ADD:


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ADD:

**Anthropology 283. Ethics in Anthropology, Archaeology, and Development.** Ethical challenges in research on present and past non-Western societies. FALL. [3] Staff.
ADD:

**Art and Art History 115F. First Year Writing Seminar: The Real Thing in American Art.** This seminar offers an investigation of the prevalence of Realism in American art from the eighteenth century through the postmodern era. Students will consider how European Realism, which was a reaction to the emotionalism of Romanticism and the academic rigor of Neoclassicism, spread to the United States. The seminar will examine the social development of subjects depicted in a straightforward manner as seen in portraiture, genre painting, trompe l’oeil, Regionalism, and Photorealism. Students will also evaluate the impact of irony and how the introduction of the “readymade” by Marcel Duchamp influenced generations of artists from Pop icons such as Andy Warhol, Claes Oldenberg, and Roy Lichtenstein to postmodern practitioners from Ed Ruscha to Jeff Koons. Seminar discussions will address how borrowing existing forms from everyday life represent a challenge to traditional values, including artistic skills and originality. Class discussions will be supplemented by field trips to a museum, an artist’s studio, and a private collection where participants will have a first-hand experience with works of art. FALL. [3] Edwards.

ADD:

**Chemistry 100a-100b. Introductory Chemistry Laboratory.** Laboratories to accompany 101a-101b. Corequisite: 101a-101b. One three-hour laboratory per week. [1-1] Staff.
CHANGE FROM:
Chemistry 101a-101b. Introductory Chemistry. For students who are not planning to take additional chemistry. Does not serve as a prerequisite for advanced courses in chemistry without approval of the Director of Undergraduate Studies. 101a is prerequisite to 101b. Three hours of lecture and one hour of laboratory period each week. [4-4] Sulikowski.

CHANGE TO:
Chemistry 101a-101b. Introductory Chemistry. General principles for non-science majors or those not planning to take additional chemistry courses. Does not serve as a prerequisite for advanced courses in chemistry without approval of the director of undergraduate studies. 101a is prerequisite to 101b. [3-3] Staff.

CHANGE FROM:

CHANGE TO:
CHANGE FROM:

Chemistry 236. Physical Chemistry Laboratory.
One three-hour laboratory per week. Experiments in chemical thermodynamics, chemical equilibrium, and chemical kinetics. No credit for graduate students in chemistry. FALL. [1] Tellinghuisen.

CHANGE TO:

Chemistry 236. Physical Chemistry Laboratory.
Experiments in chemical thermodynamics and kinetics. Data analysis and presentation. No credit for graduate students in chemistry. One three-hour laboratory or one lecture per week. Prerequisite: calculus through Math 175. FALL. [1] Tellinghuisen.

ADD:

Communication Studies 115F. First Year Writing Seminar: Lessons from LOST: A Case Study Introduction to Cultural Studies. Winner of the 2006 Golden Globe Award for “Best Television Series–Drama,” the popular ABC series “LOST” is an ideal forum for an introduction to cultural studies and cultural politics. In this course, first year students will be introduced to a wide variety of contemporary cultures. Through a thorough textual reading of the entire first two seasons of the series (including official and unofficial web sites), and through an application of critical methods to the text, students will learn multiple theories about the function of television in everyday politics. FALL. [3] Sloop.
New First Year Writing Seminar.

ADD:

**English 115F. First Year Writing Seminar: I Hear America Singing: Visions of America in Verse.** Beginning with Walt Whitman’s “I Hear America Singing,” we will study the evolution of American thought about identity through the voices of its major poets. Topics include gender, race and the American dream, U.S. identity during wartime, contemporary poetry and the construction of the American self. Poets include Walt Whitman, Emily Dickinson, Langston Hughes, Gwendolyn Brooks, ee cummings, Muriel Rukeyser, Yusef Komunyakaa, and others. Students will also attend poetry readings sponsored by the English department. FALL, SPRING. [3] Bachman.

New French course.

ADD:

CHANGE FROM:
French 287a-287b. Internship, Research, Reading, and Training in France. Under faculty supervision, students enrolled at Vanderbilt in France gain experience through volunteer work assignments. An application and approval by the program director are required for participation in the program. A report and research paper are submitted at the end of the internship. Taken pass/fail. FALL, SPRING. [Variable hours credit: 1-2]

CHANGE TO:
French 287a-287b. Internship, Research, Reading and Training in France. Under faculty supervision, students intern in public or private organizations, conduct background research and reading, and submit a research paper at the end of the semester during which the internship training is complete. Background reading and research will be completed in 287a concurrently with the completion of internship training, 287b; a minimum of three hours of 287a must be completed, independent of hours taken in 287b. 287a: Internship, research, and reading. FALL, SPRING, SUMMER. [Variable credit: 1-6]. 287b: offered on a pass/fail basis only and must be taken concurrently with 287a. FALL, SPRING, SUMMER. [Variable credit: 3-6]

DELETE:
History 184. Nazi Germany and the Holocaust. Historical approach to the Holocaust: its origins, the way it happened, its legacy. Special attention paid to understanding the Holocaust in the context of Germany and European history. [3] Smith.
New course in Civil rights Movement.

ADD:


CHANGE FROM:


CHANGE TO:


Jewish Studies is adopting History 184.

ADD:

**Jewish Studies 156. The Holocaust.** The history of the Holocaust: its origins, development, and legacy in the context of German and European history. No credit for students who have completed History 184. FALL. [3] Smith

New course in Managerial Studies.

ADD:

**Managerial Studies 185. Leadership.** Contemporary challenges in leading change in organizations and building effective management teams. The executive’s role in developing leadership skills among managers. FALL. [3] Burcham.
CHANGE FROM:
Managerial Studies 195. The Entrepreneurial Challenge. Defining the entrepreneur and exploring entrepreneurial skills, behavior, and thinking. Course topics (1) building a business plan; (2) acquiring resources and start-up financing, such as bootstrapping, angel financing, and venture capital; (3) entrepreneurial issues in managing and growing an enterprise; (4) being entrepreneurial in large companies, known as entrepreneuring, and (5) how to be entrepreneurial in not-for-profit ventures and foundations. Format: lecture, discussion, guest speakers, and team project. FALL, SPRING. [3] Furse.

CHANGE TO:

ADD:
Philosophy 108. Introduction to Medical Ethics. Moral issues in the practice of medicine, biomedical research, policies and regulations related to health care. No credit for students who have completed 115W, Section 13, or 115F, Section 3. FALL. [3] McIntire.

ADD:
Political Science 230. Middle East Politics. Cross-national analyses of political institutions, political economies, and processes of change in the Middle East. FALL. [3] Carroll.
ADD:

**Sociology 115F. First Year Writing Seminar: Gangs and Gang Behavior.** What is a gang? What is a “gang member?” How are gangs structured and what do gang members do? What are the consequences of gang membership? How does society attempt to control gang behavior? These are some of the primary questions that form the core of this seminar on gangs and gang behavior in the United States. This seminar has four thematic sections. We will begin the seminar by discussing the social problem of defining gangs and gang members, the history of gangs in the United States, and the extent and nature of the contemporary gang situation. In the second section, we will discuss the process of joining a gang and the causal factors associated with it, the typical behaviors of gang members, and the consequences of gang membership (including its effect on criminal activity and criminal victimization). Next, we will discuss structural differences in contemporary gangs, with a focus on ethnic and gender differences. The final section of the course concerns the approaches used to control gang behavior, including the use of legal injunctions, police interventions, and prevention policies. During the entirety of this course, we will use the empirical literature and the sociological perspective to critically evaluate common perceptions of gangs and gang behavior (especially those perpetuated by the media). FALL. [3] Ezell.
ADD:  
**Sociology 115F. First Year Writing Seminar: Crops that Changed the World.** This interdisciplinary seminar examines the social, biological, and economic links between crops, cultures, and production technologies. Topics include: zones of origin for world crops; plant domestication and the “agricultural revolution,” the spice trade and European exploration; sugar, tobacco, and slavery in the Americas; New World crops; lost crops of the Incas; and coffee in Brazil. The production, financing, processing, and distribution of crops that changed the world. The Malthusian dilemma—demography versus food production. The Green Revolution in rice and wheat. Energy crops. Sustainable agriculture. Future prospects. FALL. [3] Lang.  

ADD:  
CHANGE FROM:
Spanish 100. Beginning Spanish. Designed for students with no previous exposure to Spanish. Development of basic listening, speaking, reading, and writing skills with exposure to aspects of Spanish-speaking culture through a communicative, task-based approach. Conducted primarily in Spanish. Prerequisite: no previous study of the language. Four hours of classroom instruction plus one hour of technology-based instruction. [3] Staff.

CHANGE TO:
Spanish 100. Spanish for True Beginners. Designed exclusively for students with no previous exposure to Spanish. Development of basic listening, speaking, reading, and writing skills with exposure to Spanish-speaking cultures through a communicative approach. Conducted primarily in Spanish. Not open to students with previous training in Spanish. Four hours of classroom instruction plus one hour of independent research activity. Students continuing in Spanish take Spanish 102. [5] Staff.
CHANGE FROM:
**Spanish 101. Elementary Spanish I.** Development of basic listening, speaking, reading, and writing skills with exposure to aspects of Spanish-speaking cultures through a communicative, task-based approach. Conducted entirely in Spanish. Prerequisite: some previous study of the language. Four hours of classroom instruction plus one hour of technology-based instruction. [5] Staff.

CHANGE TO:
**Spanish 101. Elementary Spanish I.** Basic listening, speaking, reading, and writing skills with exposure to Spanish-speaking cultures through a communicative approach. Conducted entirely in Spanish. Prerequisite: some previous study of the language. Four hours of classroom instruction plus one hour of independent research activity. No credit for students who have completed 100. [5] Staff.

CHANGE FROM:
**Spanish 102. Elementary Spanish II.** Further development of listening, speaking, reading, and writing skills through a communicative, task-based approach with exposure to aspects of Spanish-speaking culture. Conducted entirely in Spanish. Four hours of classroom instruction plus one hour of technology-based instruction. Prerequisite: 100 or 101, or appropriate placement test score. [3] Staff.

CHANGE TO:
**Spanish 102. Elementary Spanish II.** Further development of listening, speaking, reading, and writing skills with exposure to Spanish-speaking cultures through a communicative approach. Conducted entirely in Spanish. Four hours of classroom instruction plus one hour of independent research activity. Prerequisite: 100 or 101, or appropriate placement test score. [3] Staff.
CHANGE FROM:

CHANGE TO:
Spanish 104. Intermediate Spanish. Development of intermediate linguistic competence in Spanish (listening, speaking, reading, and writing) using a communicative approach. Study of cultures of Spanish-speaking countries by incorporating authentic materials. Four hours of classroom instruction plus one hour of independent research activity. Prerequisite: 102 or appropriate placement test score. [5] Staff.
ADD:

**Spanish 115F. First Year Writing Seminar**

**Travel Matters.** This course, fittingly for students just embarked on a wondrous journey of sorts, encourages a multifaceted reflection upon traveling and travel accounts. Why do we travel? What are the metaphorical, philosophical, psychological, and cultural underpinnings of traveling? Why are trips such a frequent and important component in coming of age and search for origin plots? What are the reasons that impel us to record voyages, real or imaginary, and to tell others about them? Why do we listen to, read, or watch travel accounts? What role does travel play in the definition of both ourselves and others, in the construction of our own identity and the identity of those whom we encountered in our wanderings? How are travels and travel accounts connected with the politics of gender, race, social class, religious prejudice, political domination, and economic exploitation? How do travel and travel narratives create, maintain or subvert polarities such as the West and the Orient, the civilized and the savage, Christianity and Paganism, metropolises and colonies, First World and Third World? These are some of the issues that the course will explore through a series of books and movies, from Homer’s *Odyssey* to *The Adventures of Priscilla, Queen of the Desert*, putting a special emphasis on Hispanic works in English translation; travel narratives from the age of discovery, excerpts of Don Quijote, short stories by Jorge Luis Borges and Julio Cortázar, and the movie *Y Tu Mamá También* by the Mexican Alfonso Cuarón. FALL.