



COLLEGE OF ARTS AND SCIENCE

ON THE ROAD WITH AXLE  
2015/2016

## MAJOR DATES FOR YOUR FIRST YEAR

(For a complete listing of events and deadlines for 2015/2016, see the online Undergraduate Academic Calendar.)

### FALL SEMESTER, 2015

May 15	Deadline to be in compliance with immunization requirements. Students who are non-compliant will not be permitted to register for fall classes. Contact the Office of Student Health for more information about immunization requirements.
June 1–July 26	Pre-major faculty advisers available to help students register for fall 2015 by telephone. Advisers will be available on weekdays between 9:00 a.m. and 4:00 p.m. CDT.
July 22	Open Enrollment Period in YES begins. Advisers available to help students who need to make changes to their schedule.
August 19	Deadline for receipt of payment of tuition, fees, and all other charges associated with the beginning of the semester.
August 22	First-year students arrive on campus. Residence halls open at 7:00 CDT that morning.
August 26	Classes begin.
September 2	Open Enrollment Period in YES ends at 11:59 p.m. CDT. Last day students may make changes to class schedules online.
September 3–9	Administrative Change Period. Students may add, drop, or change levels in mathematics and foreign languages. Required forms are available in the Arts and Science Dean's Office and are due by 4:00 p.m. CDT.
September 9–	Withdrawal Period. An adviser's signature is needed for any student who wishes to withdraw from a course.
October 23	
October 15	Mid-semester deficiency reports issued. First-year students who receive one or two are asked to see their advisers. First-year students who receive three or more are asked to meet with a dean.
October 26	Enrollment windows open for spring 2016. First-year students must meet with their advisers to have the Adviser Hold released.
December 10	Classes end.
December 11–	Reading Days and Final Exam period.
December 19	
December 14	Open Enrollment Period begins for spring 2016.

### SPRING SEMESTER, 2016

January 4	Deadline for receipt of payment of tuition, fees, and all other charges associated with the beginning of the semester.
January 11	Classes begin.
January 18	Open Enrollment Period in YES ends at 11:59 p.m. CST. Last day students may make changes to class schedules online.
January 19–	Administrative Change Period. Students may add, drop, or change levels in mathematics and foreign languages. Required forms are available in the Arts and Science Dean's Office and are due by 4:00 p.m. CST.
January 25	
January 26–	Withdrawal Period. An adviser's signature is needed for any student who wishes to withdraw from a course.
March 18	
March 10	Mid-semester deficiency reports issued. First-year students who receive one or two are asked to see their advisers. First-year students who receive three or more are asked to meet with a dean.
April 11	Enrollment windows open for fall 2016. First-year students must meet with their advisers to have the Adviser Hold released.
April 25	Classes end.
April 26–	Reading Days and Final Exam period.
May 5	

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May 8, 2015

## *To the Arts & Science Class of 2019:*

Welcome to Vanderbilt's College of Arts and Science! You have enrolled in the largest and most academically diverse undergraduate college at Vanderbilt University, with an entering class of about 1,000 students and a student body that is some 4,280 strong. Your pre-major faculty adviser, from CASPAR, will assist you in the challenging and rewarding task of selecting 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.

The mission of the College of Arts and Science is to make sure that each student receives a superb liberal arts education, including opportunities to participate in the research university's core enterprise: the creation of new knowledge. Through exposure to a wide range of fields, intensive training in writing and research, and communal study, a liberal arts education lays the foundations for advanced learning and guides students as they identify particular interests and talents. A specialized course of studies (the major) prepares students to enter graduate or professional school or the job market with a suite of highly valued capacities: a demonstrated ability to engage in critical thinking, strong writing and research skills, practice in the scientific method, and a broad context of historical knowledge.

The 365 faculty members in the College of Arts and Science strive to create the conditions needed for you to thrive academically. In classrooms, laboratories, studios, and performance spaces, we will challenge you to think creatively and to make original contributions. The learning experience continues outside class, in fieldwork and internship opportunities, and especially in our faculty offices, where we will meet with you to clarify course work, review assignments, discuss research, and engage in wide-ranging discussions. Faculty-student exchanges are a crucial part of the liberal arts experience, and we urge you to learn your professors' office hours and to make it a habit to seek them out for conversation and counsel.

One additional word of advice: take intellectual risks. You will have time as an undergraduate to sample new fields as well as to cast deep intellectual roots in one or more disciplines. You can begin to make the most of the opportunities that Vanderbilt offers you by exploring the rich variety of course offerings in Arts and Science.

Four years from now, as graduates of the College of Arts and Science, you will join a distinguished group of Vanderbilt Arts and Science alumni whose liberal arts education has propelled them to rewarding and creative careers across a broad spectrum of fields and professions. 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,



Lauren Benton  
Dean

# ACHIEVING EXCELLENCE IN LIBERAL EDUCATION

## AXLE

Welcome to Vanderbilt University's College of Arts and Science, and congratulations on admission 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—features intensive practice in writing and a diverse set of thirteen courses designed to allow 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 perennially flexible and adaptive over the past centuries, and it remains the single best educational preparation for further, specialized study in the professions (medicine, law, education, business, *et al.*), and 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 disciplines guide us in our efforts to live most productively and efficiently. And the rest of the curriculum—the humanities and the arts—makes it possible to reflect upon the right use of 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 about the quality and meaning of life for him or her, as well as for the community at large.

### FEAR NO LEARNING!

Many courses in the College of Arts and Science are interdisciplinary in nature and offer 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 cannot 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 selecting thoughtfully 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). 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 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 user-friendly. It consists of two parts: the Writing Requirement and the Liberal Arts Requirement. Only courses in the College of Arts and Science (or Music Literature courses in the Blair School of Music) may satisfy AXLE requirements; all courses for AXLE must be taken on a graded basis.*

## THE WRITING REQUIREMENT

The Writing Requirement has four segments: demonstration of basic skills in English Composition (by a minimum 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 minimum score of 27 on the English portion combined with a minimum score of 7 on the Writing portion of the ACT test, or by appropriate AP or IB credit in English); a First-Year Writing Seminar; completion of a 1000-level (introductory) writing course no later than the fourth semester in residence; and completion of either a second 1000-level writing course or a discipline-specific, major-oriented writing course at the 2000-level or higher or an approved course in Oral Communication.

## THE LIBERAL ARTS REQUIREMENT

The Liberal Arts Requirement consists of a total of thirteen courses taken at Vanderbilt, and distributed across six areas of inquiry. The First-Year Writing Seminar, all writing-intensive courses, and all approved Oral

Communication courses are also counted in the thirteen-course Liberal Arts Requirement. These thirteen courses must be taken from at least seven different academic departments.

1. The Writing Requirement (3–4 courses)
  - a. English Composition (appropriate test score or one course, ENGL 1100)
  - b. First-Year Writing Seminar (one course)
  - c. 1000-level W Requirement (one course)
  - d. 1000-level or 2000-level or higher W or Oral Communication course (one course)
2. The Liberal Arts Requirement (13 courses)
  - a. HCA — Humanities and the Creative Arts (three courses)
  - b. INT — International Cultures (three courses)
  - c. US — History and Culture of the United States (one course)
  - d. MNS — Mathematics and Natural Sciences (three courses)
  - e. SBS — Social and Behavioral Sciences (two courses)
  - f. P — Perspectives (one course)

All students must also complete requirements for at least one major (between 27 and 48 credit hours of course work) and earn a minimum of 120 credit 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 credit hours required for graduation.

These divisions are approximate and may differ for individual students.

For the fall semester of 2015, 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.

Students in the College of Arts and Science will receive a Bachelor of Arts degree after completion of the other five requirements in addition to AXLE: fulfillment of requirements for one major, a 2.000 average in the major, 120 cumulative earned credit hours, a 2.000 cumulative grade point average overall, and for most students, 102 credit hours in courses in the College of Arts and Science.

# 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 indispensable for 21st-century graduates of Vanderbilt University; therefore, all students in the College of Arts and Science must successfully complete the Writing Requirement prior to graduation.

- a) All students must demonstrate competence in English composition. Appropriate skills in composition are essential to successful progress at the university. Many students will complete the requirement by presenting a minimum 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 minimum score of 27 on the English portion combined with a minimum 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 1100 in the first year.
- b) The First-Year Writing Seminar is an integral part of the experience in the College of Arts and Science. Through these seminars, students engage in independent learning and inquiry in an environment in which they can express knowledge and defend opinions through intensive class discussion, oral presentations, and written expression. The small-group nature of these seminars allows 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 students articulate their ideas and to refine their skills in these areas. Thus, students learn not only about the subject matter of the seminar, but are also exposed to new methods of acquiring knowledge, different ways of expressing and sharing ideas, and unique opportunities to participate in critical inquiry.

*All first-year students must enroll in a First-Year Writing Seminar. This course may be taken during the fall or the spring semester. Students who must take English 1100 should take it in the fall and the First-Year Writing Seminar in the spring. 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 2015.*

- c) All students must successfully complete at least one 1000-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. The 1000-level "W" requirement may **not** be satisfied by taking a 2000-level or higher "W" course. All 1000-level "W" courses also count in their appropriate distribution areas within the Liberal Arts Requirement.

- d) All students must successfully complete (1) a second 1000-level "W" course, or (2) a 2000-level or higher "W" course, or (3) an approved course in Oral Communication in the College of Arts and Science (CMST 2100, 2110, or 2120), regardless of test scores earned prior to matriculation. The 2000-level or higher "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 2000-level or higher "W" courses, continued attention to the process of writing is included in the classroom. Students receive regular writing assignments throughout the semester and feedback on their writing that will enhance writing skills appropriate to specific disciplines. The process of revising written work allows students to reflect on the writing process; writing tutorials assist in the development of writing skills. Oral Communication 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 enhance effective speaking skills. **All students must complete Part d of the Writing Requirement before graduation.** All 2000-level or higher "W" courses and approved Oral Communication courses (CMST 2100, 2110, or 2120) also count in their appropriate distribution areas within the Liberal Arts Requirement.

## 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, **and 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 and demonstration of foreign language proficiency)*

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. Even at the most basic level, exposure to the language of a different culture prepares students to think and act in a global community. 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.

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 of six weeks in duration or longer in a Vanderbilt-sponsored program or pre-approved programs offered through other providers. Students may exercise this option only once. Additional course credit may be earned toward AXLE requirements by successfully completing courses through Vanderbilt in France and the Vanderbilt in Berlin summer program that have A&S numbers and titles.

In addition to the Vanderbilt-sponsored programs in France (Aix-en-Provence) and Germany (Berlin), students may choose from pre-approved study-abroad options in:

Argentina	China
Australia	Costa Rica
Austria	Czech Republic
Brazil	Denmark
Canada	Dominican Republic
Chile	

Egypt	New Zealand
England	Northern Ireland
France	Russia
Germany	Samoa
Hungary	Scotland
India	Senegal
Ireland	Serbia
Israel	Singapore
Italy	South Africa
Japan	Spain
Jordan	Sweden
Kenya	Switzerland
Morocco	Tibet
Nepal	Uganda
Netherlands	Vietnam

All students must complete three courses in the International Cultures category, **irrespective of previous language study or proficiency in a language other than English.** At least one of the three courses presented in fulfillment of this category *must* be a second-semester (or higher) language acquisition class taught at Vanderbilt University, unless the student successfully demonstrates proficiency in a language other than English at or above the level achieved by second-semester language acquisition classes taught at Vanderbilt University. Students may demonstrate proficiency in a number of ways: SAT subject test scores (French, 540; German, 470; Hebrew, 530; Italian, 540; Japanese with Listening, 440; Latin, 530; Spanish, 520); with AP or IB credit in a foreign language; or through proficiency tests administered by the Tennessee Foreign Language Institute. (A minimum score of 4 on both the written and oral TFLI tests is required to demonstrate proficiency.) The first semester of an introductory language acquisition class in any language cannot be used in fulfillment of the foreign language proficiency requirement. Intensive elementary language courses that cover the content of two semesters in one 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. Laboratory science courses engage students in methods of experimental testing of hypotheses and analysis of data that

are the hallmarks of the natural sciences. Natural science courses prepare students to understand the complex interactions between science, technology, and society; teach students to apply scientific principles to everyday experience; and develop the capacity to distinguish between science and what masquerades as science.

*e) Social and Behavioral Sciences – SBS (2 courses)*

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

*f) Perspectives – P (1 course)*

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

## THE MAJOR

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 faculty adviser to a faculty adviser in the student's major.

In summary, graduation with a Bachelor of Arts degree from the College of Arts and Science requires:

- 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 a 2.000 grade point average overall,
- 5) a minimum of 120 cumulative credit hours,
- 6) and, for most students, a minimum of 102 credit hours completed in Arts and Science courses.

The summary of degree requirements for transfer students is found at the back of this booklet.

## DISTRIBUTION OF COURSES IN AXLE

### WHERE TO GET INFORMATION

Two publications will help you make your course selections for the fall semester and decide 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 students and contains an explanation of the AXLE 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 2015 and differs from previous or future editions. In case of doubt, check the *Undergraduate Catalog*. You should also familiarize yourself with your degree audit, available through YES (Your Enrollment Services).

### WHERE TO GET ADVICE

Entering students are assigned pre-major faculty advisers through CASPAR (College of Arts and Science Pre-major Academic Advising Resources). Pre-major faculty advisers are carefully selected and receive intensive training on how to help students proceed effectively through the requirements of AXLE and chart a course of study. These 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.

Students are encouraged to see their advisers at any time. They must, however,

*The distribution of all Arts and Science courses into AXLE categories is included in the Undergraduate Catalog. The most up-to-date information for any semester is available in the “advanced class search” section of YES.*

In YES (Your Enrollment Services: [vanderbilt.edu/yes](http://vanderbilt.edu/yes)), you can search for all classes scheduled in a semester (e.g., Fall 2015) that are in a particular AXLE category. Login to YES. Go to “class search,” “advanced,” and choose the appropriate semester (in the upper left corner). In “class attributes,” select the AXLE category (e.g., “AXLE: 1000-level W course”) you are interested in, and hit “search.”

see their pre-major faculty adviser three times during the first 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, your pre-major faculty adviser will be available to 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 registration materials and follow the instructions on how to contact your adviser between June 1 and June 26.

### THE INS AND OUTS OF COURSE NUMBERS

As of fall 2015, all courses at Vanderbilt have four-digit numbers. Faculty, deans, and older students may still refer to courses with their former three-digit numbers; please bear with us! The course renumbering lookup tool will be handy for translating old to new numbers and vice versa: [registrar.vanderbilt.edu/faculty/course-renumbering/course-lookup](http://registrar.vanderbilt.edu/faculty/course-renumbering/course-lookup). All course descriptions in YES and in the *Undergraduate Catalog* include both the new and former course numbers.

# 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 instill dynamic patterns of learning necessary in a changing world.

The First-Year Writing Seminar (FYWS) encourages 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), fieldwork, independent reading, tutorial, service learning, internship, and seminar. In the College of Arts and Science, a First-Year Writing 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 your first 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 usually will be no more than fifteen students in your FYWS. It will meet two or three times a week, and everyone will be a first-year student. 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 to encourage 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 also 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 student participation will vary from one seminar to another, but it will generally take the form of discussion of ideas emerging from assigned reading, research on special projects leading to

oral and written reports (which themselves become subjects of discussion), fieldwork, 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. For most students, the first of these classes 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 search most effectively the library book and periodicals

collections, 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 address issues related to writing in class. Coupling the seminar method of instruction with relevant writing assignments provides the 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. FYWS are offered in the spring semester as well, though fewer than in 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 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 use the advanced class search in YES. (See above.)

All FYWSs 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 FALL 2015

### ***Anthropology***

#### **ANTH 1111, SECTION 1**

##### *The Conquest of Mexico*

The conquest of Mexico set in motion profound changes that would permanently alter both Spanish and Mesoamerican cultures. This course examines the social, political, and economic organization and structure of the Aztec empire on the eve of the Conquest, and Aztec warfare, religion, cosmology, technology, and science. We consider the origins and expansion of the Spanish empire in the New World, the events and processes of the Conquest, and early Colonial-period economics, society, politics, and religion in central Mexico. Materials are drawn from a wide variety of archaeological, historical, geographic, art historical, and ethnographic data.

[3] (INT)

#### **ANTH 1111, 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.

[3] (P)

#### **ANTH 1111, SECTION 8**

##### *Archaeology and Gender*

This course surveys many aspects of gender in the archaeological record and in archaeological practice. It utilizes feminist and gender theory to define the term gender. It explores principal archaeological themes relative to gender, such as the delineation of social roles, ideology, human evolution, and representations of men and women.

It analyzes ways of knowing and understanding gender in the past, gendered technologies and production, gendered spaces and landscapes, and gender in the public domain.

[3] (SBS)

### **ANTH 1111, SECTION 13**

*Fashioning Forests, Fabricating Nature*

This course critically examines our conceptualizations of the natural world. We will ask how the predominant view in the West — that human beings exist apart from and above nature — evolved and spread, and how this has affected politics and individual behavior globally. As a counterpoint we will consider the history of Euro-American environmentalist thinking, then multiple non-Western and indigenous views on nature. Finally we will engage the subject from the point-of-view of current-day academic anthropology. We will understand how all of these voices contribute to the ongoing debate to define our environmental future.

[3] (INT)

### **Art Studio**

#### **ARTS 1111, SECTION 3**

*Walking in Nashville: Art, Landscape, and Urbanism*

Since the beginning of the twentieth century, art, architecture, and urban studies have investigated the production of texts and images that shape our experience of large cities. Nashville will be the focus for our aesthetic and personal observations, and walking will be our key form of exploration. We will employ the artistic strategies of the Situationists, urban interventionists, and land artists to expand upon and represent our experience of this unique city. Readings will include texts on the art, philosophy, and history of walking by architects, journalists, theorists, novelists, and artists.

[3] (HCA)

### **Asian Studies**

#### **ASIA 1111, SECTION 4**

*Hollywood Hanoi: Representations of the Vietnam War*

American filmmakers, photographers, and novelists have attempted to capture the haunting effects of the Vietnam War. What are the biases and limitations of narratives that attempt to capture a military conflict involving multiple countries and ideologies? How do violent, graphic photographic images affect the everyday lives of those not on the battlefield? This course will examine such issues from different perspectives, beginning with the viewpoints of Vietnamese writers and artists. It will also consider works by writers and filmmakers from Thailand, Hong Kong, France, and South Africa, juxtaposed with Hollywood accounts.

[3] (INT)

### **Chemistry**

#### **CHEM 1111, SECTION 2**

*Chemistry of Everyday Things*

The Chemistry of Everyday Things is a course designed to learn about the chemistry of everyday things including beauty products, contraception, food additives and pesticides, DNA fingerprinting, polymers, and drugs used to cure disease. These topics will be embedded within social, historical, legal, and religious contexts while answering fundamental questions about the role of science in society. Students will explore these topics through readings and discussion, and will demonstrate topic mastery by writing Time magazine-style articles about scientific products within a social context.

[3] (P)

#### **CHEM 1111, SECTION 4**

*Chemistry, Climate Change, and Energy Policy*

This course considers the conflicts arising from our fossil fuel-based energy system and growing concerns about climate change and ocean acidification. Where are we now? What might be the contributions of new

technologies to energy production and energy efficiency? How might we promote a national dialogue concerning the connection of the environmental impacts of increased carbon emissions to energy policies?

[3] (MNS)

### **Classics**

#### **CLAS 1111, SECTION 2**

*Spectacle in the Ancient World*

Blockbuster films, sporting events, media and sports stars are commonplace today, but all have precedents in Greek and Roman antiquity. For instance, the professional sports many love today began with the ancient Olympic Games. Gladiators were stars in the Roman world, where the enraged fans of the chariot races battled in many bloody riots. Greek festivals attracted spectators who were enthralled by the mythological figures and amused by the satires of politicians. This seminar will explore ancient spectacle in theater and sport through literary tragedies and comedies and archaeological remains of venues where ancient spectacles were held.

[3] (INT)

### **Economics**

#### **ECON 1111, 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.

[3] (SBS)

#### **ECON 1111, 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.

[3] (SBS)

### ECON 1111, SECTION 12

#### *Freakonomics*

Steven Levitt and Stephen Dubner's best-selling book, *Freakonomics*, provides examples of surprising incentives and distortions in information that influence economic behavior. Our course will consider these topics in greater depth, including cheating by teachers, sumo wrestlers, and office workers, as well as discrimination by television game show contestants. The authors' core ideas are applied in the discussion of public policies toward the drug trade, crime reduction, and educational reform.

[3] (SBS)

### Earth and Environmental Sciences

#### EES 1111, SECTION 3

#### *Volcanoes: Earth and Human Impacts*

Volcanic eruptions are among the most spectacular of natural phenomena and are manifestations of processes that shape our planet. They have had major impacts on human history and continue to threaten and inspire. We will explore volcanism from the standpoints of both science and society. How do volcanoes work? How do we know? How have they influenced human history? How might they influence us in the future? Can we reliably predict their behavior? Case studies, volcano monitoring, popular and scientific literature, and historical interpretations will inform our investigations.

[3] (MNS)

### English

#### ENGL 1111, SECTION 30

#### *What is America to Me?: Immigration and the (Re)Making of American Identity*

We will explore personal stories, films, literary works, music, and digital media about migration to the U.S. from the Caribbean, Latin America, and Africa. Along the way we will learn about and from these immigrant communities' cultures, histories, identities, and perspectives on the American Dream. What are the push and pull factors that lead these immigrants to the U.S.? What are their experiences here? How have they been received? What impact have they had on American society? The course will include tailored training in innovative and standard research methods, including archival research, discourse analysis, and oral history.

[3] (HCA)

#### ENGL 1111, SECTION 31

#### *Existential Fictions*

D. H. Lawrence suggests that fiction is a laboratory for philosophical problems. This course uses fiction to explore existentialism. Sometimes called a "psychology," existentialism became a dominant post-World War II philosophy, because it directed its concerns to the world of human behavior, rather than a transcendental realm. We will consider the fictions of existentialists, such as Sartre, Beauvoir, and Camus, and the existential ideas of other contemporary authors, such as Murdoch, Atwood, Madonna, and Oe.

[3] (HCA)

#### ENGL 1111, 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.

[3] (HCA)

#### ENGL 1111, SECTION 38

#### *Representations of War*

Novels, memoirs, films, poems, and historical writings will provide examples of representations of war beginning with World War I and ending with the war in Afghanistan. Historical events and their representations always contain conflicting truths. The process of identifying and reconciling these truths will be the main focus of this course. Faculty from other disciplines will serve as guest speakers, but students will rely mainly upon their own viewpoints in sifting through complex historical issues.

[3] (HCA)

### History of Art

#### HART 1111, SECTION 10

#### *Ancient Art and Ethics*

Who owns the past? Should the British Museum return the so-called Elgin Marbles to Greece? Whatever happened to the antiquities stolen from the Baghdad Museum following the invasion in 2003? This course considers the ethical issues surrounding the visual and material culture of ancient societies, including the looting of archaeological sites, the international antiquities market, the display of artifacts in museums, repatriation of stolen antiquities, and cultural heritage management.

[3] (HCA)

#### HART 1111, SECTION 13

#### *American Icons and Monuments*

This course will provide an in-depth analysis of icons and monuments in American visual art and culture in an attempt to answer the following questions: Why are certain images of people, historical events, or national symbols revered in the U.S. and renowned throughout the world? What do they say about national identity, historical memory, or political ideologies? How do they convey a common set of ideals and values that creates an overarching sense of unity and identity in American society? Conversely, how and why do different social groups contest certain monuments?

[3] (US)

### **HART 1111, SECTION 14**

*Art and Controversy in 20th-Century America*

Art often mirrors culture, but what happens when art does not reflect the views of the society or culture that produces it? We will study recent and historical controversies concerning the visual arts that address questions of government funding, the role of public art, censorship, decency, morality, and issues of diversity and inclusion.

[3] (US)

### **HART 1111, SECTION 15**

*Other Shores, Other Lands: Islamic Culture and Art in Premodern Travel Accounts*

Centering on the travel accounts produced by premodern Muslim travelers as well as European travelers writing about the Islamic world, this seminar will make forays into the composite cultural and artistic fabric of pre-modern Islam. What insights into premodern Islamic cultures and their artistic production can we gain from these travel narratives? Engaging with excerpts from representative travel accounts, we will assess their content to appreciate the sensibilities instrumental in shaping the understanding of the premodern Islamic world, while foregrounding the art historical information about monuments and cityscapes that they provide.

[3] (P)

## **History**

### **HIST 1111, SECTION 16**

*African-American History on Film*

Since 1619, African Americans have struggled steadily for civil equality and economic freedom in this country. Along the way, they established social institutions and patterns of resistance to maintain a sense of communal well-being and individual respect. This course uses documentary films and written sources to examine the course of that historic struggle. Key issues and developments in African American history, such as the influence of Africanisms upon American culture, slave resistance, Northern migration, the American civil rights

movement, and the evolution of hip hop culture, will be explored.

[3] (US)

### **HIST 1111, SECTION 23**

*Nationalism and Nation Building in Africa*

This course focuses on the many expressions of anti-colonial and proactive nationalism on the African continent from the late-nineteenth-century colonization to the 1990s when all African countries had gained independence. This course will highlight the contradictions, successes, and failures of these diverse nationalist expressions and agitations. Major topics include African nationalist resistance to European conquest and rule, Pan-Africanism, white nationalism and apartheid, the challenges of independence, and the politics of African unity.

[3] (INT)

### **HIST 1111, SECTION 29**

*Germany Between East and West*

This course examines the history of postwar Germany from the perspective of its unique geopolitical position, stranded in the middle of the Cold War confrontation between the capitalist West and communist East. Starting with the defeat of Hitler's Germany in 1945, we will continue through the period of Germany's division (c. 1949) and re-unification (1990). What different kinds of political, social, and cultural movements developed in the two Germanies? How did the two Germanies affect each other? We conclude with current controversies about Germany's role in the European Union and in the world.

[3] (INT)

### **HIST 1111, SECTION 30**

*Galileo, Darwin, Einstein: Lives and Times*

Galileo Galilei. Charles Darwin. Albert Einstein. All three men have become icons of the modern age. This class will explore their lives, science, and times to uncover what made their contributions so distinctive and their legacies so enduring. Through the personal and scientific biographies of each man, we will also learn about the particular place and moment

each practiced his science, from Renaissance Italy through Victorian England, to twentieth-century Europe and America.

[3] (HCA)

## **Jewish Studies**

### **JS 1111, SECTION 1**

*In a Pluralistic Age: Jews, Christians, and Muslims in Spain*

Between 711 and 1492, Jews, Christians, and Muslims created one of the richest and most fertile of medieval civilizations. In this seminar, we shall evaluate the settings and conditions for this culture's extraordinary pooling of talent and attachment to tolerance, but also evaluate the reasons for its eventual end.

[3] (HCA)

### **JS 1111, 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, particularly in the American context, due to strong forces pulling the two groups simultaneously together and apart. Through an examination of historical and literary texts and visual images, this course will explore that shared history, focusing on the period of its greatest intensity. Examples of Black-Jewish relations ranging from the heights of utopian cooperation to the depths of dystopian conflict will be explored.

[3] (HCA)

## **Mathematics**

### **MATH 1111, SECTION 3**

*Cryptography: The History and Mathematics of Codes and Codebreaking*

Mathematics has long played key roles in both sides of the cryptography "arms race," helping cryptographers devise ever more complex cipher systems while also providing tools to cryptanalysts for breaking those ciphers. During World War II, this battle between code makers and code breakers led to the construction of the first digital computers, ushering in an information age in which cryptography

makes information security possible, but not always certain. This course will provide an understanding of the ways codes and code breaking have affected and continue to affect history, technology, and privacy.

[3] (MNS)

## **Music Literature and History**

### **MUSL 1111, SECTION 2**

#### *Shakespeare and Music*

In the last three hundred years, Shakespeare's dramas have inspired literally thousands of musical works, ranging from operas to film scores to Broadway renditions such as *West Side Story*. They inspired "authentic" music within the plays from nineteenth-century incidental music such as Mendelssohn's *Midsummer Night's Dream* to symphonic compositions such as Tchaikovsky's fantasy overture on *Romeo and Juliet*. We will investigate a small cross-section of these self-identified Shakespearean musical compositions to develop familiarity with the musical, theatrical, and cinematographical conventions of different eras and with the kinds of pieces inspired by the Bard of Avon.

[3] (HCA)

### **MUSL 1111, Section 4**

#### *Music, Identity, and Diversity*

Issues of multiculturalism and intersections with musical expression in America. Cultural determinants, such as race, gender, ethnicity, class, religion, language, ideology, folklore, and history will be studied critically.

[3] (P)

## **Philosophy**

### **PHIL 1111, SECTION 5**

#### *Green Cities.*

Although cities are usually viewed as environmentally problematic due to pollution, overcrowding, and the widespread use of concrete and asphalt, they can help solve regional and global environmental concerns. Some contemporary cities are environmentally sustainable in significant respects, while many

other cities can and should take similar initiatives and explore creative paths of their own. Moreover, making cities sustainable is more than just preserving green space or establishing recycling programs; it concerns urban planning and design, environmental justice, and the reduction of a city's ecological footprint. Key topics will include nature, sustainability, urban design, and social equity.

[3] (P)

### **PHIL 1111, SECTION 19**

#### *Race and Democracy in the U.S.A.*

Achieving and sustaining democracy in the United States has been compromised by agendas for social, political, economic, and cultural advantages for one racial group—"white people"—while curtailed or denied for persons of other racial and ethnic groups. Through a historically informed reading of Alexis de Tocqueville's *Democracy in America*, we will explore an enduring and vexing challenge of how to achieve a just, "democratic" nation-state with a demographically complex population of similar and different racial and ethnic groups.

[3] (US)

### **PHIL 1111, SECTION 31**

#### *Theories of Justice*

What is justice? How is it achieved? How does it relate to our personhood and interrelations, or to animals, plants, nature, and the environment? How does justice relate to equality, law and liberty, constitutions and constitutionalism? What matters in choosing leaders and setting priorities that affect ourselves and others? Readings include Plato's *Republic*, Rawls' *A Theory of Justice*, and Goodman's *On Justice*.

[3] (HCA)

## **Political Science**

### **PSCI 1111, SECTION 5**

#### *U.S. Culture in World Politics*

From McDonald's to the popularity of President Barack Obama, many U.S. societal phenomena acquire worldwide recognition and

following. Other quintessential U.S. phenomena, such as the World Series and the Super Bowl, however, attract limited interest outside of the United States. Why? In this seminar, we investigate the diffusion of U.S. culture and its worldwide influence, a phenomenon often called "Americanization." Who are the agents that favor cultural diffusion? Who opposes it? What aspects of U.S. culture are embraced? Which are contested? To address these questions, we focus on several areas, including food, movies, sports, norms, and values.

[3] (SBS)

### **PSCI 1111, SECTION 6**

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

The Constitution's preamble indicates that it was crafted to secure the "Blessings of Liberty" to American citizens. What are these blessings and how are they maintained? What parameters constrain freedoms of speech, press, and religion; rights to protest and assembly; due process and equal protection of law? We will explore these questions by examining Constitutional amendments through the lens of legal scholarship and social commentary. The final project consists of a written legal brief and moot court presentation.

[3] (SBS)

### **PSCI 1111, SECTION 9**

#### *A Film Portrayal of African Development*

We will explore topics in African political and socioeconomic development through key films in African cinema. Film provides insights into such developments through the eyes and experiences of Africans themselves and constitutes a very different, but very rich, medium for substantive learning. We will focus on the following core questions: What prevents African development, and what propels it? What role have colonial powers played in the past, and what role should foreign intervention play in the future? How may politics help or hinder development?

[3] (INT)

## **Psychology**

### **PSY 1111, SECTION 6**

#### *Stress, Health, and Behavior*

In this course, we will examine the origin of the stress concept as it applies to health and disease. We will investigate how stressful stimulation affects neural, endocrine, cardiovascular, and immune systems, as well as memory and emotions in animals and in humans. We will also consider the ways in which stress affects developing and aged individuals. We will also focus on allostatic load as a new concept in the field of stress research. Readings will be taken from a basic text and from the current literature in the psychological and biomedical sciences.

[3] (SBS)

### **PSY 1111, SECTION 15**

#### *Understanding Autism*

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 surrounding the study of autism, while at the same time challenging the myths. Readings are drawn from fiction, history, anthropology, psychology, and neuroscience.

[3] (SBS)

### **PSY 1111, SECTION 19**

#### *Environment, Behavior, and Health*

How do the environment, poverty, crime, culture, and social networks influence eating and exercise? We will study how causal factors interact to influence behavior and health, including the epidemics of obesity and diabetes. Contributions from geography, public

health, social science, and epidemiology will be used to understand potential solutions such as environmental design, public policy, social marketing, and individual behavior change.

[3] (SBS)

## **Religious Studies**

### **RLST 1111, SECTION 10**

#### *Buddhist Literature From Buddha to the Beats*

Spanning more than 2000 years, Buddhism boasts a tradition rich in literary expression including works by luminaries ranging from the ancient Indian philosopher Aśvaghosa to modern-day novelists such as Jack Kerouac and Herman Hesse. But why have these individuals authored narratives and composed poetry to communicate religious messages?

What is the relationship between religion and literature? In this course, we will explore these issues through close readings of primary texts such as *Life of the Buddha*, *Journey to the West*, *Siddhartha*, and *The Dharma Bums*, alongside secondary scholarship from diverse academic disciplines.

[3] (INT)

## **Russian**

### **RUSS 1111, SECTION 1**

#### *Classic Russian Short Novels*

In the nineteenth century, Russia witnessed an unprecedented explosion of literary and intellectual activity, a renaissance yielding some of the masterpieces of world literature. Concentrating on short classic novels, we will examine works by the most prominent authors of this period, putting special emphasis on Russia's unique handling of the sudden influx of European philosophy and culture. Knowledge of Russian is not required.

[3] (HCA)

## **Sociology**

### **SOC 1111, SECTION 7**

#### *Controversies in the Practice of Medicine*

This course will examine controversies surrounding issues in the field of medicine, including abortion, physician-assisted suicide, organ sales, the ideal physician-patient relationship, health insurance, and medical advertising in the media. We will analyze particularly the role of the pharmaceutical industry and the media in such controversies to gain a unique perspective on the relationship between modern society and contemporary medicine.

[3] (SBS)

### **SOC 1111, SECTION 22**

#### *Mass Incarceration in the United States*

Why does the U.S. have the highest incarceration rate in the world? We will begin our study of U.S. prisons with the period at the end of the Civil War, and consider several historical eras. We will give particular attention to the period from the 1970s to the present, when rates of incarceration rose sharply, especially among African-American men.

Throughout the course, we will examine sociological explanations for the changing role of incarceration in the U.S. and for the effects of mass incarceration on society.

[3] (SBS)

## **Spanish**

### **SPAN 1111, SECTION 8**

#### *Ecocritical Perspectives in Latin American Literature*

This course will trace the development of ecocritical perspectives in literature from Chile, Colombia, Costa Rica, Cuba, Mexico, and Peru from pre-Columbian times to the twentieth century. How do matters of environmental health and justice emerge in literature? We will explore literary representations of the natural

world, cultural constructions of the environment, and views of Spanish American writers regarding the dynamic interplay between humankind and nature. We will begin with indigenous texts and end with a novel that calls the reader to environmental activism. Knowledge of Spanish is not required.

[3] (HCA)

## Theatre

### THTR 1111, SECTION 1

#### *Treasure or Trash: Examining Theatrical Credibility*

What constitutes a worthwhile theatrical experience? This course will offer a behind-the-scenes look at the collaborative processes essential to theatrical production. Students will explore aspects of theatrical practice such as design, directing, and acting. They will also explore the nature of theatre and its place in the realm of human experience through readings and attendance at several live performances. Successful students will gain a unique understanding of the individual components of theatrical art from page to stage and from spectator to critic.

[3] (HCA)

### THTR 1111, SECTION 4

#### *Visual Storytelling in Theatre and Film*

An introduction to the use of visual design elements in theatre and film productions, we will discuss the artists (directors, actors, designers, cinematographers) who collaborate to create theatre and film and examine their processes for making such visual choices. We will watch plays and films in order to explore and understand the collaborative process. Discussions of these productions and writing assignments will help to develop your understanding of how visual designs are created and how they communicate conceptual ideas to an audience.

[3] (HCA)

## **Women's and Gender Studies**

### WGS 1111, SECTION 1

#### *Women in Law and Literature*

Feminist jurisprudence provides an analysis and critique of women's position in patriarchal society and examines the nature and extent of women's subordination. It explores the role of law in maintaining and perpetuating patriarchy. This course will trace literary representations of women from classical antiquity to the present, focusing both on how women have been excluded from full participation in the social, political, and economic life of the societies in which they lived, and on their efforts to achieve autonomy. Texts include Atwood's *The Handmaid's Tale*, Cleage's *Flying West*, Euripides' *Medea*, and Flaubert's *Madame Bovary*.

[3] (P)

### WGS 1111, 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.

[3] (HCA)

## **WGS 1111, SECTION 7**

#### *Gendered Lives*

This course examines how literary texts represent gendered lives. Using contemporary critical techniques and historical approaches, the course will explore how gender is determined by environment, personal choice, and social expectations. Authors will include Toni Morrison, Alice Walker, Kate Chopin, Charlotte Perkins Gilman, and Virginia Woolf.

[3] (HCA)

# HOW TO CHOOSE COURSES FOR YOUR FIRST SEMESTER AT VANDERBILT

*If you are 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 first-year students 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 or a humanities 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 possible major, or simply broaden your perspective on a subject that interests you. Here are two sample programs:

1. Philosophy 1111 for the First-Year Writing Seminar requirement; Political Science 1103; Mathematics 1100; Hebrew 1101.
2. English 1111 for the First-Year Writing Seminar requirement; Astronomy 1010 & 1010L; French 1101a; Sociology 1010 or Psychology 1200.

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 may take during your first semester.
- There are numerous social science and humanities disciplines from which to select courses that interest you.
- Most courses at the 2000-level and higher 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 credit hours required for each course. *If you have a 4-credit-hour science course and a language course, you will not want to register for a fifth course during your first semester.*
- You may not enroll in more than 18 credit hours in either of your first two semesters.
- 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, your adviser can help. Just follow the instructions in your registration email to contact your adviser.*

## FOREIGN LANGUAGE PLACEMENT

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

### 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 the fall orientation period. The departmental test is available at [www.cas.vanderbilt.edu/french](http://www.cas.vanderbilt.edu/french). 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 typically prepare students for French 1103.) Placement test results will be used to change placement if advisable.

1. If you have never studied French in high school, register for French 1101.
2. If your SAT French Subject Test score is 500 or below, or your departmental placement score is below 260, register for French 1101.
3. If your SAT French Subject Test score is between 501 and 530 or your departmental placement score is between 260 and 349, register for French 1103.
4. If your SAT French Subject Test score is between 531 and 590 or your departmental placement score is between 350 and 419, register for French 2203.

5. If your SAT French Subject Test score is above 590 or your departmental placement score is above 420, register for French 2501W.

### 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 typically enroll in German 2201.) Recommended placements are given below.

1. If you have not studied German, register for German 1101.
2. If you scored 460 or below on the SAT German Subject Test, consult with the Department of Germanic and Slavic Languages for placement in German 1101 or 1102.
3. If your SAT German Subject Test score is between 470 and 590, register for German 2201.
4. If your SAT German Subject Test score is between 600 and 680, register for German 2202.
5. If your SAT German Subject Test score is 690 or above, register for German 2310W, 2320, or 2341.

### 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. 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 Latin Subject Test, register for Latin 1101.
2. Latin 1103 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 on the SAT Latin Subject Test you should enroll in Latin 1102, 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, should register for Latin 2201.
5. If you have had three or four years of high school Latin and score at least 630 on the SAT Latin Subject Test, you should register for Latin 2202. 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 the SAT Latin Subject Test, you may register for Latin 3110 or above.

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

Students who wish to study Portuguese begin with Portuguese 1103, Intensive Elementary Portuguese. This course assumes that the student has some degree of proficiency in Spanish or another Romance language. Portuguese 2203, Intermediate Portuguese, can be taken after 1103. While no formal placement exam is available, all students with prior knowledge of Portuguese will be interviewed and placed by the Department of Spanish and Portuguese.

### Russian

If you have never studied Russian, register for Russian 1101. 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 placement test. The departmental test is available online at [www.cas.vanderbilt.edu/spanish](http://www.cas.vanderbilt.edu/spanish). You will need a valid Vanderbilt email address to use this site.

1. If you have never studied Spanish, register for Spanish 1100, Spanish for True Beginners. (Note: This course is only for those with no prior study.)
2. If you score 390 or below on the SAT Spanish Subject Test or below 275 on the departmental test, register for Spanish 1101.
3. If you score between 400 and 510 on the SAT Spanish Subject Test or between 275 and 364 on the departmental test, register for Spanish 1103. (Note: Spanish 1102 is only for students continuing from Spanish 1100 or Spanish 1101. You cannot place into Spanish 1102.)
4. If you score between 520 and 620 on the SAT Spanish Subject Test or between 365 and 440 on the departmental test, register for Spanish 2203.
5. If you had three or more years of Spanish in high school and a score of 630 or above on the SAT Spanish Subject Test or between 441 and 510 on the departmental test, register for Spanish 3301W.
6. If you received a 4 or 5 on the Spanish AP test, register for Spanish 3301W.

## **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	1101
Chinese	1011 or 1101
Greek	1101
Hebrew	1101

Italian      1101  
Japanese 1011 or 1101

## **FOREIGN LANGUAGE PROFICIENCY**

Beginning August 1, 2014, all students who wish to demonstrate proficiency in a foreign language, but who do not have appropriate standardized test scores, must do so via testing offered through the Tennessee Foreign Language Institute. To demonstrate proficiency for AXLE, students must score 4 or higher on both the written and oral TFLI tests. (Latin and classical Greek are exceptions; proficiency tests for those two languages are administered through the Department of Classical Studies.) Students who demonstrate proficiency in a foreign language to the level of a second-semester language acquisition course taught at Vanderbilt are not required to take any further language instruction, but must still complete three courses in the International Cultures category in AXLE.

## **MATHEMATICS**

If you choose to take a mathematics course, the 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. Math 1100 is intended for students who want a broad survey of calculus in one semester but do not intend to take any additional courses in calculus. Students who need one year of calculus or desire a deeper treatment of the subject than 1100 provides should take 1200. Finally, students who need a complete calculus sequence or plan on continuing with math beyond calculus, such as engineering, mathematics, and science majors, should begin with 1300.

Different backgrounds are presumed for the different calculus sequences. Math 1100 requires high school algebra but does not use any trigonometry. Students in Math 1200 or 1300 need to know trigonometry.

Any student who wishes to take calculus but who may need a little more preparation should register for Math 1005. The first part of 1005 is a review of algebra; the second part covers trigonometry. Math 1005 should be taken only by students intending to enroll eventually in 1200 or 1300. (Math 1005 does not count towards the AXLE Mathematics and Natural Sciences requirement.)

If you take Math 1200, you should plan to take 1201 the following semester; those who start with Math 1300 normally follow with 1301. Students who begin with Math 1100 are presumably finished with calculus, but they may take additional courses in either probability (Math 1010-1011), statistics (Economics 1500 or 1510), or logic (Philosophy 1003). 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 Math 1010, which is an introduction to probability and statistics. Students who take Math 1010 in the fall usually take Math 1011 in the spring. (Only Math 1101 counts toward the AXLE Mathematics and Natural Sciences requirement.)

## **NATURAL SCIENCES**

You may choose from a variety of introductory courses in biological sciences, chemistry, earth and environmental sciences, and physics and astronomy. Below are suggestions about placement in some of these introductory courses.

### ***Biological Sciences***

There are four introductory courses in Biological Sciences and your selection will depend on your future plans.

*Biological Sciences 1100, Biology Today.* Provides broad coverage of the biological sciences, presenting evolution as the unifying concept. Intended for liberal arts students who are fulfilling the Mathematics and Natural Sciences requirement of AXLE, as well as students with a general interest in the subject. Normally accompanied by the BSCI 1100L lab course.

*Biological Sciences 1103, Green Earth.* Concerns the biodiversity and evolution of plants, a kingdom of living organisms often overlooked and under-appreciated. Intended for liberal arts students who are fulfilling the Mathematics and Natural Sciences requirement of AXLE, as well as students with a general interest in the subject.

*Biological Sciences 1105, Human Biology.* Deals with recent advances in genetics, reproduction, and biotechnology, and with their social, legal, and ethical implications. Intended for liberal arts students who are fulfilling the Mathematics and Natural Sciences requirement of AXLE, as well as students with a general interest in the subject.

*Biological Sciences 1510–1511, Introduction to Biological Sciences.* Sequence provides students with an integrated approach to the science of life from molecules to ecosystems. Serves as preparation for students interested in majors in the life sciences and pre-health professional students. Normally accompanied by Biological Sciences 1510L–1511L lab courses. (Biological Sciences 1100/1100L, 1103, and 1105 are not intended for students interested in majors in the life sciences or for pre-health professional students.)

## 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 courses 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 1010–1020, normally accompanied by Chemistry 1010L–1020L lab courses.

*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 1601–1602, with the accompanying lab courses, 1601L–1602L. This sequence 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 2211–2212 sequence (with accompanying 2221L–2222L). 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 four levels, each with the appropriate laboratory. The course descriptions below provide guidance. All potential physics majors are strongly urged to consult with the director of undergraduate studies for Physics and Astronomy when planning course choices for their first semester, as they should have a plan for both physics and mathematics courses that ensures they will have the necessary pre- and co-requisites for more advanced courses.

1. *Physics 1010, Introductory Physics.* General introduction to physics, 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 from classical physics dealing with mechanics, motion, forces, conservation laws, light, heat, and electricity. It is not recommended preparation for further study in a natural science, and is not adequate preparation for the health professions or engineering. Normally accompanied by Physics 1010L.
2. *Physics 1501–1502, Introductory Physics for the Life Sciences.* Calculus-based introduction to physics within the context of life science applications. Serves as preparation for premedical and other pre-health pro-

fessional students. Normally accompanied by Physics 1501L–1502L.

3. *Physics 1601–1602, General Physics.* Designed for engineering and science students who need or desire a calculus-based introductory physics course. Serves as preparation for majors in the natural sciences or mathematics and for other students with a quantitative interest in the subject. Normally accompanied by Physics 1601L–1602L.
4. *Physics 1901–1902, Principles of Physics.* Designed for physics and astronomy majors and those science, engineering, and mathematics majors who intend to pursue a research-oriented career. It differs from 1601–1602 in emphasis, and assumes a previous study of calculus.

Students with exceptionally strong backgrounds in both physics and mathematics might be prepared to begin their study of physics at Vanderbilt in Physics 2250W. Students with this level of preparation must consult with the director of undergraduate studies for Physics and Astronomy before enrolling in 2250W.

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 students. If a particular major is not listed, no special advice is needed at this time.

Many students 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.

## BIOLOGICAL SCIENCES

Prospective majors in the biological sciences should begin with both the Biological Sciences 1510–1511/1510L–1511L sequence and the Chemistry 1601–1602/1601L–1602L sequence in the fall semester of the first year. Biological Sciences 1510–1511 is required for any of the majors in biological sciences.

## CHEMISTRY

If you have scored a 5 on the Advanced Placement Test in Chemistry, consider taking Chemistry 2211–2212 and the corresponding labs 2221L and 2222L. If you are not sure, consult the director of undergraduate studies in Chemistry about placement in this course. Also, prospective chemistry majors should take Mathematics 1300 (rather than Mathematics 1100 or 1200).

## ECONOMICS

Prospective majors in economics and students contemplating the economics minor, regardless of their major, should complete the introductory sequence (Economics 1010–1020) by the sophomore year. Most students should take Economics 1010 in the spring of the first year. Most prospective majors complete two additional economics courses from those numbered below 3000 during the first two years.

A minimum of one semester of calculus is required of students for the major or the minor, and two semesters of calculus are strongly recommended. You should complete a one-semester calculus course as early as possible in your college career. It is prerequisite for Economics 1500, Economic Statistics, or Economics 1510, Intensive Economic Statistics (one of these is required for the economics major or the minor); and for all economics courses numbered above 3000. You should take statistics and intermediate economic theory courses during your sophomore or junior year.

## ENGLISH

Prospective majors in English should take English 2200. This course is required of all English majors. No 1000-level English course counts toward the major or minor.

## MATHEMATICS

Students who plan to major in mathematics usually take the calculus sequence 1300–1301 during their first 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 1005 (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 any mathematics course numbered below 1200.

## POLITICAL SCIENCE

Students interested in political science should take one of the introductory courses (Political Science 1100, 1101, 1102, 1103, or 1150) 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 the brain, behavior, and cognitive processes, should begin their study with Psychology 1200, General Psychology, which is the prerequisite for most 2000-level and higher courses in the department.

## PRE-BUSINESS

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

## PRE-HEALTH PROFESSIONS

There is no preferred pre-health professions major. Students should take courses designed for science majors from biological sciences, chemistry, or physics. A first-semester course selection for a potential premedical or predental student would typically include:

Chemistry 1601/1601L  
Math 1200 or 1300  
A First-Year Writing Seminar

Note that Chemistry 1601/1601L is a pre- or co-requisite for Biological Sciences 1510–1511/1501L–1511L. (That is, you must take Chemistry 1601 and 1601L prior to or in the same semester as these biological science courses.) While prospective biological science majors should take both of these sciences in their first year, majors in other disciplines often take one science course sequence along with calculus in their first year, and take Biological Sciences 1510–1511 later.

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

## PRE-LAW

There is no preferred major to prepare for law school. Law schools welcome all majors and admit a diverse range of students. Students considering law school are encouraged to take classes that stress critical thinking and analysis, writing and speaking, public policy, ethics, and logical reasoning from a range of courses in political science, American history, philosophy, English, classics, sociology, and economics. Courses in engineering and foreign languages are also relevant preparation.

## HOW TO REGISTER: SOME GENERAL QUESTIONS

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

**A.** The best source of advice is your pre-major faculty adviser, who will help you in selecting courses. You can reach your adviser on weekdays between June 1 and June 26, 9:00 a.m. to 4:00 p.m. CDT. You must speak with your adviser in order to register for fall classes.

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

**A.** Entering students sometimes assume that parents, teachers, and upperclass Vanderbilt students, and even information gathered via social media such as Facebook, 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 pre-major 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 in the Registration Checklist for New Students and the YES primer available at [as.vanderbilt.edu/oas/newstudents](http://as.vanderbilt.edu/oas/newstudents).

**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 credit hours. You need to earn an average of 15 credit hours each semester in order to graduate on schedule. Many students find a 15 credit-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 credit hours. In any event, you must take at least 12 credit hours, but no more than 18.

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

**A.** Classes are scheduled ten minutes apart. In most instances, this is sufficient time to travel from one class to the next.

**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 2015 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 faculty adviser during the summer or when you arrive on campus. The Open Enrollment Period will end September 2 at 11:59 pm CDT. Please be sure that you have requested your scores to be sent to Vanderbilt via the College Board.

**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 June 1 and June 26, call the number in your registration email to speak with your pre-major faculty adviser. Office hours are weekdays from 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 pre-major faculty adviser, Resident Adviser, 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).

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

The instructor of the class

Your pre-major faculty adviser

The Arts and Science Dean's Office

Dean Karen Campbell

Dean Yollette Jones

Dean Russell McIntire

(retiring June 30)

Dean Daniel Morgan

Dean Roger Moore

Dean Martin Rapisarda

The Arts and Science Office of Academic Services

The Writing Studio

Alumni Hall and Featheringill Hall  
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 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 always to remember your name.*

Professors generally teach more than one course a semester and so interact 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 document called a syllabus, announced in class, or posted online—or all three. 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 high school and college is the greater responsibility for your education that you have as a college student. Many people here at Vanderbilt 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 incorrect or incomplete.

### *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 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. For additional guidance in particular subjects, visit tutoring centers provided by both the College of Arts and Science and (for some calculus and natural science courses) the School of Engineering. The Psychological and Counseling Center also provides workshops on many different types of study skills. Contact your adviser or the Psychological and Counseling Center for more information, [vanderbilt.edu/pcc/](http://vanderbilt.edu/pcc/). All of these services are free of charge.

### *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 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 Psychological and 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. Taking advantage of these resources may improve your grades. If you need additional help in clarifying some of the course material, **ask** the instructor or teaching assistant during 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.

# GUIDELINES AND REGISTRATION CHECKLIST FOR TRANSFER STUDENTS

Fall 2015

All of the information that you need to register for courses for the fall semester, 2015, is available from the website [as.vanderbilt.edu/oas/newstudents](http://as.vanderbilt.edu/oas/newstudents). Read these materials carefully. While the *On the Road with AXLE* booklet is designed primarily for first-year students, the general information about AXLE requirements and registration procedures applies to all students.

## GENERAL GUIDELINES AND DEGREE REQUIREMENTS:

1. Fulfillment of the AXLE requirements,
2. At least one writing course taken at Vanderbilt in Arts and Science,
3. Fulfillment of the requirements for one Arts and Science major,
4. A minimum 2.000 grade point average in Vanderbilt courses that count for the major,
5. A minimum 2.000 grade point average overall in Vanderbilt courses,
6. A minimum of 60 credit hours at Vanderbilt, and
7. A minimum of 102 credit hours in Arts and Science courses (including courses approved for transfer).

You may use transfer credit toward both AXLE requirements and your major at Vanderbilt; however, courses that you took at another college or university must be approved by the relevant department at Vanderbilt in order to count toward AXLE and/or the major.

## WHAT YOU WILL NEED TO REGISTER:

1. **An email message from the Office of Academic Services of the College of Arts and Science.** This message contains:
  - a. The name of your Transfer Adviser,
  - b. The week that you are assigned to call your adviser in June, and
  - c. The toll-free number to call between 9:00 a.m. and 4:00 p.m. CDT.
2. ***On the Road with AXLE* booklet**—Although designed primarily for first-year students, it contains information about:
  - a. AXLE (Achieving Excellence in Liberal Education), the core curriculum requirements for all students. Pay particular attention to the Writing Requirement.
  - b. First-Year Writing Seminars. Transfer students may NOT take a seminar.
  - c. The Writing Requirement. Transfer students who do not have the minimum SAT or ACT scores (see page 5) must complete English 1100 at Vanderbilt (or its equivalent at their prior college). English 1100 is required even if you receive transfer credit for the equivalent of a 1000-level or 2000-level “W” course. All transfer students must take at least one writing-intensive course at Vanderbilt (courses offered by the College of Arts and Science or in the MUSL subject area, designated with a W after the course number).

- d. How to place yourself in courses for AXLE

For placement in French and Spanish, take the online test at [www.cas.vanderbilt.edu/french](http://www.cas.vanderbilt.edu/french) for French or [www.cas.vanderbilt.edu/spanish](http://www.cas.vanderbilt.edu/spanish) for Spanish.

- e. How to place yourself in courses for specific majors.

3. **YES: A Primer**—Contains detailed information about the online registration process with sample page shots to help you navigate through the system. It is available at [as.vanderbilt.edu/oas/newstudents](http://as.vanderbilt.edu/oas/newstudents).

## BEFORE YOU CONSULT WITH YOUR TRANSFER ADVISER

1. Read the *On the Road with AXLE* booklet.
2. Read over the YES primer so that you will know how to choose courses, put them in the Cart, and then register for them.
3. Choose the four or five courses you want to take by placing them in your Cart. (You may also select some alternate courses.) Your adviser will be able to see them and determine if the choices you have made are appropriate.
4. **Call or email your adviser prior to your registration window; you may not register for classes until you have communicated with 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 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 faculty adviser.*

Again, be sure to bring any relevant documents and be prepared to tell your faculty 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 is likely to 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 as a "W." Good planning and hard work usually prevent such problems.

## A BRIEF SUMMARY OF AXLE

1. The Writing Requirement (three to four courses)
  - a. English Composition (appropriate test score or one course, ENGL 1100)
  - b. First-Year Writing Seminar (one course)
  - c. 1000-level W Requirement (one course) *Must be completed by the end of the fourth semester.*
  - d. One 1000-level or 2000-level or higher W or Oral Communication Course in the College of Arts & Science. *Must be completed before graduation.*  
*(First-Year Writing Seminars, 1000- and 2000-level or higher W courses, and oral communication courses also count in their appropriate distribution areas within the Liberal Arts requirements.)*
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 REGISTRATION MATERIALS.



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