



VANDERBILT
College of Arts and Science

ON THE ROAD WITH AXLE
2019/2020

MAJOR DATES FOR YOUR FIRST YEAR

(This is a partial listing. For a complete listing of events and deadlines for 2019/2020, see the online Undergraduate Academic Calendar at registrar.vanderbilt.edu/calendars.)

FALL SEMESTER, 2019

May 15	Deadline to be in compliance with immunization requirements. Students who are noncompliant will not be permitted to register for fall classes. Contact the Office of Student Health for more information about immunization requirements.
June 10–28	CASPAR advisers available by telephone to help students register for fall classes. Advisers will be available on weekdays between 9:00 a.m. and 4:00 p.m. CDT. (Each entering student will be assigned to a pre-major faculty adviser in the College of Arts and Science Pre-major Advising Resources Center, or CASPAR.)
July 17	Open Enrollment Period in YES begins. CASPAR advisers available to help students who need to make changes to their schedules.
August 17	First-year students arrive on campus. Residence halls open at 7:00 CDT that morning.
August 21	Classes begin.
August 28	Open Enrollment Period in YES ends at 11:59 p.m. CDT. Last day students may make changes to class schedules online.
August 30	Deadline for receipt of payment of tuition, fees, and all other charges associated with the beginning of the semester.
August 29– September 4	Administrative Change Period. Students may add, drop, or change levels in mathematics and foreign languages with required form. Forms are available in the Arts and Science Dean's Office and are due by 4:00 p.m. CDT.
September 5– October 25	Withdrawal Period. An adviser's signature is required for any student who wishes to withdraw from a course.
October 16	Mid-semester deficiency reports issued. First-year students who receive one or two are asked to see their advisers. First-year students who receive three or more are asked to meet with a dean.
October 28	Enrollment windows open for spring. First-year students must meet with their CASPAR advisers to have the Adviser Hold released.
December 2	Open Enrollment Period begins for spring.
December 5	Classes end.
December 6– December 14	Reading Days and Final Exam period.

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WHERE TO GET INFORMATION

Two publications will help you make your course selections for the fall semester and decide on your academic career. The *Undergraduate Catalog* is the official publication of Vanderbilt University and includes the rules, regulations, and policies of the College of Arts and Science as well as descriptions of the academic programs of all the undergraduate schools. You should familiarize yourself with the contents of the catalog as soon as possible. The full catalog is available online: vanderbilt.edu/catalogs/undergraduate/.

This booklet is a manual for students entering Vanderbilt's College of Arts and Science. It contains an explanation of the AXLE requirements, suggestions on how to choose courses, and instructions on how to register for the fall. In case of doubt, check the *Undergraduate Catalog*. You should also familiarize yourself with your degree audit, available through YES (Your Enrollment Services).

May 2019

To the Arts & Science Class of 2023:

Welcome to Vanderbilt's College of Arts and Science! You have enrolled in the largest, oldest, and most academically diverse undergraduate college at Vanderbilt University. In many ways, we represent the intellectual heart of this amazing university. You are joining an accomplished group of A&S students, with about 1,000 in your entering class and a student body of over 4,000. Your pre-major faculty adviser will assist you in selecting the classes you will take during your first semester, and then again for the spring term. We have prepared this booklet to help guide you through the process. Hang onto it—it includes essential information for choosing and enrolling in classes.

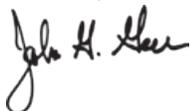
During your time here, you will receive a world-class liberal arts education that will prepare you for success in whatever career you choose. Through exposure to a wide range of topics across the humanities, social sciences, and natural sciences, you will learn to think critically, appreciate the context surrounding the thorny issues of the day, and ask critical questions at the right time. This far-reaching education will prepare you to tackle the world's most significant challenges and make a difference once you leave our historic and picturesque campus.

Our faculty—about 600 strong—want to ensure that you thrive academically. In classrooms, laboratories, and performance studios, they will push you to think creatively as you challenge existing norms—we want to prepare you to make original and valuable contributions to society. Such a learning experience goes well beyond the classroom: it takes place in residential colleges, Immersion Vanderbilt, fieldwork and internship opportunities, and faculty offices. You will have countless opportunities to engage with our accomplished faculty to clarify course work, review assignments, discuss research, and have wide-ranging conversations. These exchanges are a crucial part of the liberal arts experience, and we urge you to seek out your professors for discussion and counsel.

One additional word of advice: please take intellectual risks. These four years present a unique opportunity to explore. You will have time as an undergraduate to sample new fields and examine interesting questions and topics. Get outside your comfort zone. You will make the most of your time at Vanderbilt by diving into the vast array of learning opportunities available to you in the College of Arts and Science.

I wish you the best in your first semester and throughout your time at Vanderbilt. If I, or my colleagues in the Dean's Office, can be of service to you, please contact us. And again: welcome to the College of Arts and Science. You will find it a welcoming place filled with creative and caring people.

Sincerely,



John Geer, Dean

THE COLLEGE OF ARTS & SCIENCE: ACADEMIC OVERVIEW

At Vanderbilt's College of Arts and Science (A&S), you will experience both breadth and depth in your education. You will be exposed to a variety of different subjects, and you will also have the opportunity to explore deeply the subjects that interest you most.

You will have a wealth of courses to choose from: the College of Arts and Science offers approximately 600 courses each semester across the humanities, social sciences, and natural sciences. To graduate and receive a Bachelor of Arts degree, students must:

- Complete the AXLE requirements (the core curriculum);
- Complete the requirements for one major;
- Achieve a minimum of 2.000 cumulative grade point average in the major;
- Complete an Immersion project, an experiential project that culminates in the creation of a final project;
- Earn 120 cumulative credit hours (including 102 credit hours in A&S); and
- Achieve a minimum 2.000 cumulative grade point average overall.

During your four years at Vanderbilt, your courses will be divided approximately into thirds:

1/3 – courses to meet the AXLE requirements

1/3 – courses required to complete your chosen major

1/3 – elective courses

These divisions are approximate and may differ for individual students. For the fall semester, most of your selections should be from the first group. Your academic background, your career goals, and your general talents and interests will affect your choice of courses.

AXLE: THE CORE CURRICULUM

Achieving Excellence in Liberal Education (AXLE) is the core curriculum that all students in the College of Arts and Science must fulfill. It consists of two parts: the Writing Requirement and the Liberal Arts Requirement. Only courses in the College of Arts and Science (or Music Literature courses in the Blair School of Music) may satisfy AXLE requirements. All courses for AXLE must be taken on a graded basis.

THE WRITING REQUIREMENT

Excellent communication skills, including the ability to articulate ideas and defend positions in writing, will be indispensable for 21st century graduates of Vanderbilt University. The Writing Requirement has four segments:

1. All students must demonstrate competence in English composition, and those who do not meet this requirement must enroll in English 1100 in the first year. Students can demonstrate competence by completing one of the following:
 - a. English 1100
 - b. SAT: Score of at least 660 on the Evidence-Based Reading and Writing section, with a minimum score of 27 on the Reading section and a minimum score of 28 on the Writing and Language section (test taken March 2016 or later)
 - c. ACT: Score of at least 27 on the English portion combined with a minimum score of 19 on the Writing portion (test taken September 2015 or later)
 - d. ACT: Score of at least 30 on the English portion (beginning October 2016)
 - e. AP: Minimum score of 4 on the English Language or English Literature exam
 - f. IB: Minimum score of 6 on the higher level English exam
 - g. Transfer credit for English 1100
 - h. Transfer credit for English 1210W, 1220W, 1230W, 1250W, 1260W, 1270W, or 1300W (if used to satisfy the English composition requirement, the transfer credit does not also count as a 1000-level W course)
2. All first-year students must enroll in a First-Year Writing Seminar, which is an integral part of the A&S academic experience. The seminar may be taken during the fall or the spring semester. Students who must take English 1100 should take that course in the fall and take the First-Year Writing Seminar in the spring. All First-Year Writing Seminars also count in their appropriate distribution areas

within the Liberal Arts Requirement. See pages 7-12 in this booklet for more details on the First-Year Writing Seminar and for seminars offered in fall 2019.

3. All students must successfully complete two other writing courses (indicated by a “W”) in the College of Arts and Science, regardless of AP or IB credits, or SAT or ACT scores earned prior to matriculation. These writing-intensive courses emphasize general writing skills within the context of discipline-specific subject matter. One of the two must be completed no later than the fourth semester at Vanderbilt. “W” courses also count in their appropriate distribution areas within the Liberal Arts Requirement.
4. All students must successfully complete a second “W” course or an approved course in Oral Communication in the College of Arts and Science (CMST 2100, 2110, or 2120), regardless of test scores earned prior to matriculation.

The 2000-level or higher “W” courses foster advanced, discipline-specific writing skills. Departments or programs in the College of Arts and Science that offer these courses determine their specific writing content. Students receive regular writing assignments throughout the semester and feedback on their writing that will enhance writing skills appropriate to specific disciplines. The process of revising written work allows students to reflect on the writing process; writing tutorials assist in the development of writing skills.

Oral Communication courses focus on developing improved public speaking skills. These courses advance the principles and practices of public discourse and reasoned argument. Attention to the process of effective oral communication is inherent to these classes. Students receive regular speaking assignments throughout the semester and regular feedback on their speaking that will enhance effective speaking skills. All “W” courses and approved Oral Communication courses (CMST 2100, 2110, or 2120) also count in their appropriate distribution areas within the Liberal Arts Requirement.

THE LIBERAL ARTS REQUIREMENT

The Liberal Arts Requirement consists of successful completion of thirteen courses from the College of Arts and Science, distributed across various areas of inquiry (described below). Most courses in the College of Arts and Science fulfill a Liberal Arts requirement. Each course will fulfill only one requirement. These thirteen courses must be distributed as outlined below, **and must be taken from at least seven departments or subject areas.**

a) Humanities and the Creative Arts – HCA (3 courses)

Courses in the humanities and the creative arts challenge students to examine their personal understanding of life and how their individual experiences overlap with those of the rest of humankind. These courses testify to the varying ways in which people think, form values, confront ambiguity, express spiritual and aesthetic yearnings, and grapple with moral and ethical problems. By analyzing and interpreting literary, philosophical, religious, or artistic works, students examine the foundations of human experience. By producing original artistic works in imaginative writing, studio art, theatre, film, music, and dance, students have the opportunity to connect the universal sources of human inspiration with their own creative processes.

b) International Cultures – INT (3 courses and demonstration of foreign language proficiency)

The study of international cultures provides students with a basis for understanding the diversity of experiences and values in our contemporary, global society. Students can take courses in international history and cultural studies, as well as in literature, film studies, the social sciences, art, music, and languages.

Language courses provide insight into a different culture in ways that are not possible to achieve through detached study. Even at the most basic level, exposure to the language of a different culture prepares students to think and act in a global community. At intermediate and advanced levels, students are able to explore the culture in depth, using the

language itself to read, discuss, and write about its various aspects. Intermediate and advanced language courses prepare students for study abroad programs, which the College of Arts and Science strongly encourages. Students shall receive one International Cultures course credit for successfully completing a semester or summer study abroad experience of six weeks in duration or longer in a Vanderbilt-sponsored program or pre-approved programs offered through other providers. Students may exercise this option only once. Students may choose from preapproved study-abroad options in a wide variety of countries.

Note: More information about studying abroad is available at vanderbilt.edu/geo.

All students must complete three courses in the International Cultures category, **irrespective of previous language study or proficiency in a language other than English.** At least one of the three courses must be a second-semester (or higher) language acquisition class taught at Vanderbilt University, unless the student successfully demonstrates proficiency in a language other than English at or above the level achieved by second-semester language acquisition classes taught at Vanderbilt University. Students may demonstrate language proficiency in a number of ways:

- i. SAT subject test scores (French, 540; German, 470; Hebrew, 530; Italian, 540; Japanese with Listening, 440; Latin, 530; Spanish, 520);
- ii. AP or IB credit in a foreign language; or
- iii. Proficiency tests administered by the Tennessee Language Center. (A minimum score of 4 on both the written and oral TLC test is required to demonstrate proficiency.)

The first semester of an introductory language acquisition class in any language cannot be used in fulfillment of the foreign language proficiency requirement. Intensive elementary language courses that cover the content of two semesters in one count as one course toward this category.

c) *History and Culture of the United States – US (1 course)*

The study of the history and culture of the United States provides students with a basis for understanding the American experience and the shaping of American values and viewpoints within the context of an increasingly global society. Interpreting history and culture in the broadest sense, options in this category include traditional history and cultural studies courses, but also courses in literature, film studies, the social sciences, art, and music, which illuminate historical periods or cultural themes in United States history.

d) *Mathematics and Natural Sciences – MNS (3 courses, one of which must be a laboratory science)*

Courses in mathematics emphasize quantitative reasoning and prepare students to describe, manipulate, and evaluate complex or abstract ideas or arguments with precision. Skills in mathematical and quantitative reasoning provide essential foundations for the study of natural and social sciences. Students are generally introduced to mathematical reasoning through the study of introductory courses in calculus or probability and statistics. Courses in the natural sciences engage students in hypothesis-driven quantitative reasoning that enables explanations of natural phenomena, the roles of testing and replication of experimental results, and the processes through which scientific hypotheses and theories are developed, modified, or abandoned. Laboratory science courses engage students in methods of experimental testing of hypotheses and analysis of data that are the hallmarks of the natural sciences. Natural science courses prepare students to understand the complex interactions between science, technology, and society; teach students to apply scientific principles to everyday experience; and develop the capacity to distinguish between science and what masquerades as science.

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

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

f) *Perspectives – P (1 course)*

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

THE MAJOR

In addition to fulfilling the AXLE requirements, all students must successfully complete a course of study leading to fulfillment of one of the approved major programs in the College of Arts and Science, or successfully complete an independent contract major designed in consultation with A&S faculty and approved by A&S. A major consists of a concentrated unit of intellectually related courses. Students may formally declare a major in their third semester and must declare a major in their fourth semester.

DISTRIBUTION OF COURSES

To identify courses which fulfill AXLE liberal arts requirements, writing courses, or First-Year Writing Seminars: Using the advanced class search dialog box in YES, use the pull-down menu under Class Attributes. Select an AXLE category.

Search Classes

Enter subject area, course number, or title Quick

Status: Open Wait Listed Closed Only Search New Classes

Title: **Subject Area:**

Catalog Number: **School:**

Instructor: **Instruction Mode:**

Class Meets: ANY of these days

Mon Tue Wed Thu Fri Sat Sun

Between Times:

Class Attributes:

Class Number:

Credit Hours:

- AXLE: 1000-level W course
- AXLE: 2000-level and above W course
- AXLE: First-Year Writing Seminar
- AXLE: Foreign language proficiency
- AXLE: History and Culture of the United State
- AXLE: Humanities and the Creative Arts
- AXLE: International Cultures
- AXLE: Math and Natural Sciences
- AXLE: Oral Communications course
- AXLE: Perspectives
- AXLE: Social and Behavioral Sciences

THE FIRST-YEAR WRITING SEMINAR: AN OVERVIEW

LEARNING HOW TO LEARN

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

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

WHAT IS THE FIRST-YEAR WRITING SEMINAR?

Effective communication is important regardless of a person's academic background or career; a new idea or insight which you are unable to communicate persuasively to others is of limited value. In the College of Arts and Science, your writing skills will be refined in a process that will begin in your First-Year Writing Seminar.

Seminars are led by one to two faculty members, and consist of no more than 15 students. They are held in small classrooms and encourage intimate, face-to-face learning where everyone is expected to participate in class discussions. While the interactive format of the seminar encourages the lively exchange of ideas and information, the learning process goes beyond this, teaching students how to formulate convincing and intellectually supported arguments. In the first part of this process, students learn how to critically analyze written materials and discuss them during class. The second component deepens this academic experience by incorporating writing.

You will write a total of 15-20 pages throughout the semester. Students will be encouraged to approach writing as a process, in which revisions and editing are as important

as creativity. To encourage this approach to writing, you will have the opportunity to revise assignments and discuss your writing individually with your professor. Additionally, class time will be devoted to discussing issues related to writing. Coupling the seminar method of instruction with relevant writing assignments ensures that students encounter new knowledge and ways of thinking, as well as how to clearly articulate these new insights.

In your FYWS, you will learn the skills necessary for brainstorming new ideas; doing the research to support those ideas; and crafting written assignments that present and support your argument in a coherent way. These skills will help equip you for success both in your academic career at Vanderbilt and in your professional life after graduation.

ENROLLING IN A FIRST-YEAR WRITING SEMINAR

FYWS are offered in the fall and spring semesters, though typically fewer in spring than in the fall semester. You will register for your FYWS at the same time that you register for your other courses. As you will see, the topics covered by the FYWS are interesting, timely, and very often specifically related to controversial aspects of American life, and of the culture of college students themselves.

Each year there is inevitably some change—both additions and deletions—in the FYWS offerings. This booklet is handy for advance reading about the FYWS seminar program and for beginning to think about which seminars interest you. For the most up-to-date information about which seminars will be offered, however, please use the advanced class search in YES.

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

HCA = Humanities and the Creative Arts

INT = International Cultures

US = History and Culture of the United States

MNS = Mathematics and Natural Sciences

SBS = Social and Behavioral Sciences

P = Perspectives

FIRST-YEAR WRITING SEMINARS FALL 2019

The enrollment limit for most first-year writing seminars is 15 students. Five seats are reserved for each week of enrollment appointments.

Anthropology

ANTH 1111-08: Archaeology & Gender

This course surveys many aspects of gender in the archaeological record and in archaeological practice. It utilizes feminist and gender theory to define the term gender. It explores principal archaeological themes relative to gender, such as the delineation of social roles, ideology, human evolution, and representations of men and women. It analyzes ways of knowing and understanding gender in the past, gendered technologies and production, gendered spaces and landscapes, and gender in the public domain. [3] (SBS)

ANTH 1111-10: Pseudoarchaeology: Mysteries and Myths in Popular Culture

Did Atlantis exist? Who built the Pyramids? Who were the first people in America? Numerous books, movies, and television programs attempt to explain these mysteries with the use of wild theories and speculations based on spurious archaeological evidence. Studying how archaeologists create evidence-based arguments, we will use that knowledge to critique information presented in popular media. [3] (SBS)

ANTH 1111-14: Ethnography of Climate Change

This seminar examines how cultural values and cultural politics coalesce in public attitudes and debates over climate change. Media coverage of scientific research on climate will be a major focus, with attention to how journalists, interest groups, and other writers represent climate change, climate science, and competing perspectives. Students will learn to use qualitative research methods for interviewing, media analysis, and data analysis to carry out an original research project. [3] (INT)

Classical Studies

CLAS 1111-06: Ancient Greek Tragedy

The plays of the great Athenian playwrights Aeschylus, Sophocles, and Euripides are among the most influential works of literature. They have not lost their power to interest and provoke audiences. These are still being performed 2,500 years after their original productions. We will study the plays in their historical context and as scripts for performance. All works will be read in English translation and supplemented with visual images. [3] (INT)

Economics

ECON 1111-12: Freakonomics

Steven Levitt and Stephen Dubner's best-selling book, *Freakonomics*, provides examples of surprising incentives and distortions in information that influence economic behavior. Our course will consider these topics in greater depth, including cheating by teachers, sumo wrestlers, and office workers, as well as discrimination by television game show contestants. The authors' core ideas are applied in the discussion of public policies toward the drug trade, crime reduction, and educational reform. [3] (SBS)

ECON 1111-13: Freakonomics

Steven Levitt and Stephen Dubner's best-selling book, *Freakonomics*, provides examples of surprising incentives and distortions in information that influence economic behavior. Our course will consider these topics in greater depth, including cheating by teachers, sumo wrestlers, and office workers, as well as discrimination by television game show contestants. The authors' core ideas are applied in the discussion of public policies toward the drug trade, crime reduction, and educational reform. [3] (SBS)

English

ENGL 1111-01: Women's Autobiography

In this course, we will explore the construction of female identity as it is represented in fiction, poetry, and creative nonfiction by and about women. These texts show girls and women sometimes unconsciously accepting, but at other times questioning or even resisting, conventional expectations of them as daughters, lovers, wives, or mothers. In realistic novels, stories, and poems, we see them absorbing the images of women as depicted in popular culture, including romance, fairy tales, and myth. [3] (HCA)

ENGL 1111-07: Women Poets in America

We will trace the development of American women's poetic voices, from Emily Dickinson (1830–1886) to Adrienne Rich (1933–2012). Other poets will include Gertrude Stein, Marianne Moore, Edna St. Vincent Millay, Muriel Rukeyser, and Gwendolyn Brooks. Contemporary poets will be studied in portfolio, paying particular attention to the plethora of multicultural expressions since 1980. [3] (HCA)

ENGL 1111-08: The Simple Art of Murder: Knowledge and Guilt in Detective Literature

An examination of classic works of detective fiction with a view toward exploring the ways in which knowledge and guilt interact in criminal activity and its investigation. Authors to be considered include Sophocles, Shakespeare, Poe, Doyle, Christie, Chandler, Highsmith, Himes, Bugliosi, and Harris. Again and again we will encounter the difficulty of separating the art of murder from the performance of murder; again and again we will see that the art of murder is never really simple. [3] (HCA)

ENGL 1111-19: Growing Up Latino and Latina

This course will focus on contemporary Latino and Latina literature by writers living in the United States, including Sandra Cisneros, Junot Diaz, and Edward Rivera.

These writers depict the development of the mind and character in the often awkward and painful, but empowering, passage from innocence to experience, youth to maturity. Navigating adolescence is often complicated for young Latinos and Latinas dealing with by issues of race, culture, and language. Students will examine how these authors interpret and adapt the traditional Bildungsroman form for young Latino and Latina characters and readers coming of age in this country. [3] (HCA)

ENGL 1111-31: Existential Fictions

D. H. Lawrence suggests that fiction is a laboratory for philosophical problems. This course uses fiction to explore existentialism. Sometimes called a “psychology,” existentialism became a dominant post-World War II philosophy, because it directed its concerns to the world of human behavior, rather than a transcendental realm. We will consider the fictions of existentialists, such as Sartre, Beauvoir, and Camus, and the existential ideas of other contemporary authors, such as Murdoch, Atwood, Madonna, and Oe. [3] (HCA)

ENGL 1111-56: The Uses of Literature

Literature has been prescribed as a cure for life’s ailments, touted as a political tool, and proposed as a secular substitute for religion. What can literature do in the world? Must it do something to have value? We will explore the kinds of answers such questions have received from the late 18th C to the present day. Some responses come in the form of novels or poems; other through declarations of belief, such as manifestos; still others as forms of practices, such as bibliotherapy, in which literature is put to use toward particular ends. [3] (HCA)

ENGL 1111-58: Literature Into Film

What happens when you adapt a literary work into a movie? What is gained, and what is lost? How would you compare and contrast the two media? We will learn about formal techniques used by filmmakers, and literary authors. Pairings will include: Mary

Shelley’s “Frankenstein,” film adaptations by James Whale and Kenneth Branagh; William Shakespeare’s “Romeo and Juliet,” film adaptations by Baz Luhrmann and John Madden; Joseph Conrad’s “Heart of Darkness,” film adaptation “Apocalypse Now” by Francis Ford Coppola; and Jane Austen’s “Emma,” film adaptation “Clueless” by Amy Heckerling. [3] (HCA)

German

GER 1111-03: Pioneers of Literary Modernism: Brecht, Kafka, Rilke

Various literary movements arose in German-speaking countries in the early twentieth century, including Symbolism, Expressionism, and Surrealism. While Hermann Hesse and Thomas Mann preferred to write in the traditional style of the nineteenth century, others favored literary experiments that have become influential for later writers: Franz Kafka with his enigmatic tales of modern man’s battles against incomprehensible forces, Berthold Brecht with his epic plays addressing their audiences’ political consciousness, and Rainer Maria Rilke with his symbolist poems reflecting the complexity of existence. Knowledge of German is not required. [3] (HCA)

History

HIST 1111-02: From Potsdam to Vietnam: Era of American Preeminence

Note: In this seminar we will examine the era from the end of the Second World War until the Tet offensive of 1968, the period in which the United States became a superpower. Among the issues we will explore are the ideological roots of American foreign policy, the effect of American intervention on other countries, the domestic consequences of America’s empire, and the causes of American decline. The readings will include primary sources as well as memoirs and secondary literature. [3] (US)

HIST 1111-16: African-American History on Film

Since 1619, African Americans have struggled steadily for civil equality and economic freedom in this country. Along the way, they established social institutions and patterns of resistance to maintain a sense of communal well-being and individual respect. This course uses documentary films and written sources to examine the course of that historic struggle. Key issues and developments in African American history, such as the influence of Africanisms upon American culture, slave resistance, Northern migration, the American civil rights movement, and the evolution of hip hop culture, will be explored. [3] (US)

HIST 1111-29: Germany Between East and West

This course examines the history of postwar Germany from the perspective of its unique geopolitical position, stranded in the middle of the Cold War confrontation between the capitalist West and communist East. Starting with the defeat of Hitler’s Germany in 1945, we will continue through the period of Germany’s division (c. 1949) and re-unification (1990). What different kinds of political, social, and cultural movements developed in the two Germanies? How did the two Germanies affect each other? We conclude with current controversies about Germany’s role in the European Union and in the world. [3] (INT)

HIST 1111-30: Galileo, Darwin, Einstein: Lives and Times

Galileo Galilei. Charles Darwin. Albert Einstein. All three men have become icons of the modern age. This class will explore their lives, science, and times to uncover what made their contributions so distinctive and their legacies so enduring. Through the personal and scientific biographies of each man, we will also learn about the particular place and moment each practiced his science, from Renaissance Italy through Victorian England, to twentieth-century Europe and America. [3] (HCA)

History Of Art

HART 1111-07: The Meaning of Modern Art in its Political Context

This course will present art of the modern period, the nineteenth and twentieth centuries, and ask of that art what it means, and how and why that meaning was produced. Why is modern art so difficult to understand? Why does it look so unrealistic, and why is its meaning so hidden? This course will approach these questions seriously. To understand modern art and why it looks as it does, we must study modern history and society, especially its politics. [3] (HCA)

HART 1111-17: New York City Architecture: Form and Fantasy

This course provides an introduction to architectural history and criticism and focuses on the history of the built environment of New York City as imagined and realized. Students will explore approaches to understanding the aesthetics and the operations of the built environment, and will trace the development of the city, as understood through its constructed environment, from the seventeenth century to the present. The course will consider architectural trends, urban planning, technologies of construction and transportation, neighborhood development, the design and construction of urban parks, as well as impact of class and race, immigration, and global trade on urban life. [3] (US)

Jewish Studies

JS 1111-01: In a Pluralistic Age: Jews, Christians, and Muslims in Spain

Between 711 and 1492, Jews, Christians, and Muslims created one of the richest and most fertile of medieval civilizations. In this seminar, we shall evaluate the settings and conditions for this culture's extraordinary pooling of talent and attachment to tolerance, but also evaluate the reasons for its eventual end. [3] (HCA)

JS 1111-04: Civil Rights and Civil Wrongs: Black-Jewish Relations in the 1950s and 1960s

Blacks and Jews have shared a long and varied history, particularly in the American context, due to strong forces pulling the two groups simultaneously together and apart. Through an examination of historical and literary texts and visual images, this course will explore that shared history, focusing on the period of its greatest intensity. Examples of Black-Jewish relations ranging from the heights of utopian cooperation to the depths of dystopian conflict will be explored. [3] (HCA)

JS 1111-12: Jews and Hollywood

Note: Immigrant Jews built the twentieth century movie industry as a patriotic U.S. fantasyland. We'll examine how Jews created the Hollywood studio system and how Hollywood has chosen to represent and often not represent Jews. We will discuss roles in front of and behind the cameras. We'll ask why Jewish characters virtually disappeared from American screens by the late 1930s. We will examine charges of Hollywood "collaboration" with Nazi Germany, and we'll look at Holocaust refugees' contributions to American film. We'll also discuss the blacklisting of accused communists during the Cold War. We will conclude with contemporary popular film. [3] (HCA)

Mathematics

MATH 1111-03: Cryptography: the History and Mathematics of Codes and Codebreaking

Mathematics has long played key roles in both sides of the cryptography "arms race," helping cryptographers devise ever more complex cipher systems while also providing tools to cryptanalysts for breaking those ciphers. During World War II, this battle between code makers and code breakers led to the construction of the first digital computers, ushering in an information age in which cryptography makes information security possible, but not always certain. This course will provide an

understanding of the ways codes and code breaking have affected and continue to affect history, technology, and privacy. [3] (MNS) Philosophy

PHIL 1111-05: Green Cities

Although cities are usually viewed as environmentally problematic due to pollution, overcrowding, and the widespread use of concrete and asphalt, they can help solve regional and global environmental concerns. Some contemporary cities are environmentally sustainable in significant respects, while many other cities can and should take similar initiatives and explore creative paths of their own. Moreover, making cities sustainable is more than just preserving green space or establishing recycling programs; it concerns urban planning and design, environmental justice, and the reduction of a city's ecological footprint. Key topics will include nature, sustainability, urban design, and social equity. [3] (P)

PHIL 1111-19: Race and Democracy in the U.S.A.

Achieving and sustaining democracy in the United States has been compromised by agendas for social, political, economic, and cultural advantages for one racial group—"white people"—while curtailed or denied for persons of other racial and ethnic groups. Through a historically informed reading of Alexis de Tocqueville's *Democracy in America*, we will explore an enduring and vexing challenge of how to achieve a just, "democratic" nation-state with a demographically complex population of similar and different racial and ethnic groups. [3] (US)

Political Science

PSCI 1111-06: American Constitutional Law: Civil Rights and Civil Liberties

The Constitution's preamble indicates that it was crafted to secure the "Blessings of Liberty" to American citizens. What are these blessings and how are they maintained? What parameters constrain freedoms of speech,

press, and religion; rights to protest and assembly; due process and equal protection of law? We will explore these questions by examining Constitutional amendments through the lens of legal scholarship and social commentary. The final project consists of a written legal brief and moot court presentation. [3] (SBS)

Portuguese

PORT 1111-01: Explorations of Brazilian Cultures

One of the world's largest countries in surface area, population, and economy, Brazil has much more to offer than soccer, samba, carnival, and beaches. Its indigenous populations and history of Portuguese colonization, African slavery, and European and Asian immigration have all contributed to its multicultural and complex nature. Topics include national identity and history, race and race relations, and economic growth versus ecology, which we will examine through Brazilian literature, music, and cinema. All materials are translated into English. Knowledge of Portuguese is neither necessary nor required. [3] (P)

Psychology (AS)

PSY 1111-06: Stress, Health, and Behavior

In this course, we will examine the origin of the stress concept as it applies to health and disease. We will investigate how stressful stimulation affects neural, endocrine, cardiovascular, and immune systems, as well as memory and emotions in animals and in humans. We will also consider the ways in which stress affects developing and aged individuals. We will also focus on allostatic load as a new concept in the field of stress research. Readings will be taken from a basic text and from the current literature in the psychological and biomedical sciences. [3] (SBS)

PSY 1111-12: The Psychology of Eating Disorders

Examination of how biology, psychology, culture, and environment combine to cause

anorexia nervosa, bulimia, and binge eating disorders. Major theories and approaches to assessment, treatment, and prevention. Related phenomenon such as compulsive exercise, body-building, and steroid abuse. Readings include popular accounts of what it is like to have and overcome an eating disorder as well as scholarly writings from a wide range of scientists. Writing assignments emphasize critical thinking through assessing relevant literature, evaluating evidence, and applying these skills to topics relevant to eating disorders. [3] (SBS)

PSY 1111-26: The Language Parade

Language is like a parade— it is exciting and surprising, but also orderly and predictable. Language is always on the move. We will explore the factors that underlie acquiring, producing, and comprehending language. Where did the complex communication system of language come from? Is it unique to humans? How does it change? Why does it change? How do we use it? Do we use the same language for speaking, thinking, and writing? [3] (SBS)

Religious Studies

RLST 1111-13: Renaissance Art and Politics

In this course we will examine the history of the Renaissance in Florence, Rome, and Nuremberg, three major cultural centers that underwent profound transformations in art, religion, and political structure. We will study politics and religion as a basis for interpreting the functions of Renaissance art. Above all, we will examine how art and religious culture contested and created political power and authority. [3] (HCA)

Russian

RUSS 1111-01: Classic Russian Short Novels

In the nineteenth century, Russia witnessed an unprecedented explosion of literary and intellectual activity, a renaissance yielding some of the masterpieces of world literature. Concentrating on short classic novels, we

will examine works by the most prominent authors of this period, putting special emphasis on Russia's unique handling of the sudden influx of European philosophy and culture. Knowledge of Russian is not required. [3] (HCA)

Sociology

SOC 1111-02: The Artist and the City

This seminar takes a sociological approach to understanding the relationship between urban living and artistic expression. We will examine how creativity may be conceived as not only a property of individuals, but also something that is nurtured in particular ways by concrete social circumstances. [3] (SBS)

SOC 1111-17: Women and Social Activism

How have women struggled collectively to bring about social change in a variety of areas, including women's legal rights, family protection, environmentalism, and land rights? We will analyze women's movements in the United States and in developing nations, including transnational feminist networks, African American women in the civil rights movement, working-class women's mobilizations, women environmentalists, and women in right-wing hate movements. Students will develop an understanding of social activism from a sociological as well as activist perspective. Questions asked include why do women participate in social activism? Why and when do women's movements emerge and how do they organize themselves? [3] (SBS)

SOC 1111-18: Artistic Dreams, Communities, and Pathways

Freelance arts professionals, in our enterprising age, assume multiple roles. They strive to become artists, entrepreneurs, and advocates and "network" feverishly to pursue their careers. Yet, as freelancers in risky labor markets, they have volatile incomes and often lack health insurance. This seminar addresses sociologically how arts professionals' dreams inspire and how their artistic communities enable them to seize opportunities and confront risk. We will focus on scholarly works

and on transcripts of original interviews with 72 Nashville music artists, entrepreneurs, and advocates that the instructor and his research team conducted for the Nashville Music Careers research project. [3] (SBS)

SOC 1111-22: Mass Incarceration in the United States

Why does the U.S. have the highest incarceration rate in the world? We will begin our study of U.S. prisons with the period at the end of the Civil War, and consider several historical eras. We will give particular attention to the period from the 1970s to the present, when rates of incarceration rose sharply, especially among African-American men. Throughout the course, we will examine sociological explanations for the changing role of incarceration in the U.S. and for the effects of mass incarceration on society. [3] (SBS)

Spanish

SPAN 1111-01: Twentieth-Century Spanish American Literature in English Translation

This course will trace the development of eco-critical perspectives in literature from Chile, Colombia, Costa Rica, Cuba, Mexico, and Peru from pre-Columbian times to the twentieth century. How do matters of environmental health and justice emerge in literature? We will explore literary representations of the natural world, cultural constructions of the environment, and views of Spanish American writers regarding the dynamic interplay between humankind and nature. We will begin with indigenous texts and end with a novel that calls the reader to environmental activism. Knowledge of Spanish is not required. [3] (HCA)

SPAN 1111-08: Eco-critical Perspectives in Latin American Literature

This course will trace the development of eco-critical perspectives in literature from Chile, Colombia, Costa Rica, Cuba, Mexico, and Peru from pre-Columbian times to the twentieth century. How do matters of environmental health and justice emerge in literature? We will explore literary representations of the natural world, cultural constructions of the environment, and views of Spanish American writers regarding the dynamic interplay between humankind and nature. We will begin with indigenous texts and end with a novel that calls the reader to environmental activism. Knowledge of Spanish is not required. [3] (HCA)

Theatre

THTR 1111-04: Visual Storytelling in Theatre and Film

As an introduction to the use of visual design elements in theatre and film productions, we will discuss the artists (directors, actors, designers, cinematographers) who collaborate to create theatre and film and examine their processes for making such visual choices. We will watch plays and films in order to explore and understand the collaborative process. Discussions of these productions and writing assignments will help to develop your understanding of how visual designs are created and how they communicate conceptual ideas to an audience. [3] (HCA)

THTR 1111-05: Sustainable Fashion: Issues, Practices, and Possibilities

Critical examination of the economic, human, and environmental cost of the current “fast-fashion” industry. Specific eras of the history

of fashion through the lens of sustainability, as it has evolved to meet the ever-changing consumer. We will explore transformative solutions for pressing global issues of unsustainable practices and use hands-on activities to experience how fashion is designed and produced. [3] (P)

Women’s and Gender Studies

WGS 1111-07: Gendered Lives

This course examines how literary texts represent gendered lives. Using contemporary critical techniques and historical approaches, the course will explore how gender is determined by environment, personal choice, and social expectations. Authors will include Toni Morrison, Alice Walker, Kate Chopin, Charlotte Perkins Gilman, and Virginia Woolf. [3] (HCA)

HOW TO CHOOSE COURSES FOR YOUR FIRST SEMESTER AT VANDERBILT

With so many options, it can be challenging to select your first-semester courses. Think about choosing courses that will build on previous knowledge, introduce you to a possible major, or simply broaden your perspective on a subject that interests you.

Most first-year students are encouraged to take 12 credit hours (approximately four courses) in their first semester, but this will vary depending on a student's interests and background. After their first semester, most students take an average of 15 credit hours per semester (approximately five courses).

A typical first-semester course selection might include:

- First-Year Writing Seminar;
- Mathematics or humanities course;
- Foreign language course; and
- Laboratory science or social science course.

Following those guidelines, here are two sample first-semester programs:

1. History 1111 (for the First-Year Writing Seminar requirement)
Mathematics 1100
Hebrew 1101
Political Science 1103
2. English 1111 (for the First-Year Writing Seminar requirement)
1000-level history course
French 1101
Astronomy 1010 and 1010L

There are many ways to vary your schedule. Note that most courses at the 2000 level and above are intended for sophomores, juniors, and seniors.

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

- Your scores on College Board SAT Subject Tests or departmental placement tests will determine the courses you should take in writing, mathematics, and foreign language.
- Your course load may vary from four to five courses a semester, depending upon the total number of credit hours required for each course. *If you have a 4-credit-hour science course and a language course, you will not want to register for a fifth course during your first semester.*
- You may not enroll in more than 18 credit hours in either of your first two semesters.
- Your interests and objectives should guide your course selection within the framework of AXLE.

Your pre-major adviser will be in touch with you over the summer prior to your first semester, and will be a helpful resource for course selection.

HOW TO PLACE YOURSELF IN COURSES FOR AXLE

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

FOREIGN LANGUAGE PLACEMENT

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

French

You will be placed in French courses on the basis of your score on the College Board SAT Subject Test in French or a departmental test. If you have studied French but have not taken the SAT French Subject Test, you may place yourself into a French course based on your score on the online departmental placement test. You may take the departmental test over the summer or once you arrive on campus. The departmental test is available at www.cas.vanderbilt.edu/french. You will need a valid Vanderbilt email address to use this site. If you have not taken a placement test, register tentatively in the course for which you believe yourself prepared on the basis of your high school work. (Two years of high school French typically prepare students for French 1103.) Placement test results will be used to change placement if advisable.

1. If you have never studied French in high school, register for French 1101.
2. If your SAT French Subject Test score is 500 or below, or your departmental placement score is below 260, register for French 1101.
3. If your SAT French Subject Test score is between 501 and 530 or your departmental placement score is between 260 and 349, register for French 1103.
4. If your SAT French Subject Test score is between 531 and 590 or your departmental placement score is between 350 and 419, register for French 2203.
5. If your SAT French Subject Test score is above 590 or your departmental placement score is above 420, register for French 2501W.

German

You will be placed in German courses by the department on the basis of your score on the College Board SAT German Subject Test. If you have not taken the SAT German Subject Test, you are urged to do so during either the summer or the fall orientation period. If you have not taken the test, you should enroll in the course for which you believe yourself to be prepared. (Students with two years of high school German typically enroll in German 2201.) Recommended placements are given below.

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

Latin

If you had Latin in high school and intend to enroll in a Latin course at Vanderbilt, you should have taken the College Board SAT Subject Test in Latin. Placement is based on both the SAT Subject Test and the number of high school units completed.

1. If you have never studied Latin, or have studied one year of Latin but score below 480 on the SAT Latin Subject Test, register for Latin 1101.
2. Latin 1103 is an intensive review of first-year Latin for students who have had two years of high school Latin but need a “refresher” course before entering the intermediate level.

3. If you score between 480 and 520 on the SAT Latin Subject Test you should enroll in Latin 1102, regardless of how many years of Latin you completed in high school.
4. Most students who have had three years of Latin, and all students who score between 530 and 620, should register for Latin 2201.
5. If you have had three or four years of high school Latin and score at least 630 on the SAT Latin Subject Test, you should register for Latin 2202. This course is usually offered only in the spring semester.
6. If you have studied four years of Latin and score at least 680 on the SAT Latin Subject Test, you may register for Latin 3110 or above.

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

Portuguese

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

Russian

If you have never studied Russian, register for Russian 1101. If you have studied Russian, consult with the Department of German, Russian and East European Studies for placement.

Spanish

You will be placed in Spanish courses on the basis of your score on the College Board SAT Spanish Subject Test or, preferably, the departmental placement test. The departmental test is available online at www.cas.vanderbilt.edu/spanish. You will need a valid Vanderbilt email address to use this site. You may take the test over the summer or once you arrive on campus.

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

Other Languages

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

Arabic	1101
Chinese	1011 or 1101
Creole	1101
Greek	1101
Hebrew	1101
Hindi Urdu	1101
Italian	1101
Japanese	1011 or 1101
K'iché	1101
Tibetan	1101

FOREIGN LANGUAGE PROFICIENCY

Students who wish to demonstrate proficiency in a foreign language, but who have not taken a class at Vanderbilt and do not have an appropriate AP, IB, or SAT II test score, must do so via testing through the Tennessee Language Center (TLC). To demonstrate proficiency for AXLE, students must score 4 or higher on both the written and oral TLC tests. (Latin and classical Greek are exceptions; proficiency tests for those two languages are administered through the Department of Classical Studies.) Students who demonstrate proficiency in a foreign language to the level of a second-semester language acquisition course taught at Vanderbilt are not required to take any further language instruction, but must still complete three courses in the International Cultures category in AXLE.

MATHEMATICS

If you choose to take a mathematics course, the course you should register for depends on the strength of your background, your interest in pursuing the subject, and your plans for a major. The key question to ask yourself is whether you intend eventually to take calculus. Based on your background, you may take one of several courses. Math 1100 is intended for students who want a broad survey of calculus in one semester but do not intend to take any additional courses in calculus. Students who need one year of calculus or desire a deeper treatment of the subject than 1100 provides should take 1200. Finally, students who need a complete calculus sequence or plan on continuing with math beyond calculus, such as engineering, mathematics, and science majors, should begin with 1300.

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

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

If you take Math 1200, you may plan to take 1201 the fol-

lowing semester; those who start with Math 1300 normally follow with 1301. Students who begin with Math 1100 are presumably finished with calculus, but they may take additional courses in either probability (Math 1010–1011), statistics (Economics 1500 or 1510), or logic (Philosophy 1003). Switching from one calculus sequence to another is possible, but you may lose credit hours in the process.

If you do not intend to take any calculus, you may want to enroll in Math 1010, which is an introduction to probability and statistics. Students who take Math 1010 in the fall usually take Math 1011 in the spring. (Only Math 1011 counts toward the AXLE Mathematics and Natural Sciences requirement.)

NATURAL SCIENCES

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

Biological Sciences

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

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

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

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

(Biological Sciences 1100/1100L, 1103, and 1105 are not intended for students interested in majors in the life sciences or for pre-health professional students.)

Biological Sciences 1510–1511, Introduction to Biological Sciences. Sequence provides students with an integrated approach to the science of life from molecules to ecosystems. Serves as preparation for students interested in majors in the life sciences and pre-health professional students. Normally accompanied by Biological Sciences 1510L–1511L lab courses.

Chemistry

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

If you intend to take courses in chemistry solely for the purpose of fulfilling the Mathematics and Natural Sciences requirement for AXLE and do not plan to take any higher-level chemistry courses, you should take Chemistry 1010 or 1020, normally accompanied by Chemistry 1010L or 1020L lab courses.

Natural Science Majors. If you intend to major in a natural science or to take a higher-level chemistry or other science course, you should take Chemistry 1601–1602, with the accompanying lab courses, 1601L–1602L. This sequence is designed for the majority of students intending to take introductory chemistry. See the CASPAR webpage for information on Chemistry 1601 placement and preparation.

Students who have earned a 5 on the Advanced Placement Test in Chemistry may want to consider the Chemistry 2211–2212 sequence (with accompanying 2221L–2222L). This course is Organic Chemistry designed for entering students with a strong background in chemistry or Advanced Placement credit for General Chemistry.

Physics

Introductory physics is offered at four levels, each with the appropriate laboratory. The course descriptions below provide guidance. All potential physics majors are strongly urged to consult with the director of undergraduate studies for Physics and Astronomy when planning course choices for their first semester, as they should have a plan for both physics

and mathematics courses that ensures they will have the necessary pre- and co-requisites for more advanced courses.

1. *Physics 1010, Introductory Physics.* General introduction to physics, intended for liberal arts students without a strong background in mathematics or science who are fulfilling the Mathematics and Natural Sciences requirement of AXLE, as well as students with a general interest in the subject. The content is taken from classical physics dealing with mechanics, motion, forces, conservation laws, light, heat, and electricity. It is not recommended preparation for further study in a natural science, and is not adequate preparation for the health professions or engineering. Normally accompanied by Physics 1010L.
2. *Physics 1501–1502, Introductory Physics for the Life Sciences.* Calculus-based introduction to physics within the context of life science applications. Serves as preparation for premedical and other pre-health professional students. Normally accompanied by Physics 1501L–1502L.
3. *Physics 1601–1602, General Physics.* Designed for engineering and science students who need or desire a calculus-based introductory physics course. Serves as preparation for majors in the natural sciences or mathematics and for other students with a quantitative interest in the subject. Normally accompanied by Physics 1601L–1602L.
4. *Physics 1911–1912, Principles of Physics.* Designed for physics and astronomy majors and those science, engineering, and mathematics majors who intend to pursue a research-oriented career. It differs from 1601–1602 in emphasis, and assumes a previous study of calculus.

Students in 1911 (Fall) do not have an accompanying lab and instead are expected to take CS 1101 (not CS 1103). Students continuing in 1912 in the spring will begin the lab sequence with 1912L at that time. Students with exceptionally strong backgrounds in both physics and mathematics, in particular those with AP credit for 1601, 1601L, 1602, and 1602L, might be prepared to begin their study of physics at Vanderbilt in Physics 2255 (Fall) and with the lab sequence 2255L (Fall) and 2953L (Spring). Students with this level of preparation are strongly advised to consult with the director of undergraduate studies for Physics and Astronomy before enrolling in 2255.

HOW TO PLACE YOURSELF IN COURSES FOR SPECIFIC PRE-PROFESSIONAL TRACKS

For a full list and description of majors, consult the Undergraduate Catalog or the College of Arts and Science website. If you already have a reasonably clear plan for a specific major program, you should consult the department website to learn of any recommendations for entering students. Many students come to college without a clear idea of which subject they will ultimately choose as a major. If you are one of this group, you should take a variety of courses in areas that interest you.

PRE-BUSINESS

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

PRE-HEALTH PROFESSIONS

There is no preferred pre-health professions major. Students should take courses designed for science majors from biological sciences, chemistry, or physics. A first-semester course selection for a potential premedical or pre dental student would typically include Chemistry 1601/1601L and a First-Year Writing Seminar, along with other courses of interest.

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

Some medical schools require college-level mathematics. The physics sequence at Vanderbilt intended for students in the life sciences (1501–1502) requires familiarity with calculus, and so you should consider taking a calculus course during your first or second year. It may also help to take statistics before the end of your junior year. In addition, most medical and dental schools require a year of English and/or writing-intensive courses.

For more detailed information, see the website of the Vanderbilt Health Professions Advisory Office: vanderbilt.edu/hpao.

PRE-LAW

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

HOW TO REGISTER: SOME GENERAL QUESTIONS

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

A. Entering students sometimes assume that parents, teachers, upperclass Vanderbilt students, and even information gathered via social media can help with course selection. These sources may be useful on occasion, but we DO NOT recommend that you rely on them for information on academic matters such as requirements of course selection. You will be assigned a CASPAR adviser, who will be available to work with you over the summer and will serve as your pre-major adviser until you declare a major. CASPAR advisers' expertise lies in pre-major requirements and AXLE. They also have access to test scores and other information that is essential for proper placement in courses.

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

A. Follow the instructions in the Registration Checklist for New Students and the YES primer available at as.vanderbilt.edu/oas/newstudents.

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

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

Q. Should I schedule courses back to back?

A. Classes are scheduled ten minutes apart. In most instances, this is sufficient time to travel from one class to the next; however, you should allow at least 15 minutes between The Ingram Commons and some other areas of campus.

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

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

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

A. You will not receive your 2019 AP scores until July. If AP credit requires changes in your course selection, you will be able to make those changes with your CASPAR adviser during the summer or when you arrive on campus. Please be sure that you have requested your scores to be sent to Vanderbilt via the College Board.

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

A. If you cannot register during the June Registration Period, you will have another opportunity to register later in the summer. You may not change your assigned registration window.

RULES OF THE ROAD: A HOW-TO GUIDE TO SURVIVING AND SUCCEEDING IN ACADEMIA (AND BEYOND)

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

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

- The instructor of the class
- Your CASPAR adviser
- The Arts and Science Dean's Office for Undergraduate Education and the Office of Academic Services (350 Buttrick Hall)
- The Writing Studio
- Tutoring Services at 1801 Edgehill and in Featheringill Hall

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

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

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

Professors interact with many students each semester, so do not expect them to always remember your name.

Pay careful attention to the requirements of each course.

These will be given on a written document called a syllabus, announced in class, or posted online—or all three. In college each course and each professor is different—do not assume

that what is true for one class will be true for another. You are responsible for knowing what is being required of you—if it isn't clear, **ask**.

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

Professors have many different duties (research, teaching, and administration) that may take them away from their offices. Professors are usually quite willing to talk to students, but they are usually more approachable if you come at a convenient time. If you have an appointment with a professor and he or she is not in the office when you arrive, wait a few minutes.

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

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

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

Whether you call, email, or go by, if the professor is not in, leave a message. He or she will get back to you. If not, try sending the email again, or visit the professor during office hours.

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

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

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

HOW TO DO WELL IN YOUR COURSES

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

Go to class, know what is required in your courses, do the work, find out how your work is being evaluated, and, if you detect a potential problem, seek assistance. One primary difference between high school and college is the greater responsibility for your education that you have as a college student; the first move is almost always up to you.

Know what is required in your courses.

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

However, do not assume that the syllabus distributed on the first day is the last word.

Professors often announce changes and additions to the syllabus in class. Try not to rely on your friends for such information. Word of mouth is often incorrect or incomplete.

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

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

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

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

If you do not know what approach is the best one to take for one of your courses, **ask** the instructor. If you feel you need additional help in adapting your study habits to particular

courses, see your adviser. If you are having difficulty with your writing assignments, contact the Writing Studio. For additional guidance in particular subjects, visit tutoring centers provided by both the College of Arts and Science and (for some calculus and natural science courses) the School of Engineering. The University Counseling Center also provides workshops on many different types of study skills. Contact your adviser or the University Counseling Center for more information, vanderbilt.edu/ucc. All of these services are free of charge.

Do all that is required for the course.

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

Another reason students sometimes give for not doing course work is that they “don’t like” a certain type of professor, course, or assignment. These are often the students heard at the end of the semester saying, “Can I make it up with extra credit?” Needless to say, this is self-defeating behavior. If you frequently find yourself simply not doing the required work, seek help from your adviser, the Dean’s Office, or the University Counseling Center.

Take advantage of any assistance that is offered.

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

Monitor your progress in your courses.

At the most basic level, this means picking up your papers and finding out your test scores. If you are not doing as well as you would like, try to analyze the situation objectively.

Hopeless despair (“I’m just stupid; I’ll never understand”) and blind optimism (“That was just bad luck; I’ll do a lot better next time”) can both be counterproductive because they may keep you from identifying the real problem. It is difficult to be objective about your own performance, so if you need help with your particular problem, see the instructor or your adviser.

HOW TO GET HELP

Everyone is going to have at least one problem with a course during their academic career. When you have one, don’t panic.

See the instructor as soon as you can.

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

Bring all relevant information with you.

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

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

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

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

If you are upset about your performance in a course, don’t get upset with the professor. This sort of approach is likely to be counterproductive. So, instead of saying, “I don’t know why I didn’t get a higher grade because I studied hard,” try “I’d like some advice about how I can understand the material better.” This is a much more productive and constructive approach. Also try to be honest with instructors about your strengths and weaknesses; it may help them to help you. For instance, if you are having a problem with rote memorization, an instructor might give you a few mnemonics (memory aids) to help.

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

This gives you an out if you pick an incorrect course or get yourself into irredeemable trouble. You should remember, however, that withdrawing late in the semester will be recorded on your transcript as a “W.” Good planning and hard work usually prevent such problems.

A BRIEF SUMMARY OF AXLE

1. The Writing Requirement (three to four courses)
 - a. English Composition (appropriate test score or one course, ENGL 1100)
 - b. First-Year Writing Seminar (one course)
 - c. 1000-level W Requirement (one course)
Must be completed by the end of the fourth semester.
 - d. One 1000-level or 2000-level or higher W or approved Oral Communication course in the College of Arts and Science.
Must be completed before graduation.
(First-Year Writing Seminars, 1000- and 2000-level or higher W courses, and approved Oral Communication courses also count in their appropriate distribution areas within the Liberal Arts requirements.)
2. The Liberal Arts Requirement (13 courses)
Must be taken from at least seven departments.
 - a. HCA — Humanities and the Creative Arts (three courses)
 - b. INT — International Cultures (three courses)
 - c. US — History and Culture of the United States (one course)
 - d. MNS — Mathematics and Natural Sciences (three courses)
 - e. SBS — Social and Behavioral Sciences (two courses)
 - f. P — Perspectives (one course)

GUIDELINES AND REGISTRATION CHECKLIST FOR TRANSFER STUDENTS

*All of the information that you need to register for courses for the fall semester is available from the website as.vanderbilt.edu/students/student-resources.php. Scroll down to *Important Forms and Documents*. Read these materials carefully, and submit syllabi for evaluation as quickly as possible. While this booklet is designed primarily for first-year students, the general information about AXLE requirements and registration procedures applies to all students.*

GENERAL GUIDELINES AND DEGREE REQUIREMENTS

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

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

WHAT YOU WILL NEED TO REGISTER

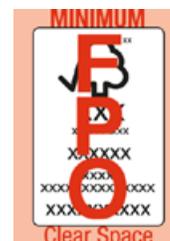
1. **An email message from the Office of Academic Services of the College of Arts and Science.** This message contains:
 - a. The name of your CASPAR Transfer Adviser,
 - b. Information about how to schedule a call with your adviser, and
 - c. The phone number to call between 9:00 a.m. and 4:00 p.m. CDT.
2. ***On the Road with AXLE* booklet** (this booklet)
3. **YES: A Primer**—Contains detailed information about the online registration process with sample page shots to help you navigate through the system.

BEFORE YOU CONSULT WITH YOUR CASPAR TRANSFER ADVISER

1. Read the *On the Road with AXLE* booklet.
2. Read over the **YES** primer so that you will know how to choose courses, put them in the Cart, and then register for them.
3. Choose the four or five courses you want to take by placing them in your Cart. (You may also select some alternate courses.) Your adviser will be able to see them and determine if the choices you have made are appropriate.

SPRING SEMESTER, 2020

January 2	Deadline for receipt of payment of tuition, fees, and all other charges associated with the beginning of the semester.
January 6	Classes begin.
January 13	Open Enrollment Period in YES ends at 11:59 p.m. CST. Last day students may make changes to class schedules online.
January 14– January 20	Administrative Change Period. Students may add, drop, or change levels in mathematics and foreign languages with required forms. Forms are available in the Arts and Science Dean’s Office and are due by 4:00 p.m. CST.
January 21– March 13	Withdrawal Period. An adviser’s signature is required for any student who wishes to withdraw from a course.
March 5	Mid-semester deficiency reports issued. First-year students who receive one or two are asked to see their advisers. First-year students who receive three or more are asked to meet with a dean.
Early April	Enrollment windows open for fall. First-year students must meet with their CASPAR advisers to have the Adviser Hold released.
April 20	Classes end.
April 21– April 30	Reading Days and Final Exam period.





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