| New Course in Arabic  
Approved for Graduate Credit | ADD:  
**Arabic 250. Arabic of the Qur'an and Other Classical Texts.**  
| Change in Description in Art Studio | CHANGE FROM:  
**Art Studio 205. Life Drawing II.**  
Prerequisite: 105 or 135. SPRING. [3] Porter. (HCA)  
CHANGE TO:  
**Art Studio 205. Life Drawing II.**  
Prerequisite: 102. SPRING. [3] Porter. (HCA) |
| New Course in Communication of Science and Technology | ADD:  
**Communication of Science and Technology 296. Honors Thesis.**  
Limited to students admitted to the Communication of Science and Technology Honors program. May be repeated once for credit. FALL, SPRING. [1-3] Staff. (No AXLE Credit) |
| New Course in Earth and Environmental Sciences  
Approved for Graduate Credit | ADD:  
**Earth and Environmental Sciences 272. Early Earth Systems.**  
The first three billion years of the earth's history. Evidence and techniques used to reconstruct the origin and evolution of the earth and its mantle, crust, atmosphere, oceans, and life. Geochemical applications, isotopes, and geochronology. Prerequisite: 226. SPRING. [3] Ayers. (MNS) (Offered alternate years) |
| New Course in East Asian Studies Approved for Graduate Credit | ADD:  
|---|---|
| East Asian Studies 218. Introduction to Classical Chinese.  
The grammar and lexicon of Classical Chinese. Comparisons with Modern Chinese. Parables and anecdotes from philosophical and historiographical texts written between the fifth century BCE and the first century CE. Prerequisite: 216. SPRING. [3] Lam. (HCA) |
| Request for Graduate Credit in Economics Approved for Graduate Credit | EXISTING AS  
|---|---|
Strategic and non-strategic social choice theory. Preference aggregation, formal models of voting, and matching. Prerequisite: 231 or PHIL 202 or any Mathematics course numbered 200 or above. SPRING. [3] Weymark. (SBS) |
<table>
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<tr>
<th>Change in Number and Title and Description in English</th>
<th>CHANGE FROM:</th>
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<tbody>
<tr>
<td><strong>English 115W. British Literature of World War I.</strong></td>
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<tr>
<td>This course will survey a wide range of British responses to what was arguably the single most catastrophic event of the twentieth century--global war whose consequences included the inevitable eruption of a second world war. War writing by men and women offers diverse perspectives on the experience of war, from soldiers disillusioned by the gap between noble intentions and the brutality of the battlefield to women who felt liberated by new opportunities for employment outside the home. But war writing also provides a way to understand British culture more generally under the pressure of war, longstanding problems of national identity, gender definition, class identity, and sexual norms were forced to the forefront of national awareness and found expression in poetry, fiction, and film. We will explore links between war writing and avant garde cultural productions, notions of propaganda versus art for art's sake, and representations of good writing. Authors include Virginia Woolf, D. H. Lawrence, Vera Brittain, H. G. Wells, Rebecca West, Wilfred Owen, Rudyard Kipling, Siegfried Sasson, and Pat Barker. FALL. [3] Wollaeger.</td>
<td></td>
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| CHANGE TO: |
| **English 115F. British War Writing.** |
| This seminar will survey a wide range of primarily British responses to modern warfare. Modern war began with what was arguably the single most catastrophic event of the twentieth century: a global war whose consequences included the inevitable eruption of a second world war. War writing by men and women not only offers diverse perspectives on the experience of war but also provides an entry into broader cultural issues. Under the pressure of war, longstanding problems of national identity, gender definition, class identity, and sexual norms are forced to the forefront of national awareness and find expression in poetry, fiction, and film. We will explore links between war writing and *avant garde* cultural productions early in the twentieth century and between World War II and the decline of British literary modernism. Likely authors will include British World War I poets, Wilfred Owen and Siegfried Sasson; post-World War I novelists and poets, Virginia Woolf and T. S. Eliot; and American novelist Joseph Heller’s classic black comedy, *Catch-22*. We
**Curriculum Committee Report to the Faculty**

| will also examine new forms of digital writing coming out of the war in Iraq, including blogs and e-mails. FALL. [3] Wollaeger. (HCA) |
## Curriculum Committee Report to the Faculty

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<tr>
<th>Change in Description in French</th>
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<tr>
<td><strong>French 115F. The French Experience in the Americas.</strong></td>
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<tr>
<td>A study of the history of the French experience in the Americas, beginning with pre-Colonial cod fishing expeditions, the settlement and growth of New France, the Conquest of Quebec, and continued French presence in North America (New England, French-speaking Canada, and Louisiana). Unsuccessful attempts at colonization, such as in Florida and Brazil. A wide variety of sources will be used: the cartographic record, missionary letters and related documents, such as the <em>Jesuit Relations</em>, encounter narratives found in the writings of explorers such as Cartier in Canada and Jean de Léry in Brazil. We will also look at literary representations of the French experience in the New World by French and Anglo writers such as Longfellow’s epic <em>Evangeline</em>, a poetic rendering of the Acadian deportation of 1755, as well as literary works and film from Quebec. We will conclude by taking stock of the current state of French in America and questions of linguistic and cultural survival.</td>
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<tr>
<td>CHANGE TO:</td>
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<tr>
<td><strong>French 115F. The French Experience in the Americas.</strong></td>
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| Today, the French-speaking population of North America is concentrated in the province of Quebec, with smaller pockets in other Canadian provinces, Cajun Louisiana, and New England. At its peak, however, the French presence in the Americas extended across a vast territory from the Hudson Bay to the Gulf of Mexico and from Newfoundland to Lake Superior. French settlers even attempted a Protestant settlement in Brazil in the sixteenth century, although it was short lived. Explorers and missionaries wrote extensively about their experiences in the New World. Such works include Jean de Lery's gripping accounts of life among the cannibalistic Tupinamba Indians, and Marie de L'Incarnation's correspondence, which detailed her efforts as the first female missionary in North America to establish a convent in Quebec. We will attempt to understand these perspectives as well as the point of view of native populations to the arrival of Europeans. We will study the different strata of French
Curriculum Committee Report to the Faculty

colonizers, including traders, Jesuit missionaries, the French elite, and les filles du roi, translated as the "king's daughters," women imported from France to help populate the colonies. We will also examine literary representations of the French experience in the New World, such as Longfellow's epic "Evangeline," a poetic rendering of the Acadian deportation of 1755. Other sources include literary works and films from Quebec as well as the folk record consisting of songs, tales, and oral histories. We will conclude by taking stock of the current state of French language and culture in the Americas.

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<tr>
<td>New Course in History Approved for Graduate Credit</td>
<td>ADD: History 212a. India and the Indian Ocean. Cultures along the Indian Ocean coastline from Roman times to 1800, especially South Asia. Coastal societies and politics, Islam, pilgrimage and trade, economic zones, and cultural ties. Pirates, seafarers and merchants; diasporas and genealogies. The entry of European trading companies and debates on trade and empire. SPRING. [3] Sheikh. (INT)</td>
</tr>
</tbody>
</table>
| New Course in History Approved for Graduate Credit | ADD:  
**History 253a. Latin America and the United States.**  
The complicated relationship between Latin America and the United States from the early nineteenth century to the present. Role of ideology, national security, economic interests, and cultural factors in shaping inter-American affairs. SPRING. [3] Robinson. (INT) |
| New Course in History Approved for Graduate Credit | ADD:  
**History 284b. Health and the African American Experience.**  
Disparities in the health care of African Americans, the training of black professionals, and the role of black medical institutions. The intersection between black civic involvement and health care delivery; the disproportionate impact of disease and epidemics within the African American population. SPRING. [3] Dickerson. (US) |
| New Course in History Approved for Graduate Credit | ADD:  
**History 287g. Making of Modern Paris.**  
The social and cultural history of Paris from the old regime to the present. Paris versus the French provinces; revolutionary upheavals; challenges of rapid urbanization. Paris as a literary, artistic, and consumer capital; its changing physical landscape. Immigration and the globalization of Paris. SPRING. [3] Clay. (INT) |
# Curriculum Committee Report to the Faculty

| Change in Title and Description in History | CHANGE FROM:  
*History 295. Undergraduate Seminar in History.*  
Advanced reading, research, and writing. Topics vary. May be repeated for credit once if there is no duplication in topic. Limited to juniors and seniors with preference to history majors. Prerequisite: 200 or 200W. FALL, SPRING. [3] Staff. (No AXLE credit)  
CHANGE TO:  
*History 295. Majors Seminar.*  
Advanced reading, research, and writing. Topics vary. May be repeated for credit once if there is no duplication in topic. Limited to juniors and seniors and intended primarily for history majors. Prerequisite: 200 or 200W. FALL, SPRING. [3] Staff. (No AXLE credit) |
| --- | --- |
| New Course in History of Art Approved for Graduate Credit | ADD:  
*History of Art 208. Art and Empire from Constantine to Justinian.*  
An interdisciplinary study of Roman social, political, religious, and art historical developments in the fourth through sixth centuries CE. SPRING. [3] Jensen. (HCA) |
| Request for Graduate Credit in History of Art Approved for Graduate Credit | EXISTING AS  
*History of Art 262W. Gender and Sexuality in Greek Art.*  
Iconography of vase-painting and sculpture, from the Archaic through the Hellenistic periods. Visual constructions of bodies, poses, gestures, and dress, reflecting cultural attitudes towards courtship, marriage, rape, prostitution, and homosexuality. Emphasis on methodological approaches and comparisons with modern societies. FALL. [3] Lee. (HCA) |
### Curriculum Committee Report to the Faculty

| New Course in History of Art Approved for Graduate Credit | ADD:  
**History of Art 266. Cities of the Roman East.**  
Provincial centers, sanctuaries, and monuments from Greece to Arabia. Major centers and case studies of public and private commissions. Architectural reflections of Romanization and resistance; local and imperial patronage; patrimony and memory; borderland architecture. SPRING. [3] Robinson. (HCA) |
| --- | --- |
| Change in Title and Description in Italian | CHANGE FROM:  
**Italian 231. Readings from Dante’s Divina Commedia.**  
Examination of Dante’s language and philosophical tenets through study of style, characters, and themes. [3] (HCA) (Not currently offered)  
CHANGE TO:  
**Italian 231. Dante’s Divine Comedy.**  
Dante’s language and philosophical tenets through the study of style, characters, and themes. Taught in English. SPRING. [3] Franke. (HCA) |
| Change in Title and Description and AXLE Code in Italian | CHANGE FROM:  
**Italian 235. The Literature of the Novecento.**  
An examination of poetry and prose in their social and historical contexts. Prerequisite: 220. [3] (No AXLE credit) (Not currently offered)  
CHANGE TO:  
**Italian 235. Twentieth-Century Literature: Beauty and Chaos.**  
## Curriculum Committee Report to the Faculty

<table>
<thead>
<tr>
<th>Course Category</th>
<th>Course Details</th>
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</table>
| New Course in Jewish Studies | ADD:  
**Jewish Studies 158. World Jewish Communities in the New Millennium.**  
Changing Jewish communities, especially outside the United States and Israel, in macro-historical context. New global diasporas (Russian, North African, Israeli); post-communist European Jewish identity; and relations with the largest Jewish communities in Israel and the United States. SPRING. [3] Kelner. (INT) |
| New Course in Latin Approved for Graduate Credit | ADD:  
**Latin 216. Tacitus.**  
Selections from the works of one of Rome's most important historians, read in the context of historiographical tradition and political and social background. Prerequisite: 104. SPRING. [3] McGinn. (HCA) |
| New Course in Latin Approved for Graduate Credit | ADD:  
**Latin 217. Suetonius.**  
Selections from the works of one of Rome's most important biographers, read in the context of the Latin biographical tradition as well as the political and social background. Prerequisite: 104. SPRING. [3] McGinn. (HCA) |
| Request for Graduate Credit in Philosophy Approved for Graduate Credit | EXISTING AS  
**Philosophy 216. Philosophy of Knowledge.**  
## Curriculum Committee Report to the Faculty

<table>
<thead>
<tr>
<th>New Course in Psychology</th>
<th>ADD:</th>
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<tbody>
<tr>
<td><strong>Psychology 270. Positive Psychology.</strong></td>
<td>Optimal functioning in human psychology. Scientific approaches to what is “right” about people. Interdisciplinary approaches to well being, character strengths and virtues, positive emotions, and clinical implications. No credit for students who have completed PSY 115F section 13. SPRING [3] Kirby. (SBS).</td>
</tr>
</tbody>
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<tr>
<th>New Course in Religious Studies Approved for Graduate Credit</th>
<th>ADD:</th>
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</thead>
</table>
**Curriculum Committee Report to the Faculty**

| New Course in Sociology | ADD:  
**Sociology 219. Seeing Social Life.**  
History, theory, and ethics of visual images in sociological research. Truth status of visual data. How individuals and groups use photographs to make sense of social worlds. Race, ethnicity, gender, social class, and their visual documentation. Methods for collection and analysis of visual data, especially photographs. Prerequisite: 101, 102, 104, or ANTH 101. SPRING. [3] Carpenter. (SBS) |
|-------------------------|--------------------------------------------------|
| Change in Description in Spanish | CHANGE FROM:  
**Spanish 202. Spanish for Oral Communication through Cultural Topics.**  
Development of speaking skills in Spanish through the study of Spanish/Hispanic culture, and Spanish and Spanish-American current affairs. Contemporary articles, short texts, TV news, documentaries, and Web materials. Special attention is given to different registers of spoken Spanish, and the development of effective strategies for oral communication. Prerequisite: 201W or appropriate placement test score. FALL, SPRING. [3] Staff. (INT)  
CHANGE TO:  
**Spanish 202. Spanish for Oral Communication through Cultural Topics.**  
Development of speaking skills through the study of Spanish and Hispanic culture, and Spanish and Spanish-American current affairs. Texts drawn from contemporary articles, short stories, TV news, documentaries, and Web materials. Different registers of spoken Spanish. The development of effective strategies for oral communication. Prerequisite: 201W. Not available on a P/F basis FALL, SPRING. [3] Staff. (INT) |

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Friday, March 20, 2009

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| Change in Description in Spanish | CHANGE FROM:  
**Spanish 207. Advanced Conversation.**  
An intercultural approach contrasting Spanish and American perspectives. Discussions and oral presentations on contemporary issues. For students with a high level of oral proficiency, especially those returning from the Vanderbilt in Spain program. [3] Staff. (INT) (Not currently offered)  
CHANGE TO:  
**Spanish 207. Advanced Conversation.**  
An intercultural approach contrasting Hispanic and American perspectives. Discussions and oral presentations on contemporary issues. For students with a high level of oral proficiency, especially those returning from a semester abroad. Not available on a P/F basis. [3] Staff. (INT) (Not currently offered) |
| New Course in Spanish Approved for Graduate Credit | ADD:  
**Spanish 227. Film and Culture in Latin America.**  
Latin American cinema from the perspective of cultural history; screenings and supplementary texts, including manifestos and critical readings. SPRING. [3] Borge. (P) |
| Delete Course in Women's and Gender Studies | DELETE:  
**Women's and Gender Studies 205. U.S. Feminisms.**  
| New Course in Women's and Gender Studies | ADD:  
| **Women's and Gender Studies 246W. Women's Rights, Women's Wrongs.**  
Intellectual and theoretical foundations for contemporary feminist theory and politics in the United States, based upon works by nineteenth- and twentieth-century authors. Prerequisite: 150. FALL. [3] Dicker. (US) |
<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td><strong>Delete Course in Economics</strong></td>
<td><strong>Economics 360. Agriculture and Economic Development.</strong></td>
<td>Food supply as a national problem; size and characteristics of population; agricultural technology; industrial-urban development and public policies as means of reducing market imperfections and raising output and incomes in rural areas. Case studies of the southern United States and selected underdeveloped countries. [3] (Not currently offered)</td>
</tr>
<tr>
<td><strong>Delete Course in Economics</strong></td>
<td><strong>Economics 383. Advanced Economics of Natural Resources and the Environment.</strong></td>
<td>Detailed analysis of the theoretical and empirical aspects of resource and environmental economics; modeling and empirical analysis of environmental externalities; theory of public investment as applied to natural environments; modeling and empirical analysis of renewable and nonrenewable natural resources. [3] (Not currently offered)</td>
</tr>
<tr>
<td><strong>Delete Course in Economics</strong></td>
<td><strong>Economics 390. Ph.D. Dissertation Proposal Development.</strong></td>
<td>Prerequisite: permission of director of graduate studies. [0–3]</td>
</tr>
<tr>
<td><strong>Delete Course in History of Art</strong></td>
<td><strong>History of Art 355. Seminar: Mesoamerican Art.</strong></td>
<td>[3]</td>
</tr>
<tr>
<td><strong>New Course in Political Science</strong></td>
<td><strong>Political Science 337. Attitudes and Measurement.</strong></td>
<td>Conceptualization, design, and testing of attitudinal measures. Language, logic, and implementation of psychometric models in political science research. SPRING. [3] Perez. (SBS)</td>
</tr>
</tbody>
</table>