teaching assistant during their office hours.

*Monitor your progress in your courses.*

At the most basic level, this means picking up your papers and finding out your test scores. This really is a case where knowledge is power. If you are not doing as well as you would like, try to analyze the situation objectively. Hopeless despair (“I’m just stupid; I’ll never understand”) and blind optimism (“That was just bad luck; I’ll do a lot better next time”) can both be counterproductive because they may keep you from identifying the real problem. It is difficult to be objective about your own performance, so if you need help with your particular problem, see the instructor or your adviser.

## HOW TO GET HELP

Everyone is going to have at least one problem with a course during their academic career. When you have one, don't panic. Just follow these guidelines.

*See the instructor as soon as you can.*

It is better to see the instructor before major problems develop because this is when advice can do the most good. Early attention is especially important in classes such as math, science, and foreign language where your later work depends on your understanding of earlier concepts. Students are often reluctant to tell the instructor they are having a problem because they are unsure of how to approach the professor. Simply make an appointment to go over your concerns. Most professors are very willing to help you do as well as you can in their courses. **The first move, however, is up to you.**

*Bring all relevant information with you.*

When you see the instructor, bring in relevant papers, tests, etc. This will help the instructor pinpoint your problem and be better able to offer specific advice.

*If you feel that you need further help and advice, go to your adviser.*

Again, be sure to bring any relevant documents and be prepared to tell your adviser how much of your grade is yet to be determined.

*If you are having a problem with a course, don't take out your frustrations on the professor.*

If you are upset about your performance in a course, don't get upset or take out your frustrations on the professor. This sort of approach can definitely be counterproductive. So, instead of saying, "I don't know why I didn't get a higher grade because I studied hard," try "I'd like some advice about how I can understand the material better." This

is a much more productive and constructive approach. Also try to be honest with instructors about your strengths and weaknesses; it may help them to help you. For instance, if you are having a problem with rote memorization, an instructor might give you a few mnemonics (memory aids) to help.

*If all else fails, remember that you can withdraw from a course through the eighth week of the semester.*

This gives you an out if you pick an incorrect course or get yourself into irredeemable trouble. You should remember, however, that withdrawing late in the semester is the **last resort** and will be recorded on your transcript. Good planning and hard work usually prevent such problems from occurring.

## A BRIEF SUMMARY OF AXLE

1. The Writing Requirement (three to four courses)
  - a. English Composition (appropriate test score or one course)
  - b. First-Year Writing Seminar (one course)  
*(All First-Year Writing Seminars also count in their appropriate distribution areas within the Liberal Arts requirements.)*
  - c. 100-level W Requirement (one course) *Must be completed by the end of the fourth semester.*
  - d. One 100-level or 200-level W or Oral Communications Course in the College of Arts & Science. *Must be completed before graduation.*
2. The Liberal Arts Requirement (13 courses) *Must be taken from at least seven departments.*
  - 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)

**IF YOU NEED HELP, CALL US! SEE THE NUMBER IN YOUR PACKET.**

## MAJOR DATES FOR YOUR FIRST YEAR

*(For a complete listing of events and deadlines for 2012/2013, see the University Academic Calendar or the semester calendar issued prior to each semester.)*

### FALL SEMESTER, 2012

- May 31–June 22** Telephone advisers available to help students register for fall 2012. Faculty advisers will be available on weekdays between 9:00 a.m. and 4:00 p.m. CDT.
- July 18** Open Enrollment. Pre-major advisers available to help students who need to make changes to their schedule.
- August 15** Deadline for receipt of payment of tuition, fees, and all other charges associated with the beginning of the semester.
- August 18** Freshman students arrive on campus. Residence halls open at 9:00 that morning.
- August 22** Classes begin.
- August 29** Open Enrollment Period/Change Period ends at 11:59 p.m. CDT.
- August 30–  
October 19** Withdrawal Period. An adviser's signature is needed for any student who wishes to withdraw from a course.
- October 11–12** Mid-semester deficiency reports issued. Freshmen who receive one or two are asked to see their advisers. Freshmen who receive three or more are asked to meet with a dean.
- October 29** Registration appointments begin for spring 2013. Freshmen must meet with their advisers to have the Adviser Hold released.
- December** Open Enrollment Period begins (date to be announced).

### SPRING SEMESTER, 2013

- January 7** Classes begin.
- January 14** Open Enrollment Period ends at 11:59 p.m. CDT.
- January 15–  
March 15** Withdrawal Period. An adviser's signature is needed for any student who wishes to withdraw from a course.
- March 7–8** Mid-semester deficiency reports issued. Freshmen who receive one or two are asked to see their advisers. Freshmen who receive three or more are asked to meet with a dean.
- April 8** Registration appointments begin for fall 2013. Freshmen must meet with their advisers to have the Adviser Hold released.

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  - d. MNS — Mathematics and Natural Sciences (three courses)
  - e. SBS — Social and Behavioral Sciences (two courses)
  - f. P — Perspectives (one course)

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