Date: October 23, 2008

To: Members of the Faculty, College of Arts and Science

From: Carolyn Dever, Interim Dean

Subject: The Faculty of the College of Arts and Science will convene in Wilson Hall room 103 on Tuesday, October 28, 2008, at 4:10 p.m. The agenda is as follows:

1. Health Plus presentation.

2. Approval of the Minutes of the Faculty Meeting of September 16, 2008.

3. Review of the Minutes of the Faculty Council meetings of September 2 and October 7, 2008, the latter pending approval of Faculty Council.
   - New and revised courses.

4. Executive Motion Calendar: The Faculty Council recommends approval of the recommendation from the Committee on Graduate Education (CGE).
   - Proposed Comparative Literature Ph.D. track in Spanish and Portuguese.

5. State of the College Address by Interim Dean Carolyn Dever.

6. Original Motion Calendar.

7. Good of the College.

8. Adjournment.
Interim Dean Carolyn Dever called the meeting to order at 4:15 p.m. in Wilson Hall 103. Approximately 140 faculty members were in attendance.

1. **Appointment of A&S Parliamentarian.**

Interim Dean Dever nominated Professor Roy Gottfried as the Parliamentarian of the Faculty for 2008-2009. There were no other nominations, and Professor Gottfried was acclaimed.

2. **Approval of the Minutes of the Faculty Meeting of May 6, 2008.**

There were no comments or questions, and the Minutes were approved.

3. **Approval of the Candidates for Degrees at the End of the Summer Semester, August 8, 2008.**

Associate Dean Fränckille Bergquist moved that the Faculty of the College of Arts and Science recommend to the Board of Trust that it confer upon these candidates their degrees (a list of degree candidates is attached to these Minutes). Her motion was seconded and unanimously approved.

4. **Moment of Silence for Professor Pierre Colas.**

Interim Dean Dever reported that Professor Pierre Colas, of the Department of Anthropology, was slain in his home on August 26. At her request, the faculty paused for a moment of silence in his honor. Interim Dean Dever stated that a formal Memorial Resolution will be presented to the faculty at a later meeting.

5. **Update on the Search for the New Dean.**

Interim Dean Dever stated that Provost Richard McCarty has formed a Search Committee for a Dean of the College of Arts and Science, which is chaired by Professor Ned Porter, of the Department of Chemistry. As she explained, Vanderbilt will conduct a national search for this crucial appointment, and more information about the search is presented in Professor Porter’s e-mail message to the faculty, dated September 15, which is attached to these Minutes. Interim Dean Dever urged faculty members to participate in the search process.
6. **Introduction of New Arts & Science Tenured and Tenure-Track Faculty Members.**

For each newly hired A&S tenured or tenure-track faculty member, his or her Department Chair, Program Director, or representative introduced him or her to the faculty. A list of the new tenured and tenure-track A&S faculty members is attached to these Minutes.

7. **Presentation of the Jeffrey Nordhaus Awards for Excellence in Undergraduate Teaching in the College of Arts & Science.**

Interim Dean Dever presented Professor Nathalie Debrauwere-Miller, of the Department of French and Italian, with the Jeffrey Nordhaus Award for Excellence in Undergraduate Teaching in the Humanities; Professor Terry Page, of the Department of Biological Sciences, with the Jeffrey Nordhaus Award for Excellence in Undergraduate Teaching in the Natural Sciences; and Professor Katie Crawford, of the Department of History, with the Jeffrey Nordhaus Award for Excellence in Undergraduate Teaching in the Social Sciences.

8. **Presentation of the Harriet S. Gilliam Award for Excellence in Teaching by a Lecturer or Senior Lecturer in the College of Arts & Science.**

The Harriet S. Gilliam Award for Excellence in Teaching by a Lecturer or Senior Lecturer was awarded to Senior Lecturer Michelle Sulikowski of the Department of Chemistry.

9. **Presentation of the Ernest A. Jones Faculty Adviser Award in the College of Arts & Science.**

The Ernest A. Jones Faculty Adviser Award was presented to Senior Lecturer Roger Moore of the Department of English.

10. **Presentation of the Alumni Outstanding Freshman Adviser Award in the College of Arts & Science.**

The Alumni Outstanding Freshman Adviser Award was presented to Senior Lecturer Julia Fesmire of the Women’s and Gender Studies program.

11. **Presentation of the Outstanding Graduate Teaching Assistant Awards in the College of Arts & Science.**

Associate Dean Marc Hetherington presented Outstanding Graduate Teaching Assistant Awards to Danielle Kurin, of the Department of Anthropology, and to Matt Whitt, of the Department of Philosophy.
12. **Recognition of Significant Faculty Service Anniversaries.**

Interim Dean Dever recognized several faculty members for their significant faculty service anniversaries at Vanderbilt: Professors David Carlton, Marshall Eakin, Mark Jarman, and Gerald Stubbs have served 25 years; Professors Clint Carter, Malcolm Getz, and Jeffrey Tlumak have served 35 years; Professors Dieter Sevin and Glenn Webb have served 40 years; Professor Bob Fox has served 45 years; and Professor Joseph Hamilton has served 50 years.

13. **Announcements.**

Interim Dean Dever announced that several changes in personnel have been made in the A&S Dean’s Office. Professor Marc Hetherington is the new Associate Dean for graduate education; Professor Senta Victoria Greene is the new Executive Dean; and Sharon Buchanan is the new Associate Dean for finance.

14. **Good of the College.**

No issues were raised.

15. **Adjournment.**

The meeting adjourned at 5:05 p.m. to a reception welcoming new faculty members and honoring award recipients.

Respectfully submitted,

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Marshall C. Eakin,
Secretary of the Faculty
Minutes of the Arts & Science Faculty Council

September 2, 2008

The meeting was called to order at 5:13 p.m. by the Chair, Professor Kassian Kovalcheck. Present at the meeting were Interim Dean Carolyn Dever, Professors Brooke Ackerly, Michael Aurbach, Beth Conklin, Bonnie Dow, Gregg Horowitz, Elizabeth Lunbeck, Lilianna Solnica-Krezel, Michael Stone, and David Weintraub. Professors Edward Fischer and Virginia Scott were unable to attend. Jonathan Bremer, from the A&S Dean’s Office staff, attended as a guest of the Faculty Council.

Professor Kovalcheck asked Council members whether it was acceptable for Mr. Bremer to record meetings for minute-writing purposes. No one objected to the meetings being recorded for this purpose.

Professor Lunbeck stated that she was uncomfortable having the Minutes of the Faculty Council meetings posted on a publicly-accessible web site. This is one reason why, Mr. Bremer responded, he distributes a draft version of the Minutes to Council members before the meeting. Council members, he continued, can request that language be revised prior to the Minutes being posted on the web site. Further, SACS (Southern Association of Colleges and Schools) requires that the Minutes of faculty meetings be accessible, at least to members of the university community. Council members asked Mr. Bremer to investigate the degree to which SACS expects Minutes of faculty meetings to be accessible and whether our peer universities post Minutes of faculty meetings on publicly-accessible web sites. Perhaps, several Council members suggested, the Minutes could be posted on a VU password-protected web site.

1. Adoption of Rules of the A&S Faculty Council.

Professor Kovalcheck put forward the Council rules of 2007-2008 for discussion. There were no comments or questions, and Council approved the rules of September 4, 2007 as the procedural rules by which Council meetings will be conducted in 2008-2009.

2. Approval of the Minutes of the Faculty Council meeting of April 29, 2008.

There were no comments or questions, and Council unanimously approved the Minutes.

3. Faculty Council and Faculty Meetings.

Professor Weintraub stated that the regular Faculty Council meeting time—Tuesdays at 4:00 p.m.—should be changed, because 4:00 is too late and is bad for those who have family obligations. Professor Dow responded that Council should not work with the assumption that all family obligations are between 4:00 and 6:00 p.m. Even if members have family or other obligations, Professor Kovalcheck pointed out, they could make alternative arrangements once or twice a month for meetings. Professor Ackerly noted that the 4-6 p.m. time applies to the Faculty Council meeting, A&S Faculty Meeting,
department meetings and talks, and that it is not the 4:00 p.m. start time but the 6:00 p.m. end time that puts burdens of more than once or twice a week on faculty. Professor Lunbeck stated that 7:00 p.m. is worse than 4:00 p.m., since there are many family obligations during the evening and it is beyond the normal workday of 8:00 to 5:00. Professor Horowitz remarked that it is a questionable assumption that those faculty members who do not have children are infinitely flexible with their time and hence schedules should be driven by family obligations. If Council does not have to address that issue as a policy issue, then we can look at our schedules and find a time that is available for everybody. If Council has to make a policy decision, he continued, then we need to have a philosophical discussion about which obligations take precedence and which ones do not, and then base the schedule on the results of that discussion. The available alternative times were 8-10 a.m. Wednesday and Friday and 1-3 Friday.

Professor Kovalcheck explained, taking Professor Horowitz’s cue, that there are two issues: A possible schedule change for this Council, and a permanent time set aside for A&S faculty meetings. There is usually a logic to the meeting times, Professor Dow suggested, such as the end of classes at 4:00; but, as Professor Ackerly noted, some seminars start at 4:00. Serious consideration should be made for a time set aside for meetings, Professors Ackerly and Lunbeck urged, which would be free of teaching obligations. Vanderbilt’s schedule is problematic in this respect, Professor Weintraub replied, for the current schedule of classroom usage is very tight. This point was confirmed by Interim Dean Dever — she explained that it might not be possible to add five minutes to the break between classes in order to accommodate increased travel time between classes without running out of time and space for classes. Further, a solution to one scheduling problem, she continued, often leads to many other unintended consequences. Professor Stone stated that the Faculty Senate, of which he is a member, has discovered that scheduling is extremely complex, and it is nearly impossible to completely avoid conflicts. We should understand that some people might not be able to attend every meeting, some people might have to leave a meeting early in order to satisfy some other obligation, and that other people will and should make alternative arrangements to meet obligations. It is problematic, he continued, to assume that family obligations are always more important.

Interim Dean Dever proposed inviting the University Registrar to a Faculty Council meeting. Professor Ackerly proposed that we consider a full range of scheduling concerns to discuss with him including those that came up during the discussion of the meeting time.

Council members suggested adding five minutes to the time period between classes (an idea the registrar is already looking at); scheduling courses taught by graduate students during the time set aside for faculty meetings (an idea used by Philosophy); taking into account that Monday-Wednesday-Friday schedules are usually more flexible than Tuesday-Thursday schedules and that Fridays are often conference days; setting aside a longer lunch time for faculty meetings; adding more twice per week time slots which might be Monday/Thursday or Tuesday/Friday, scheduling more classes in the evening;
and reexamining the entire daily and weekly schedule, and, especially, Tuesdays (since it is usually the busiest day of the work week).

To increase faculty participation in Faculty meetings, Council members suggested reminding Department Chairs and Program Directors not to schedule activities or meetings during the time set aside for faculty meetings (Tuesday, 4-6 p.m.)

Professor Kovalcheck observed that there is no consensus among Council members to change the Faculty Council time for this year, but Council should discuss further the issue of a regular time set aside for faculty meetings.

4. Consideration of issues for Council to discuss this year.

Professor Weintraub suggested that Council consider two items: First, Council should reconsider the temporary grade policy with respect to the “M” grade, and, second, Council should decide whether the current language in the Catalog regarding directed study and independent study courses, and on the relevant sign-up form, should be discouraging first-year and sophomore A&S students from taking these types of courses. Council voted in favor of directing CASP (Committee on Academic Standards and Procedures) to study both issues and report back to Council.

Interim Dean Dever suggested that Council should establish policy regarding whether there should be wireless access to the internet in all classrooms and, if so, whether A&S should provide it. One of the motives for developing such a policy is that the Vanderbilt undergraduate student association has requested that all classrooms be wireless.

5. New business and concerns.

No issues were raised.


Interim Dean Dever urged faculty members to participate in upcoming events and activities to honor the memory of Professor Pierre Colas, who was killed on August 26. She expressed her thanks to all of the staff and faculty members who have been very supportive during this difficult time.

7. Adjournment.

Council voted to adjourn at 6:06 p.m.

Respectfully submitted,

Brooke Ackerly
Secretary of the Faculty Council
Minutes of the Arts & Science Faculty Council

October 7, 2008

The meeting was called to order at 4:12 p.m. by the Chair, Professor Kassian Kovalcheck. Present at the meeting were Interim Dean Carolyn Dever, Professors Michael Aurbach, Beth Conklin, Bonnie Dow, Gregg Horowitz, Elizabeth Lunbeck, Michael Stone, and David Weintraub. Professors Brooke Ackerly, Virginia Scott, Lilianna Solnica-Krezel, and Ronnie Steinberg were unable to attend. Jonathan Bremer, from the A&S Dean’s Office staff, attended as a guest of the Faculty Council.

Professor Horowitz agreed to serve as Acting Secretary in the absence of Professor Ackerly, the Secretary of Faculty Council.

1. Approval of the Minutes of the Faculty Council Meeting of September 2, 2008.

There were no comments or questions, and Council unanimously approved the Minutes.

2. Clarification of the Presentation of the Faculty Council Minutes to the Faculty.

Mr. Bremer explained that Professor Ackerly, the Secretary of Faculty Council, wished to clarify or confirm the procedure whereby Faculty Council minutes are presented to the A&S faculty, and, in particular, whether the Council minutes should be approved by the Council before being presented to the faculty. After a brief discussion, Council decided to retain the current practice of presenting draft versions of Faculty Council minutes to the faculty with the notation “pending approval of Faculty Council.”

Professor Lunbeck, following up her question from the September Faculty Council meeting, asked Mr. Bremer whether SACS requires the College of Arts and Science to post Council minutes on a publicly-accessible web site. Mr. Bremer responded that SACS does not require faculty meeting minutes to be posted on a web site, publicly accessible or not, but SACS might require that the minutes be used to document faculty deliberation and approval of curricular programs and courses. Council then passed a motion to have the approved versions of Faculty Council minutes posted only on a VU password-protected web site.

3. Business from the Committee on Graduate Education (CGE).

Proposed Comparative Literature Ph.D. track in Spanish and Portuguese. As Interim Dean Dever explained, after funding for the freestanding Comparative Literature Ph.D. program was discontinued several years ago, the A&S Dean’s Office encouraged departments to establish comparative literature tracks within their graduate programs. The Spanish and Portuguese graduate program is especially suited for such a track, given the nature of their program and the academic interests of their faculty. In response to questions from Council members, she stated the following: Funding for the freestanding Comparative Literature Ph.D. program was eliminated because of budgetary concerns;
the proposed Comparative Literature track within the Spanish and Portuguese graduate program requires no additional funding; the Department plans to matriculate two or three students per year in this track; and the Department has monies available to fund the first five years of each student’s Ph.D. study in the proposed track. She also stated, in response to a more general question, that some departments are suited for and attracted to the model of distinctive program tracks within their graduate programs and some are not. **Council then approved the Comparative Literature Ph.D. track in Spanish and Portuguese**

4. **Business from the Curriculum Committee and the Committee on Graduate Education.**

**New and revised courses.** Council approved the course changes and additions from the Curriculum Committee and the Committee on Graduate Education as corrected (the course descriptions will be attached to the Minutes of the October 2008 A&S Faculty Meeting).

5. **Discussion of the Interim Dean’s State of the College Address.**

Interim Dean Dever stated that she plans to include the following topics in her State of the College Address (which she will present at the October A&S Faculty Meeting, scheduled for October 28): Faculty promotion and recruitment; undergraduate academic programs and students; graduate academic programs and students; external research funding; and the physical plant. She asked if Council members had suggestions for other topics. Professor Conklin recommended that Interim Dean Dever discuss the impact of the financial crisis on Vanderbilt’s resources. Interim Dean Dever agreed, and, hearing no other recommendations, urged Council members to contact her if they have any other suggestions.

6. **Use of Research Funds.**

Interim Dean Dever explained that Department Chairs and the Dean’s Office need clear guidelines for the appropriate use of research funds. There have been some questionable requests recently, she continued, and some of them were related to moving expenses and to lodging at very expensive hotels. While, as Interim Dean, she could prescribe policy on this issue, she stated that she would appreciate recommendations from a faculty committee. She suggested that a Council ad hoc committee be formed to discuss this issue. **Council approved the formation of an ad hoc committee to compose general guidelines for the reasonable use of research funds.**

7. **New business and concerns.**

Professor Weintraub brought a question regarding the meaning of the A&S 102-minimum credit rule to Council’s attention. He explained that the A&S Faculty in 2003 approved a rule that A&S students must complete at least 102 credits of coursework within A&S in order to graduate, but it is not clear, he continued, whether AP credit, study abroad credit, pre-college credit, or transfer credit count as coursework within A&S. Faculty approved the rule in order to ensure that A&S students earn a minimum number of credits from liberal arts courses, as distinguished from the more
professionally-oriented courses of the other Vanderbilt undergraduate colleges. Some A&S students, he stated, are having difficulty meeting this rule under some interpretations of “coursework within A&S.” This latter point was confirmed by Professor Dow, who is a member of the Administrative Committee. She stated that Associate Dean Bergquist was eager to resolve the problem. Mr. Bremer reported that Associate Deans Sloop and Bergquist were scheduled to meet with the Chair of CASP (Committee on Academic Standards and Procedures) on October 10 to discuss the issue.


Professor Conklin requested that the November Faculty Council meeting be rescheduled from its Tuesday, November 4, time period. Some Council members, she stated, are planning to work at the polls on Election Day. After an unsuccessful attempt to reschedule the meeting and upon determining that little business is expected for that meeting, Professor Kovalcheck decided, as Chair of Council, that Council members should assume that there will be no Faculty Council meeting in November. The approval of new courses, he continued, could be conducted by e-mail, if necessary.


Council voted to adjourn at 5:20 p.m.

Respectfully submitted,

Gregg Horowitz
Acting Secretary of the Faculty Council
## Curriculum Committee Report to the Faculty

| Delete Course in African American and Diaspora Studies | DELETE:  
African American and Diaspora Studies 130. Race, Womanhood, and Black Theology.  
|--------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|
| Delete Course in African American and Diaspora Studies | DELETE:  
The meaning of "Black Existentialism;" its relationship to and distinction from European Existentialism. SPRING. [3] Gines. (HCA) |
| New First-Year Writing Seminar in Art Studio | ADD:  
Art Studio 115F. Show and Tell: Concepts of Drawing.  
This course will examine the tradition of drawing in various media throughout the continuum of art history, with an emphasis on contemporary aesthetic theory. We will explore the key concepts of volume, mass, line, abstraction, and perspective and conduct an informed scrutiny of the human form. Students will learn how to create a drawing through various methods and exercises that train eye-hand coordination and frame and edit what is in front of them by thinking critically about their own drawings. Throughout the semester, students will be required to argue their points of view in a series of writing assignments based on projects that will have both writing and drawing elements. Students shall not receive credit for both 115F section 2 and 102. SPRING. [3] Winger-Bearskin. (HCA) |
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<th>New Course in Art Studio</th>
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<td><strong>Art Studio 271. Video Art II.</strong></td>
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<td><strong>Art Studio 272. Performance Art II.</strong></td>
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<tr>
<td><strong>Astronomy 103. Introductory Astronomy Laboratory.</strong></td>
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<td>The constellations; the observed motion of the stars; orbits of planets; telescopic observations of planets; telescope observations of stars, double stars, star clusters, and nebulae. Laboratory to accompany 102 or 205. Corequisite: 102 or 205. FALL, SPRING. [1] Knop, Stassun, Weintraub. (No AXLE credit)</td>
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<tr>
<td><strong>Astronomy 103. Introductory Astronomy Laboratory.</strong></td>
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<td>Motion of the celestial sphere. Apparent and real motions of celestial bodies. Our view from inside the Milky Way. Observations of meteor showers, comets, and man-made satellites; telescopic observations of astronomical objects; stellar spectra. Laboratory ordinarily accompanied by 102 or 205. FALL, SPRING. [1] Schrifer. (No AXLE credit)</td>
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<td><strong>Biological Sciences 100. Biology Today.</strong></td>
<td>Broad coverage of the biological sciences presenting evolution as a unifying concept. Particular emphasis on basic biological processes in cells and the relationships/interactions between organisms and their environment. Topics include cell structure and function, genetics and inheritance, evolution and diversity, populations, communities and ecosystems, and topics related to biology and society. Students who take 110a–110b may not receive credit for 100. Three lectures and one laboratory per week. SPRING. [4] Woelfle. (MNS)</td>
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<tr>
<td><strong>Biological Sciences 100. Biology Today.</strong></td>
<td>Broad coverage of the biological sciences presenting evolution as the unifying concept. Particular emphasis on basic biological processes in cells and the relationships/interactions between organisms and their environment. Topics include cell structure and function, genetics and inheritance, evolution and diversity, populations, communities and ecosystems, and topics related to biology and society. Students who take 110a-110b shall not receive credit for 100. Corequisite: 101a or 101b. SPRING [3] Woelfle. (MNS)</td>
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<td><strong>Biological Sciences 101a. Biology Today Laboratory.</strong></td>
<td>Laboratory investigations of the genetics, physiology, and ecology of plants and animals. One three-hour laboratory per week to accompany 100. Students who take 111a, 111b or 111c shall not receive credit for 101b. Corequisite: 100. SPRING [1] Woelfle. (No AXLE credit)</td>
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<tr>
<td>New Course in Biological Sciences</td>
<td><strong>ADD:</strong> Biological Sciences 101b. Biology Today Inquiry Based Laboratory. One three-hour laboratory per week to accompany 100. Alternative to 101 with emphasis on an inquiry-based lab that uses plants that undergo rapid life cycles to investigate questions of growth, heredity, population diversity and effects of the environment. Recommended for, but not exclusive to, elementary education majors. Students who take 111a, 111b, or 111c shall not receive credit for 101b. Corequisite: 100. SPRING [1] Woelfle. (No AXLE credit)</td>
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<td>Change in Description in Biological Sciences</td>
<td><strong>CHANGE FROM:</strong> Biological Sciences 111c. Biological Sciences Laboratory. Laboratory to accompany 110b. Alternative to 111b with emphasis on experimental design and analysis. Corequisite: 110b. One three-hour laboratory per week. SPRING. [1] Baskauf. (No AXLE credit) <strong>CHANGE TO:</strong> Biological Sciences 111c. Biological Sciences Laboratory. Alternative to 111b. Directed research projects with emphasis on experimental design and analysis. Corequisite: 110b. SPRING [2] Baskauf (No AXLE credit)</td>
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| New Course in Chemistry | ADD:  
  **Chemistry 240. Introduction to Nanochemistry.**  
  Synthesis, characterization, and assembly of nanoscale materials. No credit for graduate students in chemistry. Prerequisite: 102b. SPRING. [3] Lukehart. (MNS) |
|---|---|
| New Course in Chinese | ADD:  
  **Chinese 225-226. Chinese for Heritage Learners.**  
  Intended for students who have some informal training in listening and speaking Mandarin Chinese. Basic literacy and other aspects of language proficiency. SPRING. [3] Lin. (INT) |
| New Course in Communication of Science and Technology | ADD:  
  **Communication of Science and Technology 289. Directed Study.**  
  Individual research and scholarly investigation in science, engineering, or medicine. Usually conducted in a laboratory setting. May be taken for credit more than once. FALL, SPRING. [1-3] Staff. (No AXLE Credit) |
| New Course in Communication of Science and Technology | ADD:  
  **Communication of Science and Technology 290. Project in Science Writing and Communicating.**  
  Presentation of scientific, engineering, or medical research, including biographical and historical background where appropriate, in one or more presentation styles (written, visual, web), under faculty supervision. May be taken for credit more than once. Prerequisite: 289 and approval of the program director. FALL, SPRING. [1-3] Staff. (No AXLE Credit) |
Curriculum Committee Report to the Faculty

New First-Year Writing Seminar in East Asian Studies

ADD:


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

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

SPRING. [3] Tran. (INT)
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<th>New First-Year Writing Seminar in English</th>
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<td><strong>English 115F. Religion, Science, and Literature: Apocalypse, Dystopia, and Beyond.</strong></td>
<td>**The millenium's end, disasters such as Hurricane Katrina, and the specter of global warming have precipitated what has been called the &quot;doom boom.&quot; This increased interest in stories about the end of the world and depictions of societies gone wrong has also been fed by technological advances and religious extremism. Will the Human Genome Project usher in a new eugenics? Can we avoid a nuclear 9/11? For thousands of years, storytellers have been imagining the world's complete destruction or transformation by forces beyond human control. In the 19th and 20th centuries, authors of speculative fiction turned their imaginations to communities corrupted or destroyed by unbridled scientific, religious, or political ideologies. In this course, we will explore novels, short stories, and films that present post-apocalyptic worlds and dystopias where the forces of nature and culture threaten to extinguish the human spirit. Readings include Aldous Huxley's 1932 novel <em>Brave New World</em> and Cormac McCarthy's 2006 Pulitzer-Prize-winning book <em>The Road</em>. Viewings include Andrew Niccol's <em>Gattica</em> and Fernando Meirelles' <em>Blindness</em>. SPRING. [3] Fanning. (HCA)</td>
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**Curriculum Committee Report to the Faculty**

| Change in Title and Description in German | CHANGE FROM:  
German 115F.  The Artificial Body: Alternative Representations of the Human in German Fiction and Film.  
The fascination and horror generated by the many forms of “almost human” beings, from automatons to robots, androids, cyborgs, and bodiless existence, inspire us to wonder who we are, what we are, and where we are going. Today, as fiction seeps into reality, technology continues to erode the dividing line between human and machine. What is the body? How artificial are we already? Our focus will be on contradictions as well as erasure. In what way do German texts articulate the yearning for and fear of more technology? How does the theme of the artificial body simultaneously function both as the dream of male birth and feminist territory? What is next, do we want it, and do we have a choice? What other questions does the theme of the artificial human raise, from Goethe’s Homunculus to stem cell research? The goal of this course is to encourage students to formulate similar questions, while providing students with a sufficient background to see their questions as part of a historical-cultural tradition. Early texts include Goethe’s *Faust II*, excerpt on *Homunculus* (1832), E. T. A. Hoffmann’s *The Sandman* (1817) in conjunction with Freud’s *The Uncanny* (1919), Heinrich von Kleist’s *Käthchen from Heilbronn* (1808) and *On the Marionette Theater* (1810), Mary Shelley’s *Frankenstein* (1831), and Georg Büchner’s *Leonce and Lena* (1836). Twentieth-century works include Robert Wiene’s film *The Cabinet of Dr. Caligari* (1920), Paul Wegener-Carl Boese’s film *The Golem* (1920), Fritz Lang’s film *Metropolis* (1927), Friedrich Dürrenmatt’s *The Visit* (1956), and Ridley Scott’s film *Blade Runner* (1992). We will inform ourselves on the status of cloning and stem cell research today. Readings will be in English (no knowledge of German required). FALL. [3] Setje-Eilers. (HCA)  

CHANGE TO:  
German 115F.  Almost Human: Robots and Cyborgs in German Fiction and Film.  
The fascination and horror generated by the many forms of “almost human” beings, from automatons to robots, androids, cyborgs, and bodiless existence, inspire us to wonder who we are, what we are, and where we are going. Today, as fiction seeps into reality,
Curriculum Committee Report to the Faculty

technology continues to erode the dividing line between human and machine. What is the body? How artificial are we already? Our focus will be on contradictions as well as erasure. In what way do German texts articulate the yearning for and fear of more technology? How does the theme of the artificial body simultaneously function both as the dream of male birth and feminist territory? What is next, do we want it, and do we have a choice? What other questions does the theme of the artificial human raise, from Goethe’s *Homunculus* to stem cell research? The goal of this course is to encourage students to formulate similar questions, while providing students with a sufficient background to see their questions as part of a historical-cultural tradition. Early texts include Goethe’s *Faust II*, excerpt on *Homunculus* (1832), E. T. A. Hoffmann’s *The Sandman* (1817) in conjunction with Freud’s *The Uncanny* (1919), Heinrich von Kleist’s *Käthchen from Heilbronn* (1808) and *On the Marionette Theater* (1810), Mary Shelley’s *Frankenstein* (1831), and Georg Büchner’s *Leonce and Lena* (1836). Twentieth-century works include Robert Wiene’s film, *The Cabinet of Dr. Caligari* (1920), Paul Wegener-Carl Boese’s film, *The Golem* (1920), Fritz Lang’s film, *Metropolis* (1927), Friedrich Dürrenmatt’s play, *The Visit* (1956), and Ridley Scott’s film, *Blade Runner* (1992). We will inform ourselves on the status of cloning and stem cell research today. Readings will be in English (no knowledge of German required). SPRING. [3] Setje-Eilers. (HCA)
## Curriculum Committee Report to the Faculty

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<tr>
<th>New First-Year Writing Seminar in History of Art</th>
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<tr>
<td><strong>History of Art 115F. The Seven Wonders of the Ancient World.</strong></td>
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<tr>
<td>How many can name the Seven Wonders of the World, or place them in their original contexts? This seminar will address these ancient marvels in a series of case studies. Topics will include archaeological and historical evidence for original designs, functions, and cultural circumstances; reflections in Classical art and literature (in translation); and later reception. Since the concept of “Seven Wonders” originated in the ancient Greek world, we shall begin there, studying archaeological and art historical methodology at the Sanctuary of Zeus at Olympia and the Temple of Artemis at Ephesos. Next, we shall skip to the three last original wonders to consider commemorative art and dynastic propaganda (at Halicarnassos, Alexandria, and Rhodes). Turning back to Giza, Egypt, we shall consider the pyramids in their prime and in later revivals, and at Babylon, Iraq, we shall seek traces of the Hanging Gardens and debate current issues in archaeological heritage management. Ephemeral and lesser-known wonders will be explored in additional lectures, discussions, and student research projects.</td>
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<tr>
<th>New Course in History of Art</th>
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<tr>
<td><strong>History of Art 213W. The Court of Burgundy.</strong></td>
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<tr>
<td>The visual arts of the Dukes of Burgundy (1363-1477) in cultural context. Portraiture, chivalry, costume, storytelling, and ceremony. Artists include Claus Sluter, Jan van Eyck, and Rogier van der Weyden.</td>
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<th>New Course in History of Art</th>
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<tr>
<td><strong>History of Art 233. History of Photography.</strong></td>
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<tr>
<td>Uses and meanings of photography from its invention (c. 1839) to the present. Ways of thinking about the medium and its status as a separate discipline in relation to the history of art.</td>
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## Curriculum Committee Report to the Faculty

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<th>Change in Title and Description and AXLE Code in Jewish Studies</th>
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<tr>
<td><strong>CHANGE FROM:</strong></td>
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<tr>
<td><strong>Jewish Studies 115F. Arab and Israeli Poetry and Fiction: Mirrors and Contrasts across Frontiers.</strong></td>
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<tr>
<td>This seminar will focus on ways contemporary literature and other arts in Israel and in neighboring countries have been informed and influenced by religious traditions (primarily, Jewish and Islamic) as well as diverse aspects of culture. At the core of our discussion will be the complex relationship between cultures and artistic productions. Issues regarding language, identity, gender, geography, borders, exile, and migration, history, homeland, and memory will figure prominently. We will be reading English translations of novels, short stories, and poems by a wide range of writers, men and women, including A. B. Yehoshua, Nobel Laureate Naguib Mahfouz, the poet Adonis, Yehuda Amichai, Etgar Keret, Ghassan Kanafani, Yehudit Katzir, Hanan al-Shaykh, Ruth Almog, and Fadia Faqir. We will also listen to music from various traditions and watch films produced by contemporary Arab and Israeli directors. In our reading, viewing, and listening, we will attend to the array of distinctive voices, styles, themes, and perspectives. Our acquaintance with this rich, lively, tense, vibrant scene will lead naturally to a deeper, more comprehensive understanding of the Middle East than that afforded by news stories reported in the general media.</td>
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<td><strong>CHANGE TO:</strong></td>
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<tr>
<td><strong>Jewish Studies 115F. Reading Across the Boundaries: Arab and Israeli Literature and Culture.</strong></td>
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<tr>
<td>This seminar will focus on ways contemporary literature and other arts in Israel and its neighboring countries have been informed and influenced by religious traditions (primarily, Jewish and Islamic) as well as diverse aspects of culture. At the core of our discussion will be the complex relationship between cultures and artistic productions. Issues regarding language, identity, gender, geography, borders, exile, and migration, history, homeland, and memory will figure prominently. We will be reading English translations of novels, short stories, and poems by a wide range of writers, men and women, including A. B. Yehoshua, Nobel Laureate Naguib Mahfouz, the poet Adonis, Yehuda Amichai, Etgar Keret, Ghassan Kanafani, Yehudit Katzir, Hanan al-Shaykh, Ruth Almog, and Fadia Faqir. We will also listen to music from various traditions and watch films produced by contemporary Arab and Israeli directors. In our reading, viewing, and listening, we will attend to the array of distinctive voices, styles, themes, and perspectives. Our acquaintance with this rich, lively, tense, vibrant scene will lead naturally to a deeper, more comprehensive understanding of the Middle East than that afforded by news stories reported in the general media.</td>
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range of writers, including Marcel Bénabou, Sahar Khalifeh, Savyon Liebrecht, Aharon Shabti, and Mahmoud Darwish. We will also listen to music from various traditions and watch films produced by contemporary Arab and Israeli directors. In our reading, viewing, and listening, we will attend to the array of distinctive voices, styles, themes, and perspectives. Our acquaintance with this rich, lively, tense, vibrant scene will lead naturally to a deeper, more comprehensive understanding of the Middle East than that afforded by news stories reported in the general media.


Delete Course in Humanities

DELETE:

Humanities 115W. The Caribbean Short Story.

From Columbus' first arrival in the Bahamas (1492), to the Haitian Revolution (1790) and the Cuban Revolution (1959), the Caribbean has been a testing ground for some of the most momentous events of modernity. The Caribbean Basin was witnessed to the hemisphere's first genocide, was the disembarkation point of its first African slaves, the site of slavery's abolition, and subsequent reinstatement, and ultimately the focal point of the Cold War's most perilous showdown. In this course, students will be introduced to an overview of Caribbean history and culture through a selection of short stories (one of the archipelago's preferred vehicles of literary expression) by authors from Hispanic, Francophone, and Dutch Caribbean. One of the course's main goals is to foster the development of techniques of literary analysis within an inter-American context that emphasizes a culturally comparative approach. While all stories will be read in English translation (or in the original English), students will be encouraged to consult the original text and to engage in the linguistic plurality of the region. FALL. [3] Miller.
| New First-Year Writing Seminar in Latin American Studies | ADD:  
Latin American Studies 115F. The Caribbean Short Story.  
From Columbus's first arrival in the Bahamas (1492), to the Haitian Revolution (1790) and the Cuban Revolution (1959), the Caribbean has been a testing ground for some of the most momentous events in history. The Caribbean Basin witnessed the hemisphere's first genocide and served as the disembarkation point of its first African slaves, as well as the site of slavery's abolition and subsequent reinstatement. It was also the focal point of the Cold War's most perilous showdown. In this course, students will have an overview of Caribbean history and culture through a selection of short stories (one of the archipelago's preferred vehicles of literary expression) by authors from the Hispanic, Francophone, and Dutch Caribbean. A main goal of the course is to foster the development of techniques of literary analysis within an inter-American context that emphasizes a culturally comparative approach. While all stories will be read in English translation (or in the original English), students will be encouraged to consult original texts and to engage in the linguistic plurality of the region.  
| New Course in Latin American Studies | ADD:  
Latin American Studies 231. Music of Protest and Social Change in Latin America.  
Politics of musical culture. Music both as a marker of sociopolitical change and as an agent of political transformation. SPRING. [3] Simonett. (INT) |
| Change in Title and Description in Medicine, Health and Society | CHANGE FROM:  
**Medicine, Health and Society 202. Perspectives on Public Health.**  
CHANGE TO:  
**Medicine, Health and Society 202. Perspectives on Global Public Health.**  
| New Course in Medicine, Health and Society | ADD:  
**Medicine, Health and Society 203. U.S. Public Health Ethics and Policy.**  
| New Course in Medicine, Health and Society | ADD:  
**Medicine, Health and Society 230. Early Medicine and Culture.**  
| Change in Number and Description in Neuroscience | CHANGE FROM:  
**Neuroscience 290. Introduction to Neuroscience Research.**  
Research and reading in neuroscience under the direction of a faculty sponsor. Consent of the course coordinator is required. FALL, SPRING. [1] Ebner, coordinator. (No AXLE credit)  

CHANGE TO:  
**Neuroscience 190. Introduction to Neuroscience Research.**  
Research and reading in the laboratory of a member of the Neuroscience Program. Consent of the Director of Honors and Independent Research is required. FALL, SPRING. [1] Ebner, coordinator. (No AXLE credit) |
| Change in Description in Neuroscience | CHANGE FROM:  
**Neuroscience 292. Undergraduate Research.**  
Original student research on a defined problem in neuroscience under the direction of a faculty sponsor. Consent of the faculty sponsor and the course coordinator required. May be taken for credit more than once. Prerequisite: 290 or junior standing. FALL, SPRING. [2] Staff; Ebner, coordinator. (No AXLE credit)  

CHANGE TO:  
**Neuroscience 292. Undergraduate Research.**  
Original student research on a defined problem in neuroscience under the direction of a faculty sponsor. Consent of the faculty sponsor and the course coordinator required. May be taken for credit more than once. Prerequisite: either 190 or both 201 and sophomore standing. FALL, SPRING. [2] Staff; Ebner, coordinator. (No AXLE credit) |
| New Course in Philosophy | ADD:  
**Philosophy 216. Philosophy of Knowledge.**  
|-------------------------|-----------------------------------------------|
| New Course in Philosophy | ADD:  
**Philosophy 233W. Writing as Political Resistance.**  
Writings from the political margins from authors under house arrest, in exile, or in prison. Expressions of active resistance to oppressive, and occasionally violent, political institutions. SPRING. [3] Dobbs-Weinstein. (P) |
| New Course in Philosophy | ADD:  
**Philosophy 274. Ethics and Animals.**  
Ethical issues raised by human interactions with animals, including laboratory experiments, factory farming, hunting, zoos, and pet ownership. Challenges to ethical theory provoked by extending rights to animals. FALL. [3] Oliver. (HCA) |
| New Course in Religious Studies | ADD:  
**Religious Studies 123. Religion and Human Development.**  
| New First-Year Writing Seminar in Sociology | ADD:  
**Sociology 115F. Culture Wars.**  
Culture Wars in America examines the "hot button" issues that have shaped political life over the past few decades--gay rights, abortion, arts conflicts, sex education, and religion and public life. The course will look at previous examples of cultural conflict in history. We will examine the language and "world views" of the activists who are on the frontlines of the culture wars. Among the questions considered in the course are: How and why do cultural and moral issues enter the political arena? Whose interests are advanced by such conflicts? How do the outcomes of these conflicts help to shape public perceptions about what it means to live a good life, the proper role of religion, the nature of family life, and ideas about decency and sexual conduct? How do issues of race, class, ethnicity and gender factor into these debates? Finally, we will examine whether America is in the midst of a culture war and consider issues of civility, democracy, and tolerance. The course will draw upon books such as James Davidson Hunter's *Culture Wars*; George Lakoff’s *Moral Politics: What Conservatives Know that Liberals Don’t*; and Kristen Luker’s *Abortion and the Politics of Motherhood*.  
SPRING. [3] Tepper (SBS) |
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<th>New First-Year Writing Seminar in Sociology</th>
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<tr>
<td><strong>Sociology 115F. Power to the People: Community Organizing in America.</strong></td>
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<tr>
<td>Barack Obama got his start with community organizing, which, in his words, is the art of mobilizing people at the grassroots level to bring about change. This seminar will take a sociological approach to understanding community organizing in the United States. Students will consider the political, economic, cultural and social conditions in which various forms of organizing have been employed. How have those conditions affected the insights, innovations, strategies and tactics of community organizations? How might successes and failures be attributed to opportunities provided or constrained by those conditions? As part of our exploration, we will engage with community organizing efforts currently underway in Nashville by hearing from community organizers, interviewing participants, and evaluating actions undertaken by local organizations.</td>
<td>SPRING. [3] Spetalnick. (US)</td>
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Curriculum Committee Report to the Faculty

New First-Year Writing Seminar in Theatre

ADD:

**Theatre 115F. Science in the Theatre: Staging the Drama of Inquiry.**

While the appeal of musical and the allure of visual spectacle often seem to command the attention of the American theatre going public, it is curious that in recent years an incisive, and oftentimes very challenging, subject of much contemporary Anglo-American drama has been the scientist and the complexity of scientific inquiry. From evolution to quantum mechanics, cloning to cognitive neuroscience, treating cancer to eradicating HIV/AIDS, science (broadly defined) has reemerged as a subject of theatrical fascination that is artistically fertile, wildly complex, and extraordinarily popular. But science and the scientist have held the stage for centuries and the recent reemergence of science as a theme for theatrical inquiry is a continuation of a long history that reaches back to the dramas of Marlowe, Molière, Ibsen, Shaw, and Brecht.

This course will explore the historical antecedents to the recent wave of popular dramas that grapple with the complexity of contemporary scientific ideas, the conflicting worldviews of some religious beliefs and science, and the ethical position of the scientist in contemporary culture. We will examine and write about several patterns of theatrical representation (from realism and documentary to epic and performance art) that effectively allow scientific themes and subjects to emerge onstage in various ways. Historical plays will include Christopher Marlowe’s *Doctor Faustus* (c. 1588), Molière’s *Doctor Love* (1665) and *The Imaginary Invalid* (1673), Henrik Ibsen’s *An Enemy of the People* (1882), George Bernard Shaw’s *The Doctor’s Dilemma* (1906), Karel Čapek’s *R.U.R.* (1920), Bertolt Brecht’s *Life of Galileo* (1937-9), and Lawrence and Lee’s *Inherit the Wind* (1955). Contemporary plays will include Tom Stoppard’s *Hapgood* (1988) and *Arcadia* (1993), Brian Friel’s *Molly Sweeney* (1994), Margaret Edson’s *Wit* (1995), Michael Frayn’s *Copenhagen* (1998), and Caryl Churchill’s *A Number* (2002), as well as the “theatrical researches” of Peter Brook (*The Man Who*, 1993), the physical of the Théâtre de Complicité (*Mneumonic*, 1999), and operas by Philip Glass (*Einstein on the Beach*, 1976) and John Adams (*Doctor Atomic*, 2005). SPRING. [3] Muller. (P)
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<th>Change in Number and Title and Description in Theatre</th>
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<tr>
<td>Theatre 271. American Film Forms.</td>
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<td>A critical study of major forms of feature-length motion pictures especially associated with American filmmaking. Representative examples of five major genres. SUMMER. [3] J. Hallquist. (US)</td>
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<tr>
<td>Western, gangster, horror, private eye, and musical genres. Representative films from each category reflecting the evolution of the genre and the changing American landscape. SUMMER. [3] J. Hallquist. (US)</td>
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| New Course in American Studies | ADD:  
|                              | **American Studies 301a-301b. Independent Study.**  
|                              | [1-3 each semester] |
| New Course in History        | ADD:  
|                              | **History 382. Seminar in American Diplomatic History.**  
| New Course in Philosophy     | ADD:  
|                              | **Philosophy 305. Clinical Ethics Practicum.**  
|                              | Introduction to and reflection on the ethos of the modern hospital. Students participate weekly in hospital rounds and reflect on their observations in seminars that incorporate selected philosophical and theological texts. Prerequisite: One graduate level course in ethics. FALL. [3] Bishop and Fanning. |
| New Course in Political Science | ADD:  
|                              | **Political Science 301. Human Rights.**  
A New Ph. D. Option -- Spanish, Portuguese, and Comparative Literature -- for the Department of Spanish and Portuguese

The Proposal

Description:

The Ph.D. track in Spanish, Portuguese, and Comparative Literature requires 72 hours of course work, with at least 30 credits coming from Spanish and/or Spanish American literature, at least 21 from our Portuguese, Lusophone African, and Brazilian literature courses, and another 21 from a related field, such as English, French, German, Classics, History, Religion, Latin American Studies, Art, the History of Art, Philosophy, Literary Theory, or Music. We will, subject to the approval of the student’s advisor and doctoral committee, accept up to six hours of Independent Study or Directed Study for the SPCL Ph.D. track. Otherwise, it is our intention that the SPCL track be constituted by didactic, or formal, class hours. Applicants to this doctoral program must demonstrate native or near native fluency in either Spanish or Portuguese (proficiency in the other language must be acquired or demonstrated here at Vanderbilt) and English (if only to more productively engage the larger Vanderbilt intellectual community) and demonstrate, by means of a detailed plan of study, a commitment to developing an interdisciplinary doctoral program that focuses on a core, or unifying, theme and that emphasizes a rigorously comparative methodology.

Demonstrable proficiency in at least three languages and literatures and a clear programmatic coherence with respect to the student’s plan of study are the decisive factors in a first-rate doctoral program in comparative literary scholarship, and we believe that this end is best served by creating a separate doctoral track within our department, one with specific expectations, requirements, and benchmarks such as we have proposed here. For our purposes, “proficiency” means the ability to read and comment on sophisticated texts in the original language and to write, with a final grade of B or better, graduate level papers in that language.

Once admitted to the Spanish and Portuguese graduate program for the comparative literature track, the student must, before the end of the first semester (and before the student registers for the spring semester), submit to the DGS a one to two page outline of the proposed doctoral program that shows how the courses and resources of the department of Spanish and Portuguese and those of at least one other Vanderbilt University graduate program are to be integrated. In this proposal, the student must outline in detail the specific comparative approach to be utilized in his or her doctoral program (a decision that might involve such issues as theme and motif, genre, period and movement, influence and reception, philology, literature and another discipline, theory, literary history, or translation) and the specific courses (including all required courses) that are most likely to compose the degree program. Also as part of this proposal, the student must consult with and receive the written approval of her or his principal graduate advisor as well as the approval of at least three other faculty members, whose departmental affiliations reflect the different departments involved and the essentially interdisciplinary character of the student’s proposed program of study.

With this approach, we believe the training our doctoral students receive will become this field’s standard of excellence, the methodological model against which which other Spanish,
Portuguese, and Comparative Literature programs will have to measure themselves. The goal of the Spanish and Portuguese department in proposing this new Ph.D. track is not merely to become a participant in the development of this field, but to become the recognized leader in it.

No new courses will have to be developed, nor would any existing courses have to be modified to accommodate this new Ph.D. track. All courses will be selected on the basis of their pertinence to the student’s primary interests, which will be determined by the student in consultation with the student’s primary advisor and doctoral committee.

The Purpose, Demand, and Justification:

Nationally and internationally, Spanish and Portuguese are rapidly becoming the primary languages for scholars interested in pursuing comparative literary projects at the graduate level.

As an example of the kind of inquiry we are getting more and more of (and, hence, of the rapidly increasing demand that exists for comparative studies involving Spanish and Portuguese), we offer you the following e-mail (received 13 February, 2008) from a prospective applicant:

“Dr. Fitz:

Greetings! I am interested in the PhD program at Vanderbilt. I am very interested in comparative literature with Spanish and Portuguese. As a former student of Dr. Moser at UGA, you come highly recommended and he suggested that I come and talk with you. I would like to schedule a time to visit the school and meet you. Is that possible? I have attached my resume and bio so you have a glimpse of my background. Feel free to talk with Dr. Moser if you would like also. I am looking forward to talking with you soon. Thank you!

Patricia Desouza” (pdesouza@spelman.edu)

With respect to similar programs at other schools, we know, via publications, correspondences with colleagues and from discussions at conferences and professional meetings, that many of our leading doctoral programs in Spanish and Portuguese (Penn State, Indiana, Illinois, Georgia, Duke, UC-Berkeley, UCLA, Princeton, Columbia, and Yale, for example) are enthusiastic about comparative dissertations. Professor David Jackson, of Yale, for example, has long encouraged students of Portuguese to consider taking a comparative perspective in their doctoral programs. As Prof. Jackson writes, of the importance of this approach to Brazilian literature, “Brazilian literature should be recognized for its original, vital, and creative position as a contributor to the international context of comparative literature” (The Latin American Review, Special Issue on Brazilian literature, p. 8). His Yale colleague, Roberto González Echevarría (who is Stirling Professor of Spanish and Comparative Literature), also stresses the importance of the comparative approach to Luso-Brazilian and Hispanic studies in his often cited essay, “Latin American and Comparative Literatures” (Poetics of the Americas, 1997, pp. 47-62). And Mario J. Valdés, Professor of Spanish and Comparative Literature at the University of Toronto, urges, in his 2004 article, “A Historical Account of Difference: A Comparative History of the Literary Cultures of Latin America” (Comparative Cultural Studies in Latin America, Earl Fitz and Sophia McClennen, eds., pp. 160-178) that we consider a new kind of literary history.
for the Americas, one that stresses a comparative approach.

Scholars like Prof. Nelson Vieira and Luiz Valente of Brown are taking similar positions with their courses and doctoral students, as are faculty at such schools as Iowa (Maria Barbosa and Daniel Balderston), Minnesota (Fernando Arenas), Illinois (Prof. Ronald Sousa), Indiana (Prof. Deborah Cohn), Penn State (Prof. Sophia A. McClennen), Florida (Prof. Charles Perrone and Elizabeth Lowe), the University of Houston (Lois Parkinson Zamora), the City University of New York (Gregory Rabassa), Williams College (Gene H. Bell-Vellada), Amherst College (Prof. Ilan Stavans), and the University of Chicago (Prof. Fred de Armas). And, in their very influential book, The Comparative Perspective on Literature (Cornell UP, 1988), professors Clayton Koelb (University of Chicago) and Susan Noakes (University of Kansas) discuss the case of the excellent but little known Angolan writer, Manuel Rui, as an example of how an egregiously ignored writer working in Portuguese is expanding the traditional borders of comparative literature as a discipline (a point also made by Professor González Echevarría, who cites parallel cases in Spanish as well).

In this same context, we believe it is important to stress one very important point, however. What these and many other Spanish and Portuguese programs have is a keen appreciation of how important the comparative method is to their work; what they do not have, so far as we have been able to ascertain, is a coherent, systematically structured doctoral program for this particular approach to the study of literature written in Portuguese and Spanish, a doctoral program that, by means of its structure and its requirements, will guarantee that professional quality comparative scholarship will result.

This, indeed, is precisely what we are proposing to create here at Vanderbilt. We do not wish to be merely another Spanish and Portuguese Ph.D. program that is interested in the comparative method; we intend our Spanish, Portuguese, and Comparative Literature Ph.D. track to be the model for our discipline. As indicated in our initial proposal, we already have a reputation in our field for being the place to come if you wish to pursue a comparative approach to Spanish and Portuguese literature. What we now want to do, with this new Ph.D. opportunity, is to solidify our leadership position in the profession by codifying the specific requirements of this doctoral track.

The reasons for the sharp increase in the use of Spanish and Portuguese in comparative studies are, we believe, fairly obvious: Both Spanish and Portuguese are major world languages with dynamic literary histories and cultures, both are increasingly the languages of choice, nationwide, within the discipline of Comparative Literature itself, and both Spanish and Portuguese have, historically, sought to demonstrate their excellence and to justify their position in world literature by means of comparisons with other, better known national literatures. Such comparative issues as influence and reception, themes, movements, and genre study are part and parcel of scholarship related to Spanish and Portuguese departments. For example, scholars of Brazilian and Spanish American Romanticism have, since the 1940s, written about the influence that the poetics of Edgar Allen Poe exerted on many of their writers. And, of course, the case of Faulkner’s influence on the writers of the “Boom” period is now well known, thanks to the comparative scholarship of Professor James Irby (now retired) of Princeton University. More recently, scholars are beginning to examine the influence that Flaubert and Madame Bovary have had on the work of Mario Vargas Llosa. We have students here at Vanderbilt who are interested
in pursuing dissertations related to comparisons between the poetry of Pablo Neruda and that of T. S. Eliot and to the importance that the film, *Citizen Kane*, has had for Juan Rulfo’s *Pedro Páramo*.

With respect to the successes and challenges these programs are experiencing, we would have to say that success is the overwhelming hallmark. This is partly because, as indicated above, students and scholars of Spanish and Portuguese literature are very experienced at skillfully employing the comparative method, having done so for many decades. But it is also due to the fact that so many of our authors and texts, from Borges to García Márquez and from Lispector to Saramago (the 1998 Nobel Prize winner), have become international standards and, increasingly, studied in an international, or comparative, context (the influence of García Márquez, Borges, and Machado de Assis on John Barth, for example, is well known, as is Gabo’s influence on Salman Rushdie and Toni Morrison). Comparative studies of Spanish and Portuguese writers are succeeding because they are valid, because they reveal a great deal about changing conditions of literary status and lines of influence, and because they give us a much more accurate picture of what contemporary world literature is really like, with modern Latin American literature having become, as the critic Fredric Jameson rightly avers, “. . . the principal player on the scene of world literature” (“Modernism and Imperialism,” p. 43).

The challenges that these many programs face in cultivating a comparative approach to the literatures of Spanish and Portuguese are methodological, and not conceptual (as the preceding list of Spanish and Portuguese departments interested in the comparative method has sought to show), in nature. The key question, thus, is: How does a department of Spanish and Portuguese ensure that their comparative doctoral programs are of the highest professional quality? This is the decisive issue and it is the one Vanderbilt’s department of Spanish and Portuguese has solved with its rigorous and demanding Ph.D. track in comparative literature. At the doctoral level, Comparative Literature is defined primarily in terms of the ability to work with texts written in at least three different languages, which our Ph.D. track clearly requires. It is our expectation that the student who completes the Spanish, Portuguese, and Comparative Literature track will be prepared to compete successfully in the Spanish and Portuguese job market. Because our Ph.D.s will have serious expertise not only in Spanish but in Portuguese as well, plus proficiency in another language and literature, we are confident that they will appeal to Spanish and Portuguese departments seeking to develop both languages and to Comparative Literature programs seeking to hire a young scholar in such fields as Trans-Atlantic Studies (the University of Chicago was looking for just such a person two years ago, to be hired in conjunction with the department of Spanish and Portuguese), Post Colonial Studies, or even Latin American literature. New York University, a few years ago, was advertising for someone for a joint Spanish/English department hire who would focus on colonial literature. Prof. Sophia McClennen, of Penn State, is an Associate Professor of Spanish but she is also the Director of Graduate Studies for Penn State’s Comparative Literature department. And at Indiana University, Deborah Cohn is a comparatist in the Spanish and Portuguese department where she works on inter-American literature. And while our own Professor Fitz was at Penn State, as a faculty member in the Department of Spanish, Portuguese, and Italian, no fewer than three to five of his colleagues were comparatists, hired specifically because of their ability to connect these languages and literatures to the larger world community.
But while these job placement opportunities are certainly possibilities, we fully expect that the majority of our students completing the Ph.D. track in Spanish, Portuguese, and Comparative Literature will go to departments of Spanish and Portuguese, which, as we have tried to show, are keenly interested in hiring young scholars able to expand the old horizons of their discipline by showing how their texts engage the rest of the world. Our graduates, moreover (thanks to our requirements), will possess the theoretical training, the linguistic skills, and the methodological expertise that will allow them to excel in this undertaking and, in the process, become leaders in their fields. It is our intention, with this new Ph.D. track, to produce such scholars.

To sum up: The history of the Spanish and Portuguese job market shows clearly that departments of Spanish and Portuguese are very much interested in hiring Ph.D.s who have expertise in both Spanish and Portuguese but who also have the broader, more international, more theoretical, and, in certain cases, more interdisciplinary perspective that comes with training in the comparative method. Indeed, it is to the advantage of departments of Spanish and Portuguese to do so and they are well aware of it.

In the light of the College's recent decision concerning the future of comparative literary studies at Vanderbilt University, we believe we can capitalize on this growing interest in Spanish and Portuguese by creating a new Ph.D. track within our department, one that emphasizes our enthusiasm for and expertise with the comparative method, one that will allow us to develop some exciting new fields (Spanish and Portuguese in a more global context, for example), and one that we believe will attract a new class of outstanding candidates to our program. It is our intention, moreover, to recruit incoming graduate students specifically for this track, and we will not be favorably disposed toward allowing students already in our graduate program to transfer to the comparative track. We believe that students who are recruited specifically because of their stated interest in, and linguistic preparation for, the comparative literature track are more likely to complete this particular Ph.D. track successfully than are those students already enrolled in one of the Spanish and Portuguese department’s other Ph.D. tracks who might wish to change tracks. We thus expect a commitment to the SPCL track to be demonstrated at the outset, and we will not encourage programmatic shifting among established courses of action because we find this pedagogically detrimental to a doctoral student’s plan of study.

To be able to offer a Ph.D. track specifically designed for the young scholar already committed to a comparative perspective will allow us to further develop faculty strengths that we already possess while at the same time breaking new ground for our discipline. Were we to gain approval for a new Ph.D. track for Spanish, Portuguese, and Comparative Literature (SPCL), we would dramatically enhance our already considerable reputation as an innovative and forward looking department – the kind of place the best young minds in our field would want to come for graduate study – and thereby elevate our national and international profile. The Ph.D. track in Spanish, Portuguese, and Comparative Literature thus looks very much to the future of our discipline, and not to the past.

Departmental Support for this new Ph.D. Option:
As reflected in its unanimous vote in favor of the proposal, the faculty of the Department of Spanish and Portuguese strongly support the creation of a new Ph.D. track in Spanish, Portuguese, and Comparative Literature. The department realizes that the comparative perspective is rapidly becoming a very large part of the future for departments of Spanish and Portuguese across the country and internationally, and that such a formal programmatic development is the natural outcome of current trends, especially at Vanderbilt, which is widely recognized as a pioneer in the application of comparative methodologies to literature written in Spanish and Portuguese.

Vanderbilt University has already created the Center for the Americas and the Center for Latin American Studies has been named a National Research Center. What we have in the SPCL proposal is an opportunity to continue to build on these and other established institutional strengths and to move our department forward in an exciting new direction. With the SPCL Ph.D. track, Vanderbilt will take the lead in terms of developing comparative approaches to the study of literature written in Spanish and Portuguese, whether in Spain and Portugal or in Spanish American and Brazil. We are in an exceptional position to succeed with this new venture. We already possess the requisite faculty, the linguistic competency that is essential, and, above all, the expertise and experience (we have several faculty who are already exploring and cultivating this field). In addition, professors Fitz and Prieto actually hold doctorates in Comparative Literature, while several other colleagues have either comparative training or comparative interests. If we fail to develop this truly ground breaking Ph.D. track, we will miss an opportunity to become the discipline’s model department, the leader in the field.

The goal of this new Ph.D. track is thus: (1) to respond, programmatically, to changes taking place in our discipline right now; (2) to establish ourselves as the preeminent program with respect to these changes (which involve Spanish and Portuguese in the development of Comparative Literature as a field); and (3) to enhance the department of Spanish and Portuguese’s reputation as an innovative and dynamic department, one committed to leadership in both teaching and research.

Departmental Support for this New Ph.D. Track Outside of Spanish and Portuguese:

Departmental support for our new SPCL Ph.D. track has been strongly positive, with certain units (History, Religion, Latin American Studies, Classics, French, German, and English) clearly recognizing how their participation in this new graduate education initiative could be a boon to their programs as well.

After contacting the language and literature departments of Classics, English, French, and German to ascertain the level of their support, we can report that their responses are unanimous: These units are very supportive of our new doctoral initiative and have expressed no qualms about participating in it.

Representative of the language departments is the enthusiastic response from Prof. Jay Clayton, of English: “In my view, the idea of a Spanish, Portuguese, and English Ph.D. track in your department is a fine one, and exactly my understanding of the new model for comparative literature study at Vanderbilt. We would appreciate learning more about how you plan to set up the track, potentially as a model for similar initiatives from our end” (12 February, 2008).
Virginia Scott, Chair of French and Italian, has this to say: “Please accept this e-mail as a follow-up to our conversation regarding graduate students in Romance languages and comparative literature. The Department of French and Italian would be most interested in participating in any conversations in this regard.”

And Dieter Sevin, Chair of German and Slavic, writes the following: “Yes, your proposal has the support of our department. If a candidate to this program who lists German as one of his or her languages, wishes to take our graduate level courses in German he could do so, assuming, of course, that his or her German were strong enough to do so.”

Finally, Barbara Tsakiris, Chair of Classical Studies, offers this endorsement: “Please let Holly know that you have the unanimous support of all six permanent faculty in the Dept. of Classical Studies. Let us know how we can help with the program.”

John McClure, Professor of Religion, has this enthusiastic response: “I’m delighted to hear about this program. This new venture sounds like a tremendous interdisciplinary effort, and I see nothing in what you sent that any of our faculty would disapprove.”

And Professor Elizabeth Lunbeck, Chair of History, generously offers this about possible participation in our new SPCL doctoral track: “This is something we’re ready to support – it sounds great . . . . I appreciate your interest in History.”

And Dr. Ted Fischer, Associate Professor of Anthropology and director of the Center for Latin American Studies, a unit closely tied to the department of Spanish and Portuguese, writes this: “Yes, CLAIS . . . would be pleased to work with you on the new Ph.D. track in comparative studies. Indeed, it would seem especially appropriate for these students to use LAS courses for the third component of their degree program and we would welcome them into our classes and I am sure we could have a faculty member serve on their committee. In this light, I would remind you that we now regularly offer courses in Mayan languages . . . and next year and the following the courses will be in Yucatec Maya” (13 February, 2008).

How this New Proposal Compares to Current Ph.D. Tracks in the Department:

As currently envisioned, our new proposal provides a form of intellectual development that our current Ph.D. options do not offer. At the present time, for example, one can pursue a Ph.D. in Spanish through our department or one can pursue a Ph.D. in our combined Spanish and Portuguese program, though it is clear, we believe, how and why these are quite different from the SPCL program being proposed here.

The Ph.D. track that the SPCL proposal most resembles is our new track in Inter-American Literature, yet even here the essential differences are evident: The I-A literature program is discipline specific (it is designed to address the needs of the newly emergent field known, variously, as “Inter-American Literature” or “The Literatures of the Americas”), it limits itself to the languages and literatures of the New World (including, of course, Native American languages), and it is specifically designed, in terms of its intellectual training, to prepare students for jobs in either departments of Spanish and Portuguese or in departments of English (hence, the active involvement of English in our I-A literature program).

Our new SPCL track, by way of contrast, is not discipline specific (i.e. it is open to much
more than Inter-American Literature), it is not limited to the languages and literatures of the New World, and it is not specifically geared toward the Inter-American literature job market (though we do expect our SPCL graduates to compete successfully in the Spanish and Portuguese job market, the smaller though still significant Comparative Literature job market, and the job market in whatever other language the student elects to work in, graduate level course work in at least three languages and literatures being an absolute requirement of our program).

The scope of the SPCL degree track is therefore much broader than that of the I-A lit degree; indeed, the SPCL program comes close to being the prototypical form of the traditional Comparative Literature Ph.D. itself, one that stresses theory, methodology, and extensive course work, at the graduate level, in at least three languages and literatures. A student wishing to pursue the SPCL degree, for example, might elect to study Spanish, Portuguese, and German, or Spanish, Portuguese, and Classics, or Spanish, Portuguese, and French. Any humanities program in which Vanderbilt has suitable graduate level courses, philosophy, for example, would also provide for a legitimate and exciting doctoral program for this track.

A student who wished to study Spanish, Portuguese, and French would, because of the absence of graduate level courses in Québécois or Francophone Caribbean literature, would gravitate toward metropolitan French literature and not that of the New World. But, of course, a doctorate involving, say, the literatures of Spain, Portugal, and France would prepare the doctoral student quite nicely for a position as a Europeanist (who could teach both Spanish and French as well as Portuguese), or as a comparatist based in a department of Spanish and Portuguese but with an Ibero-European perspective. A similar program could be constructed for the student who wished to study Spanish, Portuguese, and German.

If a student wished, via the SPCL track, to study the literatures of the United States, Spanish America, and Brazil (a fast growing new field), this would certainly be acceptable to us, since the very concept of comparative literary study involves a broad-based and international vision that easily encompasses the much more limited and specific field of Inter-American literature. It is thus conceivable that one day we might have two (or more) doctoral students studying the literatures of the Americas, one via our Inter-American Literature degree program (and thus working directly with both our department and with English to prepare for these two disciplines and job markets) and one coming at it from the more general angle of our degree program in Spanish, Portuguese, and Comparative Literature (for this student, we would, of course, as per the guidelines already established for comparative literary study here at Vanderbilt University, make certain that appropriate courses and faculty from English were involved from the beginning in the student's plan of study and doctoral committee; we will, of course, ensure that this is done no matter what the student's other language or humanistic field is).

COMPARATIVE IBERIAN STUDIES

Finally, we hasten to point out one other very important consideration with respect to our new SPCL proposal: It will allow us to begin to cultivate, here at Vanderbilt, another new field, one that is not yet as advanced as Inter-American literary and cultural studies but one that has the potential to revolutionize our entire discipline. We refer to what we here at Vanderbilt are already calling “Comparative Iberian Studies,” a field that integrates the literatures, histories, and
cultures of Spain and Portugal and that would then seek to link them, again making use of the comparative method, to the larger European and world experience. To establish a Ph.D. track in SPCL would immediately allow us to establish our department as the unchallenged leader in this exciting (and, as yet, uncharted) new field, for it would serve notice in our discipline that Vanderbilt is the place to come if one wants to develop Iberian letters in a variety of comparative perspectives. Professors Fitz, Friedman, and Jrade are convinced that this development for peninsular literature is definitely on our discipline's horizon, and that the first doctoral program that makes possible its systematic study will be the acknowledged leader in the field for years to come, the model other departments measure themselves against. That could be us. Thus, the SPCL degree program would, among its many other virtues as a dynamic and innovative new Ph.D. track (one that, as Prof. Trigo noted, nicely complements our more restricted I-A Lit program), permit Vanderbilt's department of Spanish and Portuguese to garner yet more acclaim as one of our nation's premier departments.

Funding:
This initiative will be funded entirely by the department of Spanish and Portuguese; no additional funding is needed.

Availability of Courses with which to Compose the SPCL Track:

Courses taken by students in this track would be offered by a wide range of faculty members from the department of Spanish and Portuguese (including both Spanish and Portuguese literature as well as Spanish American and Brazilian literature) and from faculty in a variety of other disciplines (to be selected according to the student’s stated interests).

If, for example, a student were interested in the twentieth century novel, she or he would be advised to take such courses as Spanish 239 (Development of the Novel), Spanish 387 (Contemporary Spanish American Novel), Portuguese 233 (Modern Brazilian Literature), Portuguese 342 (Latin American Literature in a Comparative Perspective: The Twentieth Century), English 326 (Introduction to Literary Modernism), French 238 (The Twentieth-Century Novel), and German 262 (The German Novel of the Twentieth Century). Similar course selections can be made with respect to poetry, drama, and a variety of other issues, including questions of literary theory. We keep open the possibility of giving credit for courses taken in our distinguished Center for Latin American Studies. We would particularly favor courses closely tied to literary studies such as those in history, music, art history, or cultural anthropology.

By requiring at least 30 credits in Spanish (and at least 21 in Portuguese), we will ensure that our Ph.D. students are able to compete successfully in the Spanish/Portuguese job market, which more and more seeks young scholars who, in addition to specific areas of specialization, possess the breadth that characterizes a comparative perspective and who are thus able to link the literatures of Spain, Portugal, and Latin America to each other and with the rest of the world.
Estimated Completion Time for the SPCL Track:

We are convinced that the Spanish, Portuguese, and Comparative Literature Ph.D. can realistically be completed within a period of five years, especially if, as we recommend, the student enters with an M.A. degree. Because the department provides five years of funding for students successfully completing this track’s requirements, we strongly urge the applicant to plan on completing the degree within a period of five years, from date of acceptance. Depending on whether the student enters this Ph.D. track with a B.A. or an M.A., we estimate that the student will require either four to five years (entering with an M.A.) or five years (entering with a B.A.) to complete the degree.

Because the department provides five years of funding for students successfully completing its requirements, we strongly encourage the selection of this track by those who have already completed an M.A. degree in an appropriate field.

Completion of the Spanish, Portuguese, and Comparative Literature track is expected, therefore, depending on preparation, to involve three to four years of closely supervised and coordinated course work followed by the presentation of a highly detailed dissertation proposal, one that (arrived at in close consultation with the student’s primary academic advisor and doctoral committee) elaborates the thesis to be advanced, that assesses the pertinent bibliography, that indicates the specific authors and texts to be discussed, and that outlines the argument to be made in each chapter of the dissertation. Indeed, to facilitate preparation of the proposal and completion of the degree within five years, a certain number of directed study courses on the topic of the future dissertation might be taken during the last year of course work. After the proposal has been accepted, the student will take (no later than the eighth semester in the program) his or her exams. Working closely with her or his doctoral committee, the student would then have from one to two years to prepare for writing the thesis and the actual writing itself.

The Ph.D. in Spanish, Portuguese, and Comparative Literature

Admission Requirements:

Basic requirement: Applicants to the program may hold either a BA or an M.A. but all should be prepared to: 1) earn an M.A. in Spanish and/or an M.A. in Portuguese at Vanderbilt University; 2) demonstrate oral and written proficiency in either Spanish or Portuguese (or both), and in an additional language (English, French, or German, for example, or any other language deemed appropriate by the student’s doctoral committee). (In other words, a student who enters the program with an M.A. in Spanish or who earns an M.A. in Spanish must also earn an M.A. in Portuguese. A student who comes in with an M.A. in Portuguese or who earns an M.A. in Portuguese must also earn an M.A. in Spanish. These degrees are earned as part of the course of study, not in addition to it.) If Spanish is the primary language presented, then the student must
be prepared to complete at least 21 graduate credits from the VU Portuguese program; if the 
primary language presented is Portuguese, then the student must be prepared to complete at least 
30 graduate credits from the VU Spanish program.

Our position is that students in the SPCL track must study both Spanish and Portuguese, 
and in the prescribed amounts, though they may declare either one as their primary language of 
specialization. However, because of the nature of the Spanish and Portuguese job market (there 
are typically many more jobs in Spanish than in Portuguese, though the demand for both is 
growing yearly, as is the demand for Spanish and Portuguese together), our advice will be that 
students in this track should, unless circumstances dictate otherwise (ex: our getting a strong 
applicant who is a native speaker of Portuguese from Brazil), declare Spanish as their primary 
language of specialization, with Portuguese their second language.

General requirements: 1) official transcripts of all undergraduate study, 2) three faculty letters of 
recommendation, 3) a statement of purpose elaborating the applicant's professional objectives, 4) 
a writing sample in Spanish or Portuguese (preferably an academic paper), 5) GRE scores, 6) 
TOEFL score for international students who have not studied in an English speaking country, 7) 
sufficient proficiency in a language other than Spanish and Portuguese so as to be able to begin 
to study it at the graduate level here at Vanderbilt.

Degree Requirements:

1. Student Standing: Students must maintain a B+ average or better in all graduate courses to 
remain in good standing. Students may request up to a maximum of two Incompletes (I) during 
their entire stay at Vanderbilt and cannot keep an Incomplete (I) for more than one semester. 
Students must show competency in classroom instruction and advance toward their degrees in a 
timely fashion. Students should actively participate in the departmental academic life and attend 
lectures, presentations and other activities sponsored by the department and allied units. Only 
students in good standing may present a dissertation proposal and take the doctoral exams. Good 
standing is a prerequisite for financial assistance, including summer support, Teaching 
Assistantships, and Dissertation Fellowships.

2. Languages: In addition to any other language required for the successful completion of the 
student’s program, ex: French, German, Latin, etc.), proficiency in English, Spanish and 
Portuguese is required of all students enrolled in the Spanish, Portuguese, and Comparative 
Literature Ph.D. program.

With respect to the third language of the SPCL Ph.D. track, we require that the student 
have sufficiently strong linguistic skills so as to be able to take, and pass, with a grade of B or 
higher, any literature course in this language that is offered in the Graduate Catalog and that has 
the approval of the student’s advisor.
3. Course work: The Ph.D. requires 72 credits of course work in three areas: 30 credits in Spanish (Spanish and/or Spanish American literature), 21 credits in Portuguese (Brazilian, Portuguese, and Lusophone African literature), and 21 credits in whatever area the student identifies as her other interest.

Required courses:
1. Spanish/Portuguese 301 (Literary Analysis and Theory).
2. Spanish/Portuguese 302 (Ibero-Romance Philology)
3. Spanish/Portuguese 303 (Research and Grant Writing)
4. Spanish/Portuguese 310 (Foreign Language Learning and Teaching)
5. Spanish/Portuguese 351 (Comparative Methodology; offered alternate years).

We are confident that with these required courses, and with the other language and literature courses involved in this degree option, our Ph.D. in Spanish, Portuguese, and Comparative Literature will be respected by professional comparatists as well as by specialists in our own field. We further believe that we absolutely need to require that at least three languages be used in this Ph.D. track (as is the case for all of the top graduate programs in Comparative Literature) and that two of them must be Spanish and Portuguese. Graduate course work must thus be done in both Spanish and Portuguese and in at least one other language and literature (Spanish, Portuguese, English; Spanish, Portuguese, French; Spanish, Portuguese, Classics; Spanish, Portuguese, German, etc.) or humanistic discipline (history, philosophy, religion, art, art history, music, film, etc.; in this latter eventuality, we expect that the third language will be English, the likely language of instruction).

Restrictions:
1. Transfer credit may not exceed 18 hours.

2. Transfer students will take a partial or complete M.A. exam depending on the type of exam taken at their previous institution and their academic preparation. Students entering with an MA in English will still need to take the MA exam in Spanish and/or Portuguese.

3. All 200 and 300-level Brazilian literature courses in the Department of Spanish and Portuguese that are eligible for Graduate credit may be counted towards the Portuguese component of the Ph.D.

4. All graduate level courses in Classics, English, French, and German will be accepted, as will graduate level courses in other humanistic disciplines (as determined by the student, her advisor, and her doctoral committee).
5. With the specific approval of the student’s advisor, 200 and 300-level Latin American Studies courses that are eligible for graduate credit may be taken to supplement and enhance the student’s doctoral program.

6. Time limitations:
   a) The qualifying examination must be taken no later than the student’s eighth semester in the program (as per the Graduate School Bulletin, p. 55).
   b) The dissertation must be completed within four years after a student has been admitted to candidacy for the degree (completion of qualifying exams).
   (To achieve the goal of keeping to this time frame, it is expected that the incoming student will be awarded one or two years of service-free support.)

4. Reading Lists and Ph.D. Exam Preparation:

   All examination and defense schedules will follow the guidelines established by the Graduate School Bulletin for interdisciplinary degrees.

1. The Period List consists of primary and secondary works in all genres from a particular period directly related to dissertation topic.

2. The Specialized Research List consists of works based upon the dissertation topic, which must be comparative in nature. The dissertation and resulting list can be organized around a genre, an issue, a theme, or any combination of these or other elements, as well as around a particular theoretical problem. The list should include primary works as well as theoretical, historical, and critical works that reflect, or facilitate, a comparative perspective. A two-page statement of the thesis of the dissertation should accompany the Specialized Research List.

3. The reading lists must include texts (read in their original languages) from each of the literatures or subject areas being presented for examination. The majority of the texts should reflect the student’s primary, secondary, and tertiary levels of specialization.

4. Each list normally consists of approximately 45 to 65 books (as well as complementary chapters of books, articles, and specific works of literature, theory, and criticism). Each list should be compiled by the student in consultation with her or his advisor and committee. An approved first draft of the lists and the statement should be received by the DGS and distributed to the members of the dissertation committee at least four months before the expected date for the Ph.D. exam.
5. The final proposal for the dissertation and the bibliography, approved by the advisor, should be presented to the dissertation committee one month before the exam.

6. For creation of Ph.D. committees, schedule of reading lists and dissertation projects, and Ph.D. exams, see the Ph.D. timetable below.

7. The Ph.D. Committee will consist of three faculty members from the Department of Spanish and Portuguese, one from the student’s other area of specialization, and one outside member, chosen by the student in consultation with his or her advisor. The outside member is to be drawn from the department in which the student receives her or his training in a third language or area (such as History, Religion, or Latin American Studies). This requirement parallels the regular Ph.D. in Spanish and Portuguese in which the outside member comes from the minor field. The SPCL committee will have a single Chair, who will be a tenured faculty member from the Department of Spanish and Portuguese (the committee chair will also serve as dissertation director unless the student wishes to have co-directors). The composition of the dissertation committee shall be the responsibility of the student (who, after securing the agreement and permission of all parties involved, must provide the DGS with a list of the faculty who will serve on the committee and indicate who will serve as committee chair) and should be established the semester prior to the Ph.D. exam.

5. Ph.D. Exam format:

1. The Written Exam will be organized by the student’s academic advisor/director of the dissertation, will be agreed upon in advance by the entire committee, and will be divided into two parts based on the Period and Specialized Research lists and the Proposal. The student should answer 3 out of 4 questions from each part. The essay answers will be 10 to 15 pages long (double-spaced, New Times Roman, 11-12 point), and should demonstrate dedicated work, sophisticated thinking, and reflect the student's readiness to start work on the dissertation.

   The exams will be administered by the Dept. of Spanish and Portuguese.

   The questions should be a mixture of comparative questions and questions involving individual texts and authors. It is the responsibility of the Chair of the examining committee to make sure this mix of questions exists.

   The slate of questions for each part of the exam (Period and Proposal) must involve literature written in both Spanish and Portuguese and the literature or subject matter of the other area involved.

   If an additional literature, area, or subject matter is involved (translation theory and its relationship to reception theory, for example, or philology), the extent of its presence in the
doctoral exam (and in the dissertation) will be determined by the student and the student's doctoral committee.

2. Oral Exam: the director of the dissertation will distribute copies of the exam to each member of the committee and the DGS. Five to fifteen days after a satisfactory completion of the written part the student will take an oral exam during which the student will present the dissertation prospectus, discuss it with the committee and answers questions regarding his or her written exam. The main purpose of the oral exam is the conceptual and theoretical strengthening of the prospectus, the discussion of the material and content proposed, and the definition of both a plan and a timetable for the completion of the dissertation.

3. Possible outcomes:
   a) Pass with distinction and Candidacy for the Ph.D.
   b) Pass and Candidacy for the Ph.D.
   c) Fail. Depending on the nature of the failure, the student may be asked to repeat either part or all of the exam. If the exam shows that the student is unlikely to have success in the future, he or she may not be given the option of additional testing.

6. The dissertation

1. The director of the dissertation will chair the Ph.D. committee. There can be, however, two co-directors, one of whom may be from a VU administrative unit other than Spanish and Portuguese, if that arrangement will better serve the needs of the student.

2. The dissertation must, in substantial fashion, involve texts written in at least three languages (for purposes of comparative literary study at the graduate level, the dyadic model is not acceptable and will be avoided; two of the languages must be Spanish and Portuguese).

   More languages, literatures, and literary traditions and cultures may be represented as needed.

   Native American languages and literatures, both oral and written, may be included (if linguistic competence is verified and if appropriate training in both the language and literature can be obtained or demonstrated).

   If the Native American literature to be used is written or performed in English, French, Spanish, or Portuguese, then the literatures of at least two other languages must be substantially represented in the dissertation (again, the dyadic model is not acceptable for the Spanish, Portuguese, and Comparative Literature Ph.D. track).
3. The SPCL dissertation must be demonstrably comparative in nature and, in terms of the
texts it discusses, should clearly reflect the student's primary, secondary, and, if represented,
tertiary areas of expertise.

Upon completion of all requirements for the Spanish, Portuguese, and Comparative Literature
Ph.D. track, the student will receive a Ph.D. in Spanish and Portuguese.

Timetable for Graduate Studies

Students entering the program with a B.A.

1st year
  Fall: 3 or 4 classes (9 or 12 credits) including 301 and 302.
  Spring: 3 or 4 classes (9 or 12 credits), including either 301 and 302.

2nd year
  Fall: 3 or 4 classes (9 or 12 credits), including 310. Take Span/Port 351 (Comparative
  Methodology) by the end of the second year.
  Spring: 3 classes (9 credits) Take first M.A. exam at end of semester.

3rd year
  Fall: 3 classes (9 credits), including 303. Select an academic advisor (future director of
  the dissertation).
  Take second M.A. exam (if necessary) at end of semester.
  Spring: 3 Classes (9 credits).

4th year
  Fall: 3 classes (9 credits). Create Ph.D. committee: a chair (from the Department of
  Spanish and Portuguese), 2 additional members from the same department, 1 or 2 members from
  the third area of specialization, (English, French, or Latin American Studies, for example) and 1
  outside member.
  Present to the Chair of the Dissertation Committee the first draft of the reading lists and
  the two-page statement of the thesis of the dissertation by week 8. An approved first draft of the
  lists and the statement should be received by the DGS and distributed to the members of the
  dissertation committee at least four months before the expected date for the Ph.D. exam.
  Spring: 3 classes (9 credits). Present to Chair of the Dissertation Committee an extensive
  first draft of dissertation project and final draft of reading lists by week 4 of Fall semester.
  Submit final Ph.D. Dissertation project by week 8 of spring semester. Schedule Ph.D. Exam
  during weeks 12 and 13. Dissertation research. Apply for Dissertation Enhancement Grant and
  other dissertation scholarships.
Apply for Dissertation Enhancement Award and other dissertation scholarships.

5th and 6th year: Dissertation.

Apply for Dissertation Enhancement Award and other dissertation scholarships.
Dissertation defense and granting of Ph.D.

Students entering the program with one M.A. (In Spanish or Portuguese) or a Licenciatura (or equivalent degree) in a field that may allow transfer credits for the Inter-American Ph.D.

1st year
Fall: 3 or 4 classes (9 or 12 credits) including 301 or 302.
Spring: 3 or 4 classes (9 or 12 credits), including 301 or 302.
A decision about transfer credits (up to 18) will be made at the end of the year.

2nd year.
Fall: 3 classes (9 credits). Take Span/Port 351 (Comparative Methodology) and 310 by the end of the second year.
Select an academic advisor (future director of the dissertation).
Spring: 3 classes (9 credits). Week 3: Take second M.A. exam.

3rd year
Fall: 3 classes (9 credits), including 303. Create Ph.D. committee: a chair, 2 members of the department and 1 outside member. * Present to the Dissertation chair the first draft of the reading lists and the two-page statement of the dissertation thesis by week 8. An approved first draft of the lists and the statement should be received by the DGS and distributed to the members of the dissertation committee at least four months before the expected date for the Ph.D. exam.

4th and 5th year: Dissertation.
Apply for Dissertation Enhancement Award and other dissertation scholarships.
Dissertation defense.