

# Vanderbilt University Graduate School

[www.vanderbilt.edu/gradschool/](http://www.vanderbilt.edu/gradschool/)







# Graduate School



Vanderbilt  
University  
2003/2004

Containing general information  
and courses of study  
for the 2003/2004 session  
corrected to 11 July 2003  
Nashville

The University reserves the right, through its established procedures, to modify the requirements for admission and graduation and to change other rules, regulations, and provisions, including those stated in this bulletin and other publications, and to refuse admission to any student, or to require the withdrawal of a student if it is determined to be in the interest of the student or the University. All students, full-or part-time, who are enrolled in Vanderbilt courses are subject to the same policies.

Policies concerning non-curricular matters and concerning withdrawal for medical or emotional reasons can be found in the *Student Handbook*.

#### NONDISCRIMINATION STATEMENT

In compliance with federal law, including the provisions of Title IX of the Education Amendments of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990, Vanderbilt University does not discriminate on the basis of race, sex, religion, color, national or ethnic origin, age, disability, or military service in its administration of educational policies, programs, or activities; its admissions policies; scholarship and loan programs; athletic or other University-administered programs; or employment. In addition, the University does not discriminate on the basis of sexual orientation consistent with University non-discrimination policy. Inquiries or complaints should be directed to the Opportunity Development Officer, Baker Building, VU Station B #351809, Nashville, Tennessee 37235-1809. Telephone (615) 322-4705 (V/TDD); fax (615) 343-4969.

The text of this bulletin is printed on recyclable paper with biodegradable ink.

**Copyright © 2003 Vanderbilt University**

Printed in the United States of America

# Contents



<b>Calendar</b>	<b>6</b>
<b>Graduate Study at Vanderbilt</b>	<b>7</b>
<b>Academic Programs</b>	<b>15</b>
<b>Academic Regulations</b>	<b>21</b>
<b>Admission</b>	<b>33</b>
<b>Financial Information</b>	<b>37</b>
<b>Life at Vanderbilt</b>	<b>45</b>
<b>Courses of Study</b>	<b>57</b>
<b>Administration and Faculty</b>	<b>332</b>
<b>Index</b>	<b>385</b>

## **Graduate School Calendar 2003/2004**

### FALL SEMESTER 2003

Classes begin / Wednesday 27 August

Last day to submit Intent to Graduate forms for December graduation / Friday 19 September

Homecoming / Saturday 11 October

October break / Monday 20 October–Tuesday 21 October

Last day to withdraw from courses without academic penalty / Friday 24 October

Thanksgiving holidays / Saturday 22 November–Sunday 30 November

Final day for presentation of theses and dissertations for graduation in December /

Friday 5 December

Reading days and examinations / Friday 12 December–Saturday 20 December

Fall semester ends / Saturday 20 December

### SPRING SEMESTER 2004

Classes begin / Wednesday 14 January

Last day to submit Intent to Graduate forms for May graduation / Monday 2 February

Spring holidays / Saturday 6 March–Sunday 14 March

Last day to withdraw from courses without academic penalty / Friday 19 March

Founder's Day / Friday 19 March

Final day for presentation of theses and dissertations for graduation in May /

Thursday 1 April

Reading days and examinations / Wednesday 28 April–Thursday 6 May

Commencement / Friday 14 May

# Graduate Study at Vanderbilt

**G**RADUATE work has held a central place in the program of Vanderbilt University since it opened in 1875. The first Doctor of Philosophy degree was granted in 1879; the 2,000th in 1975, the University's centennial year. The 3,000th was given in 1985. By way of comparison, the first Ph.D. given by an American university was awarded in 1861, and the second American institution to offer the degree did so in 1870.

A separate Graduate School was established at Vanderbilt in 1935 by action of the Board of Trust, with an official faculty selected from the College of Arts and Science and various schools of the University. Selection is based on the individual faculty member's administrative responsibility or substantial participation in graduate instruction.

Vanderbilt offers to able and serious students a faculty that is active in research and deeply committed to the development of scholars. Students participate in classroom, tutorial, and collegial modes of learning and in systematic independent inquiry, in a setting that allows them to see scholars at work, day in and day out, as an important means of learning the scholar's art. Students are in situations in which they are known personally and well, and concern for what happens to them is very strong.

Vanderbilt is a member of the Association of American Universities, a sixty-two-member organization of research-intensive universities. The doctor of philosophy especially, but also the master of arts and master of science, are research degrees, offered by a faculty of research scholars.

The objectives of the Graduate School are to train scholars and to promote research. The faculty seeks to provide every student with thorough knowledge of a particular field and a mastery of the methods of productive scholarship. Wherever feasible, the faculty intends to provide opportunity for all Ph.D. candidates to have supervised teaching experiences.

The Graduate School enrolls about 1,900 students. About 47 percent are women, and 31 percent come from foreign countries.

## **The University**

Commodore Cornelius Vanderbilt, who gave a million dollars to build and endow Vanderbilt University in 1873, expressed the wish that it "contribute . . . to strengthening the ties which should exist between all geographical sections of our common country."

A little more than a hundred years later, the Vanderbilt Board of Trust adopted the following mission statement: "We reaffirm our belief in the unique and special contributions that Vanderbilt can make toward meeting the nation's requirements for scholarly teaching, training, investigation, and service, and we reaffirm our conviction that to fulfill its

inherited responsibilities, Vanderbilt must relentlessly pursue a lasting future and seek highest quality in its educational undertakings."

Today as Vanderbilt pursues its mission, the University more than fulfills the Commodore's hope. It is one of a few independent universities with both a quality undergraduate program and a full range of graduate and professional programs. It has a strong faculty of more than 2,000 full-time members and a diverse student body of about 10,500. Students from many regions, backgrounds, and disciplines come together for multidisciplinary study and research. To that end, the University is the fortunate recipient of continued support from the Vanderbilt family and other private citizens.

The 330-acre campus is about one and one-half miles from the downtown business district of the city, combining the advantages of an urban location with a peaceful, parklike setting of broad lawns, shaded paths, and quiet plazas.

The schools of the University offer the following degrees:

*College of Arts and Science.* Bachelor of Arts, Bachelor of Science.

*Graduate School.* Master of Arts, Master of Arts in Teaching, Master of Liberal Arts and Science, Master of Science, Doctor of Philosophy.

*Blair School of Music.* Bachelor of Music.

*Divinity School.* Master of Divinity, Master of Theological Studies.

*School of Engineering.* Bachelor of Engineering, Bachelor of Science, Master of Engineering.

*Law School.* Doctor of Jurisprudence, Master of Law.

*School of Medicine.* Doctor of Audiology, Doctor of Medicine, Master of Medical Physics, Master of Public Health, Master of Science in Clinical Investigation.

*School of Nursing.* Master of Science in Nursing.

*Owen Graduate School of Management.* Master of Business Administration.

*Peabody College.* Bachelor of Science, Master of Education, Doctor of Education.

No honorary degrees are conferred.

### *Accreditation*

Vanderbilt University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033, telephone number 404-679-4500) to award bachelor's, master's, specialist's, and doctor's degrees. Vanderbilt is a member of the Association of American Universities.

### **Facilities**

Vanderbilt has many special facilities for study and research in particular areas, as well as the traditional classroom and laboratory facilities associated with graduate instruction.

Graduate instruction in the humanities, the biological sciences, and the social sciences is conducted in Buttrick, Calhoun, Furman, Garland, and



Wilson halls. Graduate work in religion uses the full facilities of Vanderbilt Divinity School.

The Stevenson Center for the Natural Sciences, a complex of seven connected buildings, includes laboratory and lecture facilities for biological sciences, chemistry, geology, mathematics, and physics. A 60-centimeter telescope in the Arthur J. Dyer Observatory, situated on a 1,131-foot hill six miles south of the campus, is used in astronomy.

Classrooms and laboratories of Peabody College are used for graduate instruction in education and psychology and human development.

Laboratories for the biomedical sciences—biochemistry, cell biology, cellular and molecular pathology, microbiology and immunology, molecular physiology and biophysics, and pharmacology—are in the Vanderbilt Medical Center in Medical Center North, Light Hall, Preston Research Building, and Robinson Research Building. The A. B. Learned Laboratories and Medical Research Building III provide additional facilities for biological sciences. Graduate students in neuroscience use facilities across campus with a home in the Vanderbilt Brain Institute.

Graduate work in engineering uses the laboratories of the School of Engineering, including those in the Olin Hall of Engineering, Featheringill Hall, Jacobs Hall, as well as the Stevenson Center.

The facilities of Owen Graduate School of Management are used for graduate study in management. Graduate students in nursing use the facilities of Godchaux and Frist Halls, and those in hearing and speech sciences use classrooms and laboratories in the Bill Wilkerson Center.

### *The Jean and Alexander Heard Library*

“We often tend to think of a library simply as a collection of books. What we sometimes forget is that a library is a place of interaction, where the minds of students and faculty collide with other minds removed in time and place.” —*Chancellor Emeritus Alexander Heard.*

The Jean and Alexander Heard Library is one of the important research libraries in the Southeast, with more than 2.7 million volumes in nine libraries. Most materials are shelved in open stacks and are available to students and faculty through Acorn, the library’s online catalog. The Heard Library Web site also provides access to a growing number of full-text journals, as well as indexes and other research resources, and is accessible remotely via the campus network and from workstations in each library.

The divisions of the Heard Library include:

*Central Library* (contains resources in the social sciences and humanities)

*Divinity Library*

*Education Library*

*Alyne Queener Massey Law Library*

*Walker Management Library*

*Annette and Irwin Eskind Biomedical Library*

*Anne Potter Wilson Music Library*

*Sarah Shannon Stevenson Science and Engineering Library*

*Special Collections and University Archives*

For more information about library collections, facilities, and services, see the library's portal, [www.library.vanderbilt.edu](http://www.library.vanderbilt.edu).

### **Information Technology Services**

Information Technology Services (ITS) offers voice, video, data, and computing services to Vanderbilt students, faculty, and staff.

ITS maintains and supports VUNet, the campus-wide data network that provides access to the Internet, as well as VUNetID, which enables Vanderbilt users to identify themselves to certain services on VUNet. Services currently authenticated by VUNetID include OASIS, the University's course registration system; Prometheus online courseware; VUmail, the University's electronic message system; and VUspace, the University's network file system.

The ITS research support team facilitates efficient and cost-effective access to statistical and research tools, provides a means for communication and collaboration among researchers through the use of computing technology, and offers consultation in statistical techniques and software. Research Support also facilitates access to remote data sites like the ICPSR (social science) software and databases. In addition, some commonly-used data sets are available to students on a portion of VUspace. For more information on Research Support, see [www.vanderbilt.edu/its/research/](http://www.vanderbilt.edu/its/research/).

All campus residences are included in ResNet, which provides services for direct connection to VUNet. For more information about ResNet, visit [www.vanderbilt.edu/resnet/](http://www.vanderbilt.edu/resnet/). For dial-up connection, ITS offers VUaccess. Find more information about VUaccess at [www.vanderbilt.edu/vuaccess/](http://www.vanderbilt.edu/vuaccess/).

ITS also maintains the campus voice network, offering several services. Each residential student has a personal phone line as well as an option to purchase voice mail service. Residential students are also eligible for a V-net long distance code enabling low-cost long distance calls from campus. For more information on ITS services, visit the Web page at [www.vanderbilt.edu/its/](http://www.vanderbilt.edu/its/).

The ITS Help Desk is an information center designed to help students, faculty, and staff find answers to questions about connecting to VUNet and using VUNet services. Help Desk locations, hours, contacts, and other information can be found at [www.vanderbilt.edu/helpdesk/](http://www.vanderbilt.edu/helpdesk/).

For more information on computing at Vanderbilt, visit the "Computing at Vanderbilt" Web page, [www.vanderbilt.edu/compute/](http://www.vanderbilt.edu/compute/).

### **The Center for Teaching**

The Center for Teaching, located in 116 Calhoun Hall, offers services to the entire Vanderbilt University teaching community, including those who currently teach, those who are just beginning to teach, and those who anticipate that teaching may be a part of their careers. The services of the center are available to all graduate students, and some programs are provided especially for TAs. Programs of the center for graduate students include:

*Fall TA Orientation and Workshops* — This event informs TAs about university policies and procedures, familiarizes TAs with teaching methods that serve their discipline's needs, and provides initial opportunities for TAs to discuss teaching-related issues and concerns.

*Future Faculty Preparation Program (F2P2)* — F2P2 is a self-directed program of professional development for graduate students interested in pursuing academic careers. Designed to introduce graduate students to the range of faculty roles and responsibilities at various types of academic institutions, the program offers activities in the areas of professional development, teaching and learning issues, and the world of the university.

*GradSTEP* — The Graduate Student Teaching Event for Professional Development is an annual conference held in January that provides graduate students with concurrent sessions on topics ranging from preparing for the job market to balancing teaching and research.

*ITAP* — The International Teaching Assistant Program provides support and practice in English, teaching, and cultural adjustment for international TAs.

*Graduate Teaching Fellows and Teaching Affiliates Program* — Graduate students have the opportunity to work at the center facilitating the programs offered to graduate students, consulting with TAs, and collaborating on teaching-related projects.

For more information, access to our library, or our online newsletter, *The Teaching Forum*, please visit the Center for Teaching Web site at [www.vanderbilt.edu/cft/](http://www.vanderbilt.edu/cft/) or stop by the Center for Teaching, 116 Calhoun Hall or 007 Calhoun Hall, (615) 322-7290.

## Transinstitutional Initiatives

The connection between research and graduate education is a strong one at Vanderbilt. This list offers only a sample of the research opportunities Vanderbilt offers.

### **John F. Kennedy Center for Research on Human Development**

The John F. Kennedy Center for Research on Human Development is one of fourteen national centers for research on mental retardation and developmental disabilities supported in part by the National Institute of Child Health and Human Development. The mission of the Kennedy Center is to improve, through research, training, and outreach, the quality of life of persons with disorders of thinking, learning, perception, communication, mood and emotion caused by disruption of normal development. The center is a university-wide research, training, diagnosis, and treatment institute, embracing faculty and resources available through Peabody College, Vanderbilt University Medical Center, and the College of Arts and Science. The center's interdisciplinary research programs

address three broad areas: communication and learning, developmental neurobiology and brain plasticity, and emotion and mood.

The Kennedy Center has a distinguished record of training behavioral and biomedical scientists who are dedicated to solving problems of development and developmental disabilities. Center investigators are Vanderbilt faculty known nationally and internationally for their innovative research. The Kennedy Center is committed to moving research from the laboratory, to the classroom and clinic, to society.

Students have the opportunity to collaborate in research with mentorship from renowned scientists, especially with faculty in Vanderbilt research training programs associated with the Kennedy Center: mental retardation and developmental disabilities, special education, developmental psychopathology, neurogenomics, neuroscience, and vision science. Observation, practicum, and clinical experiences are available in the center's clinical programs: the Susan Gray School for Children, an early childhood education/special education program of Peabody College and the Kennedy Center; the Reading Clinic; the Developmental Disabilities Behavior Clinic; and the Family Research and Resources Clinic. The Kennedy Center is a participant in the Vanderbilt Brain Institute. Collaborative relationships with the Tennessee Departments of Education, Health, and Mental Health and Developmental Disabilities, and county school systems and community programs provide additional research and clinical opportunities. See the Web site at [www.vanderbilt.edu/kennedy/](http://www.vanderbilt.edu/kennedy/) for additional information.

### **Vanderbilt Brain Institute**

The Vanderbilt Brain Institute (VBI) promotes and facilitates the discovery efforts of Vanderbilt neuroscientists, the training of undergraduate and graduate students, and the coordination of public outreach in brain sciences. Research endeavors in the VBI include more than two hundred scientists from forty departments, centers, and institutes across the campus, spanning a spectrum of study from molecules to the mind.

Vanderbilt's neuroscience training programs foster the development of trainees to independent research scientists and educators, preparing them for careers in an integrative discipline. Students in the graduate neuroscience training program have the option of a curriculum and research program that emphasizes either cellular/molecular or integrative/cognitive neuroscience and are mentored by a distinguished training faculty reflecting the multidisciplinary nature of the field.

The VBI is also committed to educating the public about the extraordinary advances in brain research and how those discoveries significantly affect many aspects of people's lives. The institute annually sponsors Brain Awareness Month, a unique opportunity for Vanderbilt neuroscientists to interact with and educate the greater Nashville community about the progress, promise, and benefits of brain research.

---

---

The Vanderbilt Brain Institute is located in Medical Research Building III, with administrative offices on the first floor as of summer 2003. Contact VBI at (615) 322-3532, e-mail *brain.institute@vanderbilt.edu*, or visit the Web site at *http://braininstitute.vanderbilt.edu*.

### **Vanderbilt Institute for Public Policy Studies (VIPPS)**

In 2003/2004, VIPPS will be host to about forty to fifty projects, in policy areas as diverse as the problems of at-risk families, juvenile delinquency and anti-social behavior, partnering with low-income communities in solving real world problems, and the evaluation of alternatives for delivering mental health services to children. The total amount of direct research funding involved, flowing from about three dozen government, foundation, and corporate funding agencies will be almost \$5.5 million. Alongside research associates and faculty fellows, approximately two dozen graduate research assistants will be working on these projects. See the Web site at *www.vanderbilt.edu/VIPPS/* for more information about the institute and its individual centers.

### **Additional Research Programs, Centers, and Institutes**

- Vanderbilt Institute for Nanoscale Science and Engineering
- Program in Law and Business
- Vanderbilt Institute for Integrative Biosystems Research and Education
- Research in Proteomics and Functional Biology
- Institute of Chemical Biology
- Research in the Functional Genomics of the Zebrafish
- Center for the Americas
- Center for the Study of Religion and Culture
- Robert Penn Warren Center for the Humanities



HAROLD  
STIRLING  
VANDERBILT

# Academic Programs

THE Graduate School accepts candidates for advanced degrees in fifty-one fields. Master's degrees are available in forty-two disciplines and the Doctor of Philosophy in forty-four. The following table lists degree programs and the degrees available. A page reference indicates the location in this catalog of the program description and course offerings.

ACADEMIC PROGRAMS	MASTER'S	Ph.D.	Page
Anthropology	X	X	58
Art History	X		66
Astronomy	X		249
Biochemistry		X	70
Biological Sciences	X	X	73
Biomedical Engineering	X	X	77
Biomedical Informatics	X	X	81
Cancer Biology	X	X	85
Cell and Developmental Biology	X	X	87
Cellular and Molecular Pathology	X	X	90
Chemical Engineering	X	X	94
Chemistry	X	X	98
Civil Engineering	X	X	103
Classics	X	X	108
Community Research and Action	X	X	113
Comparative Literature	X	X	115
Computer Science	X	X	120
Economics	X	X	126
Electrical Engineering	X	X	134
English	X	X	141
Environmental Engineering	X	X	146
French	X	X	150
Geology	X		155
German	X	X	157
Hearing and Speech Sciences	X	X	164
History	X	X	171
Interdisciplinary Materials Science	X	X	180
Latin American Studies	X		187
Leadership and Policy Studies		X	190
Liberal Arts and Science (M.L.A.S.)	X		202
Management		X	203
Management of Technology	X		214
Mathematics	X	X	217
Mechanical Engineering	X	X	224
Microbiology and Immunology	X	X	228
Molecular Physiology and Biophysics		X	231
Neuroscience		X	234
Nursing Science		X	238

ACADEMIC PROGRAMS (continued)	MASTER'S	Ph.D.	Page
Pharmacology		X	241
Philosophy	X	X	244
Physics	X	X	249
Political Science	X	X	256
Portuguese	X		310
Psychology	X	X	263
Psychology and Human Development	X	X	269
Religion	X	X	274
Sociology	X	X	304
Spanish	X	X	310
Spanish-Portuguese		X	310
Special Education		X	316
Teaching and Learning	X	X	322

Courses of study on the graduate level are offered in a number of areas in which graduate degrees are not offered. Such courses are available as minor work and are described in this catalog's Courses of Study section.

Vanderbilt also offers professional degrees in business administration, divinity, education and human development, engineering, law, management, medicine, nursing, and public policy. Descriptions of these programs may be found in other Vanderbilt catalogs.

### Special Programs

#### *Graduate Program in Economic Development*

A specialized master's degree program in economics is offered for students from developing countries. The curriculum consists of four core courses in economic theory (macroeconomic and microeconomic), statistics, and econometrics and four electives and a two-semester research seminar. The program offers courses in international trade, project evaluation, and policy analysis; students may also take courses in many other areas of economics, business, finance, and public policy. Field trips are made each year to industries, farms, and communities in the region as well as to the World Bank, International Monetary Fund, and Federal Reserve Board in Washington.

The program is intended primarily for government officials from developing countries and university teachers of economics in those countries. Upon satisfactory completion of the program students are awarded a certificate. Those who meet the academic requirements of the University also receive the Master of Arts degree in economics. Students with a strong undergraduate background in economics who are proficient in English may be able to complete all M.A. requirements in twelve months, but experience indicates that most participants require at least eighteen months. Students with promising records may continue studying for the Ph.D. in economics, and are eligible for fellowship consideration.

A special fee of \$1,000 is required of all students in the program.



---

---

*Center for Latin American and Iberian Studies*

The University offers a program of graduate instruction and specialized research that relates the disciplines of the social sciences and humanities to Latin America, with emphasis on Brazil, Colombia, Venezuela, Peru, and Mexico. A joint degree program in which students may earn the M.B.A. and M.A. degrees is available through the Center and the Owen Graduate School of Management. For further information, see Latin American and Iberian Studies in the Courses of Study section.

*Master of Arts in Teaching*

The Master of Arts in Teaching (M.A.T.) degree available through the Graduate School is designed specifically for the preparation of secondary school teachers in one or more of the following subjects: biology, chemistry, earth science, economics, English, French, German, history, Latin, mathematics, physics, political science, psychology, sociology, and Spanish. The program is designed for those with a bachelor's degree with no professional education background and who are seeking an initial teaching license.

Requirements for admission are the same as for other degree programs in the Graduate School; candidates for the M.A.T. degree must maintain a *B* average in all major field and teacher education courses. Completion of the degree without initial teacher licensure requires a total of 36 semester hours of acceptable graduate work. At least 18 hours of this total must be completed in a major field for which teacher licensure is offered and at least 9 hours must be in teacher education course work. M.A.T. candidates seeking initial licensure must complete 29 hours of graduate or professional course work in teacher education for a total of at least 47 semester hours toward the degree. Students seeking initial licensure as part of the M.A.T. program must meet specific requirements monitored by the Office of Teacher Licensure to secure licensure recommendation. These students should identify themselves as early as possible in the M.A.T. program so that their credentials can be audited and screened by faculty in Peabody's Department of Teaching and Learning, through which the professional education component is offered to those who qualify. If review of the candidate's qualifications reveals deficiencies, additional requirements may be identified.

Teacher education programs at Vanderbilt are accredited by the Tennessee State Department of Education and the National Council for the Accreditation of Teacher Education (NCATE). Because of these accreditations and other reciprocal agreements, students who complete the licensure program qualify to be licensed in most other states and countries. The Tennessee State Department of Education calculated a composite pass rate of 100 percent for Vanderbilt graduates who completed a teacher education program during the 2001/2002 academic year and who took one or more PRAXIS examination(s) within the Tennessee-defined time period.

---

---

*Master of Liberal Arts and Science*

The Master of Liberal Arts and Science (M.L.A.S.) degree offers part-time adult students the intellectual stimulation of post-baccalaureate course work at a time in their lives when they can contemplate great ideas and enduring questions and measure them against their own life experiences. In discussion with other adult students under the leadership of distinguished faculty members, they are encouraged to look beyond disciplinary boundaries and explore connections that more specialized undergraduate degrees and focused career responsibilities may have obscured. Students often discover important professional and career benefits as well as personal development in earning a Master of Liberal Arts and Science degree. The requirements and curriculum provide flexibility in program design and course selection, and the tuition, scheduling, admission, and registration procedures acknowledge the special circumstances of the part-time adult student.

Courses are taught by tenured Vanderbilt faculty members (and, perhaps, some distinguished emeritus faculty) carefully selected for their recognized abilities as teachers and their special interest in the M.L.A.S. program. Each course meets one evening a week throughout the semester. Classes are limited in size to encourage optimal student-student and student-faculty interaction.

The Master of Liberal Arts and Science is awarded by the Graduate School and administered by the Dean's office of the College of Arts and Science. For more information contact the director of the M.L.A.S. program, Russell M. McIntire, Jr., Associate Dean, College of Arts and Science, 311 Kirkland Hall, Nashville, Tennessee 37240; (615) 343-3140.

*Joint Master of Arts in Latin American Studies and Master of Law*

The joint M.A./LL.M. program will allow law students interested in international law in Latin America to gain the cultural, political, and economic background that they will need to work there. Students entering the program will have to be accepted by both the Law School and the Graduate School. At present, to apply to the LL.M. program, students must **not** be U.S. citizens and must already have a J.D. degree (or its equivalent from their home country). Students successfully completing the program will receive an M.A. in Latin American Studies (following an established non-thesis option) and an LL.M. from the Law School (includes writing a thesis).

*Medical Scientist Training Program (M.D./Ph.D.)*

A combined course of study leading to the M.D. and Ph.D. degrees is offered through Vanderbilt School of Medicine and Vanderbilt Graduate School. The program facilitates the development of teachers and medical investigators in clinical and basic medical sciences. Six to seven calendar years are usually required for completion of the combined degree program.

All candidates must meet both Medical School and Graduate School requirements for matriculation and graduation. Candidates are admitted into the program by the deans of the two schools upon the recommendation of the Medical Scientist Training Program Committee. After their acceptance in the program, students must select and be accepted into the graduate program of an affiliated department. The graduate programs currently affiliated with the Medical Scientist Training Program are biochemistry, biomedical engineering, cell and developmental biology, cellular and molecular pathology, microbiology and immunology, molecular biology, molecular physiology and biophysics, neuroscience, and pharmacology.

M.D./Ph.D. students must pass the qualifying examination for the Ph.D. degree and present an acceptable dissertation within their field of study in the usual manner. Most M.D./Ph.D. students begin full-time study and research for the Ph.D. degree after the second year in medical school and complete the dissertation research before entering the third year of medical study.

#### *Courses in Professional Degree Programs*

Students may include in their programs of study certain professional degree courses offered by other Schools in the University. They register for these courses through the Graduate School and often do additional work appropriate for a research degree. Six hours of such credit may be applied to a master's degree program and 12 hours to a Ph.D. program. Students must obtain written approval from their advisers, from the other School, and from the Graduate School. The courses may constitute part of the major or minor field, as approved by the student's adviser.

#### *Individualized Programs*

Students with special course goals should inquire in the Graduate School Office about the possibility of individualized, interdisciplinary programs of study leading to the master's and Ph.D. degrees. The Graduate School may permit programs that combine several disciplines in unique ways. Financial support for individualized programs must be arranged with specific faculty members as there are no program or departmental financial awards available.

If a proposed individual master's degree program has coherence, the Graduate School, following consultation, will appoint a faculty committee to establish the specific details of the program and supervise the student's progress. Ph.D. students may not apply for admission to the individualized program until they have been admitted to and enrolled in a department currently offering the Ph.D. Except under extraordinary circumstances, interested students will be expected to apply, or make preliminary inquiry, to the Graduate School during their first year of graduate studies.

**Summer Session**

The ten-week summer session, in which full-semester and in some cases full-year courses are offered, is available for part-time and transient students as well as for regularly enrolled students at Vanderbilt. Courses are offered in most programs, including a full curriculum in education.

Information concerning the summer session may be obtained on request from the Graduate School office. A summer session announcement containing a list of summer courses and a tentative schedule is available in mid-March of each year. Graduate students should apply for admission through the Graduate School.

# Academic Regulations

VANDERBILT'S students are bound by the Honor System inaugurated in 1875. Fundamental responsibility for the preservation of the system inevitably falls on the individual student. It is assumed that students will demand of themselves and their fellow students complete respect for the Honor System. All work submitted as a part of course requirements is presumed to be the product of the student submitting it unless credit is given by the student in the manner prescribed by the course instructor. Cheating, plagiarizing, or otherwise falsifying results of study are specifically prohibited under the Honor System. The system applies not only to examinations but also to written work and computer programs submitted to instructors. The student, by registration, acknowledges the authority of the Graduate Honor Council.

The University's Graduate Student Conduct Council has original jurisdiction in all cases of non-academic misconduct involving graduate and professional students.

Students are expected to become familiar with the *Rules Governing the Graduate Honor Council of Vanderbilt University*, available at the time of registration. It contains the constitution and bylaws of the Graduate Student Honor Council, Appellate Review Board, and related regulations.

Detailed descriptions of Honor System violations and procedures are also available on the Web at [www.vanderbilt.edu/gradschool/](http://www.vanderbilt.edu/gradschool/).

## Academic Requirements

Candidates for graduate degrees must have satisfactorily completed all residency, academic course, and thesis or dissertation requirements, have passed all prescribed examinations, and be free of indebtedness to the University at the time of graduation.

The academic requirements listed below have been established by the Graduate Faculty and are applicable to all graduate students at Vanderbilt.

Individual degree programs may have additional requirements. Students are advised to refer to the various program descriptions listed in this catalog and to consult their major advisers for requirements in the specialty of interest.

Students who were completing undergraduate or advanced degrees at the time of their admission must provide to the Graduate School, before initial registration, an official final transcript showing that the degree has been received and the date it was granted.

### **Intent to Graduate**

An Intent to Graduate form must be submitted to the Graduate School at the beginning of the semester in which the student expects to receive a degree. Students should check the University Academic Calendar each semester to determine the deadline date. Intent to Graduate forms are available in the Graduate School office and at the Graduate School Web site, [www.vanderbilt.edu/gradschool/](http://www.vanderbilt.edu/gradschool/).

### **Requirements for the Master's Degree**

The following master's degrees are awarded in the Graduate School: Master of Arts, Master of Science, Master of Arts in Teaching (for secondary school teachers), and Master of Liberal Arts and Science. Students should check regulations of their particular program; many have requirements in addition to those listed here.

#### *Residence*

The candidate for the master's degree shall spend at least one academic year of graduate study at Vanderbilt. Candidates for the master's degree are expected to be enrolled in the Graduate School during each fall or spring semester until completion of degree.

#### *Course Work*

A minimum of 24 semester hours of formal course work is required for the master's degree. The courses may be divided between major and minor subjects. If there is a minor subject, it consists of courses outside the major, or it may center on a second area of interest within the major. Approved subjects and the proportion of the 24 hours allotted to each are specified by each program. All requirements for the master's degree must be completed within a six-year period calculated from the end of the student's first semester of enrollment in the Graduate School. International students should contact the Office of International Student and Scholar Services concerning time limitations for completion of master's degrees.

On recommendation of the student's program and approval of the Graduate School, credit up to 6 semester hours toward the master's degree may be transferred from graduate schools in accredited institutions, or other Schools of the University.

An incoming graduate student deficient in areas the major department considers prerequisite to a graduate program shall take such course work without graduate credit, in addition to the courses required for the advanced degree.

Certain students may enter graduate study at the master's level after having gained, as undergraduates, research experience and having completed a substantial amount of course work at advanced levels. For such students, in counting the 24 hours of credit required for the master's degree, one hour of credit for Master's Thesis Research 369 may, at the discretion of

the program, be taken for each hour of 300-level formal course work previously completed as a Vanderbilt undergraduate student. Prior approval of the director of graduate studies and the Graduate School is required in these special cases. Performance in course 369, Master's Thesis Research, will not affect the grade point average.

### *Thesis*

The candidate shall submit two copies of the thesis to the Graduate School no later than the fourteenth day before the end of the term in which the degree is to be received except for the spring term; a candidate who expects to graduate in May must submit the thesis to the Graduate School not later than April 1. The thesis is in addition to the 24 hours of course work required for the degree, and must give evidence of original investigation in the major subject. The title page of the thesis must bear the signatures of at least two graduate faculty members in the student's program. Each copy must bear original signatures; duplicated signatures are not permitted. A \$36 fee is required for the binding of two copies of the thesis (\$18 per copy). Detailed instructions as to the form in which the thesis is to be submitted may be secured at the office of the Graduate School.

The candidate shall furnish a thesis abstract of not more than two hundred fifty words.

### *Non-Thesis Programs*

Special non-thesis Master's degree programs offered in anthropology, classics, computer science, economic development, environmental engineering, French, geology, German, hearing and speech sciences, Latin American studies, liberal arts and science, mathematics, medical physics, political science, Portuguese, religion, sociology, and Spanish specify additional course work or examination in lieu of a thesis. Not later than fourteen days prior to the end of the term, the student's department will verify that all degree requirements have been completed.

### *Master's Degree in Passing*

Certain departments offering the Ph.D. degree allow, as an alternate to the master's thesis requirement, passing the Ph.D. qualifying examination and the completion of at least 42 hours of graduate study. Students should consult the chairs of their departments or with their graduate advisers to determine whether such an optional plan is available in their program.

### *Final Examination*

The candidate for the master's degree may, at the discretion of the program faculty, be required to take a final examination in the field of specialization. Such examination shall be completed not later than fourteen days before the end of the term in which the degree is to be granted.

**Requirements for the M.L.A.S. Degree**

A minimum of 27 semester hours of academic credit (nine courses) is required, with at least six M.L.A.S. courses (18 hours) and the option of selecting the remaining three courses (9 hours) from the regular course offerings available to graduate students. While students may elect a non-thesis program, a 6-hour thesis option is available as the final hours earned for the degree. Students normally take only one course each semester. All work must be completed within six years of the initial registration. A maximum of 6 credit hours may be transferred from graduate schools of other accredited universities and will count as part of the 9-hour non-M.L.A.S. course work.

*Curriculum*

A range of courses is offered from the disciplines of the liberal arts, including core courses for beginning students and selected topics courses, available to students after successful completion of two core courses. When nine M.L.A.S. credit hours have been earned, students may select up to three courses offering graduate credit from the regular schedule of courses (M.L.A.S. discount tuition does not apply to the courses from the regular schedule).

**Requirements for the Ph.D. Degree**

The degree of Doctor of Philosophy is awarded in recognition of high attainment in a special field of knowledge, as evidenced by examination and by a dissertation presenting the results of independent research. General requirements are listed below. However, in many programs there are additional requirements, and students should carefully check regulations in their particular programs.

*Admission to Candidacy*

Admission to the Graduate School does not imply admission to candidacy for the Ph.D. degree. To be admitted to candidacy the student must satisfy the language requirements, if any, in the program, and must pass a qualifying examination in the major field and, if there is a minor, in the minor subject. The examination will be administered by the student's Ph.D. committee, which will supervise subsequent work toward the degree. Upon completion of these requirements the Ph.D. committee will recommend to the Graduate School that the student be admitted to candidacy.

*Residence and Course Work*

The Ph.D. degree requires at least three academic years of graduate study. A student must complete 72 hours of graduate work for credit, of which a minimum of 24 hours in formal course and seminar work in the Vanderbilt Graduate School is required. In most programs students are required to present considerably more hours in formal course work than



the 24-hour minimum. The remainder of the 72 hours, above the program requirements in formal course hours, may be in dissertation research hours, in special readings, and in transfer credit if applicable. Performance in dissertation research does not affect the grade average.

“Formal course work” is understood to be approved courses taken for credit other than thesis and dissertation research courses. Students should check departmental regulations for the number of “formal course” hours required for their particular program.

A student’s course work may be divided between major and minor subjects. If there is a minor subject, it consists of a series of courses in a field or fields outside the major subject, or it may center on a second area of interest within the major subject. Approved subjects, and the proportion of hours allotted to each, are specified by each program.

All students working full time toward the Ph.D. must register each fall and spring semester. When the required 72 hours of course work have been completed, registration for dissertation research without hourly credit applies; this reflects full-time effort on research and confers full-time student status. The minimum tuition of \$200 is charged.

### *Qualifying Examination*

The purpose of the qualifying examination is to test the student’s knowledge of the field of specialization, to assess familiarity with the published research in the field, and to determine whether the student possesses those critical and analytic skills needed for a scholarly career.

The examination is conducted by a Ph.D. committee appointed by the Graduate School on advice of the chair or director of graduate studies of the program. The committee consists of not fewer than four members of the Graduate Faculty. If there is a minor, at least one member comes from the student’s minor area, and when the minor is taken within the department of the major, it is expected that a member of the committee will be from another department. If there is no minor, one member of the committee should be from outside the department. The committee must be appointed by the Graduate School no less than two weeks before the time the student expects to take the qualifying examination.

The functions of the Ph.D. committee are (a) to administer the qualifying examination, (b) to approve the dissertation subject, (c) to aid the student and monitor the progress of the dissertation, and (d) to read and approve the dissertation and administer the final oral examination.

The qualifying examination may be administered at any time during the school year and shall be completed within a period of four weeks. Before a qualifying examination can be scheduled, the student must have completed at least 36 hours of graduate work (to include all course work required for the degree) and the language requirement, if any. In exceptional cases where the student has completed a substantial amount of undergraduate course work at advanced levels, a department or program may petition the Graduate School to waive the 36-hour requirement. In

some programs the student may be required to demonstrate basic competence in the discipline through a written preliminary examination prior to the actual qualifying examination.

All departments and other units offering Ph.D. programs must set a maximum time limit within which a student, under normal circumstances, is required to take the qualifying examination. That maximum time limit must not exceed eight semesters (preferably fewer) during which the student is registered, starting with his or her first enrollment as a Ph.D. student.

The qualifying examination may be written or oral, or both. The Graduate School must be notified of the time and place of the qualifying examination at least two weeks in advance. The qualifying examination is not a public examination, and voice recordings of it are not permitted. A student is allowed only two opportunities to pass the qualifying examination. Results of the qualifying examination shall be forwarded to the Dean immediately after the examination.

When the student has passed the qualifying examination, the Ph.D. committee shall recommend to the Graduate School that the student be admitted to candidacy for the degree.

#### *Dissertation*

A candidate for the Ph.D. degree must present an acceptable dissertation within the major field of study. The dissertation demonstrates that the candidate has technical competence in the field and has done research of an independent character. It must add to or modify what was previously known, or present a significant interpretation of the subject based upon original investigation. The subject of the dissertation must be approved by the student's faculty adviser and Ph.D. committee.

The dissertation must be completed within four years after a student has been admitted to candidacy for the degree. Upon petition to the Graduate School, a one-year extension of candidacy may be granted. If such a period has expired without successful completion of the dissertation, the student will be removed from the rolls of the Graduate School. Re-admission to the Graduate School, and to candidacy, requires application to the Graduate School, with approval of the program faculty. In such cases the student may be required, by the Graduate School or by the Ph.D. committee, to demonstrate competence for readmission by taking a qualifying examination or additional course work.

The candidate submits two or more copies of the completed dissertation to the Ph.D. committee at least one month prior to the dissertation defense. The committee reviews the dissertation and conducts the final examination.

Two copies of the approved dissertation, bearing original signatures of not less than a majority of the Ph.D. committee, accompanied by two copies of an abstract of not more than three hundred fifty words and signed by the student's adviser, must be registered in the Graduate School

office no later than two weeks before the end of the term in which the student expects to receive the degree except for the spring term; a candidate who expects to graduate in May must submit the dissertation to the Graduate School not later than April 1. Students interested in electronic submission of the dissertation should consult with the Graduate School for guidelines.

The graduate is expected to publish the dissertation. The required method of publication is microfilming, and this service is handled by the Graduate School on the graduate's behalf. To ensure copyright protection, the dissertation should contain a copyright notice. After microfilming, both copies of the dissertation are bound and presented to the Jean and Alexander Heard Library.

The abstract is published in *Dissertation Abstracts*, which publicizes the completion of the dissertation and announces its availability on microfilm.

Microfilming does not preclude publication by other methods, but the student should know that microfilming is tantamount to publication and that a microfilmed dissertation, if not copyrighted, is in the public domain and may not subsequently be copyrighted in its original form. All microfilming, binding, and copyright fees must be paid at the time the dissertation is deposited with the Graduate School.

### *Final Examination*

At least fourteen days before the end of the term in which the degree is to be conferred or by April 1 for May graduation, the candidate takes a final examination administered by the Ph.D. committee. The examination is on the dissertation and significant related material; the student is expected to demonstrate an understanding of the larger context in which the dissertation lies. The University community is invited to attend the final examination, which is announced in advance in Vanderbilt's electronic calendar and in the weekly *Vanderbilt Register*.

The requirement for the final examination can be waived only on the written approval of the department, the Ph.D. committee, and the Graduate School.

The chair of the Ph.D. committee or the director of graduate studies of the program, after consultation with the candidate, shall notify the office of the Graduate School in advance of the place and time of the examination and the title of the dissertation. This should be done no later than two weeks prior to the examination. The Graduate School then formally notifies the Ph.D. committee and appoints such additional committee members as are desired. The final examination is announced beforehand in Vanderbilt's electronic calendar and the *Vanderbilt Register*. The result of the examination should be reported immediately afterward to the director of graduate studies for the program, who will forward it to the Graduate School.

### *Further Requirements*

It should be understood that the requirements stated above are minimum and that individual programs may add others. Students are urged to consult individual program entries in this catalog and departmental chairs and directors of graduate studies to learn the requirements of programs in which they are interested.

### **Language Requirements for the Master's and Ph.D. Degrees**

The language requirements, if any, for the master's and Ph.D. degrees in each graduate program are determined by the program faculty, and are set forth in this catalog in the section devoted to program descriptions and course offerings.

Foreign language requirements are usually met by demonstration of proficiency in one or more of the following: French, German, or Spanish. Certain programs either permit or require proficiency in other languages; and some others restrict the choice to certain combinations within this group. Students should refer to the various program statements in this catalog and should consult their advisers regarding specific requirements.

Examinations in languages are usually administered by the appropriate language faculty by arrangement with the program. As an alternative to certification of proficiency by examination, the Graduate School may accept certification from the program that the minimum requirement in a language has been met if the student is able to present an acceptable academic record of the equivalent of at least 12 semester hours in the language.

A student who has fulfilled the language requirement at another graduate school prior to entering Vanderbilt may, at the discretion of the program and the Graduate School, transfer the certification if the student does so within three years after having received it.

International students may petition the Graduate School through the program to substitute their native language for one of the usual languages required for the Ph.D. degree.

### **Registration**

The normal academic, full-time registration is 9 to 13 hours per semester (6 to 9 hours in the summer). Students registered for 9 or more didactic hours per semester are defined as full time. Those registered for 6–8 didactic hours are half-time, and those registered for less than 6 hours are part time. After completing the hourly requirements for the degree, full time students register for master's (369) or Ph.D. (399) research without hourly credit to reflect full-time effort on research. Certain programs offer a half-time Ph.D. research course (3995) for students who are able to devote only half-time effort to dissertation research.

During each semester currently enrolled students are asked to meet with their advisers and directors of graduate study to plan their schedules for the coming semester. All students must later complete official registration

at the appropriate time using OASIS (Online Access to Student Information Systems). At the beginning of each semester and the summer session, students must validate their registration by submission of an online registration data form. A late registration fee of \$30 is charged to students who fail to register on the stated registration dates.

All full-time graduate students must register each fall and spring semester with no breaks in registration to remain in good standing. In addition, all graduate students receiving scholarship, assistantship, fellowship, or traineeship support through the University must be registered each fall and spring semester as well as summer sessions in which they receive support.

### *Changes in Registration*

Changes in registration may be made through OASIS during the change period (the first ten class days of the semester) with consent of the major department. A student is not permitted to add or drop a course, change the number of hours in a variable-credit course, or change from audit to credit status after the end of the change period. A student may be released from a course after the end of the change period by withdrawing formally from the course; a student is not permitted to withdraw from the course, however, after the mid-point of the semester. Students should note, in the section on tuition and fees, the regulations concerning tuition obligations for courses dropped after the first week of the term.

A course may be repeated with the consent of the adviser. Although both grades will be recorded on the transcript, the second grade earned will be the one used in computing the student's grade average.

Courses in which there is a significant change in subject matter each semester (e.g., special topics courses), may be repeated for credit within limits noted in the course listings of this catalog.

### **Grading System**

The grading system in the Graduate School includes the letter grades *A*, *B*, *C*, *D*, and *F*. A student will not be granted graduate credit for any course in which a grade of less than *C* is received. The letter *I* may be used at the discretion of the instructor in those cases in which the student is not able to complete work in the normal time. The notation *W* is entered onto the transcript when a student withdraws from a course or from the Graduate School. A grade point average of 3.0 is required for graduation.

Letter grades are assigned grade point values as follows:

A+	= 4.0	C	= 2.0
A	= 4.0	C-	= 1.7
A-	= 3.7	D+	= 1.3
B+	= 3.3	D	= 1.0
B	= 3.0	D-	= 0.7
B-	= 2.7	F	= 0.0
C+	= 2.3		

Students receive grades in all courses except those approved for credit/non-credit, audits, and some seminars. An *I* that is not replaced by a letter grade within one year may be changed to the grade *F* at the discretion of the instructor; otherwise, the *I* automatically becomes permanent and remains on the transcript as such.

Certain courses approved by the graduate faculty for credit/non-credit or Pass/Fail count toward total hours. Courses that are strictly no-credit, however, do not count toward total hours or in calculating grade point average, although grades for such courses are entered on the student's record. Audits are recorded on the student's record if the instructor certifies the student has been in attendance.

### **Academic Probation**

A grade point average of 3.0 is necessary for graduation. Students who fall below an average of 3.0 are placed on probation for one semester. If the student's performance does not improve during that semester, the Graduate School and the appropriate department chair will decide whether to dismiss the student or to allow the continuation of probation. If at the end of the second semester the grade point average is still below 3.0, the student may be advised to withdraw or face dismissal. Students who earn a grade point average of 2.0 or less during their first semester of residence are subject to dismissal at the end of that semester.

### **Credit**

Courses not listed in this catalog that are numbered in the 200s and 300s may be taken for credit by graduate students on the recommendation and consent of the faculty adviser and the director of graduate studies, unless some limit is noted in the description. Not all courses offered by various divisions of the University in the 200 and 300 numbered series have been approved by the Graduate Faculty for graduate credit; the same is true of four-digit numbered courses in religion (Divinity). In arranging schedules, students should consult their advisers and carefully check the *Graduate School Catalog* for approved courses.

Students may register for graduate courses or other courses in the University on a non-credit basis—either to fulfill their own interests or to meet certain prerequisites and requirements. The designation “no-credit” presupposes the student's participation in the course, including written assignments and examinations. Grades are received and recorded in no-credit courses and tuition is billed at the regular hourly rate.

### **Transfer Credit**

Graduate credit may be transferred from graduate schools in accredited institutions. Students should not assume that all graduate credit earned at other institutions will be transferred. Transfer is made on the recommendation of the chair or director of graduate studies of the major department and approval of the Graduate School.

Only those hours in which the student has achieved the grade *B* or its equivalent will be considered for transfer. Grades earned on transferred credit do not affect the student's Graduate School average.

A maximum of 6 semester hours of transfer credit may be applied toward the master's degree and, in very special cases, 48 hours toward the Ph.D. (See requirements for the master's degree and Ph.D. degree elsewhere in this catalog.)

Students who want to transfer to the Graduate School from professional degree programs offered by other teaching schools at Vanderbilt must submit a formal application for admission and are expected to do so not later than the end of their first year of graduate-level studies at Vanderbilt.

The Graduate School does not transfer courses taken by students while registered in the University's Division of Unclassified Studies, no matter what the level of the course.

### **Special Students**

Non-degree students may register for selected courses in areas where they are qualified. Such students file an application and transcript of their previous academic work with the Graduate School. Approval of the instructor, the department in which the course is offered, and the Graduate School is required.

The Graduate School also accepts as transient students graduate students enrolled in other universities. Such students may obtain graduate credit for transfer or to meet requirements in their home institution. Transient students are normally not admitted to the University for more than one year and are not candidates for a degree. Prior to enrollment, transient students must submit an application, a transcript of their previous academic record, and a letter of good standing from the institution in which they are enrolled.

### **Leave of Absence**

The Graduate School requires continuous registration except for summer sessions. Students who want to interrupt their graduate study must apply to the Graduate School and receive an authorized leave of absence. Leave of absence is granted for a maximum of one year. Those without authorized leave who do not register are dropped from the rolls of the Graduate School and are not considered students. If they want to resume graduate study at Vanderbilt, they must apply for reinstatement.

### **Withdrawal**

Students who intend to withdraw from the University should inform the Graduate School in writing. Improper notification may result in loss of credit or other penalties.

**Credit for Graduate Courses Taken as an Undergraduate**

A qualified Vanderbilt University senior undergraduate may enroll in graduate courses and receive credit which, upon the student's admission to the Graduate School, may be applicable toward a graduate degree. Undergraduate seniors interested in this option should review the regulations appearing in the *Undergraduate Catalog* and consult their advisers and the Graduate School. Undergraduates should note that those wanting to take 300-level courses, whether under this option or not, must obtain the written approval of their academic adviser, the instructor of the course, and the Graduate School.

In certain special cases, credit may be transferred for graduate-level coursework completed during undergraduate degree studies by a student at another accredited institution. The course hours must be in excess of the minimum required for the undergraduate degree and the course(s) must not be a required part of the undergraduate degree or major. Requests for such transfer of credit must be carefully justified by the student's major department and approved by the Graduate School.

**Commencement**

The University holds its annual Commencement ceremony following the spring semester. Degree candidates must have completed successfully all curriculum requirements and have passed all prescribed examinations by the published deadlines to be allowed to participate in the ceremony. A student completing degree requirements in the summer or fall semester will be invited to participate in Commencement the following May; however, the semester in which the degree was actually earned will be the one recorded on the diploma and the student's permanent record. Students unable to participate in the graduation ceremony will receive their diplomas by mail.



# Admission

**Q**UALIFIED applicants with bachelor's degrees are eligible for admission to the Graduate School. Admission is competitive and students are selected on the basis of their scholastic preparation and intellectual capacity.

Generally, minimum requirements for admission are these: an applicant should have completed a course of study equivalent to that required for the bachelor's degree at an accredited institution, maintained a minimum of a *B* average in undergraduate work, and maintained a *B* average in the field of expected graduate concentration. Individual programs in the Graduate School have additional requirements for admission.

Application for admission may be made electronically through the Graduate School Web site ([www.vanderbilt.edu/gradschool/](http://www.vanderbilt.edu/gradschool/)). Those unable to use our online application should contact the Graduate School for application materials. There is no application fee for submitting online; however, paper applications carry with them a \$40 nonrefundable application fee.

The deadline by which the completed application for fall admission and all supporting credentials should reach Vanderbilt is January 15. Admission decisions for fall semester will be mailed by March 31 to all applicants whose files are complete by January 15.

The deadline for responses to offers of financial award is April 15. If your reply is not received by April 15, the department may rescind the offer of financial award.

Students seeking admission for the spring semester should file applications no later than November 1. Decisions are announced around November 21.

Most departments do not admit students for the spring semester. Please check with the department in which you are interested before applying for spring semester admission.

## *Graduate Record Examination*

Submission of scores on the General Test of the Graduate Record Examination (GRE) is required as part of the application to the Graduate School. Some departments also require a report of the score on the Subject Test of the GRE before an application will be considered.

Information concerning the GRE may be obtained from Graduate Record Examinations, Educational Testing Service, Box 6000, Princeton, New Jersey 08541-6000, U.S.A., or the GRE Web site at [www.gre.org](http://www.gre.org).

### **Master of Liberal Arts and Science**

Candidates for admission to the M.L.A.S. degree program must present to the Graduate School a formal application, two letters of recommendation, a short essay on “Why this degree? Why now?” and a transcript indicating a completed course of study equivalent to that required for a bachelor’s degree at an accredited institution, with a minimum of a *B* average in all undergraduate work (or significant life/work achievement that could compensate for a lower grade point average). Graduate Record Examination scores are not required. After receipt of all materials, the director of the program will interview all prospective students.

### **International Students**

Vanderbilt has a large international community representing approximately one hundred countries. The University welcomes the diversity that international students bring to the campus and encourages academic and social interaction at all levels.

*English Language Proficiency.* Proficiency in written and oral English is required for enrollment in an academic program. Applicants whose native language is not English must present the results of the Test of English as a Foreign Language (TOEFL) with the application, unless they have demonstrated competence while attending an American or English-speaking institution. International students transferring from unfinished degree programs of other universities in the United States should present TOEFL scores. The International TOEFL is administered at test centers throughout the world at different times during the year. You may access information regarding the TOEFL exam, including registration and sample tests, at [www.toefl.org](http://www.toefl.org). Inquiries and requests for application forms should be addressed to TOEFL, Box 6151, Princeton, New Jersey 08541-6151 U.S.A.

The minimum acceptable score on the paper-based total Test of English as a Foreign Language is 550. The computer-based total acceptable score is 215–220. Many programs, however, require a considerably higher level of proficiency.

*English Instruction.* Applicants whose proficiency in English is low or marginal may be asked to enroll in an English language program before beginning academic studies. Vanderbilt offers such a program at VU English Language Center (ELC). Intensive, semi-intensive, or part-time English study is offered throughout the year. Non-credit enrollment in at least one academic course may be recommended while the student is improving proficiency in English. Academic studies for credit may begin after recommendation by ELC in consultation with the student’s academic adviser. For more information, write to ELC, Peabody 510, Nashville, Tennessee 37203-5701, U.S.A.; [www.vanderbilt.edu/ELC/](http://www.vanderbilt.edu/ELC/).

*Financial Resources.* To meet requirements for entry into the United States for study, applicants must demonstrate that they have sufficient financial resources to meet expected costs of their educational program.

---

---

Applicants must provide documentary evidence of their financial resources before visa documents can be issued.

United States laws and regulations restrict the opportunity for international students to be employed. Students may be allowed to work off campus only under special circumstances. Many spouses and dependents of international students are not allowed to be employed while in the United States.

*Health and Accident Insurance.* International students and their dependents residing in the United States are required to purchase the University's international student health and accident insurance unless, in the judgment of the University, adequate coverage is provided from some other source. Information concerning the limits, exclusions, and benefits of this insurance coverage may be obtained from Student Health Services.

*Information.* Assistance in nonacademic matters before and during the international student's stay at Vanderbilt is provided by International Student and Scholar Services, Station B 351568, Nashville, Tennessee 37235-1568, U.S.A.; [www.vanderbilt.edu/isss/](http://www.vanderbilt.edu/isss/).



# Financial Information

**T**UITION in the Graduate School for 2003/2004 is charged at the rate of \$1,155 per semester hour with a minimum tuition charge of \$200 per semester.

*Tuition and fees are set annually by the Board of Trust and are subject to review and change without further notice.*

A minimum of 24 hours is required for master's degrees (most programs require more hours than this minimum). Seventy-two hours of graduate work at the established tuition rate are required for the Ph.D. Transfer students entering Ph.D. programs should note that a minimum of 24 hours of formal course work must be completed in the Vanderbilt Graduate School.

Students who have completed the hours required and who are conducting research full time, register for thesis or dissertation research without hourly credit and are subject to a minimum tuition charge of \$200 per semester.

## **Master of Liberal Arts and Science Courses**

Students in the M.L.A.S. program pay one-half of the regular graduate tuition rate for M.L.A.S. courses and full tuition for courses selected from the regular curriculum. M.L.A.S. course tuition for 2003/2004 is \$1,732.50 per 3-hour course.

## **Supplemental Tuition and Continuous Registration**

Continuous registration is required of all full-time degree candidates until the required number of course work hours have been completed. Responsibility to maintain registration rests with the student. To retain student status, individuals must register each fall and spring semester or secure an approved leave of absence. A person is in student status *only* if:

- registered, or
- on authorized leave of absence

A student who has completed the formal course work required for the degree may, with approval of the student's department and the Graduate School, conduct full-time thesis or dissertation research away from the University and register by mail for research hours needed for the degree. Such individuals should contact the Graduate School and request to be placed on the register-by-mail list. Tuition is charged at the current rate per semester hour, or \$200 per semester if the student has completed the hours required for the degree.

In general, individuals who have completed the number of hours required for the degree and who are employed full time are not eligible to register as full-time students. Such persons pursuing the Ph.D. degree may register as half-time students if they are devoting a minimum of 20 hours per week to dissertation research and their program offers the half-time research course (3995) for a \$200 per semester fee.

A former student wanting to re-enter the Graduate School must apply for reinstatement, which is granted only on the recommendation of the student's graduate program and with authorization of the Graduate School.

### Other Fees

Application	
Online	\$ 0
Paper	40
Special fee for students in Economic Development Program (\$333 per semester)	1,000
Student health insurance (estimate)	1,228
Ph.D. dissertation publication (microfilming)	60
Late registration	30
Student activities and recreation fees (estimate)	282
Thesis or dissertation binding (per copy)	18
Copyright fee for Ph.D. dissertation (optional)	45
Audit fee for regular students	10
Transcript fee (one time only)	30

### Payment of Tuition and Fees

Tuition, fees, and all other University charges incurred prior to or at registration are due and payable by August 19 for the fall semester and January 7 for the spring semester. All charges incurred after classes begin are due and payable in full by the last day of the month in which they are billed to the student. If payment is not made within that time, cancellation of V-Net (long distance telephone) access for campus residents may result and additional charges to campus dining or flexible spending accounts may be prohibited.

Students/Guarantors will be responsible for payment of all costs, including reasonable attorney fees and collection agency fees, incurred by the University in collecting monies owed to the University. The University will assess a \$25.00 fee for any check returned by the bank and reserves the right to invoke the laws of the State of Tennessee governing bad checks.

### Refunds of Tuition and Housing Charges

University policy for the refund of tuition and housing charges provides a percentage refund based on the time of withdrawal. Students who withdraw officially or who are dismissed from the University for any reason

may be entitled to a partial refund in accordance with the established schedule shown below. Fees are nonrefundable.

*Fall 2003 Withdrawal/Refund Schedule*

Week 1	August 25–August 30	100%
Week 2	August 31–September 6	95%
Week 3	September 7–September 13	85%
Week 4	September 14–September 20	80%
Week 5	September 21–September 27	75%
Week 6	September 28–October 4	65%
Week 7	October 5–October 11	60%
Week 8	October 12–October 18	55%
Week 9	October 19–October 25	45%
Week 10	October 26–November 1	40%

*No refund after November 1, 2003*

*Spring 2004 Withdrawal/Refund Schedule*

Week 1	January 12–January 17	100%
Week 2	January 18–January 24	95%
Week 3	January 25–January 31	85%
Week 4	February 1–February 7	80%
Week 5	February 8–February 14	75%
Week 6	February 15–February 21	65%
Week 7	February 22–February 28	60%
Week 8	February 29–March 6	55%
<i>Spring Break</i>	March 7–March 13	
Week 9	March 14–March 20	45%
Week 10	March 21–March 27	40%

*No refund after March 27, 2004*

**Tuition Payment Programs**

Tuition payment programs are available through Tuition Management Systems (TMS). Pamphlets describing these plans are available on request from the Office of Student Accounts or the Office of Student Financial Aid.

**Late Payment of Fees**

All charges not paid by the specified due dates will be assessed a late payment fee of \$1.50 on each \$100 owed.

### **Financial Clearance**

Current charges can be deferred if a Student Account Agreement is on file in the Office of Student Accounts (the Office of Student Accounts may refuse to allow a deferment if in its judgment the deferment is unwarranted). However, a late payment fee will be assessed each month until the balance is paid. All amounts deferred are due no later than November 30 for the fall semester, April 30 for the spring semester, and July 31 for the May and summer sessions.

No transcript (official or unofficial) will be issued for a student who has an outstanding or deferred balance. Diplomas of graduating students will be withheld until all bills are paid.

### **Activities and Recreation Fees**

The required student activities and recreation fees entitle degree-seeking students to use the facilities of Sarratt Student Center and the Student Recreation Center. The fees also cover admission to certain social and cultural events and subscriptions to certain campus publications. The activities fee for graduate students also includes funding for activities sponsored by the Graduate Student Council. Specific information on these fees is published annually in the *Student Handbook*. By payment of an additional fee, students and their spouses may use their identification cards for admission to athletic events.

The student activities fee and the student recreation fee will be waived automatically if the student is a *part-time* student registered for four or fewer semester hours and not registered in a thesis or dissertation research course, or if he or she resides, while a student, beyond an approximate sixty-mile radius from the campus as determined by zip code. Students who register late or students who want to have fees waived due to exceptional circumstances must petition for a waiver through the Office of Campus Student Services, VU Station B #356206, Nashville, Tennessee 37235-6206. A \$10 charge is assessed for processing the waivers of students who register late.

### **Transcripts**

Official academic transcripts are supplied by the University Registrar on written authorization from the student. Transcripts are not released for students with financial or other University holds.



---

---

## Honor Scholarships

### **Harold Stirling Vanderbilt Graduate Scholarships and University Graduate Fellowships**

Each year several Harold Stirling Vanderbilt Graduate Scholarships and University Graduate Fellowships are awarded to students entering a Ph.D. program for the first time. Based solely on merit, they are offered to students nominated by departments or programs in recognition of exceptional promise for research and academic excellence. They are tenable for four years if the holders continue to fulfill the high promise for which they were chosen. When a student has had previous graduate training, the award may be given for three years.

*Harold Stirling Vanderbilt Graduate Scholarships.* These scholarships provide a stipend of \$3,000 per year in addition to regular assistantship or fellowship awards. The Student Affairs Committee of the Graduate Faculty Council reviews nominations from all graduate programs and makes its recommendations to the Dean of the Graduate School who then selects the recipients.

*University Graduate Fellowships.* These premier fellowships provide a stipend of \$5,000 in addition to a department's best award (fellowship or assistantship). Recipients are selected in the same manner as for the Harold Stirling Vanderbilt Graduate Scholarships.

### **Provost's Graduate Fellowships**

Each year the Graduate School awards Provost's Graduate Fellowships to outstanding African American students showing academic promise, who intend to teach at the college or university level, and who want to study for the Ph.D. These fellowships carry a stipend of \$15,000 for the 2003/2004 academic year and provide tuition and fees. Support is provided for four years with teaching duties required during the third year of study.

## Other Awards and Assistantships

The University intends, within its resources, to provide adequate financial assistance to students with high academic potential who need help in meeting expenses. Some support is service free; most requires assigned service to the University. Duties are compatible with the student's development and progress.

All applicants to the Graduate School are considered for awards and assistantships available in their proposed area of study if they request such consideration on page two of the Application and Guide to Admission, and if the application is complete by January 15.

### **University Fellowships**

University fellowships with stipends up to \$20,500 are available in some programs. A full Tuition Scholarship is normally provided in addition to the stipend. The fellowships are service-free and the student is expected to devote full time to graduate study and to have no other occupation.

### **Teaching Assistantships**

Teaching assistantships are awarded for the twin purposes of attracting superior students and providing supervised assistance to faculty in the instruction of undergraduate students. Assistants receive a stipend ranging up to \$13,800 for nine months or \$17,400 for the calendar year and normally receive an additional service-free full tuition scholarship. Duties are assigned by the program director and require up to twenty hours of work each week. Appointments are made for one year with renewal in subsequent years, dependent upon satisfactory performance of assigned duties as evaluated by the program director and school deans. Graduate teaching assistants are expected to pursue graduate study full time.

All persons who have responsibility for instruction, including graduate teaching assistants, are subject to University policies as outlined in the *Faculty Manual*, and any additional school and departmental policies that govern instruction. Graduate teaching assistants with major instructional responsibilities must have a master's degree or the equivalent.

### **Research Assistantships**

Research assistantships ranging up to \$20,000 for twelve months are available in many graduate areas. The holder is expected to assist an individual faculty member in research. Full or partial tuition scholarships may accompany a research assistantship. The student may be required to pay a portion of his or her tuition from the assistantship salary.

### **Traineeships**

Traineeships ranging up to \$20,000 for twelve months are available in many graduate programs. The recipient is expected to carry out research with an individual faculty member. Full or partial tuition scholarships usually accompany a traineeship.

### **Tuition Scholarships**

Some departments or programs (e.g., the Graduate Department of Religion, programs in the School of Engineering, hearing and speech sciences) offer service-free full or partial tuition scholarships without an accompanying fellowship or assistantship.

---

---

### Teacher Training Awards

A number of 50 percent tuition awards are available to candidates for the Master of Arts in Teaching degree. In addition, some programs offer fellowships or assistantships as well as service-free tuition scholarships to M.A.T. students.

### Other Graduate Fellowships

Various types of financial assistance other than University assistantships and fellowships are available. A number of private foundations and business and industrial firms support fellowships. The U.S. Government provides training grants for Ph.D. programs through the U.S. Public Health Service, the National Institutes of Health, and other agencies. Awards are allocated to specific departments and to interdepartmental graduate programs of study. Traineeships provide stipends up to \$18,000 for the calendar year and cover tuition and fees.

## Loan Assistance

Loan assistance is available for graduate students in the form of subsidized and unsubsidized loans through the Federal Stafford Loan program, the Federal Perkins Loan program, and certain alternative/private loan programs. Eligibility for the Federal Subsidized Stafford Loan and the Federal Perkins Loan is based on financial need, but the Federal Unsubsidized Stafford Loan is available regardless of need. (However, students are required to complete the need-based application process before a Federal Unsubsidized Stafford Loan may be awarded.) Alternative/private loans are available from private sources that are not based on financial need. We recommend that students apply for federal loans first and then pursue additional sources of funding if necessary.

Under the Federal Perkins Loan program, a graduate student may borrow up to a maximum annual limit of \$6,000, and the maximum aggregate amount of loans an eligible student may borrow is \$40,000, including any Federal Perkins Loans borrowed for undergraduate study. Under the Federal Stafford Loan program, a student may borrow up to a maximum annual limit of \$18,500 a year (\$8,500 subsidized and \$10,000 unsubsidized). The maximum aggregate amount of loans an eligible student may borrow is \$138,500 (\$65,500 in subsidized and \$73,000 in unsubsidized), including any Federal Stafford Loans borrowed for undergraduate study.

In order to be considered for the Federal Loan programs, students must complete the Free Application for Federal Student Aid (FAFSA) and the Vanderbilt Graduate and Professional Financial Aid Application.

Detailed information on eligibility criteria and application procedures may be obtained by writing to the Office of Student Financial Aid, 2309 West End Avenue, Nashville, Tennessee 37203-1725 or e-mail [askfinaid@vanderbilt.edu](mailto:askfinaid@vanderbilt.edu).



# Life at Vanderbilt

**V**ANDERBILT provides a full complement of auxiliary services to meet the personal needs of students, to make life on the campus comfortable and enjoyable, and to provide the proper setting for academic endeavor.

## **Graduate Student Council**

The Graduate Student Council, consisting of one student representative from each graduate program, serves to ascertain graduate student opinion and communicate it appropriately. The council and its committees are available to students and members of the administration and faculty for consultation regarding matters concerning the Graduate School and the graduate student body. The council also provides the Graduate Honor Council, which hears any cases involving graduate students and protects the compact with the University. The Graduate Student Council co-sponsors seminars on career planning, dissertation writing, financial matters, and other important topics and serves as a volunteer organization, collecting clothes, food, and toys for various community programs and allowing graduate students to volunteer a little time out of a busy schedule. Finally, the council organizes many graduate student social functions.

## **Housing Facilities**

The Office of Housing and Residential Education provides apartment-style housing for as many graduate students as possible. Applications for housing will be mailed to students upon request after March 1. Questions should be addressed to the Office of Housing and Residential Education, VU Station B #351677, Nashville, Tennessee 37235-1677. A \$200 deposit is required at the time of application. Returning residents of University housing will be permitted to renew their leases until May 1. Incoming students in graduate and professional schools will receive priority for the remaining available housing for the fall if their applications are received by May 1. Any returning student may apply for on-campus housing by filing an application with a \$200 deposit. After May 1, assignment is made on the basis of the date of application.

Apartments are leased for the entire academic year. Students who are assigned space on the campus are therefore committed for one year and should understand that only withdrawal from the University will cause the lease to be terminated.

Residential occupancy is subject to the terms and conditions of a lease executed by the occupants. Only full-time students at Vanderbilt are eligible for campus apartments. Apartments must be vacated within twenty-four hours if the occupants cease to be students.

University housing for graduate and professional students is available in the following facilities:

The Family Housing Complex, located at the eastern edge of campus on Eighteenth Avenue South, has air-conditioned, town-house apartments with living room and kitchen downstairs and two bedrooms and bath upstairs. The apartments are designed for families with children.

The Garrison Apartment complex on Eighteenth Avenue South has air-conditioned efficiency and one-bedroom units. Single as well as married students are assigned here.

TeleVU, the residence hall cable television system, and ResNet, the residential data network, are available in all apartments in Family Housing and Garrison Apartments.

For additional information, consult the Housing Web site at *www.vanderbilt.edu/ResEd/*.

### *Off-Campus Housing*

The Office of Housing and Residential Education maintains a listing of available off-campus accommodations in the Nashville area. The majority of rental property is close to the campus. Cost, furnishings, and conditions vary greatly. For best choices, students seeking off-campus housing should visit the office by early July for suggestions and guidance, or consult the Web site at *https://apphost1.acis.vanderbilt.edu/off\_campus\_referral*.

### *Change of Address*

Students who change either their local or permanent mailing address are expected to notify school and University registrars immediately. Candidates for degrees who are not in residence should keep the school and University Registrar informed of current mailing addresses. To change or update addresses, go to *www.vanderbilt.edu/students.html*, then click on *Address Change*.

### **The Card**

The Card is the Vanderbilt student ID card. It can be used to access debit spending accounts, meal plans, and campus buildings such as residence halls, libraries, academic buildings, and the Student Recreation Center.

ID cards are issued at the Card Office from 8:30 a.m. to 4:00 p.m. at 184 Sarratt Student Center. For more information, see the Web site at *http://thecard.vanderbilt.edu*.

### **Eating on Campus**

Vanderbilt Dining operates several food facilities throughout campus that provide a variety of food and services. The largest dining facility is Rand Dining Center behind the Sarratt Student Center, serving breakfast, lunch, and dinner, Monday through Friday. Six convenience stores on campus offer grab-and-go snacks, beverages, and groceries. Three of the stores

have hot food and made-to-order items. All units accept the Card, cash, or checks. For more information, visit the Web site at [www.vanderbilt.edu/dining/](http://www.vanderbilt.edu/dining/).

## Services to Students

### **Confidentiality of Student Records (Buckley Amendment)**

Vanderbilt University is subject to the provisions of federal law known as the Family Educational Rights and Privacy Act (also referred to as the Buckley Amendment or FERPA). This act affords matriculated students certain rights with respect to their educational records. These rights include:

*The right to inspect and review their education records within 45 days of the day the University receives a request for access.* Students should submit to the University Registrar written requests that identify the record(s) they wish to inspect. The University Registrar will make arrangements for access and notify the student of the time and place where the records may be inspected. If the University Registrar does not maintain the records, the student will be directed to the University official to whom the request should be addressed.

*The right to request the amendment of any part of their education records that a student believes is inaccurate or misleading.* Students who wish to request an amendment to their educational record should write the University official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the University decides not to amend the record as requested by the student, the student will be notified of the decision and advised of his or her right to a hearing.

*The right to consent to disclosures of personally identifiable information contained in the student's education records to third parties, except in situations that FERPA allows disclosure without the student's consent.* One such situation is disclosure to school officials with legitimate educational interests. A "school official" is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including University law enforcement personnel and health staff); a person or company with whom the University has contracted; a member of the Board of Trust; or a student serving on an official University committee, such as the Honor Council, Student Conduct Council, or a grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

The Buckley Amendment provides the University the ability to designate certain student information as "directory information." Directory information may be made available to any person without the student's consent unless the student gives notice as provided for below. Vanderbilt has designated the following as directory information: the student's name, addresses, telephone number, e-mail address, date and place of birth, major field of study, school, classification, participation in officially recognized activities and sports, weights and heights of members of athletic teams, dates of attendance, degrees and awards received, the most recent previous educational agency or institution attended by the student, and other similar information. Any new entering or currently enrolled student

who does not wish disclosure of directory information should notify the University Registrar in writing. No element of directory information as defined above is released for students who request nondisclosure except in situations allowed by law. The request to withhold directory information will remain in effect as long as the student continues to be enrolled, or until the student files a written request with the University Registrar to discontinue the withholding. To continue nondisclosure of directory information after a student ceases to be enrolled, a written request for continuance must be filed with the University Registrar during the student's last term of attendance.

If a student believes the University has failed to comply with the Buckley Amendment, he or she may file a complaint using the Student Complaint and Grievance Procedure as outlined in the *Student Handbook*. If dissatisfied with the outcome of this procedure, a student may file a written complaint with the Family Policy and Regulations Office, U.S. Department of Education, Washington, D.C. 20202.

Questions about the application of the provisions of the Family Educational Rights and Privacy Act should be directed to the University Registrar or to the Office of the General Counsel.

### *Vanderbilt Directory Listings*

Individual listings in the student section of the printed *Vanderbilt Directory* and the online *People Finder Directory* consist of the student's full name, school, academic classification, local phone number, local address, box number, and permanent address. Student listings in the *People Finder Directory* are available to the Vanderbilt community via logon ID and e-password. Students have the option of making their *People Finder* listings available to the general public (viewable by anyone with access to the Internet) and of adding additional contact information such as cellular phone, pager, and fax numbers.

Students who want their listings excluded from the printed *Vanderbilt Directory* or the online *People Finder Directory* must notify the University Registrar in writing. To be excluded from the printed directory, this notice must be received by August 1. Requests to exclude listings from the online directory can be made at any time during the year.

Directory listings should be kept current. Students may report address changes via the Web by going to [www.vanderbilt.edu/students.html](http://www.vanderbilt.edu/students.html) and clicking on *Address Change*.

### **Psychological and Counseling Center**

The Psychological and Counseling Center is a broad-based service center available to students, faculty, staff, and their partners and dependents. Services include: 1) family, couples, individual, and group counseling and psychotherapy; 2) psychological and educational assessment; 3) career assessment and counseling; 4) programs such as assertiveness training; marital communication; individual study skills techniques; weight, stress,



and time management; group support programs for acquiring skills such as relaxation; 5) administration of national testing programs; 6) outreach and consultation with departments; 7) special programming related to diversity issues; 8) campus speakers and educational programs.

Eligible persons may make appointments by visiting the Psychological and Counseling Center or by calling (615) 322-2571. Services are confidential to the extent permitted by law. For more information, see the Web site, [www.vanderbilt.edu/pcc/](http://www.vanderbilt.edu/pcc/).

### **Career Center**

The Vanderbilt Career Center helps students and alumni of Vanderbilt University develop and implement career plans. This is accomplished by offering a variety of services and educational programs that help students and alumni determine career options, learn job search skills, gain career-related experience, and connect with employers.

Services include individual career advising; career resource center; graduate and professional school services; career-related seminars and workshops; resume consultation; video interview training; internship information service; career fairs; campus interviews; credentials service; part-time and full-time job listings; resume referrals; and alumni services. For detailed information about the Career Center, visit the Web site at [www.vanderbilt.edu/career/](http://www.vanderbilt.edu/career/).

### **Student Health Center**

The Vanderbilt Student Health Center (SHC) in the Zerfoss Building is a student-oriented facility that provides routine and acute medical care similar to services rendered in a private physician's office or HMO.

The following primary care health services are provided to students registered in degree-seeking status without charge and without copayment: visits to staff physicians and nurse practitioners; personal and confidential counseling by mental health professionals; routine procedures; educational information and speakers for campus groups; some routine laboratory tests that are performed at the SHC; and specialty clinics held at the SHC.

These SHC primary care services are designed to complement the student's own insurance policy, HMO, MCO, etc., coverage to provide comprehensive care. Students are billed for any services provided outside the SHC or by the Vanderbilt University Medical Center.

Dr. John W. Greene, director of the Student Health Center, is a tenured faculty member of the Vanderbilt University School of Medicine. The entire medical staff is composed of physicians and nurse practitioners who have chosen student health as a primary interest and responsibility.

The Zerfoss Student Health Center is open from 8:00 a.m. to 4:30 p.m., Monday through Friday, and 8:30 a.m. until noon on Saturday, except during scheduled breaks and summer. Students should call ahead to schedule appointments, (615) 322-2427. A student with an urgent problem

will be given an appointment that same day, or “worked in” if no appointment is available. When the Health Center is closed, students needing acute medical care may go to the Emergency Department of Vanderbilt University Hospital. They will be charged by the VU Medical Center for Emergency Department services.

Students may also call (615) 322-2427 for twenty-four-hour emergency phone consultation, which is available seven days a week (except during summer and scheduled academic breaks). On-call Student Health professionals take calls after regular hours. Calls between 11:00 p.m. and 7:00 a.m. are handled by the Vanderbilt University Emergency Department triage staff. More information is available on the Web at [www.vanderbilt.edu/student\\_health/](http://www.vanderbilt.edu/student_health/).

### *Student Accident and Sickness Insurance Plan*

All degree-seeking students registered for 4 or more hours at Vanderbilt are required to have adequate health insurance coverage. The University offers a sickness and accident insurance plan that is designed to provide hospital, surgical, and major medical benefits. A brochure explaining the limits, exclusions, and benefits of insurance coverage is available to students at registration, in the Office of Student Accounts, or at the Student Health Center.

The annual premium is in addition to tuition and is automatically billed to the student’s account. Coverage extends from August 12 until August 11 of the following year, whether a student remains in school or is away from the University.

A student who does not want to subscribe to the insurance plan offered through the University must notify the Office of Student Accounts of adequate coverage under another policy. A new student must complete an online selection/waiver process through either the Office of Student Accounts ([www.vanderbilt.edu/stuacct/](http://www.vanderbilt.edu/stuacct/)) or via the insurance company. This process must be completed at or by registration for the fall or spring semester. The online selection/waiver process indicating comparable coverage **must be completed every year** in order to waive participation in the Student Accident and Sickness Insurance Plan.

*Family Coverage.* Students who want to obtain coverage for their families (spouse, children, or domestic partner) may secure application forms by contacting the on-campus Student Insurance representative, (615) 322-4688. Additional premiums are charged for family health insurance coverage.

### *International Student Coverage*

International students and their dependents residing in the United States are required to purchase the University’s international student health and accident insurance plan. No exceptions are made unless, in the judgment of the University, adequate coverage is provided from some other source. This insurance is required for part-time as well as full-time students. Information and application forms are provided through the Student Health Center.

---

---

### **Child Care Center**

Vanderbilt Child Care Center operates as a service to University staff members, faculty members, and students. The program serves children from six weeks to five years of age. The center is accredited by the National Academy of Early Childhood Programs.

### **Services for Students with Disabilities**

Vanderbilt is committed to the provisions of the Rehabilitation Act of 1973 and Americans with Disabilities Act as it strives to be an inclusive community for students with disabilities. Students seeking accommodations for any type of disability are encouraged to contact the Opportunity Development Center. Services include, but are not limited to, extended time for testing, assistance with locating sign language interpreters, audio-taped textbooks, physical adaptations, notetakers, and reading services. Accommodations are tailored to meet the needs of each student with a documented disability. The Opportunity Development Center also serves as a resource regarding complaints of unlawful discrimination as defined by state and federal laws.

Specific concerns pertaining to services for people with disabilities or any disability issue should be directed to the Assistant Director for Disability Programs, Opportunity Development Center, VU Station B #351809, Nashville, Tennessee 37235-1809; phone (615) 322-4705 (V/TDD); fax (615) 343-0671; [www.vanderbilt.edu/odc/](http://www.vanderbilt.edu/odc/).

### **Vanderbilt Police Department**

The Vanderbilt University Police Department, (615) 322-2745, is a professional law enforcement agency dedicated to the protection and security of Vanderbilt University and its diverse community.

The Police Department comes under the charge of the Office of the Vice Chancellor for Administration. As one of Tennessee's larger law enforcement agencies, the Police Department provides comprehensive law enforcement and security services to all components of Vanderbilt University including the academic campus, Vanderbilt University Medical Center, and a variety of University-owned facilities throughout the Davidson County area. Non-commissioned and commissioned officers staff the department. Commissioned officers are empowered to make arrests as "Special Police Officers," through the authority of the Chief of Police of the Metropolitan Government of Nashville and Davidson County. Vanderbilt officers with Special Police Commissions have the same authority as that of a municipal law enforcement officer while on property owned by Vanderbilt, on adjacent public streets and sidewalks, and in nearby neighborhoods.

The Police Department includes a staff of more than 100 people, organized into two divisions: operations and administration. All of Vanderbilt's commissioned officers have completed officer training at a state

certified police academy. Those officers hold Special Police Commissions and are required to attend annual in-service, as well as on-the-job training. The department also employs non-academy-trained officers for security-related functions and as part-time student security officers.

The Police Department has several services and programs in place to help protect and educate the Vanderbilt community.

**SafeTrips**—The escort program includes both a walking escort service and a van service. The walking escort provides door-to-door security for students, faculty, and staff walking across campus during nighttime hours. The van service is operated from dusk until 2:00 a.m., seven days a week (vans operate until 5:00 a.m. on Saturday and Sunday mornings). The vans will follow a continuous loop around campus with the following thirteen stops: Police Headquarters, Lupton dormitory on Branscomb Quadrangle, 24th Avenue between Carmichael Towers East and West, the parking area outside of Mims Dormitory, Terrace Place Garage, Heard Library, Wesley Place Garage, Payne Hall, Hill Student Center, Memorial Hall, North Hall on Peabody Campus, the Blair School of Music, and Lewis Hall at Morgan Circle. Each stop will be clearly marked by a sign. The telephone number for SafeTrips is (615) 421-8888.

**Emergency Phones**—More than 100 emergency telephones are located throughout the University campus and Medical Center parking areas. Using one of these phones will connect the caller directly to the Police Communications Center. An open line on any emergency phone will activate an emergency response from an officer.

**Lost and Found**—Recovered property may be turned in at any time to the Police Department. Inquiries about lost items may be made by contacting VUPD's Lost and Found Office, Monday through Friday, 8:30 a.m. to 4:00 p.m. The telephone number is (615) 343-5371.

The Office of Crime Prevention for the Police Department offers several programs and services to the Vanderbilt community. It includes a variety of topics including sexual assault, domestic violence, workplace violence, personal safety, RAD (Rape Aggression Defense) classes, and victim assistance. For further information on available programs and services, call (615) 322-2558 or e-mail [crimeprevention.atwood@vanderbilt.edu](mailto:crimeprevention.atwood@vanderbilt.edu).

Additional information on security measures, programs and services, and crime statistics for the Vanderbilt community is available from the Police Department, 2800 Vanderbilt Place, Nashville, TN 37212. Information is also available at <http://police.vanderbilt.edu>.

### *Campus Security Report*

In compliance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act and the Tennessee College and University Security Information Act, Vanderbilt University will provide you, upon request, an annual Security Report on University-wide security and safety, including related policies, procedures, and crime statistics. A copy of this report may be obtained by writing or calling the Vanderbilt University

---

---

Police Department, 2800 Vanderbilt Place, Nashville, Tennessee 37212 or by telephone at (615) 343-9750. You may also obtain this report on the Web site at <http://police.vanderbilt.edu/secatou.htm>.

### **Parking and Vehicle Registration**

Parking space on campus is limited. Motor vehicles operated on campus **at any time** by students, faculty, or staff must be registered with the Office of Traffic and Parking located in the Wesley Place Garage. A fee is charged. Parking regulations are published annually and are strictly enforced. More information is available at [www.vanderbilt.edu/traffic\\_parking/](http://www.vanderbilt.edu/traffic_parking/).

Bicycles must be registered with the VU Police Department.

### **Bishop Joseph Johnson Black Cultural Center**

The Bishop Joseph Johnson Black Cultural Center (BJJBCC) provides educational and cultural programming on the African world experience for the Vanderbilt community. It also promotes the retention of the University's African-descended students. Dedicated in 1984, the center is named for the first African-descended student admitted to Vanderbilt (in 1953), Bishop Joseph Johnson (B.D., '54; Ph.D., '58).

The center represents the University's efforts in promoting diversity and fostering understanding of the values and cultural heritages of people of African origin worldwide. In this respect, the center also serves as a clearinghouse for information relative to African and African-descended life and culture. Symposia, lectures, music, art exhibitions, audiovisual materials, and publications on the universal black experience provide a broad spectrum of activities for the University and the general public. Programs are publicized in the University calendar and a quarterly newsletter, *News from the House*. The Black Student Alliance (BSA) and the Cultural Center's Advisory Board assist in developing the center's programs.

The center is a system of support to African-descended students but is open to all students for small meetings and gatherings throughout the year. More information is available on the BJJBCC Web site at [www.vanderbilt.edu/BCC/](http://www.vanderbilt.edu/BCC/).

### **International Student and Scholar Services**

International Student and Scholar Services fosters the education and development of non-immigrant students and scholars to enable them to achieve their academic and professional goals and objectives. ISSS provides advice, counseling, and advocacy regarding immigration, cross-cultural, and personal matters. ISSS supports an environment conducive to international education and intercultural awareness via educational, social, and cross-cultural programs.

ISSS provides immigration advising and services, including the processing of immigration paperwork, to more than 1,500 international students and scholars. The office works with admission units, schools, and departments to generate documentation needed to bring non-immigrant

students and scholars to the U.S. Further, ISSS keeps abreast of the regulations pertaining to international students and scholars in accordance with the Department of Homeland Security (Bureau of Citizenship, Immigration Services) and the Department of State. ISSS coordinates biannual orientation programs for students and ongoing orientations for scholars, who arrive throughout the year.

In order to connect international students with the greater Nashville community, ISSS coordinates First Friends, which matches international students with Americans both on and off campus. The weekly World on Wednesdays presentations inform, broaden perspectives, and facilitate cross-cultural understanding through discussions led by students, faculty, and staff. International Education Week in the fall and International Awareness Festival in the spring provide the campus with additional opportunities to learn about world cultures and to celebrate diversity. A range of programs and activities is provided throughout the year to address a variety of international student needs and interests. These programs include Vanderbilt Partners for International Education (a community service program), a Winter Party, an International Stress Fest, and a Graduation Send-Off. Additionally, ISSS staff have been instrumental in developing and implementing the Tennessee Conference for International Leadership which brings together international students from across the state for workshops and activities.

### **Margaret Cuninggim Women's Center**

The Women's Center was established in 1978 to provide support for women at Vanderbilt as well as resources about women, gender, and feminism for the University community. In 1987, the center was named in memory of Margaret Cuninggim, dean of women and later dean of student services at Vanderbilt.

Programs for students, faculty, and staff are scheduled throughout the fall and spring semesters and are publicized on the Web at [www.vanderbilt.edu/WomensCenter/](http://www.vanderbilt.edu/WomensCenter/) and in the monthly newsletter *Women's VU*, which is distributed without charge to campus addresses on request. A student group that works closely with the Women's Center, Vanderbilt Feminists, is open to all interested students, both male and female.

The center houses a small library with an excellent collection of journals, books, and tapes. Books and tapes circulate for three weeks. Copy facilities are available. The Women's Center is also home to Project Safe (PS), a coordinated program of education about, prevention of, and response to violence against women on campus.

### **Schulman Center for Jewish Life**

The philosophy of the Schulman Center is based upon the Jewish concept of hospitality, *hachmasat orechim*, and provides a welcoming atmosphere for everyone whether for purposes of spirituality, social action, or study. The center allows the Vanderbilt Hillel to expand its services and

programs on campus including worship, counseling, study, fellowship, and retreats for Vanderbilt's Jewish community as well as those interested in learning more about Judaism. The Schulman Center is also home to Grins Café, Nashville's only Kosher-certified restaurant. The facility is named in honor of Ben Schulman, a 1939 Vanderbilt graduate. For further information please call 322-8376 or e-mail [vandyhillel@yahoo.com](mailto:vandyhillel@yahoo.com).

### **Religious Life**

The Office of the University Chaplain and Affiliated Ministries exists to provide occasions for religious reflection and avenues for service, worship, and action. There are many opportunities to clarify one's values, examine personal faith, and develop a sense of social responsibility.

The Holocaust and Martin Luther King Jr. lecture series, as well as Project Dialogue, provide lectures and programs investigating moral issues, political problems, and religious questions.

Baptist, Episcopal, Jewish, Presbyterian, Reformed University Fellowship, Roman Catholic, and United Methodist chaplains work with individuals and student groups. Provisions for worship are also made for other student religious groups. Counseling and crisis referrals are also available.

## Extracurricular Activities

### **Sarratt Student Center**

The Sarratt Student Center ([www.vanderbilt.edu/sarratt/](http://www.vanderbilt.edu/sarratt/)), named for former mathematics professor and dean of students Madison Sarratt, provides a variety of facilities, programs, and activities. The center houses a cinema; an art gallery; art studios and darkrooms for classes and individual projects; work and office spaces for student organizations; comfortable reading and study lounges fully wired for Internet access; large and small meeting rooms; and large, open commons and courtyard areas for receptions or informal gathering. The center also houses the Pub (Overcup Oak) restaurant and the Stonehenge Cafe, and leads directly to Rand Dining Room, the Varsity Market, and the Bookstore. The Vanderbilt Program Board plans concerts, film screenings, classes, speakers, receptions, gallery showings, and many other events throughout the campus. The center's Welcome Desk serves as a campus information center and is a Ticketmaster™ outlet, handling ticket sales for most of the University's and Nashville's cultural events. Sarratt Student Center is home to the Division of Student Life, the Vanderbilt Card Office, and Vanderbilt Student Communications (including the student newspaper, radio station, and yearbook).

## **Recreation and Sports**

Graduate and professional students are encouraged to participate in the many physical activity classes, intramurals, and sport clubs offered by the University. All students pay a mandatory recreation fee which supports facilities, fields, and programs (see the chapter on Financial Information). Spouses must also pay a fee to use the facilities.

Physical activity classes offered include racquetball, fly fishing, and scuba, along with rock climbing and kayaking. Thirty-one sport clubs provide opportunity for participation in such favorites as sailing, fencing, rugby, and various martial arts.

The University recreation facilities include gymnasiums, tracks, and four softball diamonds. The four lighted multipurpose playing fields are irrigated and maintained to assure prime field conditions.

The Student Recreation Center houses a 36 meter x 25 yard swimming pool; three courts for basketball, volleyball, and badminton; six racquetball and two squash courts; a weight and fitness room; a wood-floor activity room; a rock-climbing wall; an indoor track; a mat room; locker rooms; a Wellness Center; and the Time-Out Cafe. Lighted outside basketball and sand volleyball courts and an outdoor recreation facility complement the center.



# Courses of Study

**T**HESE listings give faculty, programs, and course offerings of the various departments and programs offering graduate instruction. The names and ranks of faculty members engaged in graduate instruction are shown with these department and program listings.

## Explanation of Symbols

**200-level courses** listed in this catalog may be taken by graduate students for credit unless a specific restriction is indicated in the course description and provided there is no duplication of the student's previous courses.

**300-level courses** are graduate courses. They are on a level normally considered too high for undergraduates and are not open to undergraduates without consent of the instructor, the adviser, and the Dean of the Graduate School. Courses in the graduate programs in religion carry four-digit numbers. Generally, courses in religion numbered greater than 3000 are at a higher level than those numbered 2000.

**Length** of a course (one semester or two) is indicated by whether it has a single or double number. Double-number courses may be divided at the option of the student if the numbers are *different*.

**210–211.** Note that numbers are different, indicating that students may take either semester without the other, at their own option. In the election of such options, students must not disregard statements of prerequisites or the major department's requirements.

**220a–220b.** Note that numbers are the same, indicating a year-long course.

**The semester** in which a one-semester course is offered is indicated by the word FALL (or SPRING) in the course description, or FALL, SPRING in the case of a course offered both semesters. All two-semester courses begin in FALL and end in SPRING unless the course description specifies otherwise.

**Hours** referred to are semester hours, and figures in brackets always indicate semester hours credit—e.g., 3 for one semester and 3–3 for a two-semester course.

**Formal course work** means all courses taken for credit except thesis and dissertation research courses.

The University reserves the right to change the arrangement or content of courses, to change texts and other materials used, or to cancel any course on the basis of insufficient enrollment or for any other reason.

## *American and Southern Studies*

DIRECTOR Dale Cockrell

✂ THE graduate-level component of the American and Southern Studies Program provides a sequence of courses by which students enrolled in graduate programs in disciplinary departments (e.g., history, English, political science) may gain knowledge and expertise in the interdisciplinary study of the history and culture of America. The program's intent is to bring graduate students and faculty together who share an interest in American and Southern studies, allow them to share one another's disciplinary views, and stimulate further interest in interdisciplinary study. The program is directed by Dale Cockrell.

No degree is currently offered, but a field of minor concentration may be constructed with the approval of the student's adviser and the director of American and Southern Studies. Courses in this program are customarily offered in alternate years.

**310. Topics in American Culture and Character.** Topics as announced in the *Schedule of Courses*. May be repeated twice for credit when topics vary. (Not currently offered)

## *Anthropology*

CHAIR Thomas A. Gregor

DIRECTOR OF GRADUATE STUDIES Arthur A. Demarest

PROFESSOR EMERITUS Ronald Spores

PROFESSORS Arthur A. Demarest, Volney P. Gay, Thomas A. Gregor, William L. Partridge

ASSOCIATE PROFESSORS Beth Ann Conklin, Edward F. Fischer, William R. Fowler Jr.

ASSISTANT PROFESSORS Gregory Barz, Francisco Estrada Belli, Annabeth Headrick,

John W. Janusek, Norbert Ross, Tiffany Tung (Spring)

SENIOR LECTURER Virginia Brennan

**DEGREES OFFERED:** *Master of Arts, Doctor of Philosophy*

✂ THE graduate program in anthropology is designed to prepare students for careers in teaching and research with an emphasis in specializations on the anthropology of Central America, Mexico, and South America. The graduate enrollment of approximately twenty graduate students assures a close tutorial relationship with faculty and ample student opportunities for field research and publication in Latin America.

Requirements for the master's degree in anthropology include 24 hours of course work, a comprehensive examination, and a thesis. An alternative

master's degree track involves 36 hours of course work and a comprehensive examination, rather than a thesis. Although students are expected to acquire a general knowledge of anthropology, the program encourages independent research on special subjects, particularly in archaeology, ethnography, and ethnohistory of Latin America.

The Ph.D. program requires at least 45 hours of formal course work and four semesters of residency. A basic level of proficiency in two foreign languages or a high level of proficiency in one is expected. Doctoral candidates pass general examinations, present and defend a dissertation proposal, complete a dissertation on original field or archival research, and defend the dissertation. Subject to the approval of the director of graduate studies, students entering the program with a master's degree or with studies elsewhere may transfer up to 30 hours of graduate credit.

**201. Introduction to Linguistics.** Systematic study and analysis of human language. Formation of language sounds, sound systems, the structure of words, the structure of sentences, meaning, language change. Data from diverse languages of the world. [3] (Not currently offered)

**203. Anthropological Linguistics.** Introduction to language in its anthropological context. Topics include theories of the origin of language, prehistory of languages and language groups, the use of vocabulary as a guide to ways societies classify their universe, and possible deterministic interrelationships between language and culture. FALL. [3] Brennan.

**206. Theories of Culture and Human Nature.** Survey of the views of anthropological thinkers, from the late nineteenth century to the present, about the basic attributes of humankind and human culture. Comparison of different ideas of how people create culture and in turn are molded by culture. SPRING. [3] Staff.

**207. Energy, Environment, and Culture.** The relationship between human beings and the environments that sustain them. The global diversity of human ecological adaptations. Hunter-gatherers, pastoral nomads, slash-and-burn agriculturalists, and irrigation agriculturalists. Human impact on the environment. Theories of human ecological interaction. FALL. [3] Ross.

**209. Human Diversity.** The concept of "race." Racial variation and the perception of human differences. The biological basis for human variation. [3] (Not currently offered)

**210. Peoples and Cultures of Latin America.** Survey of Latin America, including both its native cultures and its Spanish and Portuguese heritage. Fundamental traditions of Latin America, including marriage and the family, the relationship between men and women, racial and ethnic identity, social class, and religion. Special attention to the organization of peasant communities, contemporary urban life, poverty, and economic development. SPRING. [3] Fischer.

**211. Archaeology.** An introduction to the methods used by archaeologists to study the nature and development of prehistoric societies. Approaches to survey, excavation, analysis, and interpretation are explored through lectures, case studies, and problem assignments. FALL. [3] Fowler.

**212. Ancient Mesoamerican Civilizations.** Development of pre-Hispanic civilization in Mesoamerica from the beginnings of village life to the rise of the great states and empires: Olmec, Maya, Toltec, and Aztec civilizations. [3] (Not currently offered)

**213. The Archaeology of the Ancient Maya Civilization.** The civilization of the ancient Maya peoples, the most advanced culture of the pre-Columbian New World. Lectures and readings cover the archaeological evidence and social theory on the enigmatic origins, complex nature, and sudden collapse of this ancient civilization. FALL. [3] Demarest.

**214. North American Indians.** A comparative survey of the Indian societies of North America, their archaeological origins, development, and changing adaptation to white society over the past four hundred years. SPRING. [3] Fowler.

**216. Ancient Cities.** Comparative examination of early cities in the Old World and pre-Columbian America. Analysis of social and economic processes supporting pre-industrial urbanism. Role of geography, ideology, trade, and settlement systems in the rise of early urban societies. SPRING. [3] Janusek.

**217. Old World Archaeology.** Ancient Cultures of the Old World. Archaeology of the Near East, Africa, Asia, and Oceania. The origins of the great civilizations of Egypt and Mesopotamia. The beginnings of cities, agriculture, trade, and empires in light of recent archaeological discoveries. FALL. [3] Estrada Belli.

**218. Reconstructing Prehistoric Economic Systems.** Anthropological and economic theory in prehistoric archaeology. Methods for reconstructing prehistoric economic systems. Models for production and exchange. [3] (Not currently offered)

**220. Peoples and Cultures of Mexico.** Indian, peasant, and urban cultures in Mexico from late pre-Hispanic times to the present. Ethnic and regional diversity, urban-rural relationships, class structure, and national integration. FALL. [3] Ross.

**224. Political Anthropology: Crosscultural Studies in Conflict and Power.** Comparative and ethnographic analysis of political and legal systems. Formal and informal means of control in egalitarian and hierarchical societies. Anthropological theories of power, authority, influence, and leadership. Social and cultural dimensions of conflict, consensus, competition, and dispute resolution. [3] (Not currently offered)

**225. The Archaeology of Ancient Asia.** Development of Asian culture from the Ice Age hunter-gatherers to the first civilizations of China, Japan, Thailand, Indochina, Indonesia, and the Philippines. [3] (Not currently offered)

**226. Myth, Ritual, Belief: The Anthropology of Religion.** Crosscultural survey of religious and ritual beliefs in the light of theories of religion. Topics include sacrifice, myth, witchcraft, divination, religious change, and millenarian movements. [3] (Not currently offered)

**228. Family, Marriage, and Kin.** The family, household, division of labor, and obligations of kinship in non-Western societies. Marriage, age and gender, and kinship networks in relation to economics and political life. Comparisons with kinship in Western cultures. SPRING. [3] Staff.

**229. North American Archaeology.** The origins of native North American culture. Migration from Asia, early hunters and gatherers, and the extinction of ancient fauna. Evolution of social complexity, ecological adaptations, and prehistoric interaction as seen in the archaeological record of the continent. [3] (Not currently offered)

**230. Environment and Archaeology.** Human impact on environment, subsistence, and settlement. The contribution of archaeology, geology, and botany to human ecology. [3] (Not currently offered)

**231. Archaeology of Africa.** Prehistory and history from the emergence of first humans to development of indigenous civilizations and states. Emphasis on Sub-Saharan Africa,

including early hunter-gatherer adaptations, the ecology of pastoralist and agricultural economies, and the rise of socially stratified societies. [3] (Not currently offered)

**233. Culture, Ecology, and International Development.** Theories of development and social change in Third World societies. Case studies of development programs in peasant and tribal communities in Asia, Africa, and Latin America. Ecological, social, and political issues in problems of food and agriculture, rain forest development, and grassroots development strategies. [3] (Not currently offered)

**234. Economic Anthropology.** Modern and postmodern cultural organization of Western and non-Western economies. Crosscultural comparison of concepts of self-interest and rationality; relation of the growth of post-industrial (service and information) economies to economic strategies of ethnic groups; survey of indigenous alternatives to development. Theoretical issues grounded in case studies from our own and other cultures. [3] (Not currently offered)

**237. Ethnicity, Race, and Culture.** Key concepts used in the history of anthropology to explain social diversity; theories of racial typology, cultural traditions, and ethnic identity. Role of rituals and symbols in expressing social identity and group membership. Crosscultural comparison of pluralistic and homogeneous societies. Relation of ethnicity to ties of kinship, language, heritage, religion, and nationality. Changes in interethnic relations through assimilation, acculturation, cooperation, and polarization. [3] (Not currently offered)

**240. Medical Anthropology.** Bicultural aspects of human adaptations to health, disease, and nutrition. Non-western medical and psychiatric systems. Effects of cultures on the interpretation, diagnosis, and treatment of illness. Case studies from Africa, Oceania, Latin America, and the contemporary United States. [3] (Not currently offered)

**241. Peoples and Cultures of Oceania.** Cultural adaptations by Melanesian, Polynesian, and Micronesian peoples of the Pacific Islands. Topics include ecology, religion, exchange, warfare, and male/female relationships. [3] (Not currently offered)

**245. Art of Pre-Columbian America.** (Also listed as Art and Art History 245) The great artistic traditions of pre-Columbian America, including the Aztec, Maya, Inca, and native North American. Styles, symbolism, and the role of art in native politics, history, and religion. [3] (Not currently offered)

**247. The Aztecs.** Origins of the Aztec peoples of central Mexico and their culture; history and structure of the Aztec empire; pre-Columbian social, political, and economic organization; warfare and religion; the Spanish conquest; colonial society in central Mexico; ethnographic study of modern descendants of the Aztecs. [3] (Not currently offered)

**248. Ancient Empires and Civilizations of South America.** Introduction to the archaeology and peoples of ancient South America. Early hunters and gatherers, origins of agriculture and urbanism, and the rise and fall of the Huari and Inca empires. [3] (Not currently offered)

**249. Indians of South America.** Hunters and gatherers, tropical forest peoples, chiefdoms, and great civilizations of native South America. Portuguese and Spanish influences. Emphasis on major anthropological studies and comparisons with other cultural areas. FALL. [3] Conklin.

**250. Shamanism and Spiritual Curing.** A crosscultural inquiry into shamanism and sorcery. Examines altered states of consciousness, hallucinogens, spirit possession, and non-traditional techniques of curing. Contrasts shamanism with Western approaches to curing. Implications for religion, theories of the mind, and dream analysis. FALL. [3] Conklin.

**251. Chiefdoms.** The origins, evolution, and organization of the world's chiefdoms and other pre-state societies. The rise of social stratification and political hierarchies. The organization

of production and exchange. A comparative perspective with ethnographic, historical, and archaeological evidence. [3] (Not currently offered)

**252. Native American Art.** The art and aesthetics of native peoples throughout the Americas. The relationship of art to social life, myth, and religion. Changes since contact with European cultures. [3] (Not currently offered)

**254. The Inca Empire.** The rise and fall of the Inca state in the Southern American Andes. Inca society, agriculture, economy, warfare, ancestor worship, mummies, and royal wealth. Imperial expansion, the role of the feasting in Inca politics, and place of ecology in Inca religion. Destruction of the empire during the Spanish conquest; persistence of pre-Columbian culture among Inca descendants in Peru and Bolivia. [3] (Not currently offered)

**255. Native North American Art.** (Also listed as Art and Art History 255) The art and great aesthetic traditions of the native peoples, emphasizing North America, including the Southwest, Northwest Coast, and the Plains. The relationship of art to social life, myth, and religion. Changes since contact with European cultures. [3] (Not currently offered)

**256. Art of the Maya.** (Also listed as Art and Art History 256) Architecture, painting, and sculpture from 100 B.C. to artistic traditions of contemporary Maya peoples. Ritual, religion, mythology, and politics. FALL. [3] Headrick.

**257. Mesoamerican Art.** (Also listed as Art and Art History 257) Worldview as expressed by painting, sculpture, and architecture from 2000 B.C. through the sixteenth century. Impact of religion and politics on the cities of the Olmec, Zapotec, and Aztec as seen through their artistic traditions. [3] (Not currently offered)

**258. Mayan Languages and Linguistics.** Introduction to the study of Mayan languages of Central America. Linguistic terminology and methodology derived from Mayan languages and literature. Hieroglyphic writing, colonial documents, glottochronology, and the linguistic characteristics of modern Mayan languages. [3] (Not currently offered)

**260. Medicine, Culture, and the Body.** (Also listed as History 206) Concepts of the human body from historical and cross-cultural perspectives. Exploration of experiences, representations, and medical theories of the body in birth, death, health, and illness in Western and non-Western societies. Comparison of methodologies of anthropology and history. [3] (Not currently offered)

**263. Myth and Legend: The Anthology of Oral Tradition.** Narrative traditions and folklore of Western and non-Western cultures. Myths of world creation, human origins, and transformation. Relationship of myth to dream, historical narrative, and social organization. Myth telling and performance. The structure and theory of myth. SPRING. [3] Staff.

**264. Human Nature and Natural Law: Perspectives from Science and Religion.** Conflicting views on the origins of morality and values. Ethical beliefs as deriving from culture or as reflecting a global human nature. Consideration of human universals such as the incest taboo, marriage and family, and religion. Efforts to interpret values and ethical principles as reflecting human biology and evolution, self-interest, altruism, and cooperation. [3] (Not currently offered)

**265. Psychological Anthropology.** (Also listed as Sociology 265) How personality and culture affect each other. Socialization and the life cycle, the definition of sex roles, individual psychology and group aggression, religion and group personality, and the nature of mental illness and normalcy in non-Western societies. SPRING. [3] Gregor.

- 266. Gender and Cultural Politics.** Crosscultural comparison of women's roles and statuses in western and non-Western societies. Role of myths, symbols, and rituals in the formation of gender identities and the politics of sexual cooperation, conflict, and inequality. Case studies from Africa, the Middle East, Europe, North and South America, Asia, and Melanesia. [3] (Not currently offered)
- 270. Human Osteology.** Development and alteration of the human skeleton. Determination of age, sex, stature, and ethnicity from bones and teeth. Archaeological skeletal remains for diagnosis of disease and identification of cultural practices. Use of human remains in criminal investigation. SPRING. [3] Staff.
- 271. Human Evolution.** Structural and behavioral changes in hominids leading to modern *Homo sapiens*. Evolutionary theory, paleontological evidence, and nonhuman primates as the bases for interpreting sequential development of pre-modern humans. Prerequisite: 103. [3] (Not currently offered)
- 272. Human Variation.** Biological differences among contemporary human groups. Adaptational features of humans as biological organisms. Use of biological variation for understanding human history and geographic distribution. [3] (Not currently offered)
- 273. Primate Evolution.** Evolution and diversification of primate order from the first primates to the rise of the Great Apes. Skeletal anatomy, evolutionary theory, and living primates as bases for exploring the development of nonhuman primates. Prerequisite: 103 or 173. [3] (Not currently offered)
- 280. Introduction to Geographic Information Systems and Remote Sensing.** Computerized graphics and statistical procedures to recognize and analyze spatial patterning. Spatial data-collection, storage and retrieval; spatial analysis and graphic output of map features. Integration of satellite imagery with data from other sources through hands-on experience. Assumes basic knowledge of computer hardware and software. [3] (Not currently offered)
- 284. Problems in Anthropological Theory.** An advanced seminar in anthropological theory: cultural evolution, cultural history, ethnic relations, cultural ecology, archaeological method and theory, social structure, political organizations, religious institutions. FALL. [3] Janusek.
- 288a–288b. Independent Research.** Readings on selected topics (of the student's choice) and the preparation of reports. FALL, SPRING, SUMMER. [Variable credit: 1–3 each semester] Staff.
- 289. Field Research.** Directed field research (on topics of the student's choice). FALL, SPRING, SUMMER. [Variable credit: 1–6 each semester] Staff.
- 302. Quantitative Methods in Anthropology.** Statistical methods for anthropological problem solving. Univariate and bivariate statistics, with selective coverage of more complex multivariate techniques. Use of standard software. [3] (Not currently offered)
- 303. Seminar in Maya Ethnography.** Ethnographic survey of the Maya of Mexico and Guatemala; historical and current data, methods, theories. [3] (Not currently offered)
- 307. Human Variation and Osteology.** Survey of physical and genetic variation in modern human populations. Laboratory techniques in osteological analysis. [3] (Not currently offered)
- 309. Seminar in Culture Ecology.** Concepts, theories, and methods of the study of culture ecology. Exploitation of the environment from hunting and gathering bands to industrial states. Role of ecology in the rise, growth, and collapse of complex societies. [3] (Not currently offered)

---

**310. Archaeological Method and Theory.** Development of archaeology as a discipline; relationships with anthropology and history; intellectual trends. Prerequisite: consent of instructor. FALL. [3] Fowler.

**313. Yucatec Maya Language and Literature.** Introduction to the spoken and written language of the Yucatec Maya. Course will emphasize linguistic analysis and cultural concepts. Discussion of Maya literature from ancient texts to modern poetry and prophecy. SPRING. [3] Ross.

**315. Seminar in Anthropological Theory: History, Themes, and Current Issues.** An advanced consideration of the history of anthropological theory and recent issues and controversies. Emphasis on theories of cultural evolution and development of complex societies. Dialectical exploration of ideas requires each student to argue contrasting perspectives. FALL. [3] Demarest.

**316. Anthropology of Adaptation.** Concept of adaptation in anthropology. Method and theory in human ecology and environmental archaeology. [3] (Not currently offered)

**317. Seminar in Anthropological Archaeology.** Middle range theory, site formation, systematics, subsistence, settlement, social organization, ideology, culture change, processual and post-processual approaches. [3] (Not currently offered)

**320. Seminar in Ethnography.** Ethnographic method and theory. Techniques of describing and understanding unfamiliar cultures. Prerequisite: consent of instructor. [3] (Not currently offered)

**321. Seminar in Social Organization.** The study of organization from a comparative perspective. FALL. [3] Fischer.

**322. Culture, Structure, Personality.** Integrative anthropological approaches to human behavior examining symbolism, values, the organization of the group, interaction and psychology. FALL. [3] Gregor.

**325. The Collapse of Civilizations: General Theories and the Maya Collapse.** An advanced consideration of the causes and processes involved in the decline of complex societies. General theory is then illustrated by detailed interactive study of the evidence and interpretations of the collapse of the civilization of the Classic Maya, arguably the New World's most advanced society. A seminar allowing each student to develop and define their own perspective on this major problem in archaeology and social theory. [3] (Not currently offered)

**330. Seminar on Cannibalism.** Cannibalism as cultural practice and cultural symbol in Western and non-Western societies. Perspectives from anthropology, literature, psychology, and history. Emphasis on cannibalism's role in constructions of the self and identity, memory and mourning, ethnic hierarchies, warfare, colonialism, primitivism and social criticism. French, English, Spanish, and Portuguese literature and ethnographic accounts from the sixteenth century to the present. [3] (Not currently offered)

**349. The Historical Archaeology of Latin America.** The study of archaeological, historic, and ethnohistorical materials in examining the conquest, colonization, and process of culture change in Latin America. [3] (Not currently offered)

**350. Seminar in Mesoamerican Archaeology.** The prehistory of pre-Columbian civilizations of Mexico and Central America. May be repeated for credit if topics are sufficiently different. FALL. [3] (Not currently offered)



**351. Seminar in Oaxacan Archaeology.** The origins of agriculture, rise and fall of Zapotec and Mixtec civilizations, ideology, economics, interregional interaction, and ethnohistory. [3] (Not currently offered)

**355. Seminar in Mesoamerican Art.** [3] (Not currently offered)

**360. Seminar in South American Archaeology and Ethnohistory.** The prehistory of pre-Columbian civilizations of the Andean and lowland regions of South America. SPRING. [3] Janusek.

**369. Master's Thesis Research.** [0]

**399. Ph.D. Dissertation Research.**

## *Arabic*

**210a–210b. Elementary Arabic.** Arabic script, elements of grammar, pronunciation, reading, writing, and elementary conversation. Arabic culture and life through traditional and contemporary texts and audio-visual materials. Three hours of class work per week with an additional two hours a week of individual work in the language laboratory. FALL. [4–4] Elkhateeb-Musharraf.

**220a–220b. Intermediate Arabic.** Practice and development of all language skills at the intermediate-advanced level. Intensive work in spoken Arabic with emphasis on vocabulary acquisition, reading comprehension, and writing skills. Advanced grammar, modern Arabic word formation, verb aspect usage, and structure of complex sentences. Three hours of class work per week with an additional two hours a week of individual work in the language laboratory. Prerequisite: 210b or equivalent credit by examination. FALL. [4–4] Elkhateeb- Musharraf.

## *Archaeology*

*See Classical Studies and Anthropology*

## *Art and Art History*

CHAIR Robert L. Mode

DIRECTOR OF GRADUATE STUDIES Ljubica D. Popovich

PROFESSORS EMERITI Robert A. Baldwin, Thomas B. Brumbaugh, Donald H. Evans,  
F. Hamilton Hazlehurst, Milan Mihal

PROFESSORS Michael L. Aurbach, Leonard Folgarait, Vivien Green Fryd,

Christopher M. S. Johns, Marilyn L. Murphy

ASSOCIATE PROFESSORS Robert L. Mode, Ljubica D. Popovich, Barbara Tsakirgis

ASSISTANT PROFESSORS Annabeth Headrick, Mark Hosford, Amy Helene Kirschke,  
Tracy Miller

SENIOR LECTURER Sheri Shaneyfelt

### **DEGREE OFFERED:**

ART HISTORY. *Master of Arts*

✦ THE faculty in art history gives special attention to breadth of coverage and period continuity. Both Western and non-Western traditions are included, with particular emphasis on medieval to baroque art and early modern to contemporary art in Europe and America. A research collection, the Contini-Volterra Archive, is housed in the library and contains thousands of photographs presenting a thorough documentation of painting in Italy and elsewhere from the thirteenth through the eighteenth centuries.

The department stresses the interrelationship of history, anthropology, classics, philosophy, religion, and many of the social sciences. Members of the faculty represent different approaches to the field, encouraging diversity in the art history graduate program. Students must take 24 hours of course work, pass a foreign language exam, and write a thesis.

**200. Asian Art.** A survey of sculpture, painting, and architecture in India, China, Japan, Korea, and Southeast Asia. The arts of each country will be studied in light of the historical, religious, philosophical, and cultural background. [3] Miller. (Not currently offered)

**203. Aegean Art and Archaeology of the Bronze Age.** (Also listed as Classical Studies 203) The art and archaeology of the major cultures around the Aegean Sea between 3000 and 1000 B.C.: Minoan, Helladic or Mycenaean of the Greek mainland, Cycladic and those of Anatolia. No credit for students who have completed 223. FALL. [3] Tsakirgis.

**204. Archaic and Classical Greek Art and Architecture, 1000 to 400 B.C.** (Also listed as Classical Studies 204) Sculpture, vase painting, architecture, and the minor arts from about 1000 B.C. to the late fifth century B.C. Formal and stylistic developments in relation to changing cultural background. No credit for students who have completed 227. [3] Tsakirgis. (Not currently offered)

**205. Late Classical Greek and Hellenistic Art and Architecture.** (Also listed as Classical Studies 205) Sculpture, vase painting, architecture, and the minor arts from after the Parthenon to the Roman Empire. A focus on those media (wall painting and mosaic) which develop significantly in this period. No credit for students who have completed 227. FALL. [3] Tsakirgis.

**206. Roman Art and Architecture.** (Also listed as Classical Studies 206) Sculpture, architecture, and painting from the tenth century B.C. to the early fourth century A.D. Daily life of the Romans as seen in the towns of Pompeii and Herculaneum. No credit for students who have completed 228. SPRING. [3] Tsakirgis.

**210. Early Christian and Byzantine Art.** The development of architecture, sculpture, painting, and the minor arts from the fourth through the fifteenth century. SPRING. [3] Popovich.

**211. Medieval Art.** The development of architecture, sculpture, painting, and the minor arts in Europe from the eighth through the fourteenth centuries. SPRING. [3] Popovich.

**212. Northern Renaissance.** Painting, sculpture, and graphic arts in the Low Countries, France, and Germany from the end of the fourteenth century through the Reformation. Historical, social, and religious factors are considered as well as style. FALL. [3] Shaneyfelt.

**215. Formation and Power of Christian Images.** Iconographic analysis of the origins and evolution of single figures and compositions: their religious and political messages in painting and sculpture of the Middle Ages from circa 300 to 1300. [3] (Not currently offered)

**217. Art and Architecture of Ancient Egypt.** (Also listed as Classical Studies 217) Art, architecture, and culture of Egypt from the fourth millennium through the Old, Middle, and New Kingdoms. Sculpture, wall painting, architecture, and material culture. [3] Tsakirgis. (Not currently offered)

**218. Italian Renaissance Art to 1500.** Early development of painting and sculpture through the fourteenth century and into the full Renaissance style of Italian art, as manifested in the works of Giotto, Masaccio, Donatello, and Botticelli. Emphasis is placed on the age of the Medici. [3] Mode. (Not currently offered)

**219. Italian Renaissance Art after 1500.** High Renaissance and Mannerist art in sixteenth-century Italy, considering Florentine masters such as Leonardo, Michelangelo, and Pontorno, the Roman school of Raphael, and the Venetians from Giorgione and Titian to Tintoretto. SPRING. [3] Mode.

**220. Renaissance-Baroque Architecture.** European architecture from the fifteenth century to the French Revolution, with emphasis on its historical and social background. The various architectural movements—Renaissance, Baroque, and Rococo—are studied in terms of important architects and buildings, especially of Italy, France, and England. [3] (Not currently offered)

**221. Baroque-Rococo Art.** European painting from 1550 to the French Revolution, encompassing the Mannerist, Baroque, and Rococo movements as they are manifested in the works of Caravaggio, Velasquez, Rembrandt, Watteau, Hogarth, and Tiepolo. SPRING. [3]

**222. British Art.** The arts of England and related cultures, from Van Dyck and Hogarth to Blake and the Pre-Raphaelites. Social and political context, literary influences, and film treatments. FALL. [3] Mode.

**230–231. Nineteenth- and Twentieth-Century European Art.** A survey of painting and the graphic arts, with some consideration given to social and historical factors. 230: from Neo-Classicism through Post-Impressionism; 231: from the early expressionist movements to midcentury. FALL–SPRING. [3–3] Fryd, Folgarait.

**232. Modern Architecture.** A survey of nineteenth-century styles from Federal to Victorian, and major twentieth-century architects and designers from Wright and the Bauhaus to Eames and Kahn. City planning and preservation. SPRING. [3] Folgarait.

- 234. Twentieth-Century Mexican Literature, Film, and Art.** (Also listed as Latin American Studies 234) The historical, social, and political dynamic as expressed in various art forms. The relation between social reality and aesthetic form. [3] Folgarait. (Not currently offered)
- 239. African American Art.** Foundations of African American art, eighteenth century to the present, stressing influences of African culture. Emphasis on political art of the Harlem Renaissance and Civil Rights Movement. No credit for students who have previously completed 294: African American Art. FALL. [3] Kirschke.
- 240. American Art to 1865.** Painting, sculpture, and architecture of the United States from Colonial times to 1865 with emphasis on iconography, social history, race, and gender. [3] Fryd. (Not currently offered)
- 241. American Art 1865 to 1945.** Painting and sculpture of the United States between the Civil War and the Second World War with emphasis on iconography, social history, class, and gender. SPRING. [3] Fryd.
- 242. Art since 1945.** A survey of art produced in the United States and Europe since 1945 with emphasis on theory and social and intellectual factors. SPRING. [3] Fryd.
- 245. Art of Pre-Columbian America.** (Also listed as Anthropology 245) The great artistic traditions of pre-Columbian America, including the Aztec, Maya, Inca, and native North American. Styles, symbolism, and the role of art in native politics, history, and religion. SPRING. [3] Headrick.
- 251. East Asian Architecture and Gardens.** East Asian religious, vernacular, and garden architecture from the second century CE to the present. Influence of Buddhism on East Asian architecture, *fengshui* and site selection, garden as religious landscape, Asia in modern architecture. [3] Miller. (Not currently offered)
- 252. Chinese Art.** The major and minor arts from the neolithic period to the Ch'ing Dynasty, considered in relation to their religious and cultural backgrounds. [3] Miller. (Not currently offered)
- 253. Japanese Art.** The sculpture, painting, architecture, ceramics, and minor arts from the protohistoric period to the present. [3] Miller. (Not currently offered)
- 254. Japanese Painting and Prints.** A survey of Japanese painting from the protohistoric period to the present, with an emphasis on schools, styles, and development of woodblock prints, as seen in their historical, religious, and cultural context. [3] Miller. (Not currently offered)
- 255. Native North American Art.** (Also listed as Anthropology 255) The art and great aesthetic traditions of the native peoples, emphasizing North America, including the Southwest, Northwest Coast, and the Plains. The relationship of art to social life, myth, and religion. Changes since contact with European cultures. [3] Headrick. (Not currently offered)
- 256. Art of the Maya.** (Also listed as Anthropology 256) Architecture, painting, and sculpture from 100 B.C. to artistic traditions of contemporary Maya peoples. Ritual, religion, mythology, and politics. FALL. [3] Headrick.
- 257. Mesoamerican Art.** (Also listed as Anthropology 257) Worldview as expressed by painting, sculpture, and architecture from 2000 B.C. through the sixteenth century. Impact of religion and politics on the cities of the Olmec, Zapotec, and Aztec as seen through their artistic traditions. [3] Headrick. (Not currently offered)
- 289. Independent Research.** Supervised work in extension of regular offerings in the curriculum. Registration only with agreement of instructor involved. FALL, SPRING. [Variable credit: 1–3 per semester; not to exceed a total of 6] Staff.

- 
- 290. Directed Study.** Supervised participation in research. FALL, SPRING. [Variable credit: 1–3 per semester, not to exceed a total of 6] Staff.
- 294. Selected Topics.** May be repeated with change of content up to a total of 9 hours. [3] Staff.
- 301. The Methods of Art History.** Comparative analysis of art historical methods including social history, post-structuralism, feminism, gender studies, stylistic analysis, and iconography. Assessment of methods in action through critiques and exercises in independent application. FALL. [3] Folgarait, Fryd.
- 305. Seminar in Classical Art and Architecture.** (Also listed as Classics 305) [3] Tsakirgis.
- 310. Seminar: Problems in Oriental Art.** [3] Miller. (Not currently offered)
- 312. Seminar: Problems in Medieval Architecture.** FALL. [3] Popovich.
- 315. Seminar: Early Renaissance Art.** [3] Mode. (Not currently offered)
- 319. Seminar: Problems in Baroque Art.** [3] Johns.
- 320. Seminar in British Art and Culture.** [3] Mode. (Not currently offered)
- 324. Seminar: Studies in Twentieth-Century Art.** [3] Folgarait.
- 325. Seminar: Studies in American Art.** [3] Fryd, Kirschke.
- 355. Seminar: Mesoamerican Art.** [3] Headrick.
- 369. Master's Thesis Research.** [0–6] Staff.

### *Astronomy*

*See Physics and Astronomy*

---

---

# Biochemistry

CHAIR Michael R. Waterman

DIRECTOR OF GRADUATE STUDIES Scott W. Hiebert

PROFESSORS EMERITI Harry P. Broquist, Frank Chytil, Stanley Cohen,  
Leon W. Cunningham, Willard R. Faulkner, Robert A. Neal, Oscar Touster,  
Benjamin J. Wilson

PROFESSORS Richard N. Armstrong, Jorge H. Capdevila, Richard Caprioli,  
Graham F. Carpenter, Walter Chazin, F. Peter Guengerich, David Hachey,  
Carl G. Hellerqvist, Scott W. Hiebert, Billy Hudson, Tadashi Inagami, Daniel C. Liebler,  
Lawrence J. Marnett, David E. Ong, Neil Osheroff, John A. Phillips III,  
Virginia L. Shepherd, James P. Tam, Conrad Wagner, Michael R. Waterman

RESEARCH PROFESSORS Essam E. Enan, Donald W. Horne, Carol Rouzer

ASSOCIATE PROFESSORS Thomas N. Oeltmann, James Patton, Jennifer Ann Pietenpol,  
Charles R. Sanders, Zhizhuang Zhao

RESEARCH ASSOCIATE PROFESSORS Robert J. Cook, Benjamin J. Danzo,  
Satoru Eguchi, Paul J. Flakoll, Raymond L. Mernaugh, Masaaki Tamura

ASSISTANT PROFESSORS Bruce Carter, David Cortez, Diane Keeney, Andrew Link,  
Zu-Wen Sun, Munirathinam Sundaramoorthy

RESEARCH ASSISTANT PROFESSORS Pierre Chaurand, Amy Joan Ham, Jaison Jacob,  
Norio Kagawa, Zigmund Luka, Laura S. Mizoue, Jeffrey Myers, Takaai Senbonmatsu,  
Jarrod Smith, Eugenia Yazlovitskaya

**DEGREE OFFERED:** *Doctor of Philosophy*

✂ STUDENTS interested in this program participate in the Interdisciplinary Graduate Program in the Biomedical Sciences during their first year (see Biomedical Sciences). The second year of study comprises required and elective course work including Biochemistry 301, 302, 327, and 330 for a total of at least 24 hours of formal course work toward the Ph.D. degree (including sixteen hours in the first year). A thesis-based master's degree is awarded only under special circumstances.

The program offers students fundamental training in biochemical principles and an opportunity to apply such fundamental knowledge to vital biological and medical problems.

The intent of the department is to maintain a small graduate program that emphasizes quality of experience, academic scholarship, and professional achievement. Faculty members are involved in active research programs. Thirty to thirty-five graduate students are generally enrolled. To maintain close student-faculty interaction, only a limited number of students are admitted each year.

Major research efforts are concerned with studies on mechanisms of mutagenesis; cytochromes P450, regulation of expression and mechanisms of detoxification; oxygenase and arachidonic acid biochemistry; vitamin A binding proteins and metabolism and action of vitamin A; proteinase inhibitor structure and regulation; DNA-binding proteins; DNA topoisomerase; biochemistry of epidermal growth factor action; biochemistry and

endocrinology of hypertension; intracellular signaling in growth and development; neoplastic transformation by oncogenic transcription factors; and one-carbon metabolism. These studies use state-of-the-art technology including molecular biology, NMR spectroscopy and x-ray crystallography.

Faculty of the department also participate in interdisciplinary training programs, supported by National Institutes of Health training grants, to offer specialized biochemical training in the areas of molecular toxicology, biochemical nutrition, molecular biophysics, cancer research, reproductive biology, and molecular endocrinology.

**301. Molecular Structure and Function.** This course considers the use of structural biological methods to answer important questions of function in systems involving two interacting species. Topical examples of protein-protein, protein-ligand, and protein-nucleic acid interactions are considered. Each example illustrates the use of multiple complementary approaches, which may include mutagenesis, kinetic, chemical, spectroscopic, and diffusion methods. SPRING. [3] Armstrong, Beth, Caprioli, Chazin, Guengerich, Marnett.

**302. Advanced Biochemistry, Cell Biology, and Genetics.** Advanced concepts in genetics and cell biology will be reviewed using a combination of lectures based on textbooks and discussion sections based on manuscripts. Prerequisite: IGP core course or consent of instructor. FALL. [3] Carpenter, Hiebert, Cortez.

**305. Biochemical Basis of Human Disease.** The molecular basis of diseases and basic biological processes will be discussed. Biological processes to be covered include cancer, neurobiology, apoptosis, tumor suppressors, oncogenes, cell cycle control, molecular toxicology, DNA damage, RNA processing, and metabolism as it relates to disease. Prerequisite: IGP core course or consent of instructor. SPRING. [3] Hiebert and Staff.

**323. Special Problems and Experimental Techniques.** Opportunity to master advanced laboratory techniques while pursuing special problems under direction of individual members of the faculty in areas of their specialized interests. Admission to course, hours, and credit by arrangement. FALL, SPRING, SUMMER. [Variable credit: 1–6] Hiebert.

**324. Receptor Theory, Cell-Surface Receptors, and Signal Transduction Pathways.** (Also listed as Pharmacology 324) Structure and function of cell-surface receptors and the molecular bases by which they activate cellular function. Topics include receptor identification; quantitation of simple and complex binding phenomena; molecular bases for receptor coupling to GTP-binding proteins; the structure and function of ligand-operated ion channels, receptor-tyrosine kinases and receptor-induced signal transduction cascades receptors as oncogenes and proto-oncogenes. SUMMER. [3] Breyer, Carpenter, Shieh, Wadzinski.

**325. Special Topics in Biochemistry.** Introduction to current research through the biochemical literature. Given on an individual basis by arrangement. May be taken more than once, but not for more than 2 hours credit with a single adviser, nor for more than 4 hours total. May be taken concurrently with 323 with a different adviser. Prerequisite: consent of instructor. FALL, SPRING, SUMMER. [Variable credit: 1–2] Ong and Staff.

**327. Seminar in Biochemical Literature.** Development of skills required for effective oral presentation of research results. Course format includes lectures and student presentation of selections from the current literature. Advanced students may present their own work. Admission to course by arrangement. Prerequisite: a course in fundamental biochemistry. FALL, SPRING. [1] Ong, Wagner.

**330. Scientific Communication.** Development of critical skills necessary for evaluation, development, and execution of written forms of scientific communication, including research and grant proposals, manuscripts describing original research, review summaries, dissertations, and poster presentations. Course format includes lectures, individual and group projects, and class discussion of student presentations. FALL, SPRING. [1] Osheroff, Guengerich (Fall); Ong, Wagner (Spring).

**331. The Role of Carbohydrate Structures in Normal and Diseased States.** Carbohydrate structures as biological response modifiers; in treatment of neoplastic growth; in bone marrow transplants; in cell differentiation and adhesion; in reproductive biology; in symbiotic and hostile microbial adhesion and invasion. The biosynthesis and chemistry of complex glycoprotein, glycolipid, and proteoglycan structures will be discussed. FALL. [2] HELLERQVIST.

**336. Biochemical Toxicology and Carcinogenesis.** (Also listed as Chemistry 336) Chemical and biological aspects of toxicology and carcinogenesis, including basic principles and mechanisms, metabolism and enzymology, molecular biology, chemistry of reactive intermediates, and a survey of several classes of environmentally important compounds. Prerequisite: a course in general biochemistry or consent of instructor. Three lectures per week. FALL. [3] Armstrong, Guengerich, Marnett, Enan, Pietenpol, Porter, Stone.

**337. Molecular Aspects of Cancer Research.** (Also listed as Cell and Developmental Biology 337) A focused series of seminars and discussions to explore the molecular basis of cancer. Seminars rely heavily on extramural speakers with recognized expertise in selected research areas. Discussion sections led by a faculty member follow each series of three to four seminars. Prerequisite: 321. SPRING. [1] Carpenter and Staff.

**341. Reproductive Biology.** (Also listed as Cell and Developmental Biology 333) A multidisciplinary approach to the study of reproductive biology. Lectures cover the structure, function, and hormonal regulation of the male and female reproductive tracts, oogenesis, spermatogenesis, sperm maturation, capacitation, implantation, fertilization, development, sexual differentiation, the onset of puberty, the menstrual cycle, pregnancy and parturition, techniques of assisted fertilization, and contraception. The structure, biosyntheses, and/or metabolism, molecular mechanism of action, and physiological effects of releasing hormones, gonadotropins, and sex steroids are discussed. While emphasis is on human reproduction, experimental results from animal studies are also used, when appropriate, to illustrate particular phenomena. SPRING. [2] Danzo and Staff.

**349. Graduate Seminar in Molecular Biophysics.** (Also listed as Biological Sciences 349) Lectures and discussions on a topic, which will change each year, in the area of molecular biophysics. May be repeated for credit. Prerequisite: consent of instructor. SPRING. [1] Stubbs and Staff.

**369. Master's Thesis Research.**

**399. Ph.D. Dissertation Research.**



---

---

## Biological Sciences

CHAIR Charles K. Singleton

DIRECTOR OF GRADUATE STUDIES Todd R. Graham

PROFESSORS EMERITI Burton J. Bogitsh, Sidney Fleischer, Robert Kral, Oscar Touster, John H. Venable, Dean P. Whittier, Robley C. Williams Jr.

PROFESSORS Kendal S. Broadie, Clint E. Carter, Ellen Fanning, Hans-Willi Honegger, Carl H. Johnson, Wallace M. LeStourgeon, David E. McCauley, Douglas G. McMahon, Terry L. Page, Charles K. Singleton, James V. Staros, Gerald J. Stubbs

ASSOCIATE PROFESSORS Todd R. Graham, Thomas N. Oeltmann, James G. Patton, Lilianna Solnica-Krezel

ASSISTANT PROFESSORS D. Kilpatrick Abbot, Bruce H. Appel, John M. Burke, Kenneth C. Catania, Katherine L. Friedman, Daniel J. Funk, Andrzej M. Krezel, Manuel Leal, Laurence J. Zwiebel

RESEARCH ASSISTANT PROFESSORS Jeff Rohrbough, Jacek Topczewski, Shin Yamazaki, Yao Xu

SENIOR LECTURERS Steve J. Baskauf, A. Denise Due-Goodwin, Mark A. Woelfle

**DEGREES OFFERED:** *Master of Arts in Teaching, Master of Science, Doctor of Philosophy*

✦ RESEARCH activities in the Department of Biological Sciences encompass the study of biology at the molecular, subcellular, cellular, organismal, population, and community levels. The faculty have primary research interests in the areas of protein structure and function, protein transport, microtubules, membrane ion channels and receptors, signal transduction, posttranscriptional control of gene expression, DNA replication and recombination, biological clocks, development, neurobiology, parasitology, insect physiology, ecology and evolution.

Students interested in this program may apply for direct admission in the Biological Sciences graduate program, or they may enter through the Interdisciplinary Graduate Program (IGP) in the Biomedical Sciences (see Biomedical Sciences), and choose Biological Sciences as their home department by the end of the second semester.

The program is designed to lead to the Ph.D. degree; however, M.S. degrees are granted under special circumstances and require a research thesis. The Ph.D. degree requires 72 hours of credit for graduation, including at least 24 credit hours of formal course work with the remainder earned through dissertation research. Credit hours earned in the first year IGP program will be counted towards the required 24 hours of formal course work.

Desirable backgrounds for graduate study in the Department of Biological Sciences, depending upon the specific interests of the student, would be undergraduate programs emphasizing biological sciences, chemistry, mathematics, or physics course work, but students from other disciplines are also eligible.

For more information, visit the departmental Web site, <http://sitemason.vanderbilt.edu/biosci>.

*Note: The following courses (described below) are usually not available for graduate credit for students in the Biological Sciences program: 201, 205, 210, 220.*

**201. Introduction to Cell Biology.** Structure and function of cells, subcellular organelles, and macromolecules. Fundamentals of organelle function, membrane transport, energy production and utilization, cell motility, cell division, intracellular transport and mechanisms of signal transduction. Prerequisite: Biological Sciences 110a–110b. SPRING. [3] Graham, Zwiebel.

**205. Evolution.** Evolutionary theory, with emphasis on evolutionary mechanisms. Microevolutionary processes of adaptation and speciation and macro-evolutionary patterns. Evidence from genetics, ecology, molecular biology, and paleontology in the historical context of the neo-Darwinian synthesis. Three lectures per week. No credit for graduate students in biology. SPRING. [3] Funk, McCauley.

**210. Principles of Genetics.** Basic principles and mechanisms of inheritance are discussed and related to other biological phenomena and problems. Prerequisite: 110a–110b. SPRING. [3] Friedman, Solnica-Krezel.

**220. Biochemistry I.** Structure and mechanism of action of biological molecules, proteins, nucleic acids, lipids, polysaccharides. Enzymology. Carbohydrate metabolism. Prerequisite: 110a–110b and Chemistry 220a–220b. FALL. [3] Krezel, Oeltmann.

**222. Reproduction and Development in Plants.** Structure, function, and development of tissues and reproductive mechanisms of representative land plants (mosses, ferns, and seed plants). Three lectures and one laboratory period per week. [3] (Not currently offered)

**226. Immunology.** The molecular and cellular basis of immunity. Emphasis on molecular structure, the genetic origin of diversity in B-cell and T-cell receptors, antigen presentation, and the cellular interactions leading to the immune response. Tolerance, tumor and transplantation immunity, autoimmune and immunodeficiency diseases, and allergy. Prerequisite: 201 or 210. SPRING. [3] Carter.

**230. Biological Clocks.** Study of innate mechanisms for measurement of time in living organisms. Emphasis on the functional significance and physiological basis of biological clocks in animals and humans. Topics include circadian rhythms, time-compensated celestial navigation, photoperiodism, and the role of biological clocks in human behavior. Not open to students who have taken 115: Biological Clocks and Human Behavior. SPRING. [3] Page.

**238. Ecology.** Development and structure of biological communities; interactions of environmental factors and of organisms within a community. Three lectures and one laboratory period per week, including field trips. FALL. [3] Staff.

**239. Behavioral Ecology.** An evaluation and synthesis of some of the important problems at the interface of behavior and ecology. Evolution of society, kin selection and altruism, behavioral mechanisms of population regulation and competition, foraging theory, behavioral aspects of predator-prey interactions, courtship and mating systems, sociobiology and its implications. Three lectures and one discussion period per week. SPRING. [4] Leal.

**247. Molecular Evolution.** The theory of evolution at the molecular level. The evolution of DNA and RNA sequences, proteins, and genome structures will be studied using models from population genetics and comparative approaches. Molecular clocks, the evolution of gene regulation and globin genes, molecular phylogeny, and human evolution. Prerequisite: 210 and 205. SPRING. [3] Burke.

**252. Cellular Neurobiology.** Structure and function of nerve cells. Emphasis on electrical excitability, synaptic transmission, and sensory transduction. Cellular mechanisms underlying simple behaviors, sensory information processing, and learning and memory. SPRING. [3] Page.

**255. Cell Physiology.** Molecular biology of cell function and organization with emphasis on higher animals. Emphasis on macromolecular basis of action of cells, organelles and membranes, energy interconversions, nerve conduction, cell regulation, motility, and multicellularity. Prerequisite: 220. [3] (Not currently offered)

**258. Vertebrate Physiology.** Fundamental mechanisms of the major vertebrate physiological systems with an emphasis on humans. Special physiological adaptations of vertebrates to their environment (respiration of aquatic animals, birds, and deep diving mammals; salt balance in fresh and salt water environments; altitude adaptation). Prerequisite: 201 or 220. SPRING. [4] Honegger, Oeltmann.

**262. Biomolecular Interactions.** Energetics and kinetics of interactions between proteins and nucleic acids and their ligands. Topics include cooperativity, allostery, rates of binding reactions. Students will gain direct experience in computer use, but no programming is required. Prerequisite: 220 and Physics 117a–117b. One lecture and two calculation sessions per week. [3] (Not currently offered)

**265. Biochemistry II.** Lipid, amino acid, and nucleotide metabolism. Biochemistry of the expression and transmission of genetic information. Molecular physiology. Prerequisite: 220. SPRING. [3] Fanning, LeSturgeon.

**266. Advanced Molecular Genetics.** Principles of classical and molecular genetic analysis: mutation and recombination, mapping, and the application of genetic methodology to the study of complex systems. Special emphasis on modern genomic approaches. Prerequisite: 210. [3] (Not currently offered)

**270. Statistical Methods in Biology.** An introduction to statistical methods used in the analysis of biological experiments, including the application of computer software packages. Emphasis on testing of hypotheses and experimental design. Topics include descriptive statistics, analysis of variance, regression, correlation, contingency analysis, and the testing of methods for sampling natural populations. [3] (Not currently offered)

**273. Molecular Mechanisms of Environmental Toxins.** Molecular interactions of environmental toxins with specific subcellular components and biochemical basis of their toxicity. Environmental mutagens, heavy metals, synthetic estrogens and other analogs of natural substrates, oxidants, and the question of synergy. Prerequisite: 210. FALL. [3] LeSturgeon.

**274. Protein Design.** Protein structural motifs and the underlying physical principles. Methods of protein structural analysis, experimental and theoretical, including the use of computer graphics, database searching and analysis, and structural prediction. The design and expression of mutant, chimeric, and de novo proteins. Prerequisite: 210 and 220. SPRING. [3] Krezel.

**279. Chemistry of the Brain.** (Also listed as Psychology 279) Special biochemical reactions in brain, with emphasis on human brain. Synthesis and breakdown of brain molecules and their functions in membranes, synaptic transmission, and sensory transduction. Normal brain metabolism and the changes in neurological disease. Prerequisite: BSCI 220. SPRING. [3] Wild.

**320. Graduate Seminar in Biological Sciences.** May be taken for credit more than once. FALL, SPRING. [1]

- 323. Insect Ecology.** Principles of insect ecology from individual to ecosystem level. Life history diversity, including parasite-host, predator-prey, and herbivore-plant relations and their consequences at all levels of organization. Population dynamics and demography; community composition and dynamics. Conservation biology. [3] (Not currently offered)
- 324. Biology of Insects.** An introductory survey of insects, with emphasis on diversity, taxonomy, and ecology. Two lectures and two laboratory periods per week before spring break; seven days intensive field work at Archbold Biological Station, Florida, during spring break; then individual study and final report preparation. [4] (Not currently offered)
- 325. Dynamic Organization of Nuclear Function.** Functional interrelationships between chromatin, transcription, replication. Molecular basis for the compartmentalization of gene expression and how nuclear structures and substructures contribute to overall nuclear function. Prerequisite: IGP 300a. SPRING. [3] (Not currently offered)
- 327. Developmental Biology of Microorganisms.** Molecular basis of developmental programs in microorganisms. Regulation of the programs and in the signaling mechanisms underlying cell-environment and cell-cell interactions involved in the regulation. Organisms to be examined include *Bacillus subtilis*, *Myxococcus xanthus*, *Caulobacter crescentus*, and *Dicystostelium discoideum*. Prerequisite: IGP 300a. [2] Singleton. (Not currently offered)
- 328. Microbial Genetics.** (Also listed as Microbiology and Immunology 328) The genetics of bacteria and yeast and their use in molecular biology as an experimental tool. Prerequisite: IGP 300a. [2] (Not currently offered)
- 332. Seminar in Biological Rhythms.** FALL, SPRING. [Variable credit: 1–2] Page, Johnson.
- 336. Seminar in Ecology and Evolutionary Biology.** FALL, SPRING. [Variable credit 1–2]
- 340. Developmental Biology.** Genetic, molecular, and cellular mechanisms underlying development of eukaryotic organisms with emphasis on insects and vertebrate animals. Topics include regulation of gene expression during developmental processes, specification of embryonic polarity, generation and patterning of germ layers, organogenesis, axonal specificity, evolution of chordate body plan. Prerequisite: 201 and 210. FALL. [3] Zwiebel, Solnica-Krezel.
- 342. Advanced Developmental Biology: Vertebrate Organogenesis.** (Also listed as Cell and Developmental Biology 342) Cellular and molecular regulation of the morphogenetic processes that shape vertebrate tissues and organs. Emphasis on development of digestive, respiratory, hematopoietic, cardiovascular, urogenital, sensory and nervous systems. Where appropriate, correlation to invertebrate development and reference to evolutionary changes in organ structure and function. Prerequisite: 240/340 or equivalent. SPRING. [3] Appel, Bader (Medicine, Cell and Developmental Biology).
- 357. Plant-Animal Interactions.** Ecology and evolution of species interactions at individual, population, and community levels; coevolution; pollination biology; fruit and seed dispersal; mammal and insect herbivore and plant defense mechanisms; ant-plant and animal-fungus interactions. Prerequisite: 205. FALL. [3] (Not currently offered)
- 361. Fundamentals of Molecular Biophysics.** Physical properties of biologically important molecules and molecular assemblies. Topics include the conformational and dynamic properties of proteins and nucleic acids and molecular assemblies and molecular motors, as revealed by microscopic and spectroscopic methods. Prerequisites: a semester of physics, a semester of calculus, and IGP 300a or equivalent. [3] (Not currently offered)

**363. Macromolecular Structure Determination by X-Ray Diffraction.** Principles of structure determination of biological macromolecules and assemblies by x-ray diffraction. Prerequisites: one semester of biochemistry and two semesters of calculus. [2] (Not currently offered)

**364. Macromolecular Structure Determination by High Field NMR.** Principles of structure determination of biological macromolecules by high field nuclear magnetic resonance spectroscopy. Prerequisites: one semester of biochemistry and two semesters of calculus SPRING. [2] (Not currently offered)

**369. Master's Thesis Research.** Graham and Staff.

**385. Advanced Reading in Biological Sciences.** Specialized topics under the guidance of a member of the department's faculty. Open to qualified graduate students only. Admission to course by arrangement. FALL, SPRING. [1-3] Staff.

**390. Special Topics and Advanced Techniques in Biological Sciences.** Specialized laboratory experiments, open to a limited number of properly qualified students. Admission to course, hours, and credit by arrangement. FALL, SPRING. [2-4] Graham and Staff.

**399. Ph.D. Dissertation Research.** Graham and Staff.

## *Biomedical Engineering*

CHAIR Thomas R. Harris

DIRECTOR OF GRADUATE STUDIES Robert J. Roselli

PROFESSORS Robert Lee Galloway Jr., John Gore, Thomas R. Harris,

Knowles A. Overholser, Robert J. Roselli, Richard G. Shiavi

ASSOCIATE PROFESSORS Adam Anderson, Todd D. Giorgio, Frederick R. Haselton,

Paul H. King, Cynthia B. Paschal, David R. Pickens III, Raphael Smith

ASSISTANT PROFESSORS Mark Does, E. Duco Jansen, Anita Mahadevan-Jansen,

Michael Miga

**DEGREES OFFERED:** *Master of Science, Doctor of Philosophy*

✦ BIOMEDICAL engineering as a research discipline is concerned with the development of new physical and mathematical concepts applicable to problems of biology, medicine, and the organization of health care. Biomedical engineering also deals with more pragmatic problems, such as biomedical use of information systems and development of advanced biomedical instrumentation. The goal of the program is to provide advanced education and research training in quantitative biology, physiological optics, medical imaging, biomedical instrumentation, and the scientific principles underlying the origination of therapeutic devices and processes. The program is specifically concerned with the interface between biology and the engineering, physical, computing, and mathematical sciences.

Candidates for the master of science must complete 24 hours of courses approved by the program faculty and distributed as follows: biomedical

engineering courses, 7 hours; life science courses, 7 hours; engineering sub-specialty, 6 hours; science, mathematics, or engineering elective, 4 hours. In addition, the candidate must present a research thesis and pass a final oral examination.

The master of engineering degree, an advanced professional degree, is offered by the School of Engineering. This is a non-thesis degree, which includes 30 hours of course work and a design project.

Requirements for the doctor of philosophy degree are 48 hours of course work distributed as 15 hours in biomedical engineering, 11 hours in life sciences, 12 hours in advanced engineering or physical science, 10 hours of approved electives, and 24 hours of dissertation research. In addition, students must successfully complete a comprehensive written examination covering basic knowledge in biomedical engineering, pass a qualifying examination consisting of written and oral presentations of a proposal for doctoral research, present a dissertation showing the results of original research in biomedical engineering, and successfully defend the dissertation results in an oral examination.

**251–252. Systems Physiology.** An introduction to quantitative physiology from the engineering point of view. Descriptive physiology of several organ systems (in particular: heart, lung, kidney, nerve, blood). Mathematical modeling and computer simulation of organ systems and physiologic control mechanisms. Prerequisite: Math 229 or equivalent. [3–3] Staff.

**258. Medical Imaging.** Examines the interaction of energy and tissue in medical imaging procedures. Electromagnetic energies in the RF (MRI) and X-ray (X-ray and CT imaging) are covered, as are mechanical energies (medical ultrasound). The mechanisms of absorption, reflection, and scattering are covered, as well as the effect of these properties on such image quality parameters as resolution, contrast, and dynamic range. Students are expected to have a working knowledge of physics, calculus, frequency transforms, impedance, and basic electronics. [3]

**263. Signal Measurement and Analysis.** (Also listed as Electrical Engineering and Computer Science 263) Discrete time analysis of signals with deterministic and random properties and the effect of linear systems on these properties. Brief review of relevant topics in probability and statistics and introduction to random processes. Discrete Fourier transforms, harmonic and correlation analysis, and correlation analysis, and signal modeling. Implementation of these techniques on a computer is required. Prerequisite: Probability and Statistics. FALL. [3] Shiavi.

**271. Biomedical Instrumentation.** Methods used to determine physiological functions and variables from the point of view of optimization in the time and frequency domain and the relation to physiological variability. Instrument use and data analysis. Two lectures and one laboratory. FALL. [4] Galloway.

**281. Biotechnology.** Integration of process bioengineering with cellular and molecular biology to describe the manufacture of products derived from mammalian cells. Optimization of oxygen transport and fluid shear stress in bioreactor design for mammalian cells. Biotechnology ethics. Prerequisites: one year of basic biology (BSci 100 and BSci 201 or BSci 110a and BSci 110b or equivalent) and transport phenomena (BME 210 or ChE 230 or equivalent). SPRING. [3] Giorgio.

**282. Biotechnology Laboratory.** Laboratory experiments in the culture of mammalian cells in bioreactors. Measurement of cell growth and transgene protein expression as a function

of bioreactor conditions. Optimization of oxygen transport and fluid shear stress in bioreactor design for mammalian cells. Co-requisites: BME 281. SPRING. [1] Giorgio.

**289. Computational Modeling and Analysis in Biomedical Engineering.** Survey of current topics within biomedical modeling to include topics such as transport, biomechanics, tumor and virus growth dynamics, model-based medical imaging techniques, etc. Focus will be on the mathematical development and analysis of biomedical simulations using numerical techniques for the solution of ordinary and partial differential equations. Techniques in numerical analysis will be developed to address some of the most current topics in biomedical modeling today. SPRING. [3] Miga.

**312. Advanced Biomedical Instrumentation.** The scientific bases and design strategies for advanced medical instrument systems. Measurements and diagnosis systems for biomechanical, biochemical, cardiovascular, radiographic, and bioelectric phenomena are discussed. Prerequisite: 271 or consent of instructor. FALL. [3] King.

**313. Advanced Biomechanics.** Application of advanced concepts in statics, dynamics, continuum mechanics, and strength of materials to biological systems. Topics include measurement of mechanical properties of biological materials; rheological properties of blood; mechanics of cells, bone, skeletal muscle, and soft tissue; normal and abnormal dynamics of human movement; mechanics of articular joint movement; pulmonary mechanics; cardiac mechanics; arterial mechanics; mechanics of veins and collapsible vessels; and mechanics of flow in the microcirculation. Prerequisite: 210 or equivalent. FALL. [3] Roselli. (Not offered 2003/04)

**314. Bioelectric Signal Processing.** The analysis of signals generated by excitable tissues: electrocardiograms, electromyograms, electroencephalograms and others. Course integrates physiological knowledge with an emphasis on mechanisms of signal generation, information in waveforms useful for physiologic investigation and medical diagnosis, and processing methodologies for automatically determining this information. Prerequisite: 263 or permission. SPRING. [3] Shiavi.

**315. Dynamics of Physiological Systems.** Overview of linear representations of cardiovascular systems and introduction to rudimentary aspects of physiologic control. Topics relating to physiological systems identification. Format will be didactic in part, supplemented by seminar presentations, literature review, and computational problems. Prerequisite: knowledge of Laplace and Fourier Transform methods is required; 252 or equivalent is desired. SPRING. [3] (Not currently offered)

**316. Medical Imaging.** A survey of medical imaging modalities and applications. Emphasis will be placed on image formation and image analysis. Prerequisite: Physics 117b, General Physics; Math 230; ECE 200; or equivalents. FALL. [3] Galloway.

**317. Physiological Transport Phenomena.** (Also listed as Chemical Engineering 317) The quantitative description of momentum transport (viscous flow) and mass transport (convection and diffusion) in living systems. Prerequisite: courses in fluid dynamics and mass transfer. FALL. [3] Roselli.

**318. Principles and Applications of Magnetic Resonance Imaging (MRI).** Physics and engineering of magnetic resonance imaging with an introduction to biomedical applications of MRI. Topics include signal generation, spatial localization, pulse sequence design, Fourier transform reconstructions, image processing, instrumentation, artifacts, MR angiography, cardiac MR, and echo planar imaging. Prerequisite: Physics 117a-117b and Math 229 or equivalents; Math 230 or equivalent recommended. FALL. [3] Paschal.

**319. Engineering Models of Cellular Phenomena.** Application of engineering methods to model and quantify aspects of cell physiology. Topics include receptor mediated cell processes, cell-cell signaling, cooperative barrier behavior, cell structural components, and cell motility. SPRING. [3] Haselton.

**320. Laser-Tissue Interaction and Therapeutic Use of Lasers.** Optical and thermal aspects and models of the interaction between laser/light and biological tissue as it is used for therapeutic applications in medicine and biology. Issues and objectives in therapeutic and surgical applications of lasers, overview of state-of-the-art topics and current research. FALL. [3] Jansen.

**321. Optical Diagnosis: Principles and Applications.** Applications of light and tissue optical properties for the diagnosis of tissue pathology. Basic scientific and engineering principles for developing techniques and devices that use light to probe cells and tissues. Recent applications of different optical diagnostic techniques. SPRING. [3] Mahadevan-Jansen.

**325. Physical Measurements on Biological Systems.** (Also listed as Physics 325) A survey of the state of the art in quantitative physical measurement techniques applied to cellular or molecular physiology. Topics include the basis for generation, measurement, and control of the transmembrane potential; electrochemical instrumentation; optical spectroscopy and imaging; x-ray diffraction for determination of macromolecular structure; magnetic resonance spectroscopy and imaging. One lecture and one recitation. Prerequisite: modern physics course or consent of instructor. SPRING. [3] Wikswo.

**350. Neural Networks.** (Also listed as Electrical Engineering and Computer Science 350) Theory and application of parallel distributed processing networks. Basic neurobiology, biophysics of active membranes, neural network architectures, training algorithms, optimization, hardware applications. A network applications project is required. SPRING. [3] Bonds.

**369. Master's Research.** [0]

**373. Design of Medical Products, Processes, and Services.** Medical design projects involving teams of graduate-level engineering and management students. Projects are solicited from industry or universities and are undertaken from the initial phase of a design request to the end product, prototype, plan, or feasibility analysis. Prerequisite: BME 272. SPRING. [3]

**389. Master of Engineering Project.** [0]

**391–392–393–394. Seminar.** Biomedical engineering research seminar. [1–1–1–1]

**395. Special Topics.** FALL, SPRING. [Variable credit: 1–3]

**399. Ph.D. Dissertation Research.**



---

---

# *Biomedical Informatics*

CHAIR Randolph A. Miller

DIRECTOR OF GRADUATE PROGRAM Dominik Aronsky

PROFESSORS Nancy M. Lorenzi, Randolph A. Miller, Judy Ozbolt, William W. Stead,

Elizabeth Weiner (Adjunct; Primary: Nursing)

ASSOCIATE PROFESSORS Steven Brown, Dario Giuse, Nunzia B. Giuse, Kevin Johnson,

Edward K. Shultz

ASSISTANT PROFESSORS Constantin F. Aliferis, Dominik Aronsky, Eric Boczko,

Mary E. Edgerton, Josh Peterson (Primary: Medicine), Anderson Spickard III (Primary:

Medicine), Ioannis Tsamardinos, Russell Waitman

INSTRUCTORS Fern Fitzhenry, S. Trent Rosenbloom

**DEGREES OFFERED:** *Master of Science, Doctor of Philosophy*

✂ BIOMEDICAL informatics studies the structure, acquisition, integration, management, and optimal use of biomedical information. The field involves multidisciplinary research in all aspects of health care delivery, biomedicine, and public health. Biomedical informatics applies, evaluates, and expands results from a variety of disciplines including information and computer science, library science, cognitive science, business management and organization, statistics and biometrics, mathematics, artificial intelligence, operations research, economics, and of course, basic and clinical health sciences.

Biomedical informatics has “basic science” and “clinical” components. It expands beyond the narrow focus of biomedical computer systems design, application, and evaluation by providing theory and tools for approaching health-related processes and research from an analytical and rational perspective. This is exemplified by its foundations in studies involving clinical problem-solving, research on improving diagnosis and therapy, the analysis of clinicians’ information needs, and its emphasis on solutions that embody the evidence-based practice framework.

The curriculum offers six concentration areas: Clinical Systems, Decision-Support Systems & Medical Decision Sciences, Informatics of Evidence-Based-Practice, Informatics for Health Policy, Management and Administration, Bioinformatics for Molecular Medicine, and Clinical Bioinformatics.

Students enter with a background in one of the health professions (e.g., M.D., R.N., D.D.S., Ph.D. in a health-related area such as psychology or biostatistics), or with a background in computing, engineering, biology, or mathematics. After graduation they pursue careers as full-time academic researchers, part-time academic researchers/part-time clinicians, scientific managers in industry, advanced scientists in industry, information managers in health care settings, consultants or entrepreneurs.

Students take courses in computer science—programming; design and analysis of algorithms; networks; biomedical science, research design, mathematical and applied statistics, as well as integrative core courses (Foundations of Biomedical Informatics, Bioinformatics for Molecular Biology, Foundations of Medical Artificial Intelligence, Clinical Information Systems and Databases, and Healthcare Organization and Management).

All students take the five core Biomedical courses (Ph.D. students in addition have to take the associated laboratory courses). Students also take (or must have taken the equivalent prior to entrance in the program) three courses in each remaining area (mathematics, computer science, biomedicine). Three additional electives are required for the Ph.D. degree. The curriculum is adapted to the students' backgrounds and concentration area. Thus 27–40 formal course credit hours and a thesis are required for the M.S. degree, and a minimum of 72 credits is required for the Ph.D. degree. A non-thesis M.S. degree can be awarded to Ph.D.-track students who pursue a bioinformatics-related concentration area (subject to faculty approval and substituting the research/thesis requirement with 9 formal course credit hours). In addition to earning the M.S. degree, Ph.D. students must attend professional skill seminars, serve as Teaching Assistants for one course, pass a comprehensive examination, and successfully propose and defend a thesis.

M.D.-M.S., M.D.-Ph.D., and part-time (50 percent) M.S. options are also available for qualified students.

**300. Foundations of Biomedical Informatics and Evidence-Based Practice.** Management and transformation of health data, information, and knowledge to improve health care. Focus on information systems in clinical settings and the use of databases for outcome management. Introduction to clinical cognitive biases, formal Medical Decision Making methods, and methods for Evidence-Based Practice. FALL or SPRING. [3] Ozbolt.

**300a. Foundations of Biomedical Informatics and Evidence-Based Practice Laboratory.** Applications and in-depth study of topics introduced in *Foundations of Biomedical Informatics and Evidence-Based Practice*. FALL or SPRING. [1] Ozbolt.

**310. Foundations of Bioinformatics and Computational Biology.** This survey course will present the student with an outline of some of the current research topics and problem solving approaches in the field. Special emphasis will be placed on algorithms and computing and students will be required to complete programming assignments. The topic areas to be covered will include: programming and Web tools; mathematical and statistical prerequisites; biological sequence and structure manipulation; human genetics and gene mapping; microarray data analysis; biological dynamics and time series analysis. FALL or SPRING. [3] Boczeko.

**310a. Foundations of Bioinformatics and Computational Biology Laboratory.** Applications and in-depth study of algorithms and software introduced in *Foundations of Bioinformatics and Computational Biology*. FALL or SPRING. [1] Boczeko.

**320. Healthcare Organization and Management.** The purpose of the Healthcare Organization and Management course and Healthcare Organization and Management Laboratory is for students to understand the world in which they will spend their professional lives. This better understanding will lead to strategies in how to help build partnerships with physicians, researchers, hospitals and academic organizations. This better understanding will mean

working more closely together as a team in planning future directions and implementing technological programs and changes. The goal behind the program is to build a common platform or information base for our future leaders resulting in a stronger partnership and enhanced individual practices. The course is divided into both formal courses and a laboratory opportunity to explore the “feel” of the content presented. This course will provide an overview of theoretical concepts as well as the practical tools for the student to understand and work effectively with the four main topic areas that include: 1) understanding health care organizations, especially academic health centers; 2) understanding the current health care environment; 3) understanding leadership and people issues in organizations, and 4) understanding organizational informatics. The content from the above leads to the ability to transform the organization. Course objectives: to develop knowledge of healthcare organizations, especially academic medical centers; to understand two major issues in health care and their connection to informatics; to understand how to become an organizational leader for informatics; to understand how to transform healthcare through informatics. FALL. [3] Lorenzi.

**320a. Healthcare Organization and Management Laboratory.** Applications and in-depth study of topics introduced in *Healthcare Organization and Management*. The laboratory will include case studies, simulations, and practical experience in managing informatics changes in complex organizations. FALL. [1] Lorenzi.

**330. Biomedical Artificial Intelligence.** *Part 1: Decision-Support Systems.* Fundamentals of AI programming. Search algorithms. Overview of Propositional and First Order Logic (FOL). Formal computational reasoning. Early Bayesian and ad-hoc systems for medical diagnosis and decision making. Bayesian Networks and recent advances in Medical Decision Support Systems. *Part 2: Machine Learning.* Introduction to ML programming techniques. Data cleaning and preparation. Machine Learning Inductive framework. Mathematical foundations. Algorithm families: Decision Tree Induction, Genetic Algorithms, Neural Networks, Clustering, K-Nearest Neighbors, Support Vector Machines, Feature Selection, Causal Discovery methods. Open to: graduate students of Biomedical Informatics, and related disciplines/foci such as Computer Science, Biomedical Engineering, or Bioinformatics. Prerequisites: prior coding experience in a standard procedural or object-oriented computer language is required. FALL or SPRING. [3] Aliferis, Miller, Tsamardinos.

**330a. Medical Artificial Intelligence Laboratory.** Applications and in-depth study of topics introduced in *Medical Artificial Intelligence*. Prerequisites: coding prerequisites as in BMIF 330. BMIF 330a should be taken only concurrently with or after BMIF 330. FALL or SPRING. [2] Tsamardinos, Aliferis, Miller.

**340. Clinical Information Systems and Databases.** Introduction to distributed systems. Networking computing concepts: OSI stack, protocols, TCP/IP, Sockets, DNS. Synchronization, concurrency, deadlock, etc. Clinical databases: concepts. Full-text databases. Distributed database services. Architectural considerations in the design of clinical information systems. Case study: the VUMC clinical database architecture. High-availability techniques for distributed services. Prerequisite: coding ability in some standard procedural or object-oriented computer language. FALL or SPRING. [3] D. Giuse.

**340a. Clinical Information Systems and Databases Laboratory.** Applications of controlled vocabularies in health care and selected topics in health information management related to clinical information systems. FALL or SPRING. [1] Brown.

**350. Advanced Biomedical Informatics.** Review and discussion of landmark projects (dissertations, books, publications) in the field of biomedical informatics. Advanced background in biomedical informatics required (i.e., completion of the five core courses of Graduate Program in Biomedical Informatics or participation subject to prior approval by instructor). FALL or SPRING. [3] Miller (Offered alternate years)

**360. Graduate Seminar on Biomedical Informatics Algorithms.** Graduate-level topics in intermediate or advanced algorithms, data structures and knowledge representations for biomedical informatics that are not covered in the M.S./Ph.D. core courses. Topics selected from the following broad areas: Machine Learning, Artificial Intelligence, Information Retrieval and Bioinformatics. Note: covered topics will be highly dependent on faculty and student interests and will change from year to year to reflect research advances and interests. Students must first obtain instructor permission to enter the class. SUMMER. [1–3] Tsamardinos, Aliferis.

**369. Master's Thesis Research.**

**395. Directed Research/Independent Study.** Students will work under close supervision of a specific faculty member on an ongoing research problem. Depending on the specific project, students will learn aspects of study design, research methods, data collection and analysis, research manuscript writing, and human factors engineering. SPRING or FALL. [1–3] Miller and Faculty.

**399. Ph.D. Dissertation Research.**

## *Biomedical Sciences*

⌘ NINE programs participate in this interdisciplinary program: biochemistry, biological sciences, cancer biology, cell and developmental biology, cellular and molecular pathology, microbiology and immunology, molecular physiology and biophysics, neuroscience, and pharmacology. During their first year, students take a core curriculum and conduct research in four laboratories before selecting the discipline in which they will earn the Ph.D. degree. Additional course work during subsequent years is appropriate to each discipline and the student's interests.

Ph.D. dissertation research may be conducted in any one of some 200 preceptors' laboratories. Research opportunities are available in the following areas: biotechnology; cancer biology; developmental biology; genetics; growth factors, oncogenes, and antioncogenes; immunology; molecular biology and gene regulation; molecular pathology; molecular toxicology; neurobiology; nutritional biochemistry; reproductive biology; signal transduction; structural biology and molecular biophysics; vascular biology; and viruses and nucleic acids.

**300a. Bioregulation I.** Fundamental aspects of the utilization of genetic material from DNA to RNA to protein. This includes macromolecular structure and function, cell biology, and the regulation of cell growth. FALL. [6] Patton and Staff.

**300b. Bioregulation II.** Fundamental aspects of cell-cell communication and information flow through multicellular organs and the overall regulation of these processes. Includes immunologic defense, endocrine signalling, neuroscience, and molecular aspects of disease. SPRING. [Variable credit: 1–6] Patton and Staff.

**302. Techniques and Preparations.** Eight-week modules conducting laboratory research on a project designed by a faculty preceptor. Includes technical instruction, critical data analysis, experimental design, and literature review. FALL, SPRING. [Variable credit: 1–5] Patton and Staff.

**303. Responsible Conduct in Research.** Formal lectures and small group discussion on a range of issues encountered in research activities. Included are responsibilities of the investigator and the University to the federal government; scientific misconduct; ethical use of animals in research; ethics of publication, lab management, and grant writing. [0] Swift and Norden.

**399. Ph.D. Dissertation Research.**

## *Biophysics*

*See Molecular Physiology and Biophysics, Physics and Astronomy*

# *Cancer Biology*

CHAIR Lynn M. Matrisian

DIRECTOR OF GRADUATE STUDIES Albert B. Reynolds

PROFESSORS Lynn Matrisian, Harold L. Moses, Vito Quaranta, Albert B. Reynolds,  
Ann Richmond

ASSOCIATE PROFESSORS Peng Liang, Cathleen C. Pettepher

RESEARCH ASSOCIATE PROFESSOR Oliver McIntyre

ASSISTANT PROFESSORS Josiane Eid, Alissa Weaver

RESEARCH ASSISTANT PROFESSORS Neil Bhowmick, Guo-Huang Fan,

Barbara Fingleton, Brian Law, Rebecca Muraoka, Ding-Zhi Wang, Fiona Yull

**DEGREES OFFERED:** *Master of Science, Doctor of Philosophy*

✦ STUDENTS interested in this program participate in the Interdisciplinary Graduate Program in the Biomedical Sciences during their first year (see Biomedical Sciences). The second year of study comprises a required course in Cancer Biology (342) and electives for a total of at least 24 hours of formal course work toward the Ph.D. degree (including 16 hours in the first year). Additional activities include a weekly Cancer Biology “Science Hour,” an annual Vanderbilt-Ingram Cancer Center Retreat, an annual Cancer Biology departmental retreat, and teaching exercises. Most Cancer Biology students participate in the Cancer Biology Student Association (CBSA), which organizes a variety of events each year to enhance the quality of student experience in the Cancer Biology program. A thesis-based master’s degree is awarded only under special circumstances.

The program offers focused and comprehensive training in the discipline of cancer biology. Modern cancer research is based on a broad range of technical skills, including molecular biology, cell biology, genetics, biochemistry, and bioinformatics, which the student will learn through course work and laboratory training. Further training includes exercises designed to develop independent thinking, skills in oral and written presentation, analysis of data and information, and dissemination of information through teaching. Thus, the program prepares students with the necessary theoretical and practical skills to succeed in an increasingly wide range of available careers, including academic research, undergraduate teaching, science writing, and basic or applied science in the biotechnology and pharmaceutical industry.

Major research efforts include studies on tumor-stroma interactions, angiogenesis, growth factor and cytokine signaling, oncogenes, tumor suppressors, matrix and matrix degradation, cell adhesion, and metastasis. These studies use state-of-the-art technologies, including all aspects of molecular and cell biology, biochemistry, transgenics, differential display, microarray, and others.

Faculty of the department also participate in interdisciplinary training programs in cancer research supported by the National Cancer Institute of the National Institutes of Health.

**322. Cell and Tissue Biology.** This course is taught as part of the medical curriculum (548–5010), but is also available to graduate students. It is designed to give students a familiarity with the properties of cells, in particular their interactions with one another as components of the tissues and organs of the body. Emphasis is placed on the correlates between structure and function at both the light and electron microscopic levels as a basis for understanding the physiological and biochemical activities of cells and tissues. No prerequisite. SPRING. [4]. Pettepher, Lambert, Jerome.

**342. Cancer Biology.** Advanced concepts in Cancer Biology will be reviewed using a combination of lectures, and discussion sessions based on current literature. Topics range from the molecular biology of cancer (oncogenes and tumor suppressors) to issues of drug design and clinical trials. Prerequisite: IGP core course or consent of instructor. FALL. [4] Matrisian.

**344. Current Topics in Cancer Biology.** A literature-based course covering a current topic in cancer biology. Topics vary, but can include angiogenesis, invasion and metastasis, drug resistance, etc. Prerequisite: first year IGP cancer biology module or permission from instructor. SPRING.

**369. Master's Thesis Research.**

**399. Ph.D. Dissertation Research.** [0–12]

---

---

# Cell and Developmental Biology

CHAIR Susan R. Wente

VICE CHAIR Stephen R. Hann

DIRECTOR OF GRADUATE STUDIES David I. Greenstein

PROFESSORS Vivien A. Casagrande, Arthur F. Dalley II, Kathleen L. Gould, Steven Hanks,  
Stephen R. Hann, Jeanette Norden, Gary E. Olson, Susan R. Wente,

Christopher V. E. Wright

ASSOCIATE PROFESSOR EMERITUS James McKanna

ASSOCIATE PROFESSORS Chin Chiang, David I. Greenstein, Christopher F. Hardy,

David M. Miller III

ASSISTANT PROFESSORS Daniela Drummond-Barbosa, Guoqiang Gu, Peter A. Kolodziej,  
Ethan Lee, Laura Lee

**DEGREES OFFERED:** *Master of Science, Doctor of Philosophy*

✂ GRADUATE study in Cell and Developmental Biology at Vanderbilt emphasizes an interdisciplinary approach to biological research. The department supports strong research programs in the areas of cell proliferation, neurobiology, developmental biology, and reproductive biology; graduate studies in each of these areas may include interdepartmental courses from Cell and Developmental Biology, Biochemistry, Pharmacology, Psychology, Molecular Biology, and Molecular Physiology and Biophysics. Tutorials, seminars, and laboratory rotations foster intellectual interaction between students and faculty. Students are encouraged to begin their research while completing didactic course requirements. During the first year, the student's effort is divided equally between research and course work. Current research projects focus primarily at the cellular and sub-cellular levels, utilizing biochemical, molecular biological, genetic, cell culture, physiological, and ultrastructural techniques in efforts to correlate structure and function.

**310. Cell Biology.** A graduate-level course that examines current topics in cell biology, emphasizing relationships between structure and function at the cellular, subcellular, and molecular level. Reviews literature relating to weekly topic(s), which include the cell cycle, signal transduction, transcriptional and post-transcriptional regulation of gene expression, control of cell proliferation, differentiation and development. Develops critical skills, including data interpretation and testing a hypothesis. Prerequisite: IGP curriculum. FALL. [4] Olson, Wente.

**321. Gross Anatomy.** Devoted to a regional dissection of the human body supplemented by lectures and demonstrations. The emphasis is on the functional and clinical relevance of the anatomical structures. Class meeting dates determined by the calendar of the School of Medicine. Admission requires consent of the instructor. FALL. [7] Dalley.

**323. The Nervous System.** (Also listed as Neuroscience 323) Emphasis on providing second-year medical students and graduate students with a solid understanding of the organization of the human central nervous system, integrating basic information from neuroanatomy, neurophysiology, and neurochemistry. Covers the most up-to-date research conducted in neurobiology, with emphasis on research with potential clinical significance. Clinical material is provided by patient presentations, discussions of the impact of neurological disease on

patients and their loved ones, and by an analysis of pathological cases. Four hours lecture and four hours laboratory per week. Microscope rental fee is required. Audits allowed only under special circumstances. FALL. [3–4] Norden.

**330. Seminar in Cell and Developmental Biology.** The goal of the course is for graduate students to learn about two cutting-edge areas of research in cell and developmental biology. In 2003 the topic areas will be apoptosis and the cytoskeleton. Each area will be presented by four outside speakers (eight dates total). The week before each seminar the students will read and discuss, facilitated by a faculty member, a paper authored by the next week's speaker and prepare written critiques. The students will attend the seminar followed by a discussion section with the speaker. SPRING. [1] Hardy and Staff.

**333. Reproductive Biology.** (Also listed as Biochemistry 341) A multidisciplinary approach to the study of reproductive biology. Lectures cover the structure, function, and hormonal regulation of the male and female reproductive tracts, oogenesis, spermatogenesis, sperm maturation, capacitation, implantation, fertilization, development, sexual differentiation, the onset of puberty, the menstrual cycle, pregnancy and parturition, techniques of assisted fertilization, and contraception. The structure, biosynthesis and/or metabolism, molecular mechanisms of action, and physiological effects of releasing hormones, gonadotropins, and sex steroids are discussed. While emphasis is on human reproduction, experimental results from animal studies are also used, when appropriate, to illustrate particular phenomena. SPRING. [2] Danzo (Obstetrics and Gynecology) and Staff. (Offered biannually; next offered Spring 2005.)

**334. Topics in Growth Regulation.** Discussion of current literature in mechanisms of cellular regulation. Emphasis on developing a critical approach to experimental design and interpretation of data. Admission by consent of instructor. [2] (Not currently offered)

**335. Special Topics in Neuroscience.** (Also listed as Neuroscience 335 and Psychology 335) Basic issues in neuroscience. Possible topics include neural development, neural plasticity, regeneration, organization and function of cortex, sensory systems, motor systems, and research methodology in neuroscience. A new topic is considered each semester. Prerequisite: 323 or equivalent course, or permission of instructor. FALL. [2] Casagrande.

**336. Advanced Neuroanatomy.** Designed for graduate and medical students who wish to explore in more detail topics covered in Cell and Developmental Biology 323. Emphases on advanced neuroanatomical techniques (electron microscopy, freeze-fracture, fluorescence microscopy, electrophysiology), on an understanding of original current research conducted in neuroanatomy, and on clinical correlations. Students may elect to emphasize clinical correlations and do rotations in various subfields of neurobiology (neuro-oncology, surgery, etc.). Admission by consent of instructor only. Prerequisite: 323. No audits allowed. FALL, SPRING, SUMMER. [2] Norden.

**337. Molecular Aspects of Cancer Research.** (Also listed as Biochemistry 337) A focused series of seminars and discussions to explore the molecular basis of cancer. Seminars rely heavily on extramural speakers with recognized expertise in selected research areas. Students meet with the speaker immediately following each seminar. Discussion sections led by a faculty member follow each series of three to four seminars. SPRING. [1] Carpenter (Biochemistry).

**338. Special Topics in Cell Biology.** This course is intended to give first-year IGP students a personal perspective on the careers of exceptional cell and developmental biology researchers. Each session will focus on Nobel Prize or Lasker Award winners in Physiology or Medicine that have impacted cell and developmental biology fields. A faculty member with training or interest ties to the researcher will present and lead a discussion on the research topic and the history of the researcher's career. In preparation for each session,



the students will research the information at or linked to the award Web sites. For each session, the students will be given a key paper(s) of the winner (or the winner's acceptance speech, or biographical articles, etc. at the discretion of the faculty member). During the class-time interactions with the faculty member, the students will incorporate their perspectives on what they found interesting about the winner's history. For the last wrap-up session, each student will pick an award winner who has not been discussed and prepare a 15-minute presentation about the person. SPRING. [Maximum credit: 2] Wente.

**339. Research Seminar in Cell Biology.** Students and postdoctoral fellows present their research projects in an informal atmosphere. Students are critiqued on presentations. FALL, SPRING. [1] Wright.

**340. Special Problems and Experimental Techniques.** Designed to allow the student an opportunity to master advanced techniques in cell biology while pursuing special projects under individual members of the faculty in their areas of expertise. Admission to course, hours, and credit by arrangement. FALL, SPRING, SUMMER. [Variable credit: 1–6] Greenstein.

**341. Molecular Developmental Biology.** This course focuses on three cutting-edge areas of developmental biology per year. The aim of this course is to provide the student with a comprehensive and up-to-date understanding of fundamental issues in modern developmental biology. Faculty didactic lectures provide essential background to facilitate critical reading and discussions of the recent scientific literature. This course is modular, with each module (approximately one month) corresponding to a single thematic topic. Topics for 2004 to be selected. SPRING. [Variable credit: 1–3] Wright.

**342. Advanced Developmental Biology: Vertebrate Organogenesis.** (Also listed as Biological Sciences 342) Cellular and molecular regulation of the morphogenetic processes that shape vertebrate tissues and organs. Emphasis on development of digestive, respiratory, hematopoietic, cardiovascular, urogenital, sensory and nervous systems. Where appropriate, correlation to invertebrate development and reference to evolutionary changes in organ structure and function. SPRING. [3] Appel (Biological Sciences) and Bader.

**345. Cellular and Molecular Neuroscience.** (Also listed as Molecular Physiology and Biophysics 345, Neuroscience 345, Pharmacology 345) Students are exposed to fundamental concepts and techniques in molecular and cellular neuroscience and provided with a theoretical context for experimental analysis of brain function. The course is divided into four modules. *Module I: Biophysics and Biochemistry of Synaptic Transmission* reviews biophysical and molecular concepts relating to membrane excitability, action potential generation and propagation, and the molecular basis of chemical signaling at synapses. *Module II: Synaptic Integration and Plasticity* discusses mechanisms and models of synaptic integration and plasticity and concentrates on how molecular changes translate into altered synaptic strength and gene expression programs that underlie short and long-term plasticity. *Module III: Neural Development* examines historical and current concepts in neural pattern formation, neural migration, axon guidance and synapse formation. *Module IV: Neural Diseases and Disease Models* focuses on specific brain disorders such as epilepsy, depression, schizophrenia, and Alzheimer's disease and current models used to investigate their origin and/or treatment. This course combines faculty lecture with discussion of original articles, with an emphasis on student participation. SPRING. [4] Blakely, Carter, and Staff.

**347. The Visual System.** (Also listed as Electrical Engineering 351, Neuroscience 347, Psychology 336) An introduction to the anatomy, physiology, psychophysics, and pathologies of the sense of sight. Physiological optics, retinal anatomy, physiology and neurochemistry, color vision, brain areas involved in visual processing and clinical problems associated with the visual system. SPRING. [3] Casagrande, Bonds (Electrical Engineering), Lappin (Psychology).

**350. Cellular Microbiology of the Pathogen-Host Interaction.** (Also listed as Microbiology & Immunology 350) An interdisciplinary course designed to train students at the interface of molecular microbiology and cell biology. Model organisms of their products will be analyzed in the context of molecular cell biology. Students will be challenged to utilize new information from microbial genome sequencing to understand host cell subcellular compartments and signaling pathways. SPRING. [4] Green (Microbiology & Immunology), Richmond.

**369. Master's Thesis Research.**

**399. Ph.D. Dissertation Research.**

## *Cellular and Molecular Pathology*

CHAIR Samuel A. Santoro

DIRECTOR OF GRADUATE STUDIES Paul E. Bock

ASSOCIATE DIRECTOR OF GRADUATE STUDIES Walter G. Jerome III

PROFESSORS James B. Atkinson III, Raymond F. Burk, Robert D. Collins,

Jeffrey Mark Davidson, Agnes B. Fogo, David R. Head, Richard L. Hoover,

Barbara O. Meyrick-Clarry, William M. Mitchell, Harold L. Moses, David L. Page,

Fritz F. Parl, F. James Primus, Virginia L. Shepherd, Larry L. Swift, Samuel A. Santoro,

Mary Zutter

ASSOCIATE PROFESSORS Paul E. Bock, Robert C. Briggs, Sergio Fazio, David Gailani,

Michael A. Haralson, Roy Andrew Jensen, Walter G. Jerome III, Joyce E. Johnson,

Mahlon D. Johnson, Thomas L. McCurley III, Kevin G. Osteen, James O. Price,

Gregory C. Sephel, Charles W. Stratton, William M. Valentine, Cindy L. Vnencak-Jones

ASSISTANT PROFESSORS Mary Edgerton, Gilbert Moeckel, Scott B. Shappell,

Yi-Wei Tang, Pampee Young

**DEGREES OFFERED:** *Master of Science, Doctor of Philosophy*

✂ STUDENTS interested in this program participate in the Interdisciplinary Graduate Program in the Biomedical Sciences (see Biomedical Sciences). Cellular and molecular pathology occupies a unique place among the biomedical sciences in that it bridges the basic science and clinical disciplines. It seeks to determine the mechanism and etiology of disease, to study the agents and conditions that cause disease, and to elucidate the steps in the transformation of a normal tissue or process into an abnormal one. Pathology is ideally positioned to influence the conceptual and methodologic transfer of advances in the basic biological sciences to the alleviation of disease and the maintenance of health. It uses, therefore, a methodology that encompasses in part the techniques of all other basic and clinical science. Undergraduate majors in biology, chemistry, biochemistry, and molecular biology are appropriate preparation for graduate work in pathology, which requires a foundation in biochemistry, immunology, molecular genetics, and structural biology.

The program in cellular and molecular pathology leading to the Ph.D. degree is designed to prepare students for careers in biomedical sciences, focusing on research. Students in their first year complete a core of course work through the Interdisciplinary Graduate Program in the Biomedical Sciences (see Biomedical Sciences). The second year of study comprises required and elective courses for a total of at least 24 hours of formal course work (including the 16 hours in the first year). Course selection is tailored to the interests and particular needs of the student, and elective hours are usually taken in areas such as cell biology, biochemistry, molecular biology, and molecular physiology and biophysics. Qualifying examinations are administered after the second year of study, and the final two to three years of the program are devoted to research. A thesis-based master's degree is awarded only under special circumstances.

The research interests of the faculty include vascular biology and biochemistry, tumor pathology, the immune response, inflammation and repair, the biology of the extracellular matrix in response to disease processes, the pathogenesis of infectious agents, and the regulation of gene expression in disease. The department is fully equipped with modern research training facilities and provides close faculty mentoring through a high faculty-to-student ratio.

**322. Experimental Methods in Pathology.** Special techniques and preparations. Topics include electron microscopy, tissue culture, histochemistry, cytochemistry, and molecular biology. Admission to course, hours, and credit by arrangement. FALL, SPRING, SUMMER. [2–4] Swift and Staff.

**323. Surgical Pathology.** This course is designed to complement Cellular and Molecular Pathology 351 by presentation of selected diseases in greater depth. Topics include surgical pathology of soft tissues and bone, salivary glands, organs of special sense, and genitourinary tract. Clinicopathology correlation is emphasized by demonstration of surgical specimens and class discussion. FALL, SPRING. [1] Page.

**324. Animal Models of Disease and Diseases of Laboratory Animals.** Etiology, clinical findings, pathogenesis, gross and microscopic lesions of selected diseases of domestic and laboratory animals. Emphasis on those diseases that closely resemble similar disease processes in humans and their value as experimental models. Prerequisite: 351 or prior approval. SPRING. [2] Staff.

**327. Pathology and Pathogenesis of Neurological Disease.** The neuroanatomical and neuropathophysiological aspects of nervous system disease with emphasis on mechanisms and neuropathological characteristics. Prerequisite: 351. FALL. [1] Staff.

**329. Lipoprotein Metabolism.** Lectures, discussions, and assigned readings in the metabolism of plasma lipoproteins. Topics include the composition and structure of plasma lipoproteins; lipoprotein biosynthesis and assembly; enzyme, exchange proteins, and receptors involved in lipoprotein catabolism; and disorders of lipid metabolism. Presentation of oral reports is required. Prerequisite: an introductory course in biochemistry. Minimum enrollment six students. SPRING. [1] Fazio, Linton, Swift.

**331. Seminar in Experimental Pathology.** Students, residents, and fellows present joint seminars correlating advances in basic research with clinical manifestations of selected diseases. FALL. [1] Briggs and Staff.

**332. Current Topics in Experimental Pathology.** Students, postdoctoral fellows, and faculty participate in a weekly discussion of current research projects and literature. SPRING. [1] Briggs and Staff.

**333. Fundamentals of Scientific Communication.** Focuses on development and enhancement of skills in written and oral scientific communication, and critical thinking in scientific problem solving. Lectures, student projects, presentations, and class discussions emphasizing manuscript and research grant proposal writing, poster and oral presentations. SPRING. [3] Bock, Hoover, and Staff.

**335. Molecular Pathology of Extracellular Matrix.** Lectures on the structure, genes, metabolism, and regulation of the collagens, structural glycoproteins, proteoglycans, and elastin. The role of these macromolecules in maintaining normal tissue integrity and function and in development and wound healing is emphasized, as is the molecular basis for the involvement of these proteins in both inherited and acquired diseases (e.g., atherosclerosis, diabetes, and cancer). Prerequisite: biochemistry and/or cell biology. SPRING. [2] Davidson, Haralson, Sephel, and Staff.

**337. Cellular and Molecular Basis of Vascular Disease.** Lectures on contemporary research in cell biology, protein and lipid biochemistry, and molecular biology of the vascular system. Open to graduate and medical students, postdoctoral fellows, and undergraduate students with consent of instructors and Dean for Graduate Studies and Research. Prerequisite: a suitable background in biochemistry and cell biology. FALL. [3] Bock, Hoover.

**348. Histology for Research** (Also listed as Cell and Developmental Biology 348). This lecture and laboratory course is designed to provide students with sufficient background in normal histology to enable an understanding of pathologic changes that occur as a consequence of genetic or other experimental manipulations. Lectures will cover normal structure and function of the basic tissues and major organ systems. The laboratory will emphasize proficiency in comparative microscopic analysis of human and animal model tissues. A microscope rental fee is required. FALL. [3] Swift (Cell and Developmental Biology).

**351. Cellular and Molecular Basis of Pathology.** An introduction to the morphology and pathogenesis of disease, with emphasis on alterations of normal cellular, molecular, and biochemical processes and on recent developments in our understanding of disease. Lectures, review of normal histology, small group discussions, and laboratory work. Prerequisites include a basic knowledge of biochemistry, cell, and molecular biology. SPRING. [4] Sephel and Staff.

**399. Ph.D. Dissertation Research.**

---

---

## *Chemical and Physical Biology*

✳ ELEVEN departments participate in this interdisciplinary program: biochemistry, biological sciences, cancer biology, cell and developmental biology, chemistry, microbiology and immunology, mathematics, molecular physiology and biophysics, pathology, pharmacology, and physics. During their first year, students take a core curriculum and conduct research in three laboratories before selecting the discipline in which they will earn the Ph.D. degree. Additional course work during subsequent years is appropriate to this discipline and the student's interests.

Ph.D. dissertation research may be conducted in any one of over forty preceptors' laboratories or, by special request, in any laboratory in the eleven participating departments. Research opportunities are available in the following areas: biological mass spectroscopy, biomagnetics and non-linear dynamics, computational biology and molecular modeling, protein-protein interactions, NMR and EPR, chemical biology, fluorescence spectroscopy and microscopy, protein-nucleic acid interactions, structural biology, nanocrystals, macromolecular structure and dynamics, mechanistic enzymology, proteomics, molecular toxicology, and mathematical modeling of biological systems.

**300. Fundamental Aspects of Research at the Chemistry, Physics, and Biology Interface.** FALL. [1] Beth and Staff.

**301. Seminar in Chemical and Physical Biology.** SPRING. [1] Beth and Staff.

**303. Responsible Conduct in Research I and II.** Formal lectures and small group discussion on a range of issues encountered in research activities. Included are responsibilities of the investigator and the university to the federal government; scientific misconduct; ethical use of animals in research; ethics of publication, lab management, and grant writing. [0] Chalkley and Staff.

**399. Ph.D. Dissertation Research.**

---

---

# Chemical Engineering

CHAIR M. Douglas LeVan

DIRECTOR OF GRADUATE RECRUITING G. Kane Jennings

DIRECTOR OF GRADUATE PROGRAM Bridget R. Rogers

PROFESSORS EMERITI Robert J. Bayuzick, Tomlinson Fort, Thomas M. Godbold

PROFESSORS Peter T. Cummings, Thomas R. Harris, David S. Kosson, M. Douglas LeVan,

K. Arthur Overholser, Robert J. Roselli, John A. Roth, Karl B. Schnelle Jr.,

Robert D. Tanner

RESEARCH PROFESSOR Ales Prokop

ASSOCIATE PROFESSORS Kenneth A. Debelak, Todd D. Giorgio

RESEARCH ASSOCIATE PROFESSOR William H. Hofmeister

ASSOCIATE PROFESSOR OF THE PRACTICE Julie Ervin Sharp

ASSISTANT PROFESSORS R. Robert Balcarcel, Frank M. Bowman, G. Kane Jennings,

Bridget R. Rogers

**DEGREES OFFERED:** *Master of Science, Doctor of Philosophy*

✂ CHEMICAL engineers play key roles in the development and production of pharmaceuticals and bioengineered materials, high strength composites and specialty polymers, semiconductors and microelectronic devices, a wide range of ultrapure fine chemicals, and in a variety of other processes. Indeed, chemical engineering is essential for the operation of contemporary society. The solution of many of the problems facing society today—e.g., energy, the environment, development of high-performance materials—will involve chemical engineers.

Graduate work in chemical engineering provides an opportunity for study and research at the cutting edge—to contribute to shaping a new model of what chemical engineering is and what chemical engineers do. Formal course work essentially doubles the exposure to chemical engineering principles that students receive as undergraduates. Thesis research gives unparalleled experience in problem solving, the key to challenging research assignments in industry and admission to the worldwide community of scholars.

All faculty members are active in research and direction of graduate student projects. Current research includes problems in six broad areas: adsorption and surface chemistry; biochemical engineering and biotechnology; chemical reaction engineering; environment; materials; process modeling and control.

Programs leading to the M.S. and Ph.D. degrees are offered through the Graduate School. Both require a combination of course work and a thesis. The master of engineering, an advanced professional degree for engineers, is offered by the School of Engineering. There is no language requirement for any degree.

Candidates for the master of science must complete 24 semester hours of graduate level courses (12 hours in chemical engineering core courses, a 3-hour technology elective from an approved list, 6 hours in a field

complementary to the research, and 3 hours in chemical engineering). In addition to course work, each degree candidate conducts research under the supervision of a faculty adviser, prepares a written thesis, and presents it orally to the faculty. An M.S. program for non-chemical engineering undergraduates also exists at Vanderbilt. Persons interested in this program should contact the director of the graduate program in Chemical Engineering for more detailed information.

Candidates for the doctor of philosophy complete a minimum of 72 semester hours of work beyond the bachelor's degree. At least 30 of these hours are course work (24 hours in chemical engineering graduate courses including 18 hours in required chemical engineering courses and 6 hours in chemical engineering electives). Ph.D. students are required to take at least 6 semester hours outside the department in a related technical field or fields, excluding any courses cross-listed with the department. These courses should complement the student's research interests. The remaining hours are Ph.D. dissertation research. The course load is designed to allow students to spend the majority of their studies on original research. Up to 24 hours of graduate course work with an equivalent of *A* or *B* grade may be transferred to Vanderbilt and applied to the Ph.D. At the end of the first calendar year in residence, students complete a written comprehensive examination on fundamentals that are presented in the chemical engineering core courses. Admission to candidacy in the Ph.D. program is based upon this departmental examination, as well as the Ph.D. qualifying examination, which consists of written and oral presentation of a proposal for doctoral research. An examination in the minor field may also be given. Following the examinations and at least 24 semester hours of dissertation research, the student prepares and publicly defends a dissertation presenting results of original research in chemical engineering.

**225. Kinetics.** Analysis of chemical kinetic data and application to the design of chemical reactors. Batch, semibatch, and flow reactors are considered in both steady-state and transient operation. A brief treatment of catalysis and physical and chemical adsorption is given. Graduate credit for nonmajors. Prerequisite: 223, Chemical and Phase Equilibria and Chemistry 231. FALL. [3]

**230. Introductory Transport Phenomena.** The principles of mass, momentum, and energy transport and their application to analysis and design of engineering systems. Graduate credit for nonmajors. Prerequisite: consent of instructor. Corequisite: Math 229. FALL. [3]

**231. Rate-Based Transport Operations.** Principles and techniques of chemical engineering practice and design. Analysis of chemical engineering processes involving mass transfer, heat transfer, and fluid mechanics. Consideration of safety in the context of process equipment design. Graduate credit for nonmajors. Prerequisite: ChE 230 or consent of instructor. SPRING. [3]

**232. Separation Processes.** Chemical engineering design and practice of chemical separation processes that reach or approach equilibrium. These processes include distillation, adsorption, and extraction. Process simulation of separation processes is required. Consideration of safety and economics in the context of process and equipment design. Graduate credit for nonmajors. Prerequisite: ChE 230 or consent of instructor. SPRING. [3]

**233W. Chemical Engineering Process Design.** A capstone design course for chemical engineering students. A systematic approach to design and safety practices for chemical process operations. The course involves process design, economic evaluation of alternatives, and a cost and safety analysis of a typical chemical or petroleum process. The use of process simulations is required. A comprehensive design report is required. Graduate credit for nonmajors. Prerequisite: 232 and 216 or consent of instructor. SPRING. [4]

**242. Chemical Process Control.** Design of control systems for chemical processes. Principles of process dynamics and control of single and multivariable systems. Frequency and stability analyses and their effect on controller design. Graduate credit for nonmajors. Prerequisite: Math 198. SPRING. [3]

**280. Atmospheric Pollution.** (Also listed as Civil Engineering 280) Fundamentals of atmospheric pollution and control. The sources and nature of gaseous and particulate air pollutants, the relation of meteorological conditions to their dispersal, and their effects on health and materials are discussed along with administration, standards, and control of air pollution. FALL. [3]

**282. Biochemical Engineering.** A course in enzyme catalysis, microbial growth, bioreactor design and analysis and product recovery. Emphasis will be placed on enzyme kinetics and fermentation, process modeling, applications of models to commercial fermentations, biomass plants, and enzyme engineering. For graduate students and advanced undergraduates. Prerequisite: consent of instructor. [3] (Offered on demand)

**283. Biopharmaceutical Engineering.** The production of biopharmaceuticals will be studied within the context of diseases and ailments that may be remedied through the engineering of novel bio-pharmaceuticals. Topics will include molecular bases of disease, drug discovery, drug delivery, cell line generation, nutritional requirements of cell cultures, metabolic engineering of cell lines, and large scale-production plant design of mammalian cell based processes. Prerequisites: junior/senior standing in engineering or biological science or graduate standing. SPRING. [3]

**284. Semiconductor Materials Processing.** Introduction to the materials processing unit operations of silicon device manufacturing. Topics include basic semiconductor physics and device theory, production of substrates, dopant diffusion, ion implantation, thermal oxidation and deposition processes, plasma deposition processes, photolithography, wet chemical and plasma etching, and analytical techniques. FALL. [3]

**290. Special Topics in Chemical Engineering.** For beginning graduate and advanced undergraduate students. New areas and technology of interest to faculty and students in chemical engineering. Prerequisite: consent of instructor. FALL. [3]

**310a. Applied Mathematics in Chemical Engineering I.** Chemical engineering applications of advanced methods of mathematics, such as Laplace transforms, calculus of finite differences, and numerical methods, with emphasis on expressing physical situations in mathematical language together with methods used in analysis of experimental data. [3]

**310b. Applied Mathematics in Chemical Engineering II.** A continuation of 310a. [3] (Offered on demand)

**311a–311b. Advanced Chemical Engineering Thermodynamics.** Application of the thermodynamics method to chemical engineering problems. Development of the first, second, and third laws of thermodynamics; estimation and correlation of thermodynamic properties; chemical and phase equilibria; irreversible thermodynamics; and other special advanced topics relevant to chemical engineering. 311a, FALL; 311b offered on demand. [3–3]



**312a. Transport Phenomena I.** The theory of nonequilibrium processes. Development of the analogy between momentum, energy, and mass transport, with applications to many common engineering problems. FALL. [3]

**312b. Transport Phenomena II.** A continuation of 312a. SPRING. [3]

**313. Applied Chemical Kinetics.** Experimental methods in kinetics. Kinetics of industrial reactions and reactor design. Adsorption and catalytic systems are considered. FALL. [3]

**314. Advanced Separation Processes.** Current separation operations such as distillation, absorption, extraction, reactive distillation, membrane processes, adsorption, and adsorptive bubble methods. SPRING. [3]

**315a–315b. Systems Analysis for Process Design and Control.** The design and control of chemical process plants, including economic optimization under steady state and transient conditions. [3–3]

**317. Physiological Transport Phenomena.** (Also listed as Biomedical Engineering 317) The quantitative description of momentum transport (viscous flow) and mass transport (convection and diffusion) in living systems. Prerequisite: courses in fluid dynamics and mass transfer. [3] (Offered on demand)

**320. Surfaces and Adsorption.** Surface energy, capillarity, contact angles and wetting, surface films, insoluble monolayers, solid surfaces, membranes, surface area determination, adsorption, adhesion, interface thermodynamics, friction and lubrication, interfaces in composites, relationships of surface to bulk properties of materials. FALL. [3]

**325. Polymer Science and Engineering.** Macromolecular systems, with emphasis on the interrelationship of chemical, physical, and engineering properties and the further relation of these properties to synthesis and application. A basic understanding of organic chemistry and of physical chemistry is assumed. SPRING. [3] Staff.

**334. Advanced Reaction Kinetics.** The optimum design of chemical reactors and modern topics in engineering kinetics. [3] (Offered on demand)

**352. Advanced Physical/Chemical Wastewater Treatment.** The theory of mass transfer and chemical reactor technology in advanced wastewater treatment design; physical/chemical processes in municipal and industrial wastewater treatment; evaluation of process alternatives for cost effectiveness. Prerequisite: CE 211, Water and Waste Water Treatment or consent of instructor. SPRING. [3]

**369. Master's Thesis Research.** [0]

**397. Special Topics.** FALL. [3]

**398. Seminar.** [0]

**399. Ph.D. Dissertation Research.**

---

---

# Chemistry

CHAIR Ned A. Porter

DIRECTOR OF GRADUATE STUDIES Charles M. Lukehart

PROFESSORS EMERITI Robert V. Dilts, Larry C. Hall, Thomas M. Harris,  
Melvin D. Joesten, Mark M. Jones, Donald E. Pearson, Lawrence J. Schaad,  
David J. Wilson

PROFESSORS Richard N. Armstrong, Richard M. Caprioli, David M. Hercules,  
B. Andes Hess Jr., Charles M. Lukehart, Terry P. Lybrand, Lawrence J. Marnett,  
Prasad L. Polavarapu, Ned A. Porter, Michael P. Stone, Joel Tellinghuisen

VISITING PROFESSOR James N. Lowe

RESEARCH PROFESSOR Thomas M. Harris

ADJOINT PROFESSOR Lidia Smentek

ASSOCIATE PROFESSORS Timothy P. Hanusa, Piotr Kaszynski, Carmelo J. Rizzo,  
Sandra J. Rosenthal, David L. Tuleen

RESEARCH ASSOCIATE PROFESSOR Constance M. Harris

ASSISTANT PROFESSORS Brian O. Bachmann, David E. Cliffler, Tingyu Li, David W. Wright

RESEARCH ASSISTANT PROFESSOR Jonathon T. Goodman

ADJOINT ASSISTANT PROFESSORS Andrienne C. Friedli, Eve S. Steigerwalt

SENIOR LECTURERS Gerard A. Nyssen, Shawn T. Phillips

**DEGREES OFFERED:** *Master of Arts in Teaching, Master of Science,  
Doctor of Philosophy*

✂ RESEARCH programs are offered in the traditional areas of analytical, inorganic, organic, and physical chemistry along with interdisciplinary research programs in biological, environmental, and materials chemistry and chemical physics. A wide range of research projects are under active investigation and are supported by excellent research facilities, modern instrumentation, and external funding.

A research thesis is required for a master's degree. Specific requirements for the Ph.D. degree are defined in a Ph.D. Program document that is available upon request from the Department of Chemistry. Both the master's and Ph.D. degrees require a minimum of 24 hours of formal course work.

**202. Introduction to Bioinorganic Chemistry.** Functions of inorganic elements in living cells. The manner in which coordination can modify the properties of metallic ions in living systems. Non-metallic elements including selenium, iodine, chlorine, and phosphorus. Prerequisite: 220a–220b. SPRING. [3] Wright.

**203. Inorganic Chemistry.** A survey of modern inorganic chemistry including coordination compounds and the compounds of the main-group elements. Representative reactions and current theories are treated. Prerequisite: organic and physical chemistry. FALL. [3] Lukehart.

**204. Inorganic Preparations.** Synthesis and characterization of inorganic compounds or materials; one laboratory per week. Pre- or corequisite: 203. SPRING. [1] Lukehart.

**207. Introduction to Organometallic Chemistry.** A general description of the preparation, reaction chemistry, molecular structure, bonding, and spectroscopic identification of organometallic compounds of the transition metals. Prerequisite: 203, 220a–220b. SPRING. [3] Lukehart.

**210. Analytical Chemistry I.** Fundamental quantitative analytical chemistry, with emphasis on principles and methods of separation, on equilibria, and on stoichiometry. No credit for graduate students in chemistry. Three lectures and one laboratory period per week. SPRING. [4] Cliffl.

**211. Analytical Chemistry II.** Chemical and physical principles of modern analytical chemistry with emphasis on instrumental techniques. No credit for graduate students in chemistry. Prerequisite: 210, 220a–220b, and 230. Two lectures and two laboratory periods per week. FALL. [4] Hercules.

**219a–219b. Organic Chemistry Laboratory.** Laboratory to accompany 220a–220b. Corequisite: 220a–220b. One four-hour laboratory per week. [1–1] List.

**220a–220b. Organic Chemistry.** Fundamental types of organic compounds, their nomenclature, classification, preparations, reactions and general application. Prerequisite: 102a–102b, 103a–103b, 104a–104b. No credit for graduate students in chemistry. Ordinarily accompanied by 219a–219b. [3–3] Hess, Lowe.

**220c. Organic Chemistry: Structure and Mechanism.** Advanced topics in organic chemistry and applications to biological sciences. Stereochemistry and conformational analysis, mechanisms of organic, bioorganic and enzymatic reactions, linear free-energy relationships, reactive intermediates. FALL. [3] Kaszynski, Porter.

**221. Laboratory Techniques in Organic Chemistry.** Advanced work in organic preparations, new synthetic techniques, and modern organic analytical methods, including infrared and nuclear magnetic resonance. Prerequisite: 220b. One lecture and two laboratory periods per week. [3] (Not currently offered)

**222. Physical Organic Chemistry.** Structure and bonding in organic molecules. Reactive intermediates and organic reaction mechanisms. Prerequisite: 220b, 231. SPRING. [3] Kaszynski.

**223. Advanced Organic Reactions.** A comprehensive study of the synthesis and behavior of organic compounds based on electronic theory. Prerequisite: 220a–220b and 221, 230, 231, 236, and 237, or special consent of instructor. Three lectures per week. SPRING. [3] Rizzo.

**224. Bioorganic Chemistry.** Essential metabolites including vitamins, steroids, peptides, and nucleotides. Consideration of phosphate esters and the synthesis of oligodeoxynucleotides. Prerequisite: 220a–220b. Three lectures per week. FALL. [3] Rizzo.

**225. Spectroscopic Identification of Organic Compounds.** Theoretical and practical aspects of spectroscopic methods, with an emphasis on NMR spectroscopy, for structural characterization of organic compounds. Prerequisite: 220b. FALL. [3] Bachmann.

**226. Medicinal Chemistry.** Drug design and development; drug interactions with receptors, enzymes, and DNA; selected therapeutic areas. Some organic synthesis. Prerequisite: 220a–220b and 219a–219b. FALL. [3] Lybrand.

**230. Physical Chemistry I.** Chemical kinetics and principles of quantum chemistry applied to molecular structure, bonding, and spectroscopy. Prerequisite: Math 150a–150b or Math 155a–155b and Physics 116a–116b or Physics 117a–117b. No credit for graduate students in chemistry. FALL. [3] Rosenthal.

**231. Physical Chemistry II.** Chemical thermodynamics and equilibrium, their statistical foundation, and applications to chemical phenomena. Prerequisite: Math 150a–150b or Math 155a–155b and Physics 116a–116b or Physics 117a–117b. No credit for graduate students in chemistry. SPRING. [3] Polavarapu.

**232. Quantum Chemistry.** Limits of classical mechanics at the atomic and molecular level; the postulates of quantum mechanics applied to problems in one, two, and three dimensions; perturbation and other methods. Prerequisite: 231 or equivalent. FALL. [3] Stone.

**233. Molecular Modeling Methods.** Introduction to theory and practice of computer simulation studies of molecules with emphasis on applications to biological molecules and complexes. Discussion of background theory, implementation details, capabilities and practical limitations of these methods. Prerequisite: 231. Three lectures and one three-hour laboratory per week. SPRING. [4] Lybrand.

**234. Spectroscopy.** Experimental and theoretical aspects of spectroscopy. Energy levels, selection rules, and spectral transitions as related to atomic and molecular structure. Design of contemporary magnetic resonance and optical spectroscopy measurements. Prerequisite: 231. SPRING. [3] Stone.

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

**237. Experimental Spectroscopy.** Experiments in ultraviolet, visible, infrared, Raman, and magnetic resonance spectroscopy, with application to lasers, photochemistry, and kinetics. No credit for graduate students in chemistry. One three-hour laboratory and one lecture per week. Prerequisite: 230 and 236. SPRING. [2] Tellinghuisen.

**250. Chemical Literature.** Assigned readings and problems in the nature and use of the chemical literature. Prerequisite: one year of organic chemistry. SPRING. [1] K. Porter.

**301a–301b. Chemistry Seminar.** [1–1] Staff.

**304. Special Topics in Inorganic Chemistry.** SPRING. [3] Hanusa. (Offered on demand)

**306. Physical Methods in Inorganic Chemistry.** Application of spectroscopic methods to inorganic chemistry. Discussion of symmetry and group theory as required for the use of spectroscopic methods is also included. FALL. [3] Wright. (Offered on demand)

**311. Advanced Analytical Chemistry.** Data analysis and experimental design, surface analysis, mass spectrometry, and molecular spectrometry. SPRING. [3] Hercules.

**312. Electrochemistry: Theory and Analysis.** FALL. [3] Cliffl. (Offered in alternate years)

**314a–314b. Special Topics in Analytical Chemistry.** [1–3] (Not currently offered)

**315. Separation Methods: A Practical Approach.** Theories of separation science; distillation, capillary electrophoresis, membrane separation, and supercritical fluid extraction; emphasis on chromatography. FALL. [3] Li.

**326. Readings in Organic Chemistry.** Current topics in organic literature. May be repeated for a total credit of 3 hours. Prerequisite: 222 or 223. [1–1] Organic chemistry faculty. (Not currently offered)

**330. Advanced Quantum Chemistry.** Advanced topics in the application of quantum mechanics to chemical bonding and spectroscopy. Prerequisite: 232. SPRING. [3] Staff. (Offered on demand)

**331. Statistical Thermodynamics.** Statistical mechanics and chemical equilibrium; distribution laws, partition functions, and thermodynamic properties of atoms and molecules; applications to gases, liquids, and solids. Prerequisite: 232. [3] Staff. (Not currently offered)

**332. Special Topics in Chemical Physics.** FALL. [3] Staff.

**334a–334b. Special Topics in Physical Chemistry.** Pre- or corequisite: 330a. [3–3] Polavarapu. (Not currently offered)

**335. Thermodynamics and Kinetics of Inorganic and Organic Materials.** Equilibrium in chemical and physical processes of ideal and real systems. Reaction rates for elementary mechanisms. Credit not given for both 335 and 230 or 231. SPRING. [3] Staff.

**336. Biochemical Toxicology and Carcinogenesis.** (Also listed as Biochemistry 336) Chemical and biological aspects of toxicology and carcinogenesis, including basic principles and mechanisms, metabolism and enzymology, molecular biology, chemistry of reactive intermediates, and a survey of several classes of environmentally important compounds. Prerequisite: a course in general biochemistry or consent of instructor. Three lectures per week. FALL. [3] Guengerich (Biochemistry) and Staff.

**340. Applications of Group Theory.** Molecular symmetry, point groups, and character tables. Application to molecular orbitals, vibrational spectra, organic and inorganic systems. [3] (Not currently offered)

**350. Materials Chemistry.** A survey of modern materials chemistry with an emphasis on the chemistry related to the preparation, processing, identification, analysis, and applications of materials. FALL. [3] Hanusa.

**360. Practicum in Chemistry Instruction.** Preparation for and the teaching of chemistry to undergraduate students. No credit for chemistry graduate students. FALL, SPRING. [0] Staff.

**369. Master's Thesis Research.**

**380. Introduction to Research.** Introduction to chemical research under the guidance of individual faculty members. Students participate in three rotations among faculty research groups and provide graded work. For chemistry graduate students only. May be taken on a Pass/Fail basis only. FALL, SPRING. [3] Staff.

**385. Advanced Reading in Chemistry.** Specialized topics under the guidance of a departmental faculty member. Open to qualified graduate students only. FALL, SPRING. [3] Staff.

**399. Ph.D. Dissertation Research.**

---

---

## Chinese

SENIOR LECTURER Xianmin Liu

LECTURER Qing Wei

✚ COURSES in Chinese are available for minor credit in master's degree programs only. Students should consult their advisers about the acceptability of the courses as related work.

**201–202. Elementary Chinese.** Introduction to Modern Chinese pronunciation, grammar, conversation, reading, and writing. [5–5] Liu, Wei.

**214–216. Intermediate Chinese.** Language training in oral and written Chinese. Prerequisite: 201–202. [5–5] Liu, Wei.

**231. Calligraphy.** Basic skills of writing standard script *kaishu*. Basic aesthetic of Chinese calligraphy. No Chinese language background necessary. [1] Liu.

**241–242. Advanced Chinese.** Readings in Chinese culture to enhance proficiency in oral and written Chinese. Prerequisite: 214–216. [3–3] Liu.

**251–252. Intensive Readings in Chinese.** Readings in selected Chinese newspapers, literary and academic works to promote reading and writing competence. Prerequisite: 241–242. [3–3] Liu.

**289a–289b. Independent Study.** A reading course, the content of which varies according to the need of the individual student. Primarily designed to cover pertinent material not otherwise available to the student in the regular curriculum. [Variable credit: 1–3] Liu.

---

---

# Civil Engineering

CHAIR David S. Kosson

DIRECTOR OF GRADUATE STUDIES Sankaran Mahadevan

PROFESSORS EMERITI Paul Harrawood, Peter G. Hoadley, Richard E. Speece,  
Edward L. Thackston

PROFESSORS Mark David Abkowitz, Prodyot K. Basu, David S. Kosson,  
Sankaran Mahadevan, Frank L. Parker

RESEARCH PROFESSOR Malcolm E. Baird

ASSOCIATE PROFESSORS Alan Ray Bowers, Robert E. Stammer Jr.

ASSOCIATE PROFESSOR OF THE PRACTICE John R. Veillette

VISITING ASSOCIATE PROFESSOR Sanjiv Gokhale

ASSISTANT PROFESSORS Eugene LeBoeuf, Karthik Srinivasan, Lori Troxel, Kevin Tseng,  
Luoyu (Roy) Xu

RESEARCH ASSISTANT PROFESSOR James R. Dobbins

**DEGREES OFFERED:** *Master of Science, Doctor of Philosophy*

✦ DEGREE programs at the M.S. and Ph.D. level are offered in structural engineering, structural mechanics, and transportation engineering, and at the M.S. level in construction management. M.S. and Ph.D. programs in environmental engineering are offered by the graduate program in that subject.

The Ph.D. requires a minimum of 36 hours of formal course work and a dissertation. The M.S. degree has two options: (1) 24 hours of graduate-level course work and a research thesis, or (2) 30 hours of graduate-level course work.

There is no foreign language requirement.

The master of engineering degree, an advanced professional degree for engineers, is offered by the School of Engineering.

**243. Soil Mechanics.** Study of origin, formation, classification, identification, and engineering properties of soils. Discussions on index properties, soil moisture, soil structure, compressibility, shear strength, stress analysis, lateral pressures, and foundation capacities. Graduate credit for geology majors. Prerequisite: 182, Mechanics of Materials or consent of instructor. FALL. [3] Hoadley.

**252a–252b. Civil and Environmental Engineering Seminar.** A two-part seminar series designed to introduce students to current technical and professional issues through literature discussions, seminars by faculty and practicing engineers, and participation in panel discussions. Prerequisite: senior or graduate standing or consent of instructor. FALL, SPRING. [1–1] Staff.

**255. Transportation System Design.** The geometric analysis of transportation ways, with particular emphasis on horizontal and vertical alignment. Design of highways, interchanges, intersections, and facilities for air, rail, and public transportation. Prerequisite: 225, Transportation Systems Engineering. SPRING. [3] Stammer.

**256. Urban Transportation Planning.** Analytical methods and the decision-making process. Transportation studies, travel characteristic analyses, and land-use implications applied to surface transportation systems. Emphasis on trip generation, trip distribution, modal split, and traffic assignment. Computerized planning programs are used. Prerequisite: 225, Transportation Systems Engineering. SPRING. [3] Srinivasan.

**257. Traffic Engineering.** Analysis of the characteristics of traffic, including the driver, vehicles, volumes, speeds, capacities, roadway conditions, and accidents. Traffic regulation, control, signing, signalization, and safety programs are also discussed. Prerequisite: 225, Transportation Systems Engineering. FALL. [3] Stammer.

**258. Environmental Analysis in Transportation Systems.** Assessment of environmental impacts of proposed transportation projects, including analytical modeling techniques for noise and air quality. The role of environmental analysis in the project development process, including pertinent laws and regulations, is addressed. FALL. [3] Reiter.

**262. Intelligent Transportation Systems.** Elements of intelligent transportation system (ITS) architecture. Survey of component systems. Analysis of potential impacts. Field operational tests, analysis methods, deployment initiatives and results. Prerequisite: CE 257 or graduate standing. SPRING. [3] Srinivasan.

**275. Environmental Risk Management.** (Also listed as Management of Technology 265) Development of environmental safety programs for technological operations. Focus on defining an environmental risk management process and program implementation, performing risk assessments, determining and selecting appropriate risk reduction strategies, and influencing risk management decisions internally and externally. Extensive use of case studies drawn from the chemical and energy-producing industries. SPRING. [3] Abkowitz.

**276. Ground Water Hydrology.** The occurrence and flow of ground water. Basic concepts of the effects of varying permeability and capillarity on seepage flow. Flow toward wells, through dikes, and beneath dams. SPRING. [3] LeBoeuf.

**279. Economics and Law of Air and Water Resources.** Economics of air and water resource conservation and development, water rights, public policy and laws relating to air and water resources. SPRING. [3] Parker, Thackston.

**280. Atmospheric Pollution.** (Also listed as Chemical Engineering 280) Fundamentals of atmospheric pollution and control. The sources and nature of gaseous and particulate air pollutants, the relation of meteorological conditions to their dispersal, and their effects on health and materials are discussed along with administration, standards, and control of air pollution. SPRING. [3] Schnelle (Chemical Engineering).

**285. Foundation Analysis and Design.** Shallow and deep foundation elements and systems for civil engineering structures. Prerequisite: 243 or equivalent. SPRING. [3] Hoadley.

**286. Earth Pressures and Retaining Structures.** Lateral earth pressures. Analysis and design of retaining structures. Prerequisite: 243 or equivalent. FALL. [3] Hoadley.

**287. Construction Estimating.** Theory and application of construction estimating. Estimating of material, labor, and equipment quantities, including costing and pricing of projects. Use of real-world examples and project estimating software. Prerequisite: senior standing; corequisite: CE 289. FALL. [3] Gokhale.

**288. Construction Planning and Scheduling.** Theory and application of construction planning and scheduling. Process planning; directing, costing; resource allocation; and control of construction operations and resources, from pre-construction through operation and maintenance. Use of real-world examples and project scheduling software. Prerequisite: senior standing and CE 289. SPRING. [3] Gokhale.



**289. Construction Project Management.** Introduction to the theory and application of the fundamentals of construction project management. The construction process and the roles of professionals in the process. Broad overview of the construction project from conception through completion. Application of management practices including planning, directing, cost minimizing, resource allocation, and control of all aspects of construction operations and resources. FALL. [3] Gokhale.

**290. Reliability and Risk Case Studies.** Multidisciplinary review of case studies in reliability and risk assessment of engineering systems, from a wide range of perspectives such as engineering design, environmental impact, regulatory impact, socioeconomic consequences, and legal liability. Case studies include infrastructure and environmental systems; mechanical, automotive, and aerospace systems; network systems (power distribution, water and sewage systems, transportation, etc.); manufacturing processes; and electronic and software systems. Evaluation of reliability solutions based on achievable goals, scientific basis, technical feasibility, economic impact, political feasibility, and policy implications. Prerequisite: junior standing or consent of instructor. FALL. [2] Abkowitz.

**293. Advanced Structural Steel Design.** Behavior, structural planning and design of steel structural systems. Design of plate girders, columns undergoing lateral-torsional and local buckling, and composite beams and columns. Highway bridge classification, AASHTO loading, and LRFD of beam-and-slab type bridges. Plastic analysis of beams and frames. Fatigue design of tension members under cyclic loads. Design of multistory and industrial buildings including connections to transmit moment, shear and axial forces. Design of members for combined torsion and flexure-crane runway girder. Computer applications. Prerequisite: CE 233 or equivalent. FALL. [3] Basu.

**294. Advanced Reinforced-Concrete Design.** Design and behavior of two-way slab systems. Yield-line theory. Shear and torsion analysis and design. Serviceability requirements and control of deflections of reinforced-concrete systems. Introduction to prestressed concrete. Prerequisite: 234, Reinforced Concrete Design. SPRING. [3] Troxel.

**295. Mechanics of Composite Materials.** Review of constituent materials (reinforcements, matrices, and interfaces) and fabrication processes. Prediction of properties of unidirectional and short fiber materials (micromechanics). Anisotropic elasticity (derivation of Hooke's law for anisotropic materials, macromechanics of laminated composites). Analysis of laminated composites based on Classical Lamination Theory. Behavior of composite beams and plates. Special topics (creep, fracture, fatigue, impact, and environmental effects). Prerequisite: CE 182 and MSE 150. SPRING. [3]

**299. Special Topics.** Special topics of interest to staff and students based on departmental research or current developments in civil engineering. FALL, SPRING. [3] Staff.

**301. Advanced Mechanics of Solids I.** Stress and strain analysis: equilibrium, compatibility, and constitutive equations including linear elastic and thermo-elastic relations; transformations; octahedral and deviatoric stresses. Applications to the torsion of bars, stress concentrations, and semi-infinite medium problems. Euler-Bernoulli and Timoshenko beam theories. Energy and related methods including applications. Kirchoff's bending of rectangular and circular plates. Prerequisite: CE 182 or equivalent, Math 198 or equivalent, Math 194 or equivalent, or consent of instructor. FALL. [3] Staff.

**302. Advanced Mechanics of Solids II.** Modes of failure: creep and relaxation, plastic flow, fracture and fatigue. Stability of members, frames, and plates. Membrane and bending analyses of shells, including the beam on elastic foundation analogy for cylindrical shells. Inelastic behavior and plasticity including frame, planar, axi-symmetric, and slip line problems. Prerequisite: CE 301 or consent of instructor. SPRING. [3] Basu.

**304. Theory of Shell Structures.** Analysis of general shells and shells of revolution under various loading and boundary conditions, considering both analytical and numerical solutions. Stability and vibration characteristics of shells. Prerequisite: 302. [3] Staff. (Offered on demand)

**307. Finite Element Analysis.** Discrete modeling of problems of the continua. Mathematical basis of finite element method-weighted residual and variational concepts. Finite element formulations-displacement, force, and mixed methods. One-D problems of the continua and finite element solution-Co and C1 elements, eigenvalue and transient problems. Error checks and control. Mapping, shape functions, numerical quadrature, and solution of equations. Finite element formulation of two-dimensional problems (single and multi-field)-mapping and shape functions, triangular and quad elements with straight or curved boundaries. Application problems in 1-D, 2-D and 3-D. Three-D elements, singular problems, and elements of buckling and nonlinear problems. Error estimation and quality control. Computer implementation. Commercial packages. Prerequisite: Math 194 and Math 226 or equivalent, or consent of instructor. FALL. [3] Basu.

**309. Structural Dynamics.** Analysis of single and multidegree of freedom systems. Modal superposition method. Time and frequency domain analyses. Numerical methods and introduction to nonlinear dynamic analysis. Applications to structures subject to earthquake and impact forces. Introduction to random vibrations. Prerequisite: 301 or consent of instructor. SPRING. [3] Basu.

**310. Probabilistic Models in Engineering Design.** Applications of probabilistic models in the analysis and synthesis of engineering systems. Review of basic probability concepts, random variables and distributions, modeling and quantification of uncertainty, testing the validity of assumed models, linear regression and correlation analyses, Monte Carlo simulation, reliability analysis and reliability-based design. Emphasis on applications in civil, mechanical, and chemical engineering. Prerequisite: Math 230 or consent of instructor. FALL. [3] Mahadevan.

**311. Synthesis of Structural Systems.** Methods for optimal design of mechanical systems are developed and applied. Nonlinear optimization strategies are implemented through progressive exercises on unconstrained and constrained optimization problems with single and multiple design variables. Students explore the implementation of basic algorithms through computer-based tools and available Fortran (or C) subroutines. Feasibility and optimality conditions and design problem formulation are emphasized. Computer literacy and some programming experience are required. Each student is expected to complete a major design project in their area of technical interest. SPRING. [3] Mahadevan.

**313. Advanced Reliability Methods.** Computational methods for probabilistic analysis and design of modern engineering systems. Emphasis on system reliability, nonlinear reliability methods, Weibull analysis, Bayesian methods, response surface modeling and design of experiments, advanced simulation and variance reduction concepts, sensitivity analysis and reliability-based design optimization. Practical applications using existing software. Prerequisite: CE 310. SPRING. [3] Mahadevan.

**317. Stability of Structures.** Buckling analysis of perfect and imperfect columns, mathematical treatment of various stability problems and stability criteria, dynamic and static instability, energy methods. Buckling of frames, trusses, beam-columns, rings, and tubes. [3] Basu. (Offered on demand)

**325a–325b. Individual Study of Civil Engineering Problems.** Literature review and analysis of special problems under faculty supervision. [Variable credit: 1–4 each semester]

---

---

**351. Public Transportation Systems.** Comprehensive study of public transportation, with emphasis on planning, management, and operations; paratransit, ridesharing, and rural public transportation systems. Prerequisite: 256. FALL. [3] Stammer.

**353. Airport Planning and Design.** Integration and application of the principles of airport master planning from the beginning stages of site selection through actual design of an airport facility. Specific study topics address demand forecasting, aircraft characteristics, capacity analyses, and geometric design of runways, terminals, and support facilities. Prerequisite: 225, Transportation Systems Engineering, or consent of instructor. [3] Staff. (Offered on demand)

**355. Advanced Transportation Design.** An in-depth view of the design process. Complex design problems and solutions, with the use of computer-based analytical and design tools. Comprehensive design projects. Prerequisite: 255. SPRING. [3] Stammer.

**356. Advanced Transportation Planning.** A continuation of the concepts from 256, with emphasis on analytical techniques used in forecasting travel. Use of computer-based models, transportation and energy contingency planning methods. Prerequisite: 256. SPRING. [3] Srinivasan.

**357. Theory of Traffic Flow.** Traffic flow from the perspective of probability as applied to highway, intersection, and weaving capacities. Discrete and continuous flow, vehicle distributions, queuing, and simulation. Prerequisite: 257. [3] Srinivasan (Offered on demand)

**359. Emerging Information Systems Applications.** An introduction to emerging information systems technologies and their role in improving productivity and efficiency in managing engineering operations. Design of integrated approaches to enhance the speed, accuracy, reliability, and quantity of information available for decision support. Emphasis on case studies of innovative applications in transportation and manufacturing, leading to individual and group projects requiring new product development. Prerequisite: background in transportation or manufacturing operations, or consent of instructor. FALL. [3] Abkowitz.

**369. Master's Thesis Research.** [0]

**371–372. Reliability and Risk Engineering Seminar.** FALL, SPRING. [1–1] Staff.

**399. Ph.D. Dissertation Research.**

---



---

## *Classical Studies*

CHAIR Susan Ford Wiltshire

DIRECTOR OF GRADUATE STUDIES F. Carter Philips

PROFESSORS Robert Drews, Jack M. Sasson, Henry A. Teloh, Susan Ford Wiltshire

ASSOCIATE PROFESSORS Thomas A. J. McGinn, F. Carter Philips, Barbara Tsakirgis

ASSISTANT PROFESSOR Kathy L. Gaca

MELLON ASSISTANT PROFESSOR Barbara Weinlich

SENIOR LECTURER Daniel P. Solomon

### **DEGREES OFFERED:**

CLASSICS. *Master of Arts, Doctor of Philosophy*

LATIN. *Master of Arts in Teaching*

✦ THE department maintains a small and select graduate program. The M.A. program enables students either to become Latin teachers in secondary schools or to prepare themselves for admission to a Ph.D. program. Upon entering the M.A. program a student should be able to read Greek and Latin at an advanced undergraduate level, and should also have begun the study of either French or German. The program requires 36 hours of course work, some of which may be taken in closely related fields outside the department such as philosophy, religious studies, comparative literature, history, or art history. The program also requires the writing of an M.A. paper, and the passing of proficiency examinations in Greek, Latin, history, art and archaeology, and a modern foreign language.

An M.A.T. program (Master of Arts in Teaching) is offered by the department in conjunction with Peabody College. The degree requires 18 hours of course work in Latin or closely related subjects (ancient history, art and archaeology, Greek), in addition to 18 hours of course work in education. For certification, 29 hours in education are currently required. Tennessee certification is reciprocal with 26 states.

In appropriate circumstances the department accepts applicants finishing an M.A. degree into its Ph.D. program. Such applicants must be highly qualified and highly motivated, capable of progressing to professional competence in a program in which seminars are necessarily complemented by extensive independent study. It is expected that all students in the M.A. and Ph.D. programs will enroll in all departmental seminars; normally four seminars are offered annually.

As in all of its graduate programs, the department encourages breadth rather than specialization for Ph.D. candidates. These students should acquire familiarity with classical antiquity as a whole: history, literature, philosophy and religion, art and architecture. In addition, students are invited to acquire an elementary acquaintance with one or more related fields, such as the ancient Near East, early Christianity, medieval history, Roman law, Greek and Roman social history, or the classical tradition in

America. Courses on these subjects, whether offered in this department or in other programs of the Graduate School, may be used to satisfy degree requirements.

## Greek

**201. Beginning Greek I.** (Formerly 101). The elements of classical Greek. Reading of simplified texts from authors of the fifth and fourth centuries B.C. FALL [4] Philips.

**202. Beginning Greek II.** (Formerly 102). Continuation of 201. Completion of the elements of classical Greek through readings from classical authors. Introduction to Homeric and Hellenistic Greek. Prerequisite: 201 or departmental placement. SPRING. [4] Philips.

**203. Intermediate Greek I: Classical and Koiné Greek.** Review of Greek grammar, and reading from classical and biblical texts. Prerequisite: 202. FALL. [3] Gaca.

**204. Intermediate Greek II: Homer's Iliad.** Selected reading and interpretation; history and literary characteristics of the Homeric epic; practice in reading of meter. Prerequisite: 203. SPRING. [3] Weinlich.

**212. The Greek Historians.** Selections from the major Greek historians, especially Herodotus and Thucydides, and study of their philosophy of history; investigation of the development of historical prose writing. Prerequisite: 204. [3] Drews. (Offered 2004/05)

**215. The Greek Tragedians.** Selections from the plays of Aeschylus, Sophocles, and Euripides. Survey of the development of tragedy. May be repeated for credit with change of subject matter. Prerequisite: 204. FALL. [3] Philips.

**216. Readings in Plato and Aristotle.** Selected readings from the dialogues of Plato and from the ethical writings of Aristotle. Corollary readings and discussions of the pre-Socratic philosophers and the post-Aristotelian schools. Prerequisite: 204. [3] Gaca. (Offered 2004/05)

**218. Greek Lyric Poetry.** The Greek melic, elegiac, and iambic traditions, with an introduction to the Greek dialects and special emphasis on Archilochus, Tyrtaeus, Alcaeus, and Sappho. Prerequisite: 204. [3] Philips. (Offered 2005/06)

**240. The Gospels in Greek.** Matthew and selections from the other Gospels. Prerequisite: 203 or departmental placement. [3] (Not currently offered)

**277. Readings in Greek Philosophy.** Selected readings from the dialogues of Plato and from the ethical writings of Aristotle. Corollary readings and discussion of the pre-Socratic and post-Aristotelian schools. Paper and reports required. Prerequisite: 3 hours above 204. [3] (Not currently offered)

**289. Independent Study.** Designed for majors wanting to familiarize themselves with works and authors not covered in the regular curriculum. Prerequisite: 6 hours above 204. FALL, SPRING. [Variable credit: 1–3 each semester, not to exceed a total of 6]

**313. Seminar in Classical Greek Prose.** May be repeated for credit with change of subject matter. [3] (Offered 2004/05)

**314. Seminar in Classical Greek Poetry.** May be repeated for credit with change of subject matter. SPRING. [3] Gaca.

**320. Seminar in Early Greek Poetry.** [3] Philips. (Offered 2004/05)

---

---

## Latin

- 101G. Latin Reading Course for Graduate Students.** One semester survey of grammar and vocabulary coupled with extensive reading and exercises. Available to graduate students for "no credit" only. Three hours per week. [0] (Not currently offered)
- 201. Catullus and Horace.** Reading and interpretation of the *Carmina* of Catullus and the *Odes* of Horace. Prerequisite: 104 or departmental placement. [3] (Offered 2004/05)
- 202. Ovid.** Reading and interpretation of selections from the *Metamorphoses* or other works of Ovid. Prerequisite: 104 or departmental placement. [3] (Offered 2004/05)
- 205. Latin Letters.** The literary letters of Seneca and Pliny, with a brief introduction to the personal correspondence of Cicero and the letters discovered at Vindolanda. Prerequisite: 104 or departmental placement. FALL. [3] Drews.
- 206. Cicero and the Humanistic Tradition.** Study of Cicero's career and thought, and of his contribution to the development of the concept of *humanitas*. Readings from his letters, speeches, and philosophical works. Prerequisite: 104 or departmental placement. [3] McGinn. (Offered 2004/05)
- 212. Roman Comedy.** Reading of selected comedies of Plautus and Terence; study of the form of Roman comedy and its relation to Greek New Comedy. Prerequisite: 104 or departmental placement. [3] McGinn. (Offered 2004/05)
- 215. The Roman Historians.** Selections from Sallust, Livy, and Tacitus, with attention to their objectives and methods; analysis of Roman historiography and its relation to Greek and early Christian historiography. Prerequisite: 104 or departmental placement. [3] (Offered 2004/05)
- 220. Vergil: The Aeneid.** An intensive study of the entire poem, in the context of the epic tradition. Prerequisite: 104 or departmental placement. SPRING. [3] Wiltshire.
- 260. Early Christian Writers.** Selections from the writings of Latin Christians, from the account of Perpetua's martyrdom to the *Confessions* of Augustine. Prerequisite: 3 hours above 104. [3] Drews. (Offered 2004/05)
- 264. Roman Satire.** The satires of Horace and Juvenal; the origins of Roman satire; history and conventions of the genre; background reading in other Roman satirists. Prerequisite: 3 hours above 104, Intermediate Latin II. [3] McGinn. (Not currently offered)
- 268. Lucretius: De Rerum Natura.** Lucretius' poem studied both in the tradition of Epicurean philosophy and as a landmark in the development of the Latin didactic epic; background material in the fragments of Epicurus and some treatment of the Epicurean movement in Italy and especially in Rome. Prerequisite: 3 hours above 104, Intermediate Latin II. [3] (Offered 2004/05)
- 289. Independent Study.** Designed for majors wanting to familiarize themselves with works or authors not covered in the regular curriculum. Prerequisite: 6 hours above 104, Intermediate Latin II. FALL, SPRING. [Variable credit: 1–3 each semester, not to exceed a total of 6]
- 313. Seminar in Classical Latin Prose.** May be repeated for credit with change of subject matter. FALL, SPRING. [3] McGinn, Solomon.
- 314. Seminar in Classical Latin Poetry.** May be repeated for credit with change of subject matter. [3] (Offered 2004/05)

## Classics

Courses below the 300 level require no knowledge of either Greek or Latin.

**203. Aegean Art and Archaeology of the Bronze Age.** (Also listed as Art and Art History 203) The art and archaeology of the major cultures around the Aegean Sea between 3000 and 1000 B. C.: Minoan, Helladic or Mycenaean of the Greek mainland, Cycladic and those of Anatolia. No credit for students who have completed 223. FALL. [3] Tsakirgis.

**204. Archaic and Classical Greek Art and Architecture, 1000 to 400 B.C.** (Also listed as Art and Art History 204) Sculpture, vase painting, architecture, and the minor arts from about 1000 B.C. to the late fifth century B.C. Formal and stylistic developments in relation to changing cultural background. No credit for students who have completed 227. [3] Tsakirgis. (Offered 2004/05)

**205. Late Classical Greek and Hellenistic Art and Architecture.** (Also listed as Art and Art History 205) Sculpture, vase painting, architecture, and the minor arts from after the Parthenon to the Roman Empire. A focus on those media (wall painting and mosaic) which develop significantly in this period. FALL. [3] Tsakirgis.

**206. Roman Art and Architecture.** (Also listed as Art and Art History 206) Sculpture, architecture, and painting from the tenth century B.C. to the early fourth century A.D. Daily life of the Romans as seen in the towns of Pompeii and Herculaneum. No credit for students who have completed 228. SPRING. [3] Tsakirgis.

**207. History of the Ancient Near East.** (Also listed as History 207) From the neolithic period to the conquests of Alexander the Great, in the geographical area from Persia to Troy and Egypt. Special attention to the history of Israel. FALL. [3] Drews.

**208. History of Greece, to Alexander the Great** (Formerly 208a; also listed as History 208) The Greek world from the beginning of the Mycenaean Age (1650 B.C.) to the end of the Classical period. Special attention to the relationship between political history and the development of Hellenism. FALL. [3] Drews.

**209. Greece and the Near East from Alexander to Theodosius** (Formerly 208b; also listed as History 209) From Alexander's conquest of the Persian Empire to the ascendancy of Christianity in the late fourth century. Emphasis on social, cultural and religious transformations, within the framework of political history. [3] Drews. (Offered 2004/05)

**210. Ancient Philosophy.** (Also listed as Philosophy 210) An examination of the major Greek and Roman philosophers with emphasis on the works of Plato and Aristotle. [3] Teloh (Philosophy). (Offered 2004/05)

**211. The Greek City.** The example of ancient Athens. The stoa, the theater, the house, and fortifications. Institutions such as the courts, the public assembly, and the family. Literary, historical, archaeological, and philosophical sources. SPRING. [3] Tsakirgis.

**212. History of the Roman Republic.** (Also listed as History 210) The growth and evolution of the Roman world, from the foundation of the city in the seventh century B.C. to the reign of Caesar Augustus. The Romans' unification of Italy, conquest of the Mediterranean and western Europe, adoption of Hellenism, and overthrow of the Republic. No credit for students who have had the former 209 (History of Rome). SPRING. [3] Drews.

**213. History of the Roman Empire.** (Also listed as History 211) The Roman world from Augustus to the collapse of the western empire in the fifth century. Political, military, social and religious history. Special attention given to problems arising from use of the primary

sources as well as to controversies in modern scholarship. No credit for students who have had the former 209 (History of Rome). [3] McGinn. (Offered 2004/05)

**217. Art and Architecture of Ancient Egypt.** (Also listed as Art and Art History 217) Art, architecture, and culture of Egypt from the fourth millennium through the Old, Middle, and New Kingdoms. Sculpture, wall painting, architecture, and material culture. [3] Tsakirgis. (Offered 2004/05)

**218. Hellenistic and Late Ancient Philosophy.** (Also listed as Philosophy 218) Philosophical ideas of Stoics, Cynics, Epicureans, skeptics, Peripatetics, Neoplatonists, and early monotheist thinkers such as Philo, Origen, and Philoponus. [3] Goodman. (Not currently offered)

**220. Women, Sexuality, and the Family in Ancient Greece and Rome.** The status and role of women, law and the regulation of the private sphere, sexuality and gender role, demography and family structure, marriage, children, religion, domestic architecture and the household economy, ancient critiques of the family, and the impact of Christianity. [3] McGinn. (Offered 2004/05)

**222. Classical Tradition in America.** Influences of classical Greece and Rome on the literature, politics, architecture, and values of the United States from the colonial period to the present. [3] Wiltshire. (Offered 2004/05)

**224. Ancient Origins of Religious Conflict in the Middle East.** (Also listed as Religious Studies 3225) Religious oppositions in the eastern Mediterranean world from the Maccabean revolt to the Muslim conquests of the seventh century; beginnings of religious militancy; challenges of monotheism to Greco-Roman civilization; conversion, persecution, and concepts of heresy and holy war in Christianity, Judaism, and Islam. SPRING. [3] Drews.

**231–232. Akkadian.** A two-semester introduction to the cuneiform script and to the grammar of Akkadian, the language of ancient Mesopotamia. Selected readings in Old Babylonian (CODEX Hammurabi, Mari letters) and Neo-Assyrian texts (Creation Poem, Gilgamesh Epic). FALL, SPRING. [3–3] Sasson.

**236. Culture of the Ancient Near East.** A survey of highly sophisticated Near East cultures of the last three millennia before the common era (B.C.E.). Discussion of political histories, and the social, religious, and intellectual heritage of Mesopotamia, Egypt, and Anatolia through excavated artifacts and written documents. [3] Sasson. (Not currently offered)

**238. The Amarna Age.** The Amarna period from the sixteenth through the twelfth centuries B.C.E., as illumined by excavations of palaces and temples in Egypt, Anatolia, Canaan, and Mesopotamia as well as the vast historical, legal, and literary documents of the period. Focus on the internationalism and theological speculation of the period as seen through the powerful personalities and accomplishments of leaders such as Thutmose III, Suppiluliumas, Ramses II, and the spiritually influential Akehnaten. [3] Sasson. (Offered 2005/06)

**305. Seminar in Classical Art and Architecture.** (Also listed as Art and Art History 305) May be repeated for credit with change of subject matter. [3] Tsakirgis. (Offered 2004/05)

**309. Seminar: Studies in Ancient History.** May be repeated for credit with change of subject matter. [3] (Not currently offered)

**355. Seminar in Classics.** [3]

**369. Master's Thesis Research.** [0]

**398. Independent Study.** An individual reading and study program on an author or area of classical antiquity not treated in the regular curriculum. No formal instruction is given, but



the student's work is supervised and evaluated by one or more members of the staff. Up to 12 hours of 398 may be earned, but no more than 3 hours in any one semester. Open only to students who have completed one year of graduate study in classics. FALL, SPRING. [Variable credit: 1–3]

**399. Ph.D. Dissertation Research.**

**3995. Half-time Ph.D. Dissertation Research.** For students who have completed 72 hours and devote a half-time effort to dissertation research. [0]

## *Community Research and Action*

CHAIR Joseph J. Cunningham

DIRECTOR OF GRADUATE STUDIES Douglas D. Perkins

PROFESSOR EMERITUS John R. Newbrough

PROFESSORS Paul Dokecki, William L. Partridge, Isaac Prilleltensky

PROFESSOR OF THE PRACTICE Vera Stevens Chatman

ASSOCIATE PROFESSORS Joseph J. Cunningham, Craig Anne Heflinger,

Robert B. Innes, Douglas D. Perkins, Paul W. Speer

CLINICAL ASSOCIATE PROFESSOR Marsha Davis

ASSISTANT PROFESSORS Maury Nation, Vivian Ota Wang

CLINICAL ASSISTANT PROFESSORS H. Lorraine Schnieders, Brian N. Williams

**DEGREES OFFERED:** *Master of Science, Doctor of Philosophy*

✧ THE graduate program in community research and action is an interdisciplinary program combining community psychology, with its emphasis on rigorous applied research, and community development, with its strong tradition of empirically grounded practice. It is designed to train action-researchers in applied community studies in one of two areas of specialization: community development or evaluation methods. It serves doctoral students who desire advanced preparation in community research methods and work at higher levels in community and governmental organizations or who are preparing themselves for academic positions. The Ph.D. degree includes (a) a core set of courses covering community psychology, community development, ethics, public and community health, and organizational theory and change; (b) research methodology covering quantitative and qualitative methods, action research, field research, and program evaluation; (c) advanced content areas; and (d) minors that are designed individually, drawing from within the University, from other departments and schools (e.g., sociology, economics, divinity), and from other departments and specializations within Peabody College (e.g., leadership and organizations, quantitative psychology). Planning is done with the major professor and approved by the

student's committee. Students are expected to take a master's degree as part of their doctoral studies. Students entering with a nonempirical master's degree are expected to complete an empirical study.

**3200. Ethics of Community Research and Action.** This course is intended to develop the ability to analyze situations encountered by action-researchers in community psychology, community development, prevention and community health/mental health, organizational change, community studies, and related community-based professional activities from the perspectives of (1) practice ethics, (2) research ethics, (3) policy ethics, and (4) the ethical/value issues entailed in conceptualizing the "ideal" community or society. SPRING. [3] Docecki.

**3470. Community Psychology.** (Also listed as Psychology and Human Development 347P) Introduction to theory, research, and action in community psychology, the study and application of psychological solutions to social and mental health problems at the community, organizational, and societal levels. The course overviews values in the field; the history of mental health care and individualistic psychology; ecological theory; stress, coping, and social support; conceptions of community environments; prevention; self-help; empowerment; organizational change; under-served populations; the role of research in social intervention and policy; and community development. FALL. [3] Prilleltensky.

**3500. Community Health Theory and Practice.** This course describes the public health model; examines the role of community health education in achieving public health objectives; describes the role of socio-environmental determinants of health; describes psychosocial determinants of health behavior; presents theories and models for individual and planned social and community change designed to improve health, and the research and evaluation that supports them; and examines how public health problems are informed by theory and how theory is used to design intervention strategies. FALL. [3] M. Davis.

**3600. Community Development and Urban Policy.** This course provides the beginning graduate student with an introduction to theory, practice, and research in Community Development (CD) and in urban social policy. It has a laboratory portion in which the student works on a CD project in the local community and uses that to propose to the relevant authorities a new social policy to implement the findings of the CD project. SPRING. [3] Staff.

**3620. Action Research.** This course uses the framework of Kurt Lewin's Action Research (AR) method in the broader context of Chris Argyris' Action Science. Students do a research project for a client organization and prepare a report with recommendations for policy and action. Students get experience in the conduct of the research as a team of a consulting organization. FALL. [3] Speer.

**3640. Global Dimensions of Community Development.** The course is designed to (a) provide in-depth understanding of the nature, structure, functioning, and development of community organizations in societies different from our own as they relate to (b) multilateral or global organizations that span different societies and nation states. A major goal is to prepare students for work in cross-cultural settings, in organizations characterized by cultural diversity, or in institutional contexts that serve a culturally diverse clientele. To do this, the course explores the economic globalization process and the cultural and social responses to globalization in various parts of the world. The main focus will be upon analysis of differing ways that people in communities are organizing themselves to realize their human potential in the context of globalization and the nascent emergence of global communities. FALL. [3] Partridge.

**3690. Master's Thesis Research.** FALL, SPRING. [0] Staff.

**3870. Thesis Development Seminar.** The purpose of this course is to help students plan empirical M.S. theses. Students must register for both fall and spring semesters in that order. Fall will be devoted to the identification of a tentative topic or area of study. Spring will be devoted to developing a draft thesis proposal, including presentation of the problem, a critical literature review, research questions, a draft methods, and approach to data analysis sections. SPRING. [3] Perkins.

**3872. Practicum.** All HOD graduate students are required to complete some form of supervised field experience, practicum, or internship in an off-campus organizational or public agency setting. For Ph.D. students, this experience should involve applied research. The timing, placement, and exact nature of the work should be planned together with the student's adviser and Program of Study Committee. It is intended to be flexible so as to best fit with the student's particular experience, goals, and aspirations. The experience may involve a series of brief or part-time, but on-going, experiences starting early in the graduate career and/or a more intensive capstone internship (for example, a full-time semester coinciding with work on the dissertation). FALL, SPRING. [1-6] Staff.

**3930. Readings and Research in Community Research and Action.** Individual programs. May be repeated. Consent of instructor required. FALL, SPRING. [Variable credit: 1-3] Staff.

**3960. Special Topics in Community Research and Action.** May be repeated with a change in topic. FALL, SPRING. [Variable credit: 1-4] Staff.

**3990. Ph.D. Dissertation Research.**

## *Comparative Literature*

DIRECTOR Earl Fitz

**DEGREES OFFERED:** *Master of Arts, Doctor of Philosophy*

✧ THE program in comparative literature is offered under supervision of the Committee on Humanities and Comparative Literature: Earl Fitz (Professor of Spanish and Portuguese and Professor of Comparative Literature), William Franke (Associate Professor of Comparative Literature and Italian and Associate Professor of Religious Studies), Edward H. Friedman (Professor of Spanish and Portuguese), John A. McCarthy (Professor of German and Professor of Comparative Literature), Robert Barsky (Professor of French and Professor of Comparative Literature), Patricia A. Ward (Professor of French and Professor of Comparative Literature), David C. Wood (Professor of Philosophy); and Dean of the College, ex officio.

The comparative literature program emphasizes training in various methods of literary criticism and in literary history along with the study of national literatures. There is a particular emphasis on the relationship

of various forms of literary theory to philosophy and religion. Programs of study are tailored to the needs of the individual.

The master's program includes at least 30 hours of formal course work, with 9 hours in comparative literature and 21 hours in literature courses in two foreign languages or in one foreign language and English. Requirements also include a reading knowledge of two foreign languages and the presentation of a thesis. A non-thesis option is open to students who have passed the qualifying examination for the Ph.D.

The doctoral program includes at least 54 hours of formal course work, with 18 hours in comparative literature and 36 hours of literature courses from the departments of Classical Studies, English, French and Italian, Germanic and Slavic Languages, and Spanish and Portuguese. Candidates must demonstrate proficiency in two foreign languages, through course work or by examination. Individual programs of concentration may require reading knowledge of a third foreign language.

The Committee on Humanities and Comparative Literature approves the student's program and supervises examinations.

**202. Themes in World Literature.** Analysis and discussion of major themes in a selected number of the great works of literature, philosophy, and the arts that have been important to civilizations both Western and Eastern from antiquity to 1600. [3] Staff. (Not currently offered)

**203. Themes in World Literature.** Analysis and discussion of major themes in a selected number of the great works of literature, philosophy and the arts that have been important to civilizations both Western and Eastern from 1600 to the present. [3] Staff. (Not currently offered)

**237. Medieval Women in their Own Words.** (Also listed as Humanities 237) European writers from the late classical period through the Middle Ages. Autobiographies, hymns, fictions in poetry and prose with attention paid to ethnic and linguistic difference, cultural background, religious and philosophical ideas. Focus on political influence, personal relations, health and other life concerns, conditions in society, and self-perception as writers. [3] Barrett. (Not currently offered)

**240. Literatures of Africa.** Literatures of Africa, including works originally composed in Arabic and in French, English, or other European languages as well as in various African languages. Cultural variations are emphasized, including differences in linguistic backgrounds and religious beliefs (Islamic, Christian, and indigenous). Texts taught in translation. Authors typically included: Mafouz, Achebe, Ngugi, Soyinka, Djébar, Sembene. [3] Nzabatsinda (French). (Not currently offered)

**255. Philosophy and Literary Theory.** (Also listed as Philosophy 255) A study of the relation between recent continental philosophy and theories of literature and of literary criticism. Selected works will be included. [3] (Not currently offered)

**260. Twentieth-Century Continental Philosophy.** (Also listed as Philosophy 260) A study of selected twentieth-century philosophers such as Derrida, Foucault, and Lacan. SPRING. [3] Wood (Philosophy).

**271. Women's Writing in the Renaissance.** Writing by women in England, Europe, and the Americas from 1500 to 1680. The emergence of women's literature in the age of courtly centralization and foundation of colonies. Women's entry into the public domain is seen in diverse areas of the world affected by conflict between old and new customs and beliefs, and by vision

of new geographies outlining unusual spaces. Authors typically included: Maria de Zayas, Ann Bradstreet, Lady Mary Wroth, Sor Juana de la Cruz. [3] Staff. (Not currently offered)

**272. Women's Writing in the Age of Enlightenment.** Writing by women in England, Europe, and the Americas from 1650 to 1800. Study of relations of women's works to Enlightenment concepts includes focus on literary forms as well as their treatment of topics such as courtship, war, family, religion. Authors typically included: Margaret Cavendish, Mme de Lafayette, Mme de Graffigny, Sophie von La Roche, Anne Finch, Frances Burney, Jane Austen. [3] (Not currently offered)

**278. Colonial and Post-Colonial Literature.** (Also listed as English 278) Literature from countries colonized by Europe from eighteenth to twentieth century. Examines implications of colonial encounter, and formation of idea "post-colonial" culture. Subjects include language, freedom and agency, gender roles, representation of space, relation between power and narrative. Such authors as: Foster, Coetzee, Okri, Tagore, Chatterjee, Kincaid, Rushdie, Soyinka. [3] (Not currently offered)

**285. Inter-American Literature: The Pre-Columbian Period through the Eighteenth Century.** (Also listed as English 253) Orality vs. the written tradition; the legacy of Native American literature; the literature of conquest, resistance, and colonization; colonial letters in North, Central, and South America; the origins of inter-American cultural relations; the eighteenth century in the Americas. Authors may include: Galeano, Bernal Diaz, Sor Juana Inés de la Cruz, Brian Moore, Condé, and Naipaul. [3] Fitz, Staff. (Not currently offered)

**286. Inter-American Literature: The Nineteenth Century.** (Also listed as English 257) The coming of age of New World literature; the impact of Romanticism on cultural formation and independence; Native Americans in this process; New World nation-states and national literatures; slavery and race relations; the theme of miscegenation; issues of influence and reception; the rise of the New World novel; Naturalism in the Americas. Readings may include the following authors: Alencar, Henry James, Whitman, Machado de Assis, and Stowe. [3] Fitz.

**287. Inter-American Literature: The Twentieth Century to the Present.** (Also listed as English 285) Rodó and the United States: Modernism in the Americas; Depression era literature; the impact of Faulkner; the 1960s and the rise of the "new novel"; "realismo mágico" and its impact in Brazil, the United States, and Canada; the politics and aesthetics of translation; the emergence of inter-American literature as an academic discipline. Readings may include Machado de Assis, Borges, Barth, Márquez, Fuentes, and Brossard. SPRING. [3] Miller.

**290. Seminar in Methods in Comparative Literature and Theories of Reading and Interpretation.** Reading methods, critical approaches including reception, aesthetic, formalism(s), and symbolic, psychological, and structure approaches. Interdisciplinary study and the methodologies of the disciplines; problems of setting side by side works of different cultures; uses and abuses of translation. Limited to seniors and graduate students. Prerequisites: 140–141 and one upper-division course, which may be taken concurrently. [3] (Not currently offered)

**294a–294b. Special Topics in Comparative Literature.** Topics of special interest, as announced in the *Schedule of Courses*. FALL, 294-01, Quebec and the Beat Generation. [3–3] Barsky.

**311. The Figure of Greece in European Romanticism.** (Also listed as English 311, French 311, and German 311) The impact of Greece on the Romantics, especially their rethinking of history. [3] Nikolopoulou. (Not currently offered)

- 312. Varieties of Twentieth Century Poetics.** Text-based, rather than contextual, approaches to literary works: New Criticism, Chicago neo-Aristotelianism, symbolic criticism of Northrop Frye, Russian formalism, Prague structuralism, Soviet semiotics, romance philology, French structuralism and poststructuralism. [3] (Not currently offered)
- 313. Literary Analysis and Theory.** (Also listed as Spanish and Portuguese 301) Methods of literary analysis for the teaching of literature. The systematic application of contemporary theories—structuralist and post-structuralist—in the analysis of poetry and narrative. FALL. [3] Friedman (Spanish and Portuguese).
- 314. Anatomy of Criticism.** Close analysis of the seminal theoretical texts of Northrop Frye, principally *The Great Code: The Bible and Literature*, *Words of Power: Being a Second Study of "The Bible and Literature"* and the *Anatomy of Criticism* itself. [3] (Not currently offered)
- 315. Science and Literature: Creativity and Metaphor.** Creative mirrorings of innovative reconfigurations in science and literature. Authors include Goethe, Dostoyevsky, Borges, Kafka, Wiesel, Koyre, Prigogine. [3] McCarthy. (Not currently offered)
- 318. The Boundaries of Genre.** Essay, aphorism, letter, maxim, preface, review. The ethics of reading and writing with examples from philosophy, history, and cultural criticism. Montaigne, Bacon, Lessing, Goethe, Diderot, Sainte-Beuve, Lamb, Emerson, Freud, Salvador de Madariaga. [3] McCarthy (Germanic and Slavic Languages). (Not currently offered)
- 325. Renaissance Wit and Humor.** Theory and practice of laughter in Renaissance Italy, France, England, and Germany. [3] (Not currently offered)
- 326. Introduction to Literary Modernism.** (Also listed as English 326) Some acquaintance with French is virtually prerequisite for the course. [3] (Not currently offered)
- 327. Theories of Poetic Language.** Literary theories in relation to poetry. Theorists such as Rousseau, Schlegel, Heidegger, Derrida, and Kristeva will be studied in relation to poets such as Wordsworth, Poe, Baudelaire, Mallarmé, and Eliot. [3] Franke (French and Italian). (Not currently offered)
- 330. Seminar in the Enlightenment and Its Literary Connections.** (Also listed as English 330 and Germanic and Slavic Languages 335) SPRING. [3] McCarthy.
- 331. Nouvelle, Novella, Short Story: From Kleist to Maupassant.** Focus on the nineteenth century, and in particular on the works of Kleist, Hoffmann, Poe, Mérimée, and Maupassant, with a view to identifying structures common to their narratives. [3] (Not currently offered)
- 332. Studies in Twentieth-Century Drama.** The representation of power and history in drama. Functions of theater in relation to censorship and dogmatism. [3] (Not currently offered)
- 333. Don Juan: Myth and Ideology.** Dramatic structures of the two foundational texts of the Don Juan myth: Tirso's *El Burlador de Seville* and Molière's *Don Juan*. [3] (Not currently offered)
- 334. The Bourgeois Novel.** The role of the bourgeoisie and its social and aesthetic reflection in the dominant literary form of the late nineteenth and early twentieth centuries in England, Europe, and the Americas. Authors typically included: Gustave Flaubert, George Eliot, Henry James, Machado de Assis. [3] Fitz (Spanish and Portuguese). (Not currently offered)
- 336. Concepts of Realism: The Impact of Marxist Literary Theory.** Twentieth-century theories of literary realism, with special emphasis on the development of Marxist theory and practice and its critics. [3] (Not currently offered)

---

**340. Beyond Good and Evil.** (Also listed as English 340 and German 340) Emergence of and complexity in literature against the backdrop of Nietzsche's *Beyond Good and Evil* (1886), E. O. Wilson's *Consilience* (1998), P. Cillier's *Complexity and Postmodernism* (1998); "beyond good and evil" as a catch phrase of modern decenteredness in such works as *Notes from Underground*, *Mysterious Stranger*, *The Tin Drum*. [3] McCarthy (Germanic and Slavic Languages). (Not currently offered)

**345. Hermeneutics.** (Also listed as Philosophy 345) Study of the idea of interpretation, including the Bible in the Middle Ages and Homer in Antiquity. Modern philosophical and critical theories; Heidegger, Gadamer, Ricoeur, Fish, Dilthey. [3] Franke. (Not currently offered)

**350. Emergences and Application of Literary Theories.** Various literary theories throughout history, in various theorists from ancient to modern, and in fictional and poetic works that create or redefine what we call theory. Course emphasizes diversity in the experience of encountering theory. May be repeated. [3] Staff. (Not currently offered)

**351. Comparative Methodology.** Comparative Literature as an academic discipline: definition, scholarly and theoretical distinctions, methodologies, applications, relationship to national literature units and humanities programs. Required of all graduate students in Comparative Literature. [3] Fitz. (Not currently offered)

**355. Seminar in Comparative Literature.** Topics to be announced in the *Schedule of Courses*. [3]

**360. Philosophy and Literature.** Problems and methodological issues inherent to the study of these two disciplines. SPRING. [3] Franke and Staff.

**369. Master's Thesis Research.** [0]

**380. French Literary Theory.** (Also listed as French 380) Literary theory as it has been shaped by and shapes the French tradition. [3] (Not currently offered)

**385a–385b. Special Problems in Comparative Literature.**

**390a–390b. Independent Study.** [Variable credit: 1–3 each semester]

**399. Ph.D. Dissertation Research.**

# Computer Science

CHAIR Daniel M. Fleetwood

DIRECTOR OF GRADUATE STUDIES Gautam Biswas

PROFESSORS EMERITI Charlotte F. Fischer, Patrick C. Fischer, William H. Rowan Jr.,  
Horace E. Williams

PROFESSORS Lawrence W. Dowdy, J. Michael Fitzpatrick, Douglas C. Schmidt,  
Janos Sztipanovits

ASSOCIATE PROFESSORS Gautam Biswas, Douglas H. Fisher, Dario A. Guise,  
Gabor Karsai, Vijay Raghavan, Stephen R. Schach, Jeremy P. Spinrad

ASSISTANT PROFESSORS Julie Adams, Fritz Barnes, Robert Bodenheimer,  
Xenofon Koutsoukos, David Noelle

**DEGREES OFFERED:** *Master of Science, Doctor of Philosophy*

☞ PROGRAMS are offered in computational learning theory, computational science, database systems, distributed computing, embedded and hybrid systems, graph algorithms, graphics and animation, intelligent systems, machine learning, medical image processing, model-based reasoning, neural networks, performance evaluation, software engineering, and Web technology.

Doctoral candidates present a minimum of 36 hours of formal course work with distribution of courses and research to be determined for each student's program. There is no language requirement.

The master's degree in computer science may be earned through (a) the regular program that includes a thesis or (b) a non-thesis program requiring 30 hours of course work. Under either plan at least 12 hours must be in approved 300-level courses.

The master of engineering, an advanced professional degree for engineers, is offered by the School of Engineering.

**231. Computer Organization.** The entire hierarchical structure of computer architecture, beginning at the lowest level with a simple machine model (e.g., a simple von Neumann machine). Processors, process handling, I/O handling, and assembler concepts. Graduate credit not given for computer science majors. Prerequisite: 201, corequisite: EECE 116. FALL, SPRING. [3] Minsky, Schach.

**250. Algorithms.** Advanced data structures, systematic study and analysis of important algorithms for searching; sorting; string processing; mathematical, geometric, and graph algorithms; classes of P and NP, NP-complete and intractable problems. Prerequisite: 201 and 212. FALL. [3] Raghavan, Spinrad.

**252. Theory of Automata, Formal Languages, and Computation.** Finite-state machines and regular expressions. Context-free grammars and languages. Pushdown automata. Turing machines. Undecidability. The Chomsky hierarchy. Computational complexity. Prerequisite: 212, Discrete Structures. SPRING. [3] Fisher, Raghavan, Spinrad.

**253. Image Processing.** (Also listed as Electrical Engineering 253) The theory of signals and systems is extended to two dimensions. Coverage includes filtering, 2-DFFTs, edge



detection, and image enhancement. Three lectures and one laboratory period. FALL. [4] Dawant, Fitzpatrick.

**255. Introduction to Numerical Mathematics.** (Also listed as Mathematics 226) Numerical solution of linear and non-linear equations, interpolation and polynomial approximation, numerical differentiation and integration, least-squares curve fitting and approximation theory, numerical solution of differential equations, errors and floating point arithmetic. Application of the theory to problems in science, engineering, and economics. Student use of the computer is emphasized. Prerequisite: Computer programming and linear algebra. FALL, SPRING. [3]

**257. Linear Optimization.** (Also listed as Mathematics 288) An introduction to linear programming and its applications. Formulation of linear programs. The simplex method, duality, complementary slackness, dual simplex method, and sensitivity analysis. The ellipsoid method. Interior point methods. Possible additional topics include the primal-dual algorithm, cutting planes, or branch-and-bound. Applications to networks, management, engineering, and physical sciences. Prerequisite: linear algebra and computer programming. SPRING. [3]

**258. Introduction to Computer Graphics.** Featuring 2D rendering and image-based techniques, 2D and 3D transformations, modeling, 3D rendering, graphics pipeline, ray-tracing, and texture-mapping. Prerequisite: linear algebra, 201, junior standing. FALL. [3] Bodenheimer.

**260. Artificial Intelligence.** Introduction to the principles and programming techniques of artificial intelligence. Strategies for searching; representation of knowledge; automatic deduction, learning, and adaptive systems. Survey of applications. Prerequisite: 231, Computer Organization. FALL. [3] Biswas, Fisher, Noelle.

**265. Introduction to Database Management Systems.** Logical and physical organization of databases. Data models and query languages, with emphasis on the relational model and its semantics. Concepts of data independence, security, integrity, concurrency. Prerequisite: 201, Computer Organization. FALL. [3]

**269. Project in Artificial Intelligence.** Students work in small groups on the specification, design, implementation, and testing of a sizeable AI software project. Projects (e.g., an "intelligent" game player) require that students address a variety of AI subject areas, notably heuristic search, uncertain reasoning, planning, knowledge representation, and learning. Class discussion highlights student progress, elaborates topics under investigation, and identifies other relevant topics (e.g., vision) that the project does not explore in depth. Prerequisite: 260 or consent of instructor. SPRING. [3] Biswas, Fisher, Noelle.

**270. Programming Languages.** General criteria for design, implementation, and evaluation of programming languages. Historical perspective. Syntactic and semantic specification, compilation and interpretation processes. Study of data types and data control, procedures and parameters, sequence control, nesting, scope and storage management, run-time representations. Non-standard languages, problem-solving assignments in a laboratory environment. Prerequisite: 231, Computer Organization. SPRING. [4] Biswas, Fitzpatrick, Milostan.

**274. System Simulation.** Introduction to simulation and comparison with other techniques. Discrete simulation models and introduction to or review of queuing theory and stochastic processes. Comparison of discrete change simulation languages. Simulation methods including generation of random numbers and variates, design of simulation experiments, analysis of data generated by simulation experiments, and validation of simulation models and results. Selected applications of simulation. Prerequisite: courses in programming and statistics. SPRING. [3]

**276. Compiler Construction.** Review of programming language structures, translation, loading, execution, and storage allocation. Compilation of simple expressions and statements. Organization of a compiler including compile-time and run-time symbol tables, lexical scan, syntax scan, object code generation, error diagnostics, object code optimization techniques, and overall design. Use of a high-level language to write a complete compiler. Prerequisite: 231, Computer Organization. FALL. [3] Fisher, Milostan.

**277. Software Engineering.** The nature of software. Object-oriented paradigm. Software life-cycle models. Requirements, specifications, design, implementation, documentation and testing of software. Object-oriented analysis and design. Maintenance. Team project of developing object-oriented software. Prerequisite: 270 and 281. FALL. [3] Schach.

**281. Principles of Operating Systems I.** Overview of goals of operating systems. Introduction to the resource allocation and control functions of operating systems. Parallel processing and primitives for their synchronization. Use of parallel processes in designing operating system subsystems. Methods for implementation of parallel processes on conventional computers. Introduction of notions of virtual memory, paging, protection of shared and non-shared information. Structures of files of data in secondary storage. Security issues. Case Studies. Prerequisite: 231, Computer Organization. FALL, SPRING. [3] Barnes, Dowdy, Raghavan.

**282. Principles of Operating Systems II.** Projects involving modification of a current operating system. Lectures on memory management policies, including virtual memory. Protection and sharing of information, including general models for implementation of various degrees of sharing. Resources allocation in general, including deadlock detection and prevention strategies. Introduction to operating system performance measurement, for both efficiency and logical correctness. Two hours lecture and one hour laboratory. Prerequisite: 281. SPRING. [3] Dowdy, Raghavan.

**283. Computer Networks.** Computer communications, network architectures, protocol hierarchies, and the open systems interconnection model. Modeling, analysis, and specification of protocols. Wide area networks and local area networks including rings, buses, and contention networks. Prerequisite: 281. SPRING. [3] Barnes, Dowdy, Raghavan.

**284. Computer-Systems Analysis.** Techniques for computer-system performance evaluation with emphasis on applications. Topics include: hardware/software/hybrid measurement and instrumentation techniques, benchmarking, simulation techniques, elementary queuing models, data analysis, operational analysis, performance criteria case studies. Project involving a real computer system. Prerequisite: 281. FALL. [3] Barnes, Dowdy.

**291–292. Special Topics.** [Variable credit: 1–3 each semester] (Offered on demand)

**310. Design and Analysis of Algorithms.** Set-manipulation techniques, divide-and-conquer methods, the greedy method, dynamic programming, algorithms and graphs, backtracking, branch-and-bound, lower bound theory, NP-hard and NP-complete problems, approximation algorithms. Prerequisite: 250, Algorithms. SPRING. [3] Raghavan, Spinrad.

**311. Graph Algorithms.** Algorithms for dealing with special classes of graphs. Emphasis on subclasses of perfect graphs and graphs that can be stored in a small space. Interval, chordal, permutation, comparability, and circular-arc graphs; graph decomposition. Prerequisite: 310 or Math 273. [3] Spinrad.

**312. Computational Learning Theory.** An overview of computational learning theory and problems of current interest. Topics include: the PAC model of learning, exact learning with queries, Occam's razor, the Vapnik-Chervonenkis dimension, techniques for proving positive and negative results for learnability, and a study of existing learning algorithms. Prerequisite: consent of instructor. FALL. [3] Raghavan.

**320. Algorithms for Parallel Computing.** Design and analysis of parallel algorithms for sorting, searching, matrix processing, FFT, optimization, and other problems. Existing and proposed parallel architectures, including SIMD machines, MIMD machines, and VLSI systolic arrays. Prerequisite: 310 or consent of instructor. [3] (Not currently offered)

**325. Supercomputers in Scientific Computing.** Overview of supercomputer architecture; dependencies and their effects on vectorization and parallel computing; the role of shared memory and communication in multitasking. Algorithms for supercomputer architectures for selected topics from linear algebra, numerical quadrature, non-linear systems, and differential equations. Prerequisite: Math 226 or 255. FALL. [3] (Not currently offered)

**330. Large-Scale-Database Management Systems.** Organization of major information-processing systems. Documentation methods and design techniques. The database-system life cycle. Concurrency control. Integrity constraints. Prerequisite: 265. FALL. [3] (Not currently offered)

**331. Topics in Theory of Database Systems.** Prerequisite: 265. [3] (Not currently offered)

**357. Advanced Image Processing.** (Also listed as Electrical Engineering 357) Basic techniques of image processing. Topics include image formation, digitization, linear shift-invariant processing, feature detection, and motion. Prerequisite: 174, Introduction to C or equivalent; Math 175. FALL. [3] Dawant, Fitzpatrick, Peters.

**358. Computer Vision.** (Also listed as Electrical Engineering 358) The fundamentals of computer vision and techniques for image understanding and high-level image processing. Includes image segmentation, geometric structures, relational structures, motion, matching, inference, and vision systems. Prerequisite: 357. SPRING. [3] Staff.

**360. Advanced Artificial Intelligence.** Discussion of state of the art and current research issues in heuristic search, knowledge representation, deduction, and reasoning. Related application areas include: planning systems, qualitative reasoning, cognitive models of human memory, user modeling in ICAI, reasoning with uncertainty, knowledge-based system design, and language comprehension. Prerequisite: 260 or equivalent. FALL. [3] Biswas, Fisher, Noelle.

**362. Machine Learning.** An introduction to machine learning principles of artificial intelligence, stressing learning's role in constraining search by augmenting and/or reorganizing memory. Topics include connectionist systems; concept learning from examples; operator, episode, and plan learning; problem-solving architectures that support learning; conceptual clustering; computer models of scientific discovery; explanation-based learning; and analogical reasoning. Psychological as well as computational interests in learning are encouraged. Prerequisite: 260 or 360 or equivalent. SPRING. [3] Fisher, Noelle.

**364. Intelligent Learning Environments.** (Also listed as Electrical Engineering 355) Theories and concepts from computer science, artificial intelligence, cognitive science, and education that are important to designing, building, and evaluating computer-based instructional systems. Development and substantiation of the concept, architecture, and implementation of Intelligent Learning Environments. Multi-media and Web-based technology in teaching, learning, collaboration, and assessment. Prerequisite: 260, 360, or equivalent. SPRING. [3] Biswas.

**366. Topics in Knowledge Engineering.** Introduction to expert systems design and automated methods for expert knowledge acquisition. Expert systems topics include models of expert problem solving, uncertain reasoning, inference strategies, and explanation of problem solving. Automated knowledge acquisition topics include rapid prototyping techniques, model-based knowledge elicitation, knowledge base refinement, and machine learning techniques. Prerequisite: 260 or 360 or equivalent. [3] (Not currently offered)

**367. Model-Based and Qualitative Reasoning Methodologies.** Modeling paradigms covered include structure-behavior models, component connection and compositional modeling, and functional-causal models of physical systems. The spectrum of reasoning and simulation methodologies, from qualitative to quantitative analysis are discussed. Applications include design of engineering systems, and diagnosis of complex engineering and physiological systems. Prerequisite: 360 or equivalent, or consent of instructor. SPRING. [3] Biswas.

**368. Topics in Artificial Intelligence.** FALL. [3]

**369. Master's Thesis Research.** [0]

**381. Advanced Operating-Systems Principles.** Techniques for formally analyzing various issues in operating systems. Topics may include: process synchronization, interprocess communication, deadlock, naming, memory management, object capability models, architectural support, protection, fault tolerance. Prerequisite: 281. FALL. [3] Dowdy, Raghavan.

**382. Topics in Operating Systems.** Prerequisite: 281. [3] (Not currently offered)

**384. Performance Evaluation of Computer Systems.** Techniques for computer-systems modeling and analysis. Topics covered include: analytical modeling with emphasis on queuing network models, efficient computational algorithms for exact and approximate solutions, parameter estimation and prediction, validation techniques, workload characterization, performance optimization, communication and distributed-system modeling. Prerequisite: 281 or 381. SPRING. [3] Dowdy.

**385. Web and Distributed Computing.** Operating systems and networking topics related to information systems and distributed computing. Emphasis on design and analysis of such systems. Web servers; software caching; performance of Internet services; network protocol effects on Internet services; distributed computation architectures; paradigms for distributed computation. Prerequisite: CS 281. SPRING. [3] Barnes.

**386. System-level Fault Diagnosis.** An overview of the basic concepts of the theory of fault diagnosis and problems of current interest. Topics include the classical PMC and BGM models of fault diagnosis, hybrid permanent and intermittent (faults) models, diagnostic measures for one-step, sequential, and inexact diagnosis. Emphasis is on algorithmic techniques for solving the diagnosis and diagnosability problems in various models. Prerequisite: 381 or consent of instructor. [3] Raghavan.

**387. Topics in Software Engineering.** Topics may include: Software development and maintenance environments. Software metrics. Correctness proofs. ADA as a case study in software engineering. Artificial intelligence aspects of software engineering. Prerequisite: 277 or consent of instructor. SPRING. [3] Schach.

**390. Individual Studies.** Offered each term. [Variable credit: 1–3]

**391–392. Seminar.** [Variable credit: 1–3 each semester]

**395–396. Special Topics.** [3–3]

**399. Ph.D. Dissertation Research.**

**3995. Half-time Ph.D. Dissertation Research.** For students who have completed 72 hours and devote a half-time effort to dissertation research. [0]

---

---

## *East Asian Studies*

DIRECTOR Yoshikuni Igarashi

*Affiliated Faculty*

ASSOCIATE PROFESSORS Gerald Figal (History), Yoshikuni Igarashi (History),  
James J. Lang (Sociology), Ruth Rogaski (History)

ASSISTANT PROFESSORS Anthony Loh (Political Science), Tracy Miller (Art and Art History)

SENIOR LECTURERS Xianmin Liu, Peter Lorge (History), Keiko Nakajima

✦ A NUMBER of courses are available in East Asian languages, social sciences, and humanities, from which a field of minor concentration may be constructed, subject to approval of the student's adviser.

A partial listing of relevant courses follows. See departmental listings for courses offered in the current academic year.

The members of the Committee on East Asian Studies are James Auer (*Center for U.S.-Japan Studies, VIPPS*), Yoshikuni Igarashi (*History*), James J. Lang (*Sociology*), Xianmin Liu (*Chinese*), Peter Lorge (*History*), and Tracy Miller (*Art and Art History*).

ART AND ART HISTORY: 200, Asian Art; 252, Chinese Art; 253, Japanese Art; 254, Japanese Painting and Prints.

CHINESE: 201–202, Elementary Chinese; 214–216, Intermediate Chinese; 231, Chinese Calligraphy; 241–242, Advanced Chinese; 251–252, Intensive Readings in Chinese.

HISTORY: 248, China in Revolution; 249, History of Modern Japan; 250, Cultural and Social History of Japan's Recent Past.

JAPANESE: 201–202, Beginning Modern Japanese; 211–212, Intermediate Modern Japanese; 241–242, Third Year Japanese.

POLITICAL SCIENCE: 214, The Japanese Political System; 216, The Chinese Political System.

RELIGIOUS STUDIES: 231, Women in Buddhist Traditions; 244, Buddhist Traditions; 249, Zen Buddhism (Not currently offered).

# Economics

CHAIR Ping Wang

VICE CHAIR Mario Crucini

DIRECTOR OF GRADUATE STUDIES Yanqin Fan

DIRECTOR OF THE GRADUATE PROGRAM IN ECONOMIC DEVELOPMENT

James E. Foster

PROFESSORS EMERITI Rendig Fels, T. Al Finegan, C. Elton Hinshaw, Cliff J. Huang, Clifford S. Russell, Gian Sabota, Anthony M. Tang, William G. Thweatt, Fred Westfield, James Worley

PROFESSORS Jeremy Atack, Eric Bond, John Conley, William W. Damon, Andrew F. Daughety, Robert A. Driskill, Benjamin Eden, Yanqin Fan, James E. Foster, Gregory Huffman, Andrea Maneschi, Robert A. Margo, Jennifer F. Reinganum, John J. Siegfried, Ping Wang, John A. Weymark

ASSOCIATE PROFESSORS Kathryn H. Anderson, Mario Crucini, Malcolm Getz, Peter L. Rousseau, George H. Sweeney, Quan Wen

ASSISTANT PROFESSORS Christian Ahlin, William J. Collins, Neville Jiang, Jesse Schwartz, Mototsugu Shintani, Diana N. Weymark, Benjamin Zissimos

**DEGREES OFFERED:** *Master of Arts, Doctor of Philosophy*

✂ GRADUATE study in economics at Vanderbilt prepares students for research and teaching careers in universities and for planning and leadership positions in government, international agencies, and business. The curriculum emphasizes applications of economic theory. Participation in research projects, in joint seminars, and in informal research workshops assures close student-faculty interaction. Students have been attracted to the program from all parts of the United States and from more than sixty countries. Graduate programs are offered in economics but not in business administration. Students interested in graduate work in business administration should apply to the Owen Graduate School of Management.

The master's program includes 24 hours of course work and a thesis but has no language or mathematics requirement. A master's degree (without thesis) may be awarded after completion of 42 hours of Ph.D. course work with an average of at least *B* or better.

For the Ph.D. degree, which requires 72 hours, the student normally takes at least 51 hours of formal course work, including required courses in economic history or history of economic thought, statistics, and econometrics, along with courses in microeconomic theory and macroeconomic theory. Economics courses in this catalog numbered below 250 and the business administration courses listed below are available for minor credit in other graduate programs. There is a mathematics requirement, normally satisfied by taking Economics 300, Selected Topics in Mathematics for Economists. There is no foreign language requirement.

The faculty requires that all doctoral students, before undertaking the qualifying examination, pass written examinations in economic theory (micro and macro) and in one major elective field chosen from the following: advanced

economic theory, econometrics, economic growth and development, economic history, finance, industrial organization, international economics, labor, money, and public finance. A second field chosen from that list may be completed by either passing a written examination or by passing two courses in this field numbered above 300 with a grade of *B* or better in each course. A second field in which the department offers only one course above 300 or a field requested by petition must be passed by written examination. Each year the department offers a variety of graduate-level courses beyond the core.

All students entering the Ph.D. program are expected to take a competence test in mathematics measuring knowledge of elementary mathematics. It is highly desirable that each entering student have completed one year of calculus and courses in intermediate microeconomic and macroeconomic theory, statistics, and linear algebra.

Detailed information is available on request from the department.

### *Graduate Program in Economic Development*

Students may be interested in the Graduate Program in Economic Development, a more professionally-oriented degree program. Students take courses in economic theory and statistics and in such areas as economic development, international trade, and monetary and fiscal policies, and can earn a master of arts degree. This program is described under Special Programs.

## Economics

**222. Latin American Economic Development.** Recent economic growth and structural change of Latin American economies. The general issues of development economics will be explored, such as the mobilization of savings and capital formation, import-substituting industrialization, inflation, agricultural reform, regional and national economic integration, population growth and migration, and balance-of-payments problems. No credit for graduate students in economics. SPRING. [3] Andrade.

**231. Intermediate Microeconomic Theory.** Development of the techniques of analysis for problems of resource allocation. Theories of choice and production for individual economic agents in competitive and monopolistic environments. Behavior of markets. Determination of prices, wages, interest, rent, and profit. Income distribution. No credit for graduate students in economics. Prerequisite: one semester of calculus. FALL, SPRING. [3] Staff.

**232. Intermediate Macroeconomic Theory.** National income accounting and analysis. Classical, Keynesian, and contemporary models determining national income, employment, liquidity, price level, and economic growth. No credit for graduate students in economics. Prerequisite: one semester of calculus. FALL, SPRING. [3] Staff.

**251. Wages, Employment, and Labor Markets.** Theories of wages and employment, dual labor markets, internal labor markets, and labor's share of national income. Empirical studies of labor mobility, the effects of unions on relative wages and resource allocation, occupational and industrial wage differentials, and selected labor markets. Prerequisite: 150, Statistics, and 231, or consent of instructor. FALL or SPRING. [3] Staff, Anderson.

**252. Antitrust Economics.** The purposes and effects of antitrust laws in the United States. Economic theory applied to the problems of preserving and enhancing competition. Evaluation of incentives created by judicial precedents in terms of efficiency and performance. Prerequisite: 231. SPRING. [3] Siegfried.

**253. Introduction to Econometrics.** Quantitative methods of economic analysis. Measurement, specification, estimation, and interpretation of economic models, introduction to econometric computation using microcomputers. No credit for graduate students in economics. Prerequisites: 231 and either 150 or Math 218 and 218L. FALL, SPRING. [3] Huang, Staff.

**254. Public Finance.** Theories of the state and collective decisions, fiscal federalism, public goods and externalities. Tax theory: equity, efficiency, and growth. Taxation of goods, factors, and corporations. Cost-benefit analysis. Prerequisite: 231 or equivalent. FALL, SPRING. [3] Staff, Conley.

**259. Financial Instruments and Markets.** Theoretical and empirical approaches to the analysis of monetary and other financial instruments. Portfolio analysis, interest rate risk, and financial futures and options markets. Prerequisite: 231, 232. SPRING. [3] Staff.

**FnEc261. Investment Analysis.** Investment principles and practices. Emphasis on security analysis to develop techniques and standards of investment appraisal. Principles of portfolio analysis. The forecasting problem in meeting portfolio needs of individuals and institutions. Special studies to develop capacity for investigating and reporting. Prerequisite: 150 and 240. FALL, SPRING. [3] McNamee.

**262. History of Economic Thought.** The evolution of economic ideas from the ancient Greeks to the contemporary world with attention to the seminal thoughts of Adam Smith, David Ricardo, J. S. Mill, Alfred Marshall, and J. M. Keynes. Prerequisite: 231. FALL. [3] Maneschi.

**263. International Trade.** International trade in goods and services. Patterns of trade; gains and losses from trade, tariffs, and other commercial policies; economic integration; and international factor movements. Prerequisite: 231. FALL, SPRING. [3] Hutchinson, Maneschi, Driskill.

**264. Open Economy Macroeconomics.** Economics of international monetary, financial, and macroeconomic relationships. Effects of monetary and fiscal policies in open economics, balance of payments, exchange rate determination, and international monetary institutions. Prerequisite: 232. FALL, SPRING. [3] D. Weymark, Driskill, Crucini.

**265. Macroeconomics for Political Analysis.** Mathematical models of overlapping generations, rational expectations, and open economies with price rigidities applied to social security, government debt, exchange rates, monetary policy, and time inconsistent optimal policy. Prerequisite: 232. SPRING. [3] Weymark.

**266. Problems in United States Economic History.** (Also listed as History 292) Controversies in historical analysis. Prerequisite: Economics 231. Students who wish to study U.S. economic history but do not meet this prerequisite should consider History 290. SPRING. [3] Hutchinson.

**267. Economics of Poverty and Discrimination.** Develops methodologies used to measure the effectiveness of governmental programs aimed at reducing poverty and discrimination, and uses these methodologies to examine the equity and efficiency of current programs. Topics include social security, food stamps, and equal employment opportunity legislation. Prerequisite: 231 or consent of instructor. [3] Margo. (Not currently offered)

**268. Economics of Health.** An examination of some of the economic aspects of the production, distribution, and organization of health care services, such as measuring output,



structure of markets, demand for services, supply of services, pricing of services, cost of care, financing mechanisms, and their impact on the relevant markets. Prerequisite: 231. FALL, SPRING. [3] So.

**269a–269b. Selected Topics in Economics.** Topics of special interest, as announced in the *Schedule of Courses*. [Variable credit: 1–3 each semester]

**270. Economics of Sports.** Application of economic principles to professional and collegiate team sports. Theory of sports leagues, demand for sports, the market for athletes, racial discrimination, broadcasting rights, antitrust issues. No credit for both 270 and 280. Prerequisite: 150 and 231. SUMMER. [3] Siegfried.

**271. Economic History of Europe.** The stages of development of capitalism and modern industry in Europe since the decline of feudalism. The interrelation of government policy, financial institutions, scientific discovery, and the spirit of individualism. Prerequisite: 231. SPRING. [3] (Not currently offered)

**273. Game Theory with Economic Applications.** Rational decision-making in non-cooperative, multi-person games. Single play and repeated games with complete and incomplete information. Economic applications of games, such as auctions, labor-management bargaining, pricing and output decisions in oligopoly, and common property resources. Prerequisite: 231. SPRING. [3] Wen.

**274. Industrial Organization.** The structure of contemporary industry and the forces that have shaped it, including manufacturing, trade, and transportation. The role of the large corporation in modern industrial organization. The relation of industrial structure to economic behavior and performance. Prerequisite: 231. FALL. [3] Reinganum.

**FnEc 275. Financial Management.** (Formerly Business Administration 275) Analysis of cases representing capital budgeting, forecasting cash flow, risk assessment, capital structure, mergers and acquisitions. Seminar. Prerequisite: 240. FALL, SPRING. [3] Damon.

**277. Economic Development and the Environment.** The influence of economic development on the environment with special attention to developing countries. Measurement of economic growth. Sustainability of natural resources. Discussion of trade, pollution, forestry and ecotourism, population change, agriculture, and land tenure. [3] Russell. (Not currently offered)

**278. The Technical Basis for Environmental Policy.** (Also listed as Civil Engineering 278 and Management of Technology 278). The engineering and economic foundations of environmental policy formation, mathematical computer modeling of the environment, and economic valuation of environmental quality. Treatment and site clean-up processes, fundamental equations of environmental engineering, the notion of market failure, and economics of monitoring and enforcement. [3] Russell, Parker (Civil and Environmental Engineering) (Not currently offered)

**279. Urban Economics.** Urban growth, the development of suburbs, the location of firms, housing markets, transportation, property taxes, and local government services. Prerequisite: 231. FALL. [3] Getz.

**280. Seminar in Sports Economics.** Economic theory of sports leagues: competitive balance, player labor markets and owner capital markets. Theories of league expansion, rival leagues, franchise relocation, and sports venues. Research paper. No credit given for both 280 and 270. Preference given to senior majors. Prerequisite: 231. FALL, SPRING. [3] Vrooman.

**282. Education and Economic Development.** The influence of education on economic growth and development in developing countries. Theory and measurement of economic

growth and human capital. Distributional and efficiency effects of human capital policies. Influence of international organizations on human capital development. Education and social cohesion. Prerequisite: 231 and 150 or consent of instructor. SPRING. [3] Anderson.

**283. Economics of the Environment.** Economic theory and analytic tools involved in selected environmental problems: air and water quality and hazardous waste management. Prerequisite: 231. [3] Russell. (Not currently offered)

**284. Economics of Regulation.** The purposes and effects of government regulation. Analysis of natural monopoly, externalities, public goods, and information deficiencies. Case studies usually include electricity, natural gas, airlines, trucking, health and safety, communications, and the environment. Prerequisite: 231. [3] Staff. (Not currently offered)

**285. Law and Economics.** Analysis of the influence of legal rules and institutions on the behavior of individuals and on economic efficiency and equity. Applications from civil procedure, contract, tort, and criminal law. Prerequisite: 231. [3] Daughety. (Not currently offered)

**286. Economics of Human Resources.** Human capital theory: economic effect of population trends, fertility, and migration. Additional topics chosen from education, household economics, health, nutrition, demand for children and child care, sex and race discrimination, crime, investment in research and development, the economic value of life and time. Prerequisite: 231 or 233 and 201, Statistics, or consent of instructor. [3] Jiang. (Not currently offered)

**287. European Economic Integration.** Policy issues concerning economic integration in Europe, including trade, migration, income distribution, environmental quality, macroeconomic policy, and monetary union. Analysis of European Community institutions. Prerequisite: 231; corequisite: 232. SPRING. [3] Hughes Hallett.

**288. Development Economics.** Economic change in pre-industrial and newly industrial countries. Why do some countries remain poor while others grow? Emerging capital and labor markets, the role of international trade in economic growth. Market failures and the role of government. Prerequisite: 231. SPRING. [3] Ahlin.

**300. Selected Topics in Mathematics for Economists.** Selected mathematical topics used in the analysis of static and dynamic models. Prerequisite: one year of calculus (Math 171a–171b, Analytic Geometry and Calculus, or equivalent). FALL. [3] Foster.

**301. Microeconomic Theory (M.A. Level).** The price system in consumer demand and as a mechanism for organizing production, allocating resources, and distributing the national income. FALL. [3] Foster.

**302. Macroeconomic Theory (M.A. Level).** National income accounting. Theories of income, employment and price determination. Growth and planning models. Monetary theory. SPRING. [3] Maneschi.

**304a. Microeconomic Theory I.** Analysis of resource allocation and relative prices. Behavior of individual economic units and markets. Topics include models of technology, cost and profit and the firm; consumer preferences, constraints and choice; expected utility theory and risk aversion; partial equilibrium under competition and monopoly; partial equilibrium welfare and surplus. FALL. [3] Daughety.

**304b. Microeconomic Theory II.** Noncooperative game theory, information economics, public goods and an introduction to general equilibrium models. Topics include Nash equilibrium, sequential rationality, incomplete information; oligopoly; bargaining; adverse selection, signaling and screening; principal-agent models; externalities and public goods; introductory general equilibrium and welfare analysis. SPRING. [3] Wen.

**304c. Microeconomic Theory III.** General equilibrium, social choice and welfare. General equilibrium, existence, stability and uniqueness results; fundamental theorems of welfare; core and equilibria; general equilibrium with time and uncertainty; social choice theory and mechanism design; axiomatic bargaining and welfare. No credit for students who have completed former 331. FALL. [3] J. Weymark.

**305a. Macroeconomic Theory I.** Keynesian and neoclassical models of the economy. Introduction to dynamic models. FALL. [3] Eden.

**305b. Macroeconomic Theory II.** Neoclassical and new theories of economic growth Overlapping generations models. SPRING. [3] Huffman.

**305c. Macroeconomic Theory III.** Theories of consumption, investment, demand and supply of money, the labor market. Monetary and fiscal policy. New Keynesian economics. The role of expectations. No credit for students who have completed former 376. SPRING. [3] Jiang.

**306. Statistical Analysis (M.A. Level).** Interpretation of statistical materials, the principles of statistical inference, the use of available statistics for problems of economic analysis, and the importance of statistics in economic policy and administration. FALL. [3] Huang.

**307. Statistical Analysis.** Statistical methods applicable to quantitative research in economics and business. Distribution theory, statistical inference, and selected multivariate statistical methods. Prerequisite: 201, Statistics, or equivalent. FALL. [3] Shintani.

**308. Econometrics (M.A. Level).** Empirical measurements with applications to basic economic relations. Specification, estimation of microeconomics and macroeconomics models for the purpose of testing hypotheses, forecasting, and evaluating policy. Prerequisite: 306. SPRING. [3] Huang.

**309. Econometrics.** Analysis of specification errors in single equation estimation of economic relations and introduction to the estimation and application of simultaneous equation models. Prerequisite: 307 or consent of instructor. SPRING. [3] Fan.

**312a–312b. Health Economics.** Conceptual and empirical analysis of demand for health, medical services, and insurance; decisions by physicians and hospitals about price, quantity, and quality of services; technological change; and structure and performance of the pharmaceutical industry. [3–3] (Not currently offered)

**316. International Trade Theory.** Classical, neoclassical, and contemporary theories of international trade; empirical evidence for them. Commercial policy, tariffs, the terms of trade and income distribution, international factor movements: economic unions. Trade and growth. Trade and welfare. FALL. [3] Bond.

**317. International Monetary Economics.** The balance of payments and the foreign exchange market. Elasticities, absorption, and monetary approaches to the adjustment mechanism. Interest rates and capital flows. Optimal currency areas, internal and external balance. International reserves and liquidity. SPRING. [3] Crucini.

**320a–320b. Seminar in the Organization and Control of Industry.** The structure of American industry; the origins and development of industrial concentration; the behavior and performance of oligopolistic and imperfectly competitive markets; the economics of public utilities. Public policy toward industrial structure and conduct, including antitrust policy, limitation of competition, and direct regulation. FALL, SPRING. [3–3] Daughety, Reinganum.

**329a–329b. Labor Economics.** Static and dynamic models of labor demand and labor supply, and models of human capital development. Applications of the theory to selected topics including: migration, fertility, health, wage determination, education, unionism and

industrial relations, employment policies, implicit contracting and layoffs, and discrimination. Examination of methodological problems related to the analysis of labor markets. [3–3] Collins. (Not currently offered)

**332a. Theory of Money and Finance I.** Analyzes microeconomic foundations and general equilibrium models of money and financial markets. Explores such topics as the theory of payments structure, capital asset pricing, rational expectations, efficient markets, contingent-claims markets, and others. Prerequisite: 259. [3] Staff. (Not currently offered)

**332b. Theory of Money and Finance II.** Advanced topics in monetary and financial economics spanning theory and applications. Topics include recently developed dynamic theories of money and asset pricing; inflationary dynamics; money, welfare, and growth; money and business cycles; financial development and growth; credit market imperfections and financial crises. [3] Staff. (Not currently offered)

**333. Topics in Microeconomics.** Advanced theory and applications. May be repeated for credit if there is no duplication of topic. [Variable credit: 1–3] (Not currently offered)

**349a–349b. Reading Course.** Designed to permit graduate students to do more intensive study in the area of their special interest than regular course offerings provide. Admission by consent of department chair and supervising professor. [Variable credit: 1–3 each semester]

**353. Project Evaluation.** Social-benefit cost analysis of investment projects: investment criteria, estimation of benefits and costs, and evaluation of shadow prices and of the social discount rate. The role of national planning. Case studies utilize the experience of developing economies. [3] (Not currently offered)

**354a. Public Finance Theory.** The social welfare foundations of public finance theory, theories of optimal taxes and public goods treating equity, efficiency, and incentive effects in partial- and general-equilibrium frameworks. Prerequisite: 254 or consent of instructor. [3] (Not currently offered)

**354b. Public Finance Seminar.** Special topics in applications of public finance theory, including some or all of the following: theories of fiscal federalism, fiscal politics, fiscal policy, externality and pollution, public pricing, social insurance, public income distribution, public debt, cost-benefit analysis, international aspects of public finance, generalized theory of public policy, and issues in tax-expenditure reform. Prerequisite: 354a or consent of instructor. FALL. [3] J. Weymark.

**355a–355b. Seminar in Research on Economic Development.** How to select and define an economic problem, assemble relevant factual and statistical information, and analyze and interpret it. Students will write a research paper. May not be included in the 24 hours required for the M.A. degree. Completion of both semesters with an average grade of *B* counts in lieu of M.A. thesis. Open only to students in the Economic Development program. 355a, FALL, SPRING; 355b, SPRING. [3–3] Anderson.

**357. International Trade and Economic Development.** Selected topics concerning the exchange and transfer of goods and resources between less- and more-developed countries. Possible topics include: the international monetary system, the SDR-aid link, dependence and imperialism, the role of trade in economic growth, foreign exchange strategies, and the structure of protection. Primarily designed for students in the Economic Development program. [3] (Not currently offered)

**358a–358b. Policy Issues in Developing Economies.** Economic analysis of problems in developing countries. 358a: Macroeconomic issues. Topics include monetary policy, financial repression and capital markets, fiscal policy, structural adjustment, inflation, and management of foreign debt. 358b: Microeconomic issues. Topics include public intervention in

factor and commodity markets, migration, labor markets and employment, pricing and efficiency in the public sector, urban development and housing, and choices of technology. 358a, SPRING; 358b, FALL. [3–3] Ahlin, Onoprishvili.

**360. Agriculture and Economic Development.** Food supply as a national problem; size and characteristics of population; agricultural technology; industrial-urban development and public policies as means of reducing market imperfections and raising output and incomes in rural areas. Case studies of the southern United States and selected underdeveloped countries. [3] (Not currently offered)

**364. Economic Fluctuations and Stabilization Policy.** The forces governing inflation, total output, and components of GNP, particularly investment decisions: macroeconomic models; short-term business forecasting; monetary, fiscal, and related stabilization policies. [3] (Not currently offered)

**366a. Topics in Economic History: Microeconomic.** This course will examine various microeconomic aspects of long-term development. Topics may include: the demographic transition, changes in labor force behavior, development of institutions, industrialization, migration, health, measurement of living standards and inequality. Students are expected to become familiar with various large-scale microeconomic databases containing historical information, such as the Integrated Public Use Micro-data Samples of the United States Census. SPRING. [3] Margo.

**366b: Topics in Economic History: Macroeconomic.** This course will examine various macroeconomic aspects of long-term development. Topics may include: economic growth, the development of financial markets and the role of financial markets in economic development, the history and evolution of monetary and fiscal policy, capital market integration, and business cycles, including the Great Depression. Students are expected to become familiar with various macro-history databases (for example, the NBER database). FALL. [3] Attack.

**369. Master's Thesis Research.** [0–12]

**370. Econometric Theory.** Identification and estimation of simultaneous equation models. Small sample properties of estimators and Bayesian inference. Model building and testing of economic theory. Prerequisite: 309 or equivalent preparation. FALL. [3] Shintani.

**371. An Introduction to Economic History.** Economic history in terms of measurement and theory. Factors associated with modern economic growth and institutional change in a variety of countries and time periods. Relation between economic history and history of thought. SPRING. [3] Attack.

**373. Time Series Econometrics.** Estimation of stationary ARMA models, analysis of non-stationary time series models (unit roots and cointegration), introduction to structural time series models and spectral analysis. Models of time-varying conditional variances and models of regime-switching with applications to topics in macroeconomics and finance. Prerequisite: 309. SPRING. [3] Shintani.

**374. Nonparametric and Semi-parametric Econometrics.** Nonparametric and semi-parametric methods for the estimation and inference in econometric models. Methods include kernel, neural network, orthogonal series, and wavelets. Models include nonparametric models, the partially linear model, index models, and additive models. Prerequisite: 370 or equivalent. [3] Fan. (Not currently offered)

**377. Topics in Macroeconomics.** Advanced theory and applications. May be repeated for credit once if there is no duplication of topic. [Variable credit: 1–3] Wang. (Not currently offered)

**379. Seminar in Urban Economics.** Readings of current research in urban economics. Individual student research projects on topics in locational economics and urban public finance. Prerequisite: 279. Graduate students may audit 229, Urban Economics, simultaneously. [3] (Not currently offered)

**383. Advanced Economics of Natural Resources and the Environment.** Detailed analysis of the theoretical and empirical aspects of resource and environmental economics; modeling and empirical analysis of environmental externalities; theory of public investment as applied to natural environments; modeling and empirical analysis of renewable and non-renewable natural resources. [3] Russell. (Not currently offered)

**388a–b. Development and Growth.** Contemporary theories and empirical studies of growth and development. Patterns and sources of growth, research and technology transfer, human capital and labor market performance, organization and institutions, inequality and redistributive policy, and welfare costs of inflation. Prerequisite: Econ 304a–b, 305a–b. FALL. [3] Staff.

**390. Ph.D. Dissertation Proposal Development.** Prerequisite: permission of director of graduate studies. FALL, SPRING. [0–3]

**398. Workshop on Economics.** Research seminar to aid advanced students in the selection of thesis topics and presentation of research papers. Topics covered depend on interests of students and faculty. FALL, SPRING. [0–3] Driskill, J. Weymark.

**399. Ph.D. Dissertation Research.**

**3995. Half-time Ph.D. Dissertation Research.** For students who have completed 72 hours and devote a half-time effort to dissertation research. [0]

## *Electrical Engineering*

CHAIR Daniel M. Fleetwood

DIRECTOR OF GRADUATE STUDIES Francis M. Wells

PROFESSORS EMERITI L. Ensign Johnson, Edward J. White

PROFESSORS A. B. Bonds, Arthur J. Brodersen, James A. Cadzow, George E. Cook,

Jimmy L. Davidson, Benoit Dawant, Daniel M. Fleetwood, Kenneth F. Galloway,

Weng Poo Kang, Kazuhiko Kawamura, Lloyd W. Massengill, Ronald D. Schrimpf,

Richard G. Shiavi, Janos Sztipanovits

ASSOCIATE PROFESSORS Bharat L. Bhuvan, Gábor Karsai, Richard Alan Peters II,

Robert A. Weller, Francis M. Wells, D. Mitchell Wilkes

### **DEGREES OFFERED:**

ELECTRICAL ENGINEERING. *Master of Science, Doctor of Philosophy*

✂ PROGRAMS in electrical engineering are offered in the areas of automatic control systems, analog and digital circuits, computer engineering, intelligent systems, solid state devices, signal processing and analysis, robotics, microelectronics, and related areas in biomedical engineering.

The master of science degree program requires 24 credit hours, including 18 hours in the major area (within EECE) and 6 hours in a minor area. At least 12 hours in the major area must be taken at or above the 300 level. The remainder of the course work in the major must be taken at or above the 250 level. The minor will be six hours of graduate-level course work, typically outside of EECE. A maximum of 3 hours of independent study may be applied to the 18 hours required in the major area. The student's adviser must approve all courses. A research thesis is required.

A total of 72 hours is required for the Ph.D. degree. At least 36 of these hours must be course work, with at least 24 of the 36 hours in EECE. In addition to the 36 hours, an additional 12 hours must be either course work or independent study in EECE, as specified by the candidate's committee. Up to 24 credit hours taken as part of the master's degree program may be applied to the 72-hour total with the approval of the committee. At least 12 hours of coordinated study must be in a minor subject, typically outside the EECE program. The 6 minor hours taken as part of the master's degree may be applied toward the 12-hour requirement, and the 6 additional minor hours must be taken at or above the 250 level. Up to 12 total hours of course work numbered at or below 299 may be applied toward the 72-hour total, including hours taken at this level as part of the master's degree program and hours taken to fulfill the minor requirement (note that no course work in the major area may be numbered below 250). The remaining 24 hours may be in dissertation research hours, special readings, or transfer credit (if applicable). The candidate must complete at least 24 hours of formal course work while in residence at Vanderbilt. The candidate's adviser must approve all courses.

Specific and current degree requirements (including course selection, committee selection, preliminary examination, thesis/dissertation, and dissertation defense policies) are detailed in the Graduate Policy Document. A copy of this document should be obtained from the program office.

The master of engineering, an advanced professional degree for engineers, is offered by the School of Engineering.

**200. Elements of Electrical Engineering.** (Also listed as Physics 210) An introduction to passive and active circuits. Direct-current and alternating-current circuits, power supplies, amplifiers, oscillators, wave-shaping and switching circuits. Emphasis on the operational characteristics of these circuits. For non-electrical engineering students. No graduate credit for electrical engineering students. Prerequisite: Physics 117b, Math 222. SPRING. [3] Staff.

**218. Microcontrollers.** Microprocessor and microcontroller architecture, with emphasis on control applications. Usage of assembly language and interfacing with programs written in high-level languages. Interfacing and real-time input/output with 8-bit microcontrollers, control algorithms, and networking with microcontrollers. Three lectures and one laboratory. No graduate credit for electrical engineering students. Prerequisite: EECE 116, CS 101. SPRING. [4] Karsai.

**233. Electromagnetics.** Introduction to electromagnetic field theory. Maxwell's equations are developed from the historical approach. Electromagnetic waves are discussed with regard to various media and boundary conditions. No graduate credit for electrical engineering students. Prerequisite: Physics 117b; Math 229. FALL. [3] Fleetwood.

- 235. Electronic Circuits I.** Introduction to semiconductor devices and electronic circuits. Diodes, BJT and MOS transistors. Device models, modes of operation, biasing. Small-signal models, low-frequency analysis of single- and multi-stage analog amplifiers, simple amplifier design. Large signal models, dc analysis of digital circuits. No graduate credit for electrical engineering students. Three lectures and one laboratory period. Prerequisite: 213, 216. FALL. [4] Kang, Massengill.
- 252. Signal Processing and Communications.** AM and FM modulation. Also, advanced topics in signal processing are treated. Prerequisite: 214. [3] Wilkes.
- 253. Image Processing.** (Also listed as Computer Science 253) The theory of signals and systems is extended to two dimensions. Coverage includes filtering, 2-DFFTs, edge detection, and image enhancement. Three lectures and one laboratory period. FALL. [4]
- 254. Computer Vision.** Vision is presented as a computational problem. Coverage includes theories of vision, inverse optics, image representation, and solutions to ill-posed problems. Prerequisite: 253. [3] Peters.
- 256. DSP Hardware.** Applications of Digital Signal Processing (DSP) chips to sampling, digital filtering, FFTs, etc. Three lectures and one laboratory period. Prerequisite: 214. [4] Wilkes.
- 257. Control Systems I.** Introduction to the theory and design of feedback control systems, steady-state and transient analysis, stability considerations. Credit given for only one of ECE 257 and ME 257. Prerequisite: 213. FALL. [3] Kawamura.
- 258. Control Systems II.** Fundamental concepts of system theory. Model representation. Linear vector spaces and their use in system analysis. Introduction to nonlinear systems and optimum control theory. Prerequisite: 257. SPRING. [3] Kawamura.
- 263. Signal Measurement and Analysis.** (Also listed as Biomedical Engineering 263) Discrete time analysis of signals with deterministic and random properties and the effect of linear systems on these properties. Brief review of relevant topics in probability and statistics and introduction to random processes. Discrete Fourier transforms, harmonic and correlation analysis, and signal modeling. Implementation of these techniques on a computer is required. Prerequisite: 214. FALL. [3] Shiavi.
- 264. Electromechanical Energy Conversion I.** Theory and design of inductors, transformers, linear actuators, and simple motors. Prerequisite: 213, Math 299. Corequisite: 233. FALL. [4] Wells. (Offered in even numbered years)
- 265. Electromechanical Energy Conversion II.** Theory and design of rotating machines. Dynamics and control of rotating machines. Prerequisite: 264, 257. SPRING. [4] Wells. (Offered in odd numbered years)
- 266. Power Electronics.** Introduction to solid-state power electronics. Rectifiers, semiconductor switches, AC voltage controllers, controlled rectifiers, choppers, and inverters are studied. Three lectures and one laboratory. Prerequisite: 213, 235; Math 229. SPRING. [4] Wells.
- 267. Power System Analysis I.** Analysis of large transmission and distribution networks. Analysis of power lines, load flow, short circuit studies, economic operation, and stability are introduced. Prerequisite: 213. FALL. [3] Wells. (Offered in odd numbered years)
- 268. Power System Analysis II.** Continued study of load flow, short circuit analysis, economic operation, and stability of power systems. Introduction to protection fundamentals. Prerequisite: 267. SPRING. [3] Wells. (Offered in even numbered years)
- 269. Electrical Energy Production.** The production of electrical energy by conversion methods, little used today, which will become important as traditional sources of energy are



depleted. Emphasis is on conservation, storage, efficiency, and direct energy conversion. Prerequisite: 213, Math 229. No credit for both 269 and ME 265. [3] (Not currently offered)

**271. Introduction to Robotics.** (Also listed as Mechanical Engineering 271) History and application of robots. Robot configurations including mobile robots. Spatial descriptions and transformations of objects in three-dimensional space. Forward and inverse manipulator kinematics. Task and trajectory planning. Simulation and off-line programming. Math 230 (or equivalent) and ME 141 (or equivalent) recommended. FALL. [3] Cook.

**272. Advanced Software Architectures.** Tools and techniques for designing complex software systems. Programming language idioms, design patterns, and high-level architecture of systems. Overview of reactive systems, client-server architectures, distributed object systems, object database systems, and design methods for the above. Lectures and seminars. An intensive team-oriented project experience is included. Prerequisite: CS 201, knowledge of C++ language. SPRING. [3] Karsai, Ledeczi.

**273. Parallel Systems.** Design of hardware and software components of configurable parallel systems with emphasis on real-time, embedded applications. Survey of current design trends and approaches, hardware and software tools for parallel systems, and analysis of state-of-the-art parallel processors. Hands-on project experience using configurable parallel configurations. Prerequisite: EECE 279. FALL. [3] Staff.

**274. Informatics Engineering.** (Also listed as Management of Technology 274) The study, invention, and implementation of structures and algorithms to improve communication, understanding, and management of information. Course topics include: learning to access computer-based information resources, and managing and building information products. An intensive team-oriented project experience is included. Prerequisite: 112, CS 201, ES 130, or consent of instructor. SPRING. [3] Staff.

**276. Microprocessors and Microcontrollers II.** Advanced course on design and application of microprocessor-based systems. Bus architecture and timing, direct memory access, intelligent peripheral devices, device drivers, language linkage. A structured project is required. Intended for seniors. Three lectures and one laboratory. Prerequisite: 275. FALL. [4] Karsai.

**277. FPGA Design.** Design and applications of field-programmable gate arrays, CAD tools for design, placement, and routing. Practical experience is gained by implementing various designs on prototype FPGA board. A project is required. Prerequisite: EECE 116 or consent of instructor. SPRING. [3] Bhuva.

**279. Real-Time System Design.** Introduction to the design and implementation of real-time systems, including hardware architectures for real-time systems, basic concepts of real-time programming, real-time C programming, and features of real-time supervisors. A project is required. Three lectures and a laboratory. Prerequisite: 275. FALL. [4] Karsai.

**280. Electronic Circuits II.** Integrated circuit analysis and design. High frequency operation of semiconductor devices. Frequency-response and feedback analysis of BJT and MOS analog amplifier circuits, multi-stage frequency-compensated amplifier design. Transient analysis of BJT and MOS digital circuit families. Digital-to-analog and analog-to-digital conversion circuits. Prerequisite: 235. SPRING. [3] Massengill.

**281. Hybrid Microelectronics.** The technologies for fabrication of microelectronic circuits and the interrelationships between material and electronic design are explored. The thick-film circuit is used as a case study to provide practical design experience. Suitable for seniors in electrical and materials science engineering. Two lectures and one laboratory. Prerequisite: 235 or consent of instructor. FALL. [3] Davidson.

**283. Principles and Models of Semiconductor Devices.** Physical principles of operation of the p-n junction, MOS field-effect transistor, and bipolar transistor. Fundamentals of charge transport, charge storage, and generation-recombination; application to the operation of MOSFET and BJT. Device modeling with emphasis on features and constraints of integrated circuit technologies. Prerequisite: 235 or consent of instructor. SPRING. [3] Kang.

**284. Integrated Circuit Technology and Fabrication.** Introduction to monolithic integrated circuit technology. Understanding of basic semiconductor properties and processes that result in modern integrated circuit. Bipolar and MOSFET processes and structures. Elements of fabrication, design, layout, and applications as regards semiconductor microelectronic technologies. Prerequisite: 235 or consent of instructor. SPRING. [3] Davidson.

**285. VLSI Design.** Integrated circuit and fabrication techniques; CAD tools for design, layout, and verification; parasitic elements and their effects on circuit performance; system-level design experience is gained by completing design and layout phases of a project. Prerequisite: 216, 280, or consent of instructor. FALL. [3] Bhuvu.

**286. Advanced MOS Circuit Design.** MOS circuit design for modern integrated microelectronics. Emphasis on recent advances in the area of CMOS analog circuits and combined digital-analog circuits. Advanced MOS circuit modelling and computer simulation, MOS circuits for both continuous-time and discrete-time signal processing, dynamic circuits, non-linear modulators, data conversion circuits, and analog VLSI. Background as well as state of the art material covered via a combination of textbooks and recent journal articles. Prerequisite: 235, 280, 285. SPRING. [3] Massengill.

**287. Engineering Reliability.** Topics in engineering reliability with emphasis on electrical systems. Reliability concepts and models. Risk analysis. System examples. Prerequisite: senior standing. FALL. [3] Johnson.

**291–292. Special Topics.** [Variable credit: 1–3 each semester] (Offered on demand)

**301. Introduction to Solid State Materials.** The properties of charged particles under the influence of an electric field, quantum mechanics, particle statistics, fundamental particle transport, and band theory of solids will be studied. FALL. [3] Weller.

**302. Electric and Magnetic Properties of Solids.** Fundamentals of the electrical and magnetic properties of solids. Dielectric and magnetic properties are discussed. Prerequisite: 301 or equivalent. SPRING. [3] Weller.

**303. Electromagnetic Theory.** A review of electromagnetic theory using advanced mathematical techniques, electromagnetic wave propagation. FALL. [3] Weller.

**304. Radiation Effects and Reliability of Microelectronics.** An overview of the space radiation environment and effects on electronics, including basic mechanisms of radiation effects and testing issues. Total dose, single-event, high-dose-rate and displacement damage radiation effects. Effects of defects and impurities on MOS long-term reliability. SPRING. [3]

**305. Topics in Applied Magnetics.** Selected topics in magnetism, magnetic properties of crystalline and noncrystalline materials; ferrite materials for electronics and microwave applications, resonance phenomena. Prerequisite: 302 or consent of instructor. [3] (Offered on demand)

**306. Solid-State Effects and Devices I.** The semiconductor equations are examined and utilized to explain basic principles of operation of various state-of-the-art semiconductor devices including bipolar and MOSFET devices. SPRING. [3] Schrimpf.

**307. Solid State Effects and Devices II.** The structure of solids, phonons, band theory, scattering phenomena, and theory of insulators. [3] (Offered on demand)

**311. Systems Theory.** Analysis and design of multivariable control systems using state space methods. Stability, controllability, and observability treated. Controllers designed using pole placement, optimal linear regulator, and the method of decoupling. State reconstruction via observers. SPRING. [3] Peters. (Offered in even numbered years)

**312. Digital Control Systems.** Signal conversion and processing, z-transform technique, signal flow-graph method, state space approach, stability of digital control systems, time and frequency domain analysis, and digital control design. Prerequisite: 311. SPRING. [3] Cadzow.

**313. Nonlinear Automatic Control Theory.** Approximations, time variable parameter systems, phase plane and describing function techniques, direct method of Liapunov. [3] (Offered on demand)

**314. Optimum Control Systems.** Statistical analysis and optimization of systems, Pontryagin's maximum principle, self-optimizing systems, computer optimization. [3] (Offered on demand)

**317. Active RC Networks.** Modeling of active RC networks. Sensitivity analysis. Synthesis of modern filters. [3] Staff.

**331. Robot Manipulators.** (Also listed as Mechanical Engineering 331) Dynamics and control of robot manipulators. Includes material on Jacobian matrix relating velocities and static forces, linear and angular acceleration relationships, manipulator dynamics, manipulator mechanism design, linear and nonlinear control, and force control of manipulators. Prerequisite: 271 (or equivalent). SPRING. [3] Cook.

**341. Electronic Circuits I.** Analysis and design of analog electronics circuits with emphasis on integrated circuits. Topics include operational amplifiers, wideband amplifiers, multipliers, and phaselocked loops. FALL. [3] Massengill.

**342. Electronic Circuits II.** Analysis and design of digital electronic circuits with emphasis on integrated circuits. Topics include logic families, semiconductor memories, and the analog-digital interface. [3] Staff. (Offered on demand)

**343. Digital Systems Architecture.** Architectural descriptions of various CPU designs, storage systems, IO systems, parallel and VonNeumann processors and interconnection networks will be studied. [3] (Offered on demand)

**350. Neural Networks.** (Also listed as Biomedical Engineering 350) Theory and application of parallel distributed processing networks. Basic neurobiology, biophysics of active membranes, neural network architectures, training algorithms, optimization, hardware applications. A network applications project is required. SPRING. [3] Bonds.

**351. The Visual System.** (Also listed as Cell and Developmental Biology 347, Neuroscience 347, Psychology 336) An interdisciplinary approach to how humans see and interpret their visual environment. Topics include the structure of the eye and brain (including optics), the physiology of individual cells and groups of cells, machine vision and models of visual function, visual attention, and mechanisms of complex visual perception. Lectures by faculty from Psychology, Engineering, and Cell and Developmental Biology. Graduate students attend one hour discussion section per week in addition to lecture, and turn in a more extensive paper than undergraduates. SPRING. [3] Casagrande (Cell and Developmental Biology), Bonds.

**353. Real-Time Application Programming.** Introduction to the design of real-time systems, including multiprocessor hardware architectures; basic concepts of real-time, concurrent

programming; programming in Modula-2; design methodologies for real-time measurement and control systems; and real-time supervisors and operating systems. FALL. [3] Karsai.

**354. Advanced Real Time Systems.** A continuation of 353. Includes hybrid architectures for combining symbolic and nonsymbolic programming for real-time systems; parallel architectures and programming methods for symbolic programming of dataflow systems, connection machines, actor systems; literature reviews and projects. SPRING. [3] Karsai.

**355. Intelligent Learning Environments.** (Also listed as Computer Science 364) Theories and concepts from computer science, artificial intelligence, cognitive science, and education that are important to designing, building, and evaluating computer-based instructional systems. Development and substantiation of the concept, architecture, and implementation of Intelligent Learning Environments. Multi-media and Web-based technology in teaching, learning, collaboration, and assessment. Prerequisite: CS 260, CS 360, or equivalent. SPRING. [3] Biswas.

**356. Intelligent Robotics.** Analysis and design of intelligent robotics using recent research reports. Emphasis on how artificial intelligence is advancing robotics. Obstacle avoidance, hierarchical control, and planning. SPRING. [3] Kawamura.

**357. Advanced Image Processing.** (Also listed as Computer Science 357) Basic techniques of image processing. Topics include image formation, digitization, linear shift-invariant processing, feature detection, and motion. Prerequisite: Math 222; some C programming. FALL. [3] Dawant.

**358. Computer Vision.** (Also listed as Computer Science 358) The fundamentals of computer vision and techniques for image understanding and high-level image processing. Includes image segmentation, geometric structures, relational structures, motion, matching, inference, and vision systems. Prerequisite: 357 or Computer Science 357. SPRING. [3] (Offered in odd numbered years)

**359. Computer-Aided Design and Manufacturing.** Computer-aided design (CAD) and manufacturing (CAM), computer-integrated manufacturing (CIM) and engineering (CIE) with applications to electrical engineering; simulation packages; user interfaces; design methodology. SPRING. [3] Cook.

**361. Random Processes.** An introduction to the concepts of random variables, functions of random variables and random processes. Study of the spectral properties of random processes and of the response of linear systems to random inputs. Introduction to linear mean square estimation. The emphasis is on engineering applications. FALL. [3] Cadzow.

**362. Detection and Estimation Theory.** Fundamental aspects of signal detection and estimation. Formulation of maximum likelihood, maximum a posteriori, and other criteria. Multi-dimensional probability theory, signal and noise problems, and Kalman filter structure are studied. SPRING. [3] Cadzow.

**363. Digital Signal Processing.** Theory of digital signal processing with emphasis on the frequency domain description of digital filtering: discrete Fourier transforms, flowgraph and matrix representation of digital filters, digital filter design, and fast Fourier transform, discrete Hilbert transforms, and effects of finite register length. FALL. [3] Wilkes.

**364. Statistical Signal Processing.** The fundamentals of detection and estimation theory for signals are developed. Modern spectral analysis techniques and autoregressive-moving average processes are studied. Prerequisite: 263 or equivalent exposure. SPRING. [3] Wilkes.

**369. Master's Thesis Research.**

**391–392. Seminar.** [1–1]

**393–394. Advanced Seminar for Ph.D. Candidates.** [1–1]

**395–396. Special Topics.** Based on research and current developments in electrical engineering of special interest to staff and students. [3–3]

**397–398. Independent Study.** Readings and/or projects on advanced topics in electrical engineering under the supervision of the staff. Consent of instructor required. [Variable credit: 1–3 each semester]

**399. Ph.D. Dissertation Research.**

## English

CHAIR Jay Clayton

DIRECTOR OF GRADUATE STUDIES Carolyn Dever

PROFESSORS EMERITI R. Chris Hassel Jr., Walter L. Sullivan, Harold Lerow Weatherby Jr.

PROFESSORS Vereen M. Bell, Jay Clayton, Thadious M. Davis, Paul Elledge,

Lynn E. Enterline, Sam B. Girgus, Roy K. Gottfried, John Halperin, Mark Jarman,

Michael Kreyling, Jonathan Lamb, Leah S. Marcus, John F. Plummer III, Cecelia Tichi

ASSOCIATE PROFESSORS Kate Daniels, Carolyn Dever, Tony Earley, Teresa A. Goddu,

Bridget Orr, Mark L. Schoenfield, Kathryn Schwarz, Mark A. Wollaeger

ASSISTANT PROFESSORS Louise Bernard, Tina Chen, Sean X. Goudie, Dennis D. Kezar Jr.,

Lorraine Lopez, Drayton Nabers, Shawn Salvant, Paul Young

**DEGREES OFFERED:** *Master of Arts, Master of Arts in Teaching, Doctor of Philosophy*

✦ THE graduate program in English offers course work and research supervision in all areas of British and American literature, Anglophone literature from other countries, film, cultural studies, and literary theory. The goal of the Ph.D. program is to produce scholars, critics, and teachers of literature and culture for colleges and universities.

Applicants must submit scores on both the General Test and the Subject Test in Literature in English of the Graduate Record Examination.

Requirements for the master's degree include 24 hours of course work; M.A.-level proficiency in a foreign language; and a thesis at the end of the M.A. year.

Requirements for the Ph.D. include at least 52 hours of course work; Ph.D.-level proficiency in a foreign language; comprehensive examinations; and a dissertation.

Other regulations governing graduate work are available from the director of graduate studies.

- 204. Intermediate Fiction Workshop.** Instruction in fiction writing. Supplementary readings that illustrate traditional aspects of prose fiction. Admission by consent of instructor. May be repeated once for credit. FALL, SPRING. [3] Earley, Lopez.
- 205. Advanced Fiction Workshop.** Continuing instruction in fiction writing. Admission by consent of instructor. May be repeated once for credit. FALL, SPRING. [3] Earley, Lopez.
- 206. Intermediate Poetry Workshop.** Instruction in poetry writing. Supplementary readings illustrating traditional aspects of poetry. Admission by consent of instructor. May be repeated once for credit. FALL. [3] Jarman.
- 207. Advanced Poetry Workshop.** Continuing instruction in poetry writing. Admission by consent of instructor. May be repeated once for credit. SPRING. [3] Daniels.
- 209a–209b. Shakespeare.** About twenty of the major plays considered in chronological order over two terms, with emphasis on Shakespeare's development as a dramatic artist. 209a is prerequisite to 209b. FALL, SPRING. [3–3] Hassel.
- 212. Southern Literature.** The works of southern writers from Captain Smith to the present. Topics such as the Plantation Myth, slavery and civil war, Agrarianism, and "post-southernism." Authors may include Poe, Twain, Cable, Faulkner, Welty, Percy, Wright. FALL. [3] Kreyling.
- 215. Travel, Adventure, and Discovery in Western Literature.** The significance and uses of imaginary travel in the western literary tradition, from the *Odyssey* to the present, with emphasis on the Enlightenment. Topics include scientific discovery, colonialism, and gender. [3] (Not currently offered)
- 220. Chaucer.** Study of *The Canterbury Tales* and Chaucer's world. FALL. [3] Plummer.
- 221. Medieval Literature.** The drama, lyrics, romance, allegory, and satire of the fourteenth and fifteenth centuries, studied in the context of the period's intellectual climate and social change. [3] (Not currently offered)
- 224. Dante's Divine Comedy.** Reading and analysis of the complete *Inferno* and a study of selected cantos from the *Purgatorio* and *Paradiso*, all in English translation. SPRING. [3] Franke.
- 230. The Eighteenth-Century English Novel.** The English novel from its beginning through Jane Austen. Development of the novel as a literary form, and study of selected works of Defoe, Richardson, Fielding, Sterne, and other novelists of the period. [3] (Not currently offered)
- 231. The Nineteenth-Century English Novel.** The study of selected novels of Dickens, Thackeray, Emily Brontë, George Eliot, George Meredith, Thomas Hardy, and other major novelists of the period. FALL. [3] Halperin.
- 232a–232b. Twentieth Century American Novel.** Explorations of themes, forms, and social cultural issues shaping the works of American novelists. Authors may include Fitzgerald, Faulkner, Hemingway, Hurston, Ellison, McCarthy, Bellow, Kingston, Morrison, Pynchon. 232a: emphasizes writers before 1945; 232b emphasizes writers after 1945. FALL, SPRING. [3–3] Bell, Chen.
- 233. The Modern British Novel.** The British novel from the beginning of the twentieth century to the present. Conrad, Joyce, Lawrence, Virginia Woolf, Forster, and other novelists varying at the discretion of instructor. SPRING. [3] Wollaeger.
- 240. The History of the English Language.** The development of English syntax. History of the English vocabulary: word formation, borrowing, and semantic change. Meter. [3] (Not currently offered)

**243. Literature, Science, and Technology.** The relationship of science and technology to literature, film, and popular media. Focus on such topics as digital technology, genetics, and the representation of science in particular periods, genres, movements, and critical theories. SPRING. [3] Clayton.

**244. Critical Theory.** Major theoretical approaches that have shaped critical discourse, the practices of reading, and the relation of literature and culture. FALL. [3] Schoenfield.

**248. Sixteenth Century.** Prose and poetry of the sixteenth century. Emphasis on Spenser and his contemporaries. FALL. [3] Enterline.

**249. Seventeenth-Century Literature.** Poetry and prose from 1600 to the English Civil War such as Metaphysical and Cavalier poetry, essays, romances, and satires. Authors may include Bacon, Cavendish, Donne, Herbert, Jonson, Lanier, Marvell, and Wroth. [3] (Not currently offered)

**251. Milton.** The early English poems; *Paradise Lost*, *Paradise Regained*, and *Samson Agonistes*; the major prose. [3] (Not currently offered)

**252a–252b. Restoration and the Eighteenth Century.** Explorations of the aesthetic and social world of letters from the English Civil War to the French Revolution. Drama, poetry, and prose, including Restoration plays, political poetry, satire, travel narratives, and tales. Authors may include Behn, Dryden, Congreve, Addison, Swift, Finch, Pope, Fielding, Burney, Johnson, and Inchbald. 252a: earlier writers; 252b: later writers. FALL. [3–3] Lamb.

**253. Inter-American Literature: The Pre-Columbian Period through the Eighteenth Century.** (Also listed as Comparative Literature 285) Orality vs. the written tradition; the legacy of Native American literature; the literature of conquest, resistance, and colonization; colonial letters in North, Central, and South America; the origins of inter-American cultural relations; the eighteenth century in the Americas. Authors may include: Galeano, Bernal Diaz, Sor Juana Inés de la Cruz, Brian Moore, Condé, and Naipaul. SPRING. [3] Fitz.

**254a–254b. The Romantic Period.** Prose and poetry of the Wordsworths, the Shelleys, Byron, Keats, and others. FALL, SPRING. [3–3] Elledge, Schoenfield.

**255. The Victorian Period.** Works of Tennyson, Browning, Arnold, Hardy, and others. [3] (Not currently offered)

**256. Modern British and American Poetry: Yeats to Auden.** A course in the interpretation and criticism of selected modern masters of poetry, British and American, with the emphasis on poetry as an art. Poets selected may vary at discretion of instructor. [3] (Not currently offered)

**257. Inter-American Literature: The Nineteenth Century.** (Also listed as Comparative Literature 286) The coming of age of New World literature; the impact of Romanticism on cultural formation and independence; Native Americans in this process; New World nation-states and national literatures; slavery and race relations; the theme of miscegenation; issues of influence and reception; the rise of the New World novel; Naturalism in the Americas. Readings may include the following authors: Alencar, Henry James, Whitman, Machado de Assis, and Stowe. [3] (Not currently offered)

**258. Contemporary British and American Poetry: Auden and After.** Poetry in English from the 1930s to the present. Poets studied vary at discretion of instructor. [3] (Not currently offered)

**260. Nineteenth-Century American Women Writers.** Themes and forms of American women's prose and poetry, with the emphasis on alternative visions of the frontier, progress, class, race, and self-definition. Authors include Child, Kirkland, Fern, Jacobs, Harper, Dickinson, and Chopin. SPRING. [3] Davis.

- 262. Literature and Law.** Study of the relationship between the discourses of law and literature. Focus on such topics as legal narratives, metaphor in the courts, representations of justice on the social stage. [3] (Not currently offered)
- 263. African American Literature.** Examination of the literature produced by African Americans. May include literary movements, vernacular traditions, social discourses, material culture, and critical theories. [3] (Not currently offered)
- 264. Modern Irish Literature.** Major works from the Irish literary revival to the present, with special attention to the works of Yeats, Synge, Joyce, O'Casey, and Beckett. SPRING. [3] Gottfried.
- 266. Nineteenth-Century American Literature.** Exploration of themes, forms, and social and cultural issues shaping the works of American writers. Authors may include Cooper, Poe, Hawthorne, Douglass, Jacobs, Stowe, Melville, Dickinson, Alcott, Whitman, and Twain. FALL. [3] Goddu.
- 267. Desire in America: Literature, Cinema, and History.** The influence of desire and repression in shaping American culture and character from the mid-nineteenth century to the present. [3] (Not currently offered)
- 268a. America on Film: Art and Ideology.** American culture and character through film, film theory, and literature. FALL. [3] Girgus.
- 268b. America on Film: Performance and Culture.** Film performance in the construction of identity and gender, social meaning and narrative, public image and influence in America. [3] (Not currently offered)
- 269. Special Topics in Film.** Theory and practice of cinema as an aesthetic and cultural form. [May be repeated once for credit if there is no duplication of topic.] SPRING. [3] Girgus.
- 271. Caribbean Literature.** Caribbean literature from 1902 to the present. Emphasis on writing since 1952, which marks the beginning of West Indian nationalism and the rise of the West Indian novel. [3] (Not currently offered)
- 275. Latino-American Literature.** Texts and theory relevant to understanding constructs of Latino identity, including race, class, gender, and basis for immigration, in the context of American culture. The course focuses on the examination of literature by Chicano, Puerto Rican, Cuban, Dominican, and Latin American writers in the United States. FALL. [3] Lopez.
- 276. Anglophone African Literature.** From the Sundiata Epic to the present with emphasis on the novel. Attention to issues of identity, post-coloniality, nationalism, race and ethnicity in both Sub-Saharan and Maghrib literatures. Such authors as Achebe, Ngugi, Gordimer, Awoonor, and El Saadawi. [3] (Not currently offered)
- 277. Asian American Literature.** Diversity of Asian American literary production with specific attention to works after 1965. Topics such as gender and sexuality, memory and desire, and diaspora and panethnicity in the context of aesthetics and politics of Asian American experience. FALL, SPRING. [3] Chen, Hongo.
- 278. Colonial and Post-Colonial Literature.** (Also listed as Comparative Literature 278) Literature from countries colonized by Europe from eighteenth to twentieth century. Examines implications of colonial encounter and formation of "post-colonial" culture and such issues as language, agency, gender roles, and relation between power and narrative. Such authors as Forster, Coetzee, Okri, Tagore, Chatterjee, Kincaid, Rushdie, Soyinka. [3] (Not currently offered)
- 285. Inter-American Literature: The Twentieth Century to the Present.** (Also listed as Comparative Literature 287) Rodó and the United States: Modernism in the Americas; Depression era literature; the impact of Faulkner; the 1960s and the rise of the "new novel";



“realismo mágico” and its impact in Brazil, the United States, and Canada; the politics and aesthetics of translation; the emergence of inter-American literature as an academic discipline. Readings may include Machado de Assis, Borges, Barth, Márquez, Fuentes, and Brossard. SPRING. [3] Fitz.

**286a–286b. Twentieth-Century Drama.** Topics in twentieth-century drama drawn from the American, British, and/or world traditions. Formal structures of dramatic literature studied within contexts of performance, theatrical production, and specific dramatic careers. Authors may include O’Neill, Albee, Hansberry, Hellman, Stoppard, Wilson, and Churchill. 286a emphasizes American drama; 286b emphasizes British and world drama. [3–3] (Not currently offered)

**287. Love and the Novel.** Ways in which novelists examine love and desire and render perspectives on them: Austen, Brontë, Conrad, Hardy, James, Mann, Proust, Trollope, and others. [3] (Not currently offered)

**296a. Anglo-Saxon Language and Literature.** The study of the Old English language, selected historical and literary prose, and one or two short heroic poems. [3] (Not currently offered)

Graduate seminars in English (301 through 325, 330, 350, and 355) may be taken four times for a maximum of 12 credit hours so long as topics are not duplicated.

**301. Seminar in Middle English Literature.** [4] (Not currently offered)

**302. Seminar in Chaucer.** [4] (Not currently offered)

**306. Seminar in Sixteenth-Century Literature.** FALL. [4] Enterline.

**310. Seminar in Shakespeare.** [4] (Not currently offered)

**311. The Figure of Greece in European Romanticism.** (Also listed as Comparative Literature 311, French 311, and German 311). The impact of Greece on the Romantics, especially their rethinking of history. [3] (Not currently offered)

**312. Seminar in Seventeenth-Century Literature.** SPRING. [4] Marcus.

**314. Seminar, 1660–1800.** FALL. [4] Orr.

**316. Seminar in Romantic Prose and Poetry.** [4] (Not currently offered)

**318. Seminar in Victorian Prose and Poetry.** SPRING. [4] Dever.

**320. Studies in American Literature.** FALL. [4] Goddu, Nabers.

**321. Studies in Southern Literature.** [4] (Not currently offered)

**325. Seminar in Modern British and American Literature.** SPRING. [4] Bell, Gottfried, Halperin.

**326. Introduction to Literary Modernism.** (Also listed as Comparative Literature 326) [4] (Not currently offered)

**330. Seminar in the Enlightenment and Its Literary Connections.** (Also listed as Comparative Literature 330) SPRING. [4] McCarthy.

**337a. Introduction to Literary Theory.** FALL. [4] Clayton.

**337b. Introduction to Literary Theory.** SPRING. [4] Lamb.

**350. Special Problems in English and American Literature.** May be repeated. [Variable credit: 1–4]

**355. Special Topics in English and American Literature.** FALL, SPRING. [4] Davis, Girgus.

**369. Master's Thesis Research.**

**371. Teaching Composition and Literature.** A five-year professional development program intended to prepare students to teach English at the college level. Required of and limited to graduate students on appointment in the English department. [3] (Not currently offered)

**399. Ph.D. Dissertation Research.**

**3995. Half-time Ph.D. Dissertation Research.** For students who have completed 72 hours and devote a half-time effort to dissertation research. [0]

## *Environmental Engineering*

CHAIR David S. Kosson

DIRECTOR OF GRADUATE STUDIES James H. Clarke

PROFESSORS EMERITI W. Wesley Eckenfelder, Richard E. Speece, Edward L. Thackston

PROFESSORS Mark D. Abkowitz, P. K. Basu, David S. Kosson, Sankaran Mahadevan,

Frank L. Parker, John A. Roth, Karl B. Schnelle Jr.

PROFESSOR OF THE PRACTICE James H. Clarke

ASSOCIATE PROFESSOR Alan R. Bowers

ASSISTANT PROFESSORS Frank Bowman, Eugene J. LeBoeuf, Kaye Savage

RESEARCH ASSISTANT PROFESSORS Andrew C. Garrabrants, William P. Hamilton,

Florence Sanchez

**DEGREES OFFERED:** *Master of Science, Doctor of Philosophy*

✂ THE master's degree in environmental engineering may be earned through (a) the regular program that includes 24 hours of class work plus a thesis or (b) a non-thesis program requiring 30 hours of class work and satisfactory completion of a comprehensive exam. There are 18 hours of required course work plus an additional 3 hours required for the non-thesis program. Remaining course work consists of elective courses.

The Ph.D. program requires all of the courses required for the non-thesis master's degree plus an additional 3 hour math requirement and 6 hours of electives related to the dissertation topic as approved by the dissertation committee. A minimum of 39 hours of formal course work and a dissertation are required. In addition, all Ph.D. candidates must pass a comprehensive exam after completing the 18 hour core curriculum. No foreign language is required.

The master of engineering, an advanced professional degree for engineers, is offered by the School of Engineering.

## Civil Engineering

**252a–252b. Civil and Environmental Engineering Seminar.** A two-part seminar series designed to introduce students to current technical and professional issues through literature discussions, seminars by faculty and practicing engineers, and participation in panel discussions. FALL, SPRING. [1–1]

**259. Geographic Information Systems.** Principles of computerized geographic information systems (GIS) and analytical use of spatial information. Integration with global positioning systems (GPS) and Internet delivery. Includes GIS software applications. SPRING. [3]

**287. Construction Estimating.** Theory and application of the fundamentals of Construction Estimating. Estimating is a comprehensive process involving estimating of material, labor, and equipment quantities, including costing and pricing a project. Enhances students' ability to understand and apply estimating practices using real-world examples and project estimating software. FALL. [3]

**288. Construction Planning and Scheduling.** Theory and application of the fundamentals of Construction Planning and Scheduling. Enhances students' ability to understand and apply management practices including: process planning; directing, costing; resource allocation; and controlling all aspects of the construction operations and resources, from pre-construction through operation and maintenance using real-world examples and project scheduling software. SPRING. [3]

**289. Construction Project Management.** Introduction to the theory and application of the fundamentals of construction project management. The construction process and the roles of professionals in the process. Broad overview of the construction project from conception through completion. Application of management practices including planning, directing, cost minimizing, resource allocation, and control of all aspects of construction operations and resources. FALL. [3]

**290. Reliability and Risk Case Studies.** Multidisciplinary review of case studies in reliability and risk assessment of engineering systems, from a wide range of perspectives such as engineering design, environmental impact, regulatory impact, socioeconomic consequences, and legal liability. Infrastructure and environmental systems; mechanical, automotive, and aerospace systems; network systems (power distribution, water and sewage systems, transportation, etc.); manufacturing processes; and electronic and software systems. Evaluation of reliability solutions based on achievable goals, scientific basis, technical feasibility, economic impact, political feasibility, and policy implications. FALL. [2]

**299. Special Topics.** [3]

**307. Finite Element Analysis.** Discrete modeling of problems of the continua. Mathematical basis of finite element method—weighted residual and variational concepts. Finite element formulations—displacement, force, and mixed methods. One-D problems of the continua and finite element solution—C0 and C1 elements, eigenvalue and transient problems. Error checks and control. Mapping, shape functions, numerical quadrature, and solution of equations. Finite element formulation of two-dimensional problems (single and multi-field)—mapping and shape functions, triangular and quad elements with straight or curved boundaries. Application problems in 1-D, 2-D, and 3-D. Three-D elements, singular problems, and elements of buckling and nonlinear problems. Error estimation and quality control. Computer implementation. Commercial packages. FALL. [3]

**310. Probabilistic Methods in Engineering Design.** (Also listed as MT 312) Applications of probabilistic methods in the analysis and synthesis of engineering systems. Review of basic probability concepts, random variables and distributions, modeling and quantification of

uncertainty, testing the validity of assumed models, linear regression and correlation analyses, Monte Carlo simulation, reliability analysis and reliability-based design. FALL. [3]

**313. Advanced Reliability Methods.** Computational methods for probabilistic analysis and design of modern engineering systems. Emphasis on system reliability, nonlinear reliability methods, Weibull analysis, Bayesian methods, response surface modeling and design of experiments, advanced simulation and variance reduction concepts, sensitivity analysis and reliability-based design optimization. Practical applications using existing software. SPRING. [3]

**359. Emerging Information Systems Applications.** (Also listed as MT 359) An introduction to emerging information systems technologies and their role in improving productivity and efficiency in managing engineering operations. Design of integrated approaches to enhance the speed, accuracy, reliability, and quantity of information available for decision support. Emphasis on case studies of innovative applications in transportation and manufacturing, leading to individual and group projects requiring new product development. FALL. [3].

**371a–371b. Reliability and Risk Engineering Seminar.** Seminars by expert speakers will provide a wide range of perspectives on reliability and risk assessment and management of multidisciplinary engineering systems. Topics on infrastructure and environmental systems; mechanical, automotive, and aerospace systems; network systems (power distribution, water and sewage systems, transportation, etc.); manufacturing and construction; and electronic and software systems. FALL, SPRING. [1–1]

## Environmental Engineering

**260. Solid and Hazardous Waste Management.** An introduction to solid municipal and hazardous waste management including generation, characterization, collection, treatment, and disposal. Emphasis given to the legal requirements, risk assessment and management, costs and policy considerations including pollution prevention, recycling, and substitution. SPRING. [3]

**264. Environmental Assessments.** Design and conduct of environmental assessments to evaluate risks posed by infrastructure systems or environmental contamination. Impact analyses for sources, infrastructure modifications, due diligence environmental audits, and contaminated site remedial investigations. FALL. [3]

**269. Radiological Aspects of Environmental Engineering.** Characterization and detection of environmental radiation; biological effects of radiation; hazards, control, and disposal of radioactive wastes; use of radioactive tracers in environmental studies. SPRING of alternate years. [3]

**270. Environmental Thermodynamics, Kinetics, and Mass Transfer.** Examination of fundamental environmental processes and phenomena which provide the analytical tools necessary to solve a broad range of environmental problems. These tools include equilibrium phenomena, process rate and mass transport phenomena. FALL. [3]

**271. Environmental Chemistry.** Theoretical aspects of physical, organic, and inorganic chemistry applied to environmental engineering. Estimation of chemical parameters based on thermodynamic and structural activity relationships, kinetics of chemical reactions, equilibrium processes in the environment, including the carbonate system, metal complexation and precipitation. FALL. [3]

**272. Biological Unit Processes.** Principles of biology and their application to wastewater treatment processes with emphasis on microbial ecology, bioenergetics, and the role of chemical structure in biodegradability. Utilization kinetics of inhibitory and non-inhibitory organic compounds. Biological process analysis and design (aerobic and anaerobic) for municipal and industrial wastewaters, using a mass balance approach. SPRING. [3]

**273. Environmental Characterization and Analysis.** Introduction to the acquisition and interpretation of environmental data. Principles of chemical measurement, sample collection and sample program design; laboratory safety and good laboratory practices; analytical instrumentation and methods; quality assurance and quality control; and statistical interpretation of data. Hands-on experience is gained in combination with demonstrations featuring state-of-the-art analytical instrumentation. SPRING. [3]

**275. Environmental Risk Management.** (Also listed as MT 265) Development of environmental safety programs for technological operations. Focus on defining an environmental risk management process and program implementation, performing risk assessments, determining and selecting appropriate risk reduction strategies, and influencing risk management decisions internally and externally. Extensive use of case studies drawn from the chemical and energy-producing industries. SPRING. [3]

**276. Ground Water Hydrology.** The occurrence and flow of ground water. Basic concepts of the effects of varying permeability and capillarity on seepage flow. Flow toward wells, through dikes, and beneath dams. Students cannot receive credit for both ENVE 276 and Geology 257. SPRING. [3]

**277. Physical/Chemical Unit Processes.** Principles of mass transfer, chemistry, and chemical reactor technology applied to the design and operation of water and wastewater treatment processes. Unit processes such as coagulation/flocculation, sedimentation, filtration, carbon adsorption, ion exchange, air stripping, precipitation, chemical oxidation, and chemical reduction will be evaluated as alternatives for the treatment of drinking water and industrial wastewaters. SPRING. [3]

**280. Atmospheric Pollution.** Fundamentals of atmospheric pollution and control. The sources and nature of gaseous and particulate air pollutants, the relation of meteorological conditions to their dispersal, and their effects on health and materials are discussed along with administration, standards, and control of air pollution. SPRING. [3]

**300. Water Quality Management.** Effects of physical, chemical, biological, and physiological pollutants in streams, reservoirs, and estuaries; fate of pollutants in the environment; water quality criteria; water quality management methodology. Biological aspects of water quality control. SPRING. [3]

**312. Pollutant Transport in the Environment.** An introduction to the mathematical foundations of fluid mechanics and transport of pollutants in the environment. Fundamental conservation of mass, momentum, and energy equations will be developed. Appropriate initial and boundary conditions and solution techniques will be discussed for a number of applications. FALL. [3]

**325a–325b–325c. Individual Study.** Literature review and analysis, or laboratory investigation, of special problems under faculty supervision. FALL, SPRING, SUMMER. [Variable credit: 1–4 each semester]

**369. Master's Thesis Research.**

**389. Master of Engineering Project.**

**399. Ph.D. Dissertation Research.**

## *Environmental Management*

✂ STUDIES in environmental management provide the guidance and support for the interdisciplinary study of environmental business, policy, law, engineering, and technology issues. The Vanderbilt Center for Environmental Management Studies brings faculty members and students together from various disciplines for collaborative study and research on topics such as environmental risk assessment, management and communication, organizational design and strategy; sustainability; policy analysis; environmentally conscious manufacturing and technology management; and global environmental issues.

Participating faculty include Mark D. Abkowitz (*Civil and Environmental Engineering*), James Clarke (*Civil and Environmental Engineering*), Mark A. Cohen (*Management*), David S. Kosson (*Civil and Environmental Engineering*), Frank L. Parker (*Civil and Environmental Engineering*), Clifford S. Russell (*Economics*), and Michael Vandenberg (*Law*).

There are several options for students interested in pursuing the master's or Ph.D. degree in environmental management. For further details, contact Tricia Drake, Program Director, VCEMS, at [tricia.drake@owen.vanderbilt.edu](mailto:tricia.drake@owen.vanderbilt.edu) and visit the VCEMS Web site at [www.vanderbilt.edu/VCEMS](http://www.vanderbilt.edu/VCEMS).

## *French and Italian*

CHAIR Virginia M. Scott

DIRECTOR OF GRADUATE STUDIES William Franke

PROFESSORS EMERITI Barbara C. Bowen, Dan M. Church, Larry S. Crist, James Patty, Claude Pichois, Raymond Poggenburg, Ruth G. Zibart

PROFESSORS Robert Barsky, Marc Froment-Meurice, Luigi Monga, Patricia A. Ward

ASSOCIATE PROFESSORS William Franke, Anthe`re Nzabatsinda, Virginia M. Scott, Holly A. Tucker

ASSISTANT PROFESSORS Nathalie Debrauwere-Miller, Lynn Ramey

SENIOR LECTURERS Hervé F. Allet, Tracy Barrett, Susan Kevra, Martine Prieto,

Mary Beth Raycraft, Nathalie Dieu-Porter

**DEGREES OFFERED:** FRENCH. *Master of Arts, Master of Arts in Teaching, Doctor of Philosophy*

✂ REQUIREMENTS for the master's degree include 36 hours of course work, all of which may be taken in the Department of French and Italian. French 300 and 310 are required as part of the 36 hours. Courses may be taken outside the department or a minor may be completed with the

approval of the director of graduate studies. There is no thesis. A comprehensive examination, based on a departmental reading list, must be taken no later than the second week of the student's fourth semester of study.

Requirements for the master of arts in teaching include 36 hours of course work, of which at least 18 hours are completed in French. At least 9 hours must also be completed in educational and professional courses leading to licensure.

Requirements for the Ph.D. include at least 51 hours of course work, including 14 courses in French at the 300-level, of which six must be literature seminars distributed among six different time periods. Students are expected to begin to register for research credit no later than their fifth semester of study. Up to 21 hours may be taken as research credit. Of the required 51 hours of course work, 9 hours will be taken in a minor field. An integrated minor of twelve hours outside the department is required for students writing dissertations in the field of second language acquisition. Students are required to take French 300 and 310 during their first year of study. During the second or third year of study, they must take one course in each of the following categories:

Language/Linguistics: French 302 (required for any student specializing in medieval or Renaissance literature), French 318 (required for any student specializing in second language acquisition), or French 320. All graduate students are strongly urged to take French 280, Comparative Syntax of French and English.

Literary Theory and Criticism: French 380 or an equivalent course outside the department, by permission of the director of graduate studies.

In addition to French and English, doctoral candidates must demonstrate a reading knowledge of a foreign language appropriate to the area of specialization. However, it is strongly recommended that students have a reading knowledge of both Latin and German. Other regulations governing graduate work are available from the director of graduate studies.

The Jean and Alexander Heard Library's rich collection of French materials makes research possible in all periods of French literature. The library's special collections department also houses the W. T. Bandy Center for Baudelaire and Modern French Studies, the Pascal Pia collection (nineteenth- and twentieth-century literary criticism), and the Gilbert Sigaux collection (twentieth-century French theatre).

## French

**101G. French for Reading.** Survey of grammar and vocabulary, with extensive reading. Available to graduate students for "no credit" only. SPRING. [0] Ramey.

**203. Phonetics.** Methodical comparison of French and English sounds. Correct formation of French sounds; oral exercises and aural training. [3] (Not currently offered)

- 207–208. French Civilization.** Cultural achievements of France within a historical and geographic context. 207: from the origins to the revolution. 208: nineteenth and twentieth centuries, Napoleon to DeGaulle. 207: FALL; 208: SPRING. [3–3]
- 209. Contemporary France.** The culture of France today; social, economic, and political issues; literature and the arts. Offered fall and spring at Vanderbilt in France. [3] Jourlait.
- 214. Advanced Conversational French.** Emphasis on idiomatic usage and strategies for oral communication. Prerequisite: 201. FALL, SPRING. [3] Porter, Allet.
- 215. La Provence.** Geography, history, politics, architecture, and other cultural elements of Provence. Offered regularly, each semester, in the Vanderbilt in France program. [3]
- 222. Introduction to Francophone Literature.** The geopolitical, linguistic, and literary dimensions of the notion “La Francophonie.” Readings will be chosen from fictional and nonfictional works from Africa, Canada, the Caribbean, Indian Ocean, and Vietnam. FALL. [3] Nzabatsinda.
- 226. Advanced French Grammar.** A systematic review with particular attention to morphology and syntax. Prerequisite: 201 or its equivalent. SPRING. [3] Porter.
- 232. French Poetry from Villon to Malherbe.** French poetry of the fifteenth to seventeenth century, including Villon, Marot, the Ecole lyonnaise, the Pléiade, d’Aubigné. [3] Ramey. (Not currently offered)
- 234. Medieval French Literature.** Survey of medieval chronicles, theater, and lyric and didactic poetry, with an introduction to the philology of the language. [3] (Not currently offered)
- 235. Farce and Comedy.** Evolution of comic theater from the Middle Ages to the present, including satire, social commentary, and pure theater. The relationship of plays to the times in which they are produced. Prerequisite: 220. [3] (Not currently offered)
- 236. Tragedy and drama.** Evolution of noncomic theatrical forms in France from the neo-classical tragedy through the *drame bourgeois*. [3] (Not currently offered)
- 237. The Early Modern Novel.** Development of the novel as a genre in the seventeenth and eighteenth centuries; its changing social, intellectual, and political context. [3] (Not currently offered)
- 238. The Twentieth-Century Novel.** The novel as a genre in the context of modernity and post modernity. Readings will focus on narrative techniques. [3] (Not currently offered)
- 239. The African Novel.** The postcolonial francophone novel of Maghreb and Sub-saharan illustrating issues such as tradition and modernity, the identity of Africa, the representation of women, and the ideology of language. Recommended: 222. [3] (Not currently offered)
- 240. Rabelais, Montaigne, and their Times.** Rabelais and Montaigne in the intellectual context of the sixteenth century: humanism, the Reformation, discovery of the New World. [3] (Not currently offered)
- 253. Literature of the Fantastic.** The theme of the fantastic in nineteenth- and twentieth-century prose fiction. Critical analysis using psychological and psychoanalytic concepts. Offered in France. [3] Tucker.
- 255. French Feminist Thought: Literary and Critical.** Feminist themes in twentieth-century French literature and criticism. Authors include Beauvoir, Duras, Sarraute, Irigaray, Cixous. SPRING. [3] Debrauwere-Miller.



- 256. Contemporary French Political Thought.** Themes and concepts of major twentieth-century philosophers and philosophic movements. SPRING, Vanderbilt in France. [3] Ravoux.
- 260. Enlightenment and Revolution.** Major writers of the eighteenth century, including Montesquieu, Voltaire, Rousseau, Diderot; literature of the Revolution. [3] (Not currently offered)
- 261. Age of Louis XIV.** Literature and society in the reign of Louis XIV. Authors include Mme de Lafayette, La Fontaine, Molière, Pascal, Racine, and Mme de Sévigné. [3] (Not currently offered)
- 262. The Avant-Garde in Modern French Theater.** Reactions against traditional representational theater since the mid-nineteenth century. Attempts to revive older theatrical forms as well as to create new genres. SPRING. [3] Allet.
- 265. From Romanticism to Symbolism.** Nineteenth-century literature through its major movements; Romanticism, Realism, Naturalism, and Symbolism. FALL. [3] Raycraft.
- 267. Twentieth-Century French Literature.** Critical readings of representative works organized thematically with emphasis on their contextual and intertextual relationships. SPRING. [3] Prieto.
- 289. Independent Study.** Content varies according to the needs of the individual student. Primarily designed to cover pertinent material not otherwise available in the regular curriculum. FALL, SPRING. [Variable credit: 1–3 each semester, not to exceed 12 over a four-semester period]
- 294. Special Topics in French Literature.** The subject will vary and will be announced in the *Schedule of Courses*. SPRING. [3]
- 295. Special Topics in French Language and Civilization.** The subject will vary and will be announced in the *Schedule of Courses*. SPRING. [3]
- 300. Introduction to Research.** Materials and methods of scholarly research, with attention to their relation to theories of literature. FALL. [3] Nzabatsinda.
- 302. History of the French Language: Medieval Period.** Syntax, morphology, phonology, emphasis on textual explication. Prerequisite: elementary knowledge of Latin. [3] (Not currently offered)
- 310. Foreign Language Learning and Teaching.** (Also listed as German 310, Portuguese 310, and Spanish 310) Principles and practices of teaching a second language, with concentration on recent interactive and communicative models of foreign language instruction. Goals of the course are 1) to introduce principles of Second Language Acquisition and learning, 2) to critically read relevant literature in the area(s), and 3) to develop FL instructor's awareness through reflective and critical thinking. Classroom observations, journal writing, development of materials, and a small action-research project are expected. Required of all entering teaching assistants. FALL. [3] Scott.
- 312. Foreign Language Curriculum Development and Evaluation.** (Also listed as German 312, Portuguese 312, and Spanish 312) Focus on planning, development, implementation, and evaluation phases of language teaching from a systematic curriculum development perspective. Students are expected to become conversant with the research literature in the area and work on curricular projects according to their interests. An important part of the course will be dedicated to program evaluation, including training in recognized instruments and procedures to analyze and interpret data. They are expected to produce a research-based curricular project. [3] De la Fuente.

- 318. Applied French Linguistics.** Phonetics, morphology, syntax, and semantics, with application to teaching; theories of second language acquisition. Prerequisite: Linguistics 201 or its equivalent. [3] Scott.
- 320. Linguistics and the Study of French Literature.** Linguistics and related disciplines such as stylistics and pragmatics and their application to the analysis of literary texts. [3] (Not currently offered)
- 332. Seminar in Medieval French Literature.** Prerequisite: Reading knowledge of Medieval French. [3] (Not currently offered)
- 338. Seminar in Sixteenth-Century French Literature.** [3] Monga.
- 342. Seminar in Seventeenth-Century French Literature.** SPRING. [3] (Not currently offered)
- 353. Seminar in Eighteenth-Century French Literature.** FALL. [3] Ward.
- 362. Seminar in Nineteenth-Century French Literature.** [3] (Not currently offered)
- 369. Master's Thesis Research.** [0]
- 372. Seminar in Twentieth-Century French Literature.** [3] (Not currently offered)
- 380. French Literary Theory.** (Also listed as Comparative Literature 380) Literary theory as it has been shaped by and shapes the French tradition. FALL. [3] Froment-Meurice.
- 388. Seminar in Francophone Literature.** Literature of the French-speaking world ("La Francophonie"). SPRING. [3] Nzabatsinda.
- 394. Special Topics in French Studies.** Problems, themes, or issues in literature, language, or culture approached in ways that transcend traditional chronological distinctions. FALL. [3]
- 399. Ph.D. Dissertation Research.**
- 3995. Half-time Ph.D. Dissertation Research.** For students who have completed 72 hours and devote a half-time effort to dissertation research. [0]

---

---

# Geology

CHAIR David J. Furbish

DIRECTOR OF GRADUATE STUDIES Calvin F. Miller

PROFESSORS EMERITI Leonard P. Alberstadt, Arthur L. Reesman, Richard G. Stearns

PROFESSORS Calvin F. Miller, Molly Fritz Miller, William G. Siesser

ASSOCIATE PROFESSOR John C. Ayers

ASSISTANT PROFESSOR Kaye Savage

## **DEGREE OFFERED:** *Master of Science*

✧ A STUDENT earns the master's degree in geology by completing 24 hours of formal course work and submitting an approved research thesis. Fields of study include sedimentology, geochemistry, Quaternary geology, tectonics, oceanography, igneous and metamorphic petrology, biostratigraphy, environmental geology, and paleoecology. Graduate students in geology must obtain permission from the department to receive credit for any course required for the undergraduate major: 220, 225, 226, 230, 240. Graduate students in other disciplines may receive credit for these courses. Six hours of graduate credit is required in another discipline or in an area of geology other than that in which the student is pursuing thesis research.

**220. Life through Time.** Ecology, classification, evolutionary history of important groups of fossils, emphasizing invertebrates. Change in marine ecosystems through geologic time. Causes and effects of rapid evolution events and mass extinctions. Three hours of lecture and one laboratory period per week. Field trips. Prerequisite: Geology 101 or 104 or junior standing as biology major. SPRING. [4] M. Miller.

**225. Earth Materials.** The study of the solid materials that make up the earth—rock, soil, and sediment—with emphasis on the minerals that are their major constituents. Hand specimen, optical, and x-ray methods of description and identification. Discussion of the physical and chemical processes that form and modify earth materials and the use of these materials in interpreting earth processes of the past and present. Field trips. Three lectures and one laboratory period per week. Prerequisite: Geology 101 or 104. FALL. [4] C. Miller.

**226. Petrology.** Nature, distribution, and theories of origin of igneous, metamorphic, and sedimentary rocks. Mineralogy as a function of rock-forming conditions. Laboratory emphasis on description and interpretation of rocks using hand-sample and microscope techniques. Field trips. Three lectures and one laboratory period per week. Prerequisite: 225. SPRING. [4] C. Miller.

**230. Sedimentology.** The origin and composition of sedimentary particles, their transportation to the site of deposition, actual deposition, and the processes involved in lithifying sediments into solid rock. Emphasis on interpretation of ancient source areas and depositional environments. Terrigenous, carbonate, and other rock types will be studied. Field trips. Three lectures and one laboratory period. Prerequisite: 225 or 226. No credit for graduate students in geology. FALL. [4] Siesser.

**231. Stratigraphy.** Principles of organizing strata into units based on their lithologic character, their age relationships, and their fossil content. Interpretation of vertical and horizontal

stratigraphic relationships. Surface and subsurface correlation techniques, with emphasis on the use of microfossils in subsurface correlation. Radiometric and magnetic dating of stratigraphic units. Critical evaluation of the regional stratigraphy of a selected area. Field trips. Prerequisite: 220. SPRING. [3] Siesser. (Offered alternate years)

**240. Structural Geology and Rock Mechanics.** Principles of rock deformation; mechanics, fractures, folds, foliation, primary structures. Field trips. Three lectures and one laboratory period per week. Pre- or corequisite: 226. SPRING. [4] Staff.

**257. Hydrogeology.** An introduction to hydrogeology with emphasis on distribution, movement, and chemistry of groundwater. Principles of groundwater flow, water chemistry, and geology related to exploration, evaluation, development, and protection of groundwater resources. Prerequisite: 225 and one semester each of chemistry, physics, and calculus. FALL. [3] Savage.

**260. Geochemistry.** Application of chemistry to study the distribution and cycling of elements in the crust of the earth. Includes chemical bonding and crystallization, phase rules and phase diagrams, chemical equilibria, theories on the origin of elements, earth, ocean, atmosphere, and crust. Prerequisite: 225 and General Chemistry, or consent of instructor. FALL. [3] Ayers.

**261. Geomorphology.** Analysis of the earth's landforms, their morphology, history, and the processes that form them. The building of relief and its subsequent transformation by geologic processes on hillslopes, rivers, coasts, wetlands, and glaciers. The natural history and human impacts on land forms. Field trips. Prerequisite: 101 or 104 and junior standing in natural science, anthropology, or engineering. [3] (Not currently offered)

**264. Methods in Environmental Geology.** Field, laboratory, and analytical methods in geological and environmental investigations. Chemical and physical principles of analytical instrumentation; analysis and reliability of instrumental measurements. Laboratory and field projects; sample collection; field measurements; chemical/spectroscopic analysis. Prerequisite: junior standing, 225 and previous or concurrent in 257 or 260. SPRING. [3] Savage.

**279. Problems in Sedimentology and Paleobiology.** Relation between past life and its environment as recorded in sedimentary rocks. Emphasis on: (1) reconstructing the depositional environment and the ancient communities recorded in Paleozoic sedimentary sequences in Tennessee, and (2) investigating recent research on the interplay between ecosystems and the physical environment during critical periods of earth history. Prerequisite: 220 and 226. FALL. [3] M. Miller.

**289a–289b. Directed Study.** Readings with related field and/or laboratory research in pursuit of a scholarly project conceived and executed under the supervision of a faculty member. Open to senior majors and graduate students. Other students must have consent of department chair. Does not count toward minimum requirements for the major. FALL, SPRING, SUMMER. [Variable credit: 1–2 each semester] Staff.

**291a–291b. Independent Study.** Readings with related field and/or laboratory research in pursuit of a scholarly project conceived by the student and executed under the supervision of a faculty member. Open to senior majors and graduate students. Other students must have consent of department chair. Does not count toward minimum course requirements for the major. No more than a total of 6 hours in 289 and 291 count toward the major. FALL, SPRING, SUMMER. [Variable credit: 1–2 each semester] Staff.

**315. Igneous Petrochemistry and Petrogenesis.** Application of phase equilibria and trace element and isotope chemistry to interpretation of the origin and history of igneous rocks and to large-scale geological problems to which magma genesis is relevant. Problem solving based

upon geochemical data emphasized. Prerequisite: General Chemistry, and Analytic Geometry and Calculus, and Geology 226, or Chemistry 230. FALL. [3] Alternate years. C. Miller.

**320. Aqueous Geochemistry.** The chemistry of subsurface waters, including near-surface groundwaters, ore-forming solutions, and metamorphic and igneous fluids. Quantitative analysis of mineral-fluid equilibria using thermodynamics and phase diagrams. Role of aqueous fluids in heat and mass transport, chemical reactions in rocks, and geochemical cycles. Prerequisite: general chemistry, and Geology 260 or physical chemistry. SPRING. [3] Ayers.

**325. Micropaleontology.** Principles and techniques of micropaleontology. Survey of the biology, classification, ecology, and stratigraphic range of about twenty different microfossil groups. Detailed examination of the foraminifers, radiolarians, and calcareous nannoplankton. Role of various microfossil groups in biostratigraphic and paleo-environmental analysis. A research project will involve at least one microfossil group. Two lectures and one laboratory per week. Prerequisite: 231 or consent of instructor. SPRING. [3] Siesser. (Offered alternate years)

**369. Master's Thesis Research.**

**390. Special Topics and Advanced Techniques in Geology.** [Variable credit: 2–4]

### *Gender Studies*

*See Women's Studies*

## *Germanic and Slavic Languages*

CHAIR Dieter H. Sevin

DIRECTOR OF GRADUATE STUDIES John A. McCarthy

DAAD PROFESSOR Matthias Schulz

PROFESSORS John A. McCarthy, Helmut F. Pfanner, Dieter H. Sevin

ASSOCIATE PROFESSORS Konstantin V. Kustanovich, David A. Lowe

ASSISTANT PROFESSORS Sara Eigen, Angela Lin, Meike G. J. Werner

SENIOR LECTURER Peggy Setje-Eilers

### **DEGREES OFFERED:**

GERMAN. *Master of Arts, Master of Arts in Teaching, Doctor of Philosophy*

✦ GRADUATE studies in German at Vanderbilt lead to the M.A., the M.A.T., and the Ph.D. The program leading to the M.A. degree is designed primarily to deepen and broaden the student's knowledge of German literature from its beginnings to the present day, with special emphasis on major areas not usually covered in-depth in an undergraduate course of study. The program is also intended to lay the groundwork for possible continuing study toward the Ph.D.

Candidates for the master's degree must meet three separate requirements: they must complete thirty hours of formal course work, submit

written evidence of research abilities, and pass an oral examination based on course work and the departmental core reading list. Nine of the thirty hours are to be at the 300 level in the department, and a minimum of three hours should be in a graduate seminar (i.e., numbered 386–391). Up to six credit hours may be transferred from outside the University. The oral examination is normally taken at the end of the student's third semester. As a rule, independent study will not fulfill the requirement of formal course work. Evidence of research abilities will usually take the form of a twenty-five to thirty page research paper that is based on a term paper and is to be submitted no later than the end of the student's fourth semester at Vanderbilt. As an alternative, students may choose to complete twenty-four hours of formal course work and to write a master's thesis. The latter is a research paper of sixty to eighty pages in length which gives evidence of scholarly competence and independent, critical thought. The research-writing requirement for this latter option is satisfied after the formal course work and the oral examination have been completed.

The department expects candidates to meet all requirements for the master's degree within three semesters. The student must maintain a minimum *B* average, provide evidence of scholarly research abilities, and pass the oral examination to receive her/his degree. For candidates without previous graduate study, the M.A. examination is administered toward the end of the third semester at Vanderbilt. The M.A. examination committee consists of three faculty members drawn from the department; usually—but not necessarily—the chair or the director of graduate studies serves as one of the examiners.

In order to be admitted to candidacy for the master of arts degree, a student is required to prove ability in writing and speaking German to the satisfaction of the department.

All candidates awarded a Teaching Assistantship will enroll in Foreign Language Teaching Theory and Practice during their first term of teaching. The student arranges her/his program in consultation with the director of graduate studies and in recognition of departmental objectives.

The M.A.T. option offers up to 12 semester hours in the areas of methods of teaching (courses, research projects, and teaching internships). Work in this area is in addition to the minimum degree requirements for the M.A. in German. Students opting for the full program can expect to add at least one semester's work to their course of study.

### *Doctor of Philosophy*

Admission to the M.A. program does not imply acceptance for candidacy in the Ph.D. program. Performance well above the minimum Graduate School requirement of a "B" is expected for admission to the Ph.D. program. Candidates normally obtain the M.A. before going on for the Ph.D. The purpose of the doctoral degree at Vanderbilt is to develop the talented candidate's capacity to make independent contributions to the

field of German literature and cultural studies. Transfer students should consult the Graduate School requirements for the doctorate.

The Ph.D. degree requires at least two academic years of graduate study beyond the master's degree. A total of 72 credits beyond the B.A. degree is mandated by the Graduate School, thus 42 credits beyond the M.A. at Vanderbilt are necessary. A minimum of 36 of these hours are done in formal course work; most should be at the 300-level with a minimum of 12 required seminar hours. Moreover, at this advanced level of study, the candidate will have considerable latitude in developing a focus (9 hours) in a related discipline or in crossdisciplinary studies relevant to Germanistik, for example, in comparative literature, critical theory, philosophy, political science, or history. The department encourages students of German to incorporate an interdisciplinary dimension into their doctoral work that might include the philosophy of language, political and social history, women's writing and the production of culture, censorship practices, or the impact of philosophy on aesthetic concepts and forms. Students completing a dissertation have the option under certain conditions of enrolling in 3995, half-time research (maximum of six years).

The director of graduate studies in German assists in devising related areas of concentration so that the student, at this stage, can be narrowing her/his focus for a dissertation topic. Faculty members actively assist students to determine the most promising topics for innovative research by pointing out interesting knowledge gaps, theoretical issues, or interdisciplinary questions.

A reading knowledge of French is usually expected, but another language may be substituted with the approval of the examination committee if it is felt that this language is relevant to the candidate's area of concentration or dissertation research. The second language requirement must be fulfilled before the candidate may take the comprehensive examination.

The teaching program option offers up to 12 credit hours in the area of teaching methodology (courses, research projects, and teaching internships). Work in this area does not count toward minimum degree requirements; 4 hours is normally the minimum in this program. Students opting for the full program should expect to add at least one semester to their course of study.

## German

**213–214. German Conversation and Composition.** Graduate credit for M.A.T. candidates only. Prerequisite: 103. FALL, SPRING. [3–3] Werner, Sevin.

**216. Business German.** The culture of the German business community; differences that hinder communication between German-speakers and non-German-speakers in the business setting; development of aural/oral and written skills. Business practices, policies, and laws in German-speaking countries; advertising and marketing strategies, letters, vitae, phone calls, and personal interviews. [3] Sevin.

**220. Advanced Grammar.** Study of word formation and sentence structure in modern German, supplemented by contemporary readings, with discussion. Not open to students who have participated in the Regensburg exchange program. [3] Setje-Eilers.

**235. German Romanticism.** The contributions of Schlegel, Tieck, Novalis, Eichendorff, and others to literature, philosophy, and theory. Intellectual, social, and political currents. [3] Lin.

**237. Women and Modernity.** Women in German literature from the eighteenth century to the present, focusing on questions of sexuality, political emancipation, artistic identity. No knowledge of German required. [3] Werner. (Not currently offered)

**238. Interconnections of Arts and Science: Goethe and the Natural World.** (Also listed as Comparative Literature 238, Humanities 238, and Physics 238) Mutual influences between the arts and science, as exemplified in Goethe's *Faust* and *Elective Infinities*. Readings in English, with option of German readings for German Studies majors. Focal points: empirical investigation, philosophical interrogation, and scientific explanation. Prerequisite: completion of Basic Science requirement. FALL. [3] Haglund (Physics), McCarthy.

**241. The Racial Imagination.** (Also listed as Humanities 241) The complex and contradictory history of the idea of "race" as a scientific category. Study of medical, scientific, philosophical, anthropological, and literary texts. No German required. SPRING. [3] Eigen.

**248. German Lyric Poetry—Form and Function.** Lyric forms as a reaction to personal trauma, collective desire, scientific and technological advances, and social change since the Thirty Years' War. Love, loss, liberation. Students compose poems in imitation of classic examples of the folk song, ballad, sonnet. [3] McCarthy.

**262. German Literature of the Middle Ages.** Examines sites of literary production (monasteries, courts, urban centers) and the evolution of literary language. SPRING. [3] Werner.

**263. The Age of Goethe—Weimar 1775 to 1805.** Rational pragmatism, aesthetic innovation in response to Kant and French Revolution. Readings drawn from Goethe's *Iphigenia*, *Hermann und Dorothea*, Schiller's *Maria Stuart* and *Wallenstein*, and Wieland's *Oberon*. SPRING. [3] McCarthy.

**264. Nineteenth-Century Drama.** The German drama and dramatic theory from Romanticism up to Naturalism with emphasis on selected works by Kleist, Büchner, Grillparzer, and Hebbel. [3] Sevin.

**265. Twentieth-Century Drama.** Modern German drama and dramatic theory from Naturalism to the present. Emphasis on Brecht and post-Brechtian drama. FALL. [3] Setje-Eilers.

**266. Nineteenth-Century Prose.** A study of representative works of the main literary trends from Romanticism to Naturalism. [3] Lin.

**267. The German Novel of the Twentieth Century.** A study and interpretation of the main literary trends and major figures in the novel from Expressionism to the present. [3] Sevin.

**268. Modern German Short Story.** From 1945 until the present, including such authors as Ilse Aichinger, Heinrich Böll, Wolfgang Borchert, Ingeborg Bachmann, and Alexander Kluge. [3] (Not currently offered)

**269. Writing under Censorship.** An introduction to the main literary trends and authors of the former East Germany (1949–1989). [3] Sevin.

**270. German Film.** A survey of the German film with special attention to its sociocultural context and to pertinent theories of photography and of cinematic narration. No knowledge of German required. [3] Sevin.



**273. Nazi Cinema: The Manipulation of Mass Culture.** Nazi manipulation of mass culture through film (propaganda, musicals, westerns). Some comparison with American film of the era, additional examination of "fascist" aesthetic legacy in American culture today. No German required. FALL. [3] Eigen.

**280. Murder and Mayhem: The Sturm und Drang.** *Sturm und Drang* literary and social movement (1767–1782). Literary genres and themes (e.g., infanticide, suicide, fratricide; primitivism, educational reform, utopian visions). Drawn from French (Diderot, Rousseau, Mercier) and English (Young, MacPherson, Shakespeare) impulses. The young Goethe and Schiller, Herder, Hamann, Lenz, L. Wagner. [3] McCarthy.

**289a–289b. Independent Readings.** Designed for majors and qualified undergraduates. Consists of a project to be carried out under the supervision of a member of the department. All projects must be approved by the department. [Variable credit: 1–3 each semester, not to exceed a total of 6 over a four-semester period, in both courses combined]

**294a–294b. Selected Topics.** Topics of special interest in language, literature, and culture, e.g., The Image of America in German Literature, German Exile Literature, Germany in the Twenties, Kafka, Brecht, Scientific Readings, Literature and Art in the Middle Ages, *Faust*, Austrian and Swiss Literature. Topics to be announced in the *Schedule of Courses*. [3–3, not to exceed a total of 12]

**294a. Selected Topics: Nietzsche, Hesse, Grass.** FALL. [3] McCarthy.

**301. Stylistics.** Analysis of various styles of modern literary texts. No credit for students who have taken 290. [3] (Not currently offered)

**310. Foreign Language Learning and Teaching.** (Also listed as French 310, Portuguese 310, and Spanish 310) Principles and practices of teaching a second language, with concentration on recent interactive and communicative models of foreign language instruction. Goals of the course are 1) to introduce principles of Second Language Acquisition and learning, 2) to critically read relevant literature in the area(s), and 3) to develop FL instructor's awareness through reflective and critical thinking. Classroom observations, journal writing, development of materials, and a small action-research project are expected. Required of all entering teaching assistants. FALL. [3] Scott.

**311. The Figure of Greece in European Romanticism.** (Also listed as Comparative Literature 311, English 311, and French 311) The impact of Greece on the Romantics, especially their rethinking of history. [3] (Not currently offered)

**312. Foreign Language Curriculum Development and Evaluation.** (Also listed as French 312, Portuguese 312, and Spanish 312) Focus on planning, development, implementation, and evaluation phases of language teaching from a systematic curriculum development perspective. Students are expected to become conversant with the research literature in the area and work on curricular projects according to their interests. An important part of the course will be dedicated to program evaluation, including training in recognized instruments and procedures to analyze and interpret data. They are expected to produce a research-based curricular project. FALL. [3] Scott.

**314. Bibliography and Methods.** An introduction to the resources and practice of literary history and criticism. [3] McCarthy.

**316. Literary Theory and Criticism.** Selected problems of literary theory, history, and interpretation. [3]

**329a. Teaching Program Option: Internship in Advanced Language and Literature Courses.** Graduate interns participate in the teaching of advanced language or literature

courses and receive training in the writing of syllabi, text selection, testing, the development of supplementary materials, the selection of visual aids. FALL, SPRING. [Variable credit: 1–2 each semester, not to exceed a total of 6]

**330. Expressionism.** The chief intellectual movement in Germany and Austria from 1910 to 1925. Topics include all genres of literature with frequent references to other disciplines including politics, the pictorial arts, and film. In German. [3] (Not currently offered)

**335. Enlightenment and Its Literary Connections.** (Also listed as Comparative Literature 330 and English 330) Philosophy and literature in the age of reason; emphasis on aesthetic innovation and rise of the modern individual; authors include Locke, Kant, Richardson, and Lessing. SPRING. [3] McCarthy.

**340. Beyond Good and Evil.** (Also listed as Comparative Literature 340 and English 340) Emergence of and complexity in literature against the backdrop of Nietzsche's *Beyond Good and Evil* (1886), E. O. Wilson's *Consilience* (1998), P. Cillier's *Complexity and Postmodernism* (1998); "beyond good and evil" as a catch phrase of modern decenteredness in such works as *Notes from Underground*, *Mysterious Stranger*, *The Tin Drum*. [3] McCarthy.

**351. Philosophical Backgrounds of German Literature.** Survey of German philosophical thinking from Leibnitz to Nietzsche and its importance for German literature from Goethe to Hesse. SPRING. [3] McCarthy.

**355. Concepts of Realism: The Impact of Marxist Literary Theory and Criticism.** (Also listed as Comparative Literature 336) Twentieth-century theories of literary realism, with special emphasis on the development of Marxist theory and practice and its critics. [3]

**369. Master's Thesis Research.** [0]

**385a–385b. Problems in Germanic Languages and Literatures.** SPRING. [3–3]

*Graduate seminars in German explore individual authors, forms, theories, or works at an advanced level. Recent selections include Twentieth-Century Reception of Medieval Literature, Rise of the Author, Büchner, Kleist, Expressionism, Exile Literature, and Christa Wolf. Topics to be announced in the Schedule of Courses. May be repeated for credit.*

**387. Seminar: Studies in Medieval Literature.** [3] (Not currently offered)

**388. Seminar: Studies in Literature 1400–1680.** [3] (Not currently offered)

**389. Seminar: 18th-Century German Literature.** [3] McCarthy.

**390. Seminar: 19th-Century German Literature.** FALL, SPRING. [3] Eigen, Sevin.

**391. Seminar: 20th-Century German Literature.** FALL. [3] Sevin.

**392. Seminar: Problems of Theory in German Studies.** [3]

**399. Ph.D. Dissertation Research.**

**3995. Half-time Ph.D. Dissertation Research.** For students who have completed 72 hours and devote a half-time effort to dissertation research. [0]

---

---

## Russian

Courses in Russian may be used as minor credit in graduate programs.

**171–172. Russian Culture.** The evolution of Russian civilization. The interplay between East and West in the shaping of Russian cultural achievements and national identity. No knowledge of Russian required. 171: From Kievan Russia to 1880. 172: From 1880 to the present. [3–3]. (Not currently offered)

**221–222. Survey of Russian Literature in English Translation.** Main currents, writers, and works of Russian literature. 221: the nineteenth century: Pushkin, Lermontov, Gogol, Turgenev, Dostoevsky, and Tolstoy. 222: the twentieth century: Bulgakov, Pasternak, Solzhenitsyn, Aksenov, Trifonov, and Petrushevskaya. No knowledge of Russian required. FALL, SPRING. [3–3] Lowe, Kustanovich.

**223–224. Composition and Conversation.** Development of all language skills at the intermediate-advanced level. Reading of contemporary short stories. Prerequisite: 204. FALL, SPRING. [3–3] Lowe.

**231. Jews in Russian Culture: Survival and Identity.** A course on the history of Jewish contributions to Russian culture, including literature, the visual arts, theater, and film. Questions of assimilation, the rise of Jewish national consciousness, and interest in Jewish heritage are discussed. No knowledge of Russian required. FALL. [3] Kustanovich.

**232. The Evil Empire: Stalin's Russia.** Life in Stalin's Russia as portrayed in memoirs, novels, stories, poetry, films, and music. No knowledge of Russian required. SPRING. [3] Lowe.

**257–258. Advanced Composition and Conversation.** Prerequisite: 224 or equivalent. [3–3] (Not currently offered)

**289a–289b. Independent Readings.** Consists of a project to be carried out under the supervision of a member of the department faculty. FALL, SPRING. [Variable credit: 1–3 each semester, not to exceed a total of 6 over a four-semester period, in both courses combined]

---

---

## *Hearing and Speech Sciences*

CHAIR Fred H. Bess  
DIRECTOR OF GRADUATE STUDIES Edward G. Conture  
PROFESSORS EMERITI Russell J. Love, Judith Rassi  
PROFESSORS Fred H. Bess, Edward G. Conture, D. Wesley Grantham, Gary P. Jacobson,  
Ralph N. Ohde, Robert H. Ossoff, Robert T. Wertz  
RESEARCH ASSISTANT PROFESSORS Troy Hackett, Teris K. Schery  
CLINICAL PROFESSOR Gary A. Duncan  
ASSOCIATE PROFESSORS Daniel H. Ashmead, Stephen M. Camarata, Lee Ann Golper,  
Howard S. Kirshner  
ASSISTANT PROFESSORS Patricia F. Allen, Gene W. Bratt, Candice Burger,  
Mary N. Camarata, Mary Sue Fino-Szumski, David Gnewikow, Sue Hale,  
Devin McCaslin, Terrey Penn, Todd A. Ricketts, Mary A. Schaffer, C. Melanie Schuele,  
Anne Marie Tharpe, Robert Wall, Wanda G. Webb  
ASSISTANT CLINICAL PROFESSOR John R. Ashford

**DEGREES OFFERED:** *Master of Science, Doctor of Philosophy*

✦ THE master's degree program provides for concentrated study in speech language pathology and is supplemented by programs in early intervention educational audiology and teacher licensure for speech-language pathology (for those desiring to work in public schools as speech-language pathologists). These programs are accredited by the Educational Standards Board of the American Speech-Language-Hearing Association.

The curriculum and practicum maintained for these programs provide each student the opportunity to meet requirements for certification by the American Speech-Language-Hearing Association and for licensure in virtually all states where licensure is required. To achieve this goal, the student must exceed the minimum requirements for the master's degree set by the Graduate School. Completion of the master's program ordinarily requires four semesters and one summer session, in most cases including an externship during the fifth semester. Those students without an undergraduate major in audiology/speech-language pathology will ordinarily take longer than 5 semesters to complete the master's degree. Master's degree students complete a total of 44 to 52 hours of course work, depending on the courses needed for certification. Students who want to earn the master's degree through a thesis option instead of clinical work leading to certification must complete at least 42 to 44 semester hours of formal course work and a research-based thesis. The thesis option must receive faculty approval prior to initiation of this plan of study.

The Ph.D. degree normally requires three years of study with a minimum of 72 graduate credit hours. There are no foreign language requirements; however, the student must complete two research projects and 12 hours of course work in statistics and research methodology prior to the dissertation. Doctoral candidates also present a minor of not less than 12 hours taken outside the department or from another subject area in hearing,

speech, and language. The final year of the program is typically devoted to the dissertation.

This department also offers the Doctorate of Audiology (Au.D.) through the Medical School.

The teaching, clinical, and research programs of the department are housed primarily in Vanderbilt's Bill Wilkerson Center.

**205. Survey of Speech-Language and Hearing Sciences.** An introduction to the disciplines. Linguistic, acoustic, and physiological bases for human communication and its disorders. Survey of academic, research, and clinical aspects of the profession. No graduate credit for students within the Department of Hearing and Speech Sciences. [3] (Not currently offered)

**206. Anatomy and Physiology of Speech and Hearing Mechanisms.** The basic processes of speech production, acoustics, and perception. Neuroanatomy, anatomy, physiology, acoustics, and acoustic correlates of sound features. Intended for undergraduates and graduate students outside the Department of Hearing and Speech Sciences. SPRING. [3] Ohde.

**207. Introduction to Hearing Science.** Introduction to acoustics, psychoacoustics, and the anatomy and physiology of the peripheral and central auditory system. Course is open to graduate students in Hearing and Speech Sciences, as well as undergraduate and graduate students in other departments. (Not currently offered)

**217. Hearing Disorders and Assessment.** An introduction to the major pathologies of the peripheral and central auditory system as well as the medical/surgical treatment of those pathologies, followed by an introduction to the equipment and procedures used to assess auditory function in patients of all ages. SPRING. [3] Hornsby.

**300. Neurology of Speech and Language.** The structure and function of the nervous system, with emphasis on the neural mechanisms of speech and language. Neurologic conditions producing speech and language disorders are surveyed. FALL. [3] Webb.

**301. Acoustics and Perception of Speech and Speech Disorders.** An examination of the processes of speech production, acoustics, and perception. Emphasis on relevant literature and research techniques in speech science. FALL. [3] Ohde.

**302. Hearing Science.** A discussion of basic acoustics as it applies to hearing science. Anatomy and physiology of the peripheral and central hearing mechanism and vestibular system. FALL. [3] Hackett.

**303. Grammatical Analysis of Child Language.** The structure of the English language, with emphasis on analysis. Description of adult grammatical constituents and grammatical analysis of child language. [3] Camarata. (Not currently offered)

**304. Child Language Acquisition.** The components and processes of normal language development. Relation to social and cognitive aspects of child development. Survey of developmental psycholinguistic research. FALL. [2] Schuele.

**305. Clinical Principles and Procedures.** Presentation and demonstration of clinical principles and procedures applicable in communication sciences and disorders. FALL. [3] Golper.

**306. Child Language Disorders.** The language development of children of variant populations. Focus on description of populations, assessment techniques, and intervention strategies. Clinical applications of research in normal language acquisition. FALL. [4] Schuele.

- 307. Seminar: Topics in Childhood Language Disorders.** Current issues in normal language acquisition and clinical applications to variant populations. Content of seminar rotated. FALL. [2] Staff.
- 309. Clinical Phonetics.** Descriptive, articulatory, and acoustic phonetics. Transcription of normal and disordered speech patterns using the International Phonetic Alphabet. [2] (Not currently offered)
- 310. Measurement of Hearing.** The theory and practice of hearing measurement, with emphasis on routine clinical and screening audiometric techniques, testing environment, audiometric standards and calibration, applied impedance measurements, and interpretation of audiometric tests. FALL. [3] Bratt.
- 311. Stuttering.** Significant research in the field of stuttering, with emphasis on etiology and therapy. The management of fluency disturbances. SPRING. [3] Conture.
- 312. Speech and Language Development for the Acoustically Disabled.** Theories and problems encountered in the development of speech and language in acoustically disabled children. [3] Staff. (Not currently offered)
- 313. Management of Communication Disorders in the Schools.** This course provides an overview of management principles and practices for children with communication disorders during the school-age years. Curriculum-based communication assessment and methodologies for implementation of communication programs in school settings will be addressed. SPRING. [3] Hausman.
- 314. Articulation Disorders and Clinical Phonetics.** The etiology, evaluation, and management of articulatory defects in children and adults. Prerequisite: consent of instructor. FALL. [4] Ohde.
- 315. Introduction to Autism Spectrum Disorders.** This class will provide an overview of normal social, play, linguistic, and cognitive development compared to the features and behavioral characteristics of autism spectrum disorders (ASD) and will introduce the student to causative factors and management approaches with ASD. FALL. [3] Hale.
- 316. Motor Speech Disorders.** A study of the nature and treatment of the adult and childhood dysarthrias and dyspraxias of speech. Management of infants and young children at neurological risk for developing motor speech disability. Rights of the severely communicatively disabled. Prerequisite: 300 or consent of instructor. SUMMER. [2] Webb/Golper.
- 317. Seminar: Cognitive/Communicative Disorders in Traumatic Brain Injury.** Pathophysiology of traumatic brain injury in children and adults; unique and common sequelae, the evaluation and treatment of cognitive/communicative deficits and special problems of the population. Prerequisite: 300 and 331 or consent of instructor. SPRING. [3] Allen.
- 318. Rehabilitation of the Hearing Impaired.** A survey of approaches to aural rehabilitation for children and adults. An introduction to functional evaluation of hearing disability. FALL. [3] Tharpe.
- 319. Dysphagia.** The study of the normal and disordered swallow in pediatric and adult populations. Anatomy and physiology, videofluoroscopic and other assessment procedures, as well as various treatment alternatives and techniques are included. FALL. [3] Ashford.
- 320. Speech Disorders in Craniofacial Anomalies.** The etiology, diagnosis, and management of speech defects associated with craniofacial anomalies, with major emphasis on cleft palate. FALL. [2] Staff.

**321. Seminar: Intervention for Pediatric Acquired Brain Injury.** Assessment and intervention techniques for cognitive/communicative and behavioral deficits associated with pediatric acquired brain injuries. Emphasis on effects on normal development, educational curricula modifications and teacher/family training. Prerequisite: 317 or permission of instructor. SUMMER. [2] Allen.

**323. Early Assessment and Intervention Methods in Children with Autism Spectrum Disorders.** The course addresses basic theories and principles associated with assessment and management of children with Autism Spectrum Disorders. Auditory characteristics, classroom structure, behavior management, communication strategies, social and peer interaction, and family-focused practices are also addressed. FALL. [2-3] S. Hale.

**325. Pediatric Audiology.** Methods and procedures used in the evaluation of the auditory function and management of neonates, infants, and young children. Includes identification and intervention procedures. SPRING. [3] Tharpe.

**328. Psychoacoustics.** Psychoacoustic theory and methods. Auditory perception in normally hearing and hearing impaired subjects. SUMMER. [2] Hornsby.

**330. Advanced Audiologic Evaluation I.** Diagnostic audiometry principles and procedures, including acoustic reflex measures, speech audiometry, auditory brainstem response (ABR), and electrocochleography (ECochG). Also, newborn auditory screening with ABR. Practicum required. SPRING. [3] Jacobson.

**331. Aphasia.** The study of aphasia in adults, including the neuronatomical basis, etiologies, symptomatology, assessment, differential diagnosis, and treatment. SPRING. [3] Wertz.

**332. Pathology of the Auditory System.** Auditory pathologies resulting from genetic origin, disease, injury to the ear, and lesions of the nervous system. SPRING. [3] Bratt.

**334. Seminar in Neurogenic Communication Disorders.** Research literature on the relationship between brain and speech-language performance, emphasizing current methodology for studying neurological speech and language disorders. Prerequisite: 300 or 331 or consent of instructor. FALL. [2] Staff.

**335. Seminar in Augmentative Communication.** The application of augmentative communication devices to patients with physical and/or cognitive disabilities. The various types of devices available, the techniques for selecting and applying these systems to individual patients, and specific information on how to achieve effective conversational use of such systems. FALL. [2] Webb.

**336. Voice Disorders.** Theories of voice production, with emphasis upon underlying mechanisms that cause vocal defects. Procedures for group and individual management. SUMMER. [2] Ashford.

**338. Research Methods in Communicative Disorders.** Research techniques and procedures. Analysis of research examples from the literature. Study of design of experiment, data collection, statistical analysis, and presentation of research findings. SPRING. [1] Camarata.

**340. Amplification for the Hearing Impaired I.** Background and development of the design of hearing aids, earmold acoustics, electroacoustic characteristics, performance standards and measurement techniques, clinical selection and evaluation procedures. FALL. [2] Peek, Ricketts.

**341. Seminar in Audiology.** Significant literature in the field of audiology. Directed study in assigned subject areas. FALL, SUMMER. [2] Staff.

**342. Advanced Audiologic Evaluation II.** Central auditory assessment. Selected neuro-physiology clinical procedures in audiology, including otoacoustic emissions, auditory middle-latency, late and P300 responses and brain mapping, somatosensory and visual evoked responses, electroneurography, and OR/ICU neuromonitoring. Practicum required. FALL. [3] Jacobson.

**343. Hearing Conservation.** A discussion of noise levels, OSHA guidelines, noise-induced hearing loss, and hearing protection in work and leisure activities. Industrial audiology including testing, training, and intervention protocols. SUMMER. [3] Bulla.

**344. Administrative Issues in Communicative Disorders.** A discussion of some of the important issues affecting the administration of programs in communication disorders. Emphasis on business management, marketing, financial management, third-party payors, grants and contracts, state and federal agencies, and fund raising. FALL. [2] Bess.

**345. Amplification for the Hearing Impaired II.** Advanced topics in amplification including: advanced probe microphone techniques, single and multi-channel compression systems, analog and digital signal processing, and current and emerging prescriptive and fitting verification methods. SUMMER. [2] Ricketts.

**346. Vestibular Science and Evaluation.** Structure, function, pathology, and evaluation of the vestibular system, including review of medical, surgical, and rehabilitative management approaches. Practicum experience includes electronystagmography (ENG), vestibular autorotational testing (VAT), and rotary chair vestibulography. FALL. [2] Jacobson.

**347. Psychology and Education of the Deaf.** History of education of the deaf. Research literature on the effects of hearing impairment on the social, intellectual, and psychological development of the individual. Societal reactions to deafness. [3] (Not currently offered)

**348. Audiology in Education.** (Also listed as Special Education 2600) Current issues and trends concerning the role of the audiologist in the public school setting. Emphasis on early identification and intervention, inservice education, amplification, and the roles of federal, state, and local agencies in providing services to the hearing-impaired school-age population. SPRING. [3] Fino-Szumski.

**349. Laboratory: Audiology in Education.** Demonstration and hands-on experience with personal and classroom amplification systems. Operation and troubleshooting of amplification systems commonly used in a classroom setting. Specifically, hearing aids, FM systems, assistive listening devices, vibrotactile devices, and cochlear implants will be demonstrated. Co- or prerequisite: SPED 2600 or HRSP 2600. FALL. [1] Fino-Szumski.

**351. Special Problems in Speech Pathology.** Areas and problems not included in other courses in speech pathology, chosen to fit the students' interests and the needs of their programs. May be repeated to a total of 12 hours. FALL, SPRING, SUMMER. [Variable credit: 1–6] Staff.

**352. Special Problems in Audiology.** Areas and problems not included in other courses in audiology, chosen to fit the students' interests and the needs of their programs. May be repeated to a total of 12 hours. FALL, SPRING, SUMMER. [Variable credit: 1–6] Staff.

**353. Auditory Prosthesis.** Design and evaluation of auditory prostheses for listeners with hearing loss. Theoretical and clinical considerations of cochlear and auditory brainstem implants as well as hearing aids from a prostheses perspective. FALL. [3] Ricketts.

**354. Seminar in Multidisciplinary Service to Children with Cochlear Implants.** Current issues in the medical, audiological, speech/language, and educational management of



children with cochlear implants. Emphasis on multidisciplinary team function. Prerequisite: consent of instructor. Intended for undergraduates in Deaf Education and graduate students in Hearing and Speech Sciences. Spring. [3] Tharpe.

**355. Clinical Internship/Externship in Speech-Language Pathology.** Sequence of clinical practicum placements over five semesters for speech-language pathology majors in clinical track. Designed to meet supervised-practicum requirements for eventual certification by American Speech-Language-Hearing Association. Sequence of initial part-time internship placements in campus and other local facilities, followed by a full-time externship placement at one of many selected sites throughout the country or abroad. SPRING, SUMMER. [7] Hale.

**356. Clinical Internship/Externship in Audiology.** Sequence of clinical practicum placements over five semesters for audiology majors in clinical track. Designed to meet supervised-practicum requirements for eventual certification by American Speech-Language-Hearing Association. Sequence of initial part-time internship placements in campus and other local facilities, followed by a full-time externship placement at one of many selected sites throughout the country or abroad. SPRING, SUMMER. [7] Hale.

**357. Professional Issues in Communication Disorders.** Examines various professional issues within the fields of speech-language pathology and audiology. For example, ethics, malpractice, quality improvement, marketing, reimbursement, multicultural sensitivity, and federal legislation. SPRING. [1] Hale.

**359. Audiometric Instrumentation and Calibration.** An introduction to fundamental concepts in electronics and computer science and to instrumentation used in the hearing clinic or research laboratory for producing, measuring, and analyzing audio signals. Standards and procedures for calibration measurements, with practical hands-on experience. SUMMER. [3] Grantham, Ricketts.

**361. Principles of Counseling and Interviewing in Communication Disorders.** Examines the helping relationship in the clinical process, counseling theory relative to audiology and speech-language pathology practices, and principles and methods of effective clinical interviewing and counseling. FALL. [2] Hale.

**369. Master's Thesis Research.** [0]

**371a–371b. Research Design and Statistical Analysis.** Covers topics in research design and statistics for students preparing for research careers in hearing science, speech science, and communication disorders. Reviews mathematical bases for probability theory and statistical inference. Covers fundamental parametric and nonparametric statistical tests, with extensive discussion of research design in the context of analysis of variance. Presents statistical properties of psychophysical methods and signal detection theory. [3–3] Ashmead.

**375. Seminar in Medical Audiology.** Advanced study at the doctoral level of the medical aspects of audiology and the relationship of audiology to otology and neuro-otology. May be repeated for credit. Prerequisite: consent of instructor. [Variable credit: 1–3] Hall. (Not currently offered)

**376a–376b. Experimental Otolaryngology.** Clinical and/or research participation in otolaryngology medical clinics, temporal bone bank, cochlear physiology. [2–2] Schwaber (Otolaryngology, School of Medicine). (Not currently offered)

**377. Seminar in Speech Perception.** The study of the processes and models underlying the perception of speech features. Relevant acoustic correlates for speech perception will be evaluated, and these properties will be emphasized through the generation of synthetic

speech. The course will cover the contributions of speech perception research to our understanding of speech development, and language and hearing disorders. SPRING. [3] Ohde.

**379. Advanced Seminar in Audiology.** A doctoral-level course focusing on special topics of interest to faculty and students based on recent research developments in audiology. May be repeated for credit. Prerequisite: consent of instructor. FALL, SPRING. [3] Staff.

**380. Advanced Seminar in Speech Pathology.** A doctoral-level course focusing on special topics of interest to faculty and students and based on recent research developments in speech pathology. May be repeated for credit. Prerequisite: consent of instructor. FALL, SPRING, SUMMER. [3] Staff.

**381. Advanced Seminar in Language.** A doctoral-level course focusing on special topics of interest to faculty and students and based on recent research developments in language. May be repeated for credit. Prerequisite: consent of instructor. FALL, SPRING, SUMMER. [3] Staff.

**382a–382b. Seminar: Research in Audiology.** An advanced study of research for the second-year doctoral student. Directed individual research culminating in oral presentation and a manuscript. Prerequisite: consent of instructor. [2–2] (Offered on demand)

**385. Instrumentation for Hearing and Speech Sciences: Stimulus Generation, Measurement, and Calibration.** A hands-on introduction to the principles and techniques of setting up equipment for hearing and speech perception experiments. Students are exposed to analog generators (noise generators, function generators, oscillators, computer-controlled digital-to-analog converters) processing devices (attenuators, filters, mixers, amplifiers), terminating devices (earphones, loudspeakers, analog-to-digital converters), and measurement devices (oscilloscope, voltmeter, spectrum analyzer). Students will learn to design and implement circuits involving these various devices, and to measure and calibrate various kinds of acoustic stimuli. [3] Grantham. (Offered on demand)

**386. Instrumentation for Hearing and Speech Sciences: C Programming with Real-Time Applications.** An introduction to the standard C computing language in a Windows environment. Basic programming concepts including data types and storage, data input and output, conditional execution, iterative programming, and the use of functions. The goal is for the student to become sufficiently comfortable with C (and with the concept of programming languages in general) to develop programs to solve specific computational problems too tedious to solve by calculator. The last third of the course will be devoted to the application of C programming to real-time laboratory problems. Prerequisite: 385. [3] Grantham. (Offered on demand)

**388. Independent Study and Readings in Speech Pathology.** FALL, SPRING, SUMMER. [3]

**389. Independent Study and Readings in Audiology.** FALL, SPRING, SUMMER. [3]

**399. Ph.D. Dissertation Research.**

**3995. Half-time Ph.D. Dissertation Research.** For students who have completed 72 hours and devote a half-time effort to dissertation research. [0]

---



---

# History

CHAIR Marshall C. Eakin

DIRECTOR OF GRADUATE STUDIES Richard J. M. Blackett

PROFESSORS EMERITI Howard L. Boorman, Paul K. Conkin, Charles F. Delzell,  
 Jimmie L. Franklin, Dewey W. Grantham, Paul Hardacre, J. León Helguera,  
 Robert Isherwood, Douglas E. Leach, Samuel T. McSeveney, Frederick D. Schneider,  
 V. Jacque Voegeli, Donald L. Winters

PROFESSORS Jeremy Atack, Richard J. M. Blackett, Dennis Dickerson, Don H. Doyle,  
 Robert Drews, Marshall C. Eakin, James W. Ely Jr., James A. Epstein, Larry J. Griffin,  
 Robert A. Margo, Helmut W. Smith, Daniel H. Usner Jr.

ADJUNCT PROFESSOR Ronald Messier

ASSOCIATE PROFESSORS Michael D. Bess, William L. Caferro, David Lee Carlton,  
 Gerald Figal, Joel F. Harrington, Yoshikuni Igarashi, Jane Gilmer Landers,  
 Matthew Ramsey, Ruth Rogaski, Thomas Alan Schwartz, Arleen M. Tuchman,  
 Francis W. Wcislo

VISITING ASSOCIATE PROFESSOR Matthias Schulz

ASSISTANT PROFESSORS Katherine Crawford, Devin Fergus, Shafali Lal,  
 Rowena Olegario

SENIOR LECTURERS Yollette Trigg Jones, William S. Longwell, Peter Lorge,  
 Frank Robinson

**DEGREES OFFERED:** *Master of Arts, Master of Arts in Teaching,  
 Doctor of Philosophy*

✦ A THESIS is required for the master's degree in history; students specializing in continental European or Latin American history must achieve reading competence in one foreign language.

The Ph.D. degree program includes at least 45 hours of formal course work. A reading knowledge of one foreign language is required. Students specializing in continental European or Latin American history must demonstrate a reading knowledge of one or more additional languages essential to their research.

Certain courses offered by other programs and by the Law School may be accepted for credit toward the degree. Additional details are available in the office of the director of graduate studies.

Students are generally expected to enroll in 300-level courses.

**201. Twentieth-Century African American Religious History.** Pentecostalism, gospel blues, effect of urbanization and industrialization on black churches, religion in the civil rights movement, black power and black theology, women in religious institutions, and post-denominationalism. [3] Dickerson. (Not currently offered)

**202. Science and Society after the Enlightenment.** The intellectual, philosophical, and social factors influencing the development of scientific theories since the Enlightenment. [3] Tuchman. (Not currently offered)

**204. History of Medicine, 1750 to the Present.** The scientific, technological, cultural, and professional factors influencing the rise of medicine. Emphasis on the period since about 1750 in both Europe and America. [3] Tuchman. (Not currently offered)

**205. Historical Perspectives on Women, Health, and Sexuality.** Women as patients and healers. Emphasis on America. 1750 to the present. Topics include women's diseases and treatments, changing definitions of "woman," sexuality, childbirth, birth control, abortion, midwives, nurses, and doctors. [3] Tuchman. (Not currently offered)

**206. Medicine, Culture, and the Body.** (Also listed as Anthropology 260) Concepts of the human body from historical and cross-cultural perspectives. Exploration of experiences, representations, and medical theories of the body in birth, death, health, and illness in Western and non-Western societies. Comparison of methodologies of anthropology and history. [3] (Not currently offered)

**207. History of the Ancient Near East.** (Also listed as Classics 207) From the neolithic period to the conquests of Alexander the Great, in the geographical area from Persia to Troy and Egypt. Special attention to the history of Israel. FALL. [3] Drews.

**208. History of Greece to Alexander the Great.** (Also listed as Classics 208) The Greek world from the beginning of the Mycenaean Age (1650 B.C.) to the end of the Classical period. Special attention to the relationship between political history and the development of Hellenism. FALL. [3] Drews.

**209. Greece and the Near East from Alexander to Theodosius.** (Also listed as Classics 209) From Alexander's conquest of the Persian Empire to the ascendancy of Christianity in the late fourth century. Emphasis on social, cultural, and religious transformations, within the framework of political history. [3] Drews. (Not currently offered)

**210. History of the Roman Republic.** (Formerly 209; also listed as Classics 212) The growth and evolution of the Roman world, from the foundation of the city in the seventh century B.C. to the reign of Caesar Augustus. The Romans' unification of Italy, conquest of the Mediterranean and western Europe, adoption of Hellenism, and overthrow of the Republic. No credit for students who have taken the former 209. [3] Drews. (Not currently offered)

**211. History of the Roman Empire.** (Formerly 209; also listed as Classics 213) The Roman world from Augustus to the collapse of the western empire in the fifth century. Political, military, social and religious history. Special attention given to problems arising from use of the primary sources as well as to controversies in modern scholarship. No credit for students who have had 209. SPRING. [3] McGinn (Classics).

**212. Medieval Europe, 300–1000.** Rome, Latin Christendom, and the East; political events and the adaptation of Roman and Christian traditions to the needs of society emerging from the invasions. [3] Caferro. (Not currently offered)

**213. Medieval Europe, 1000–1350.** Economic expansion and the formation of national states; the medieval Church and the revival of learning in the twelfth and thirteenth centuries. [3] Caferro. (Not currently offered)

**214. Europe in the Age of the Renaissance.** The political, social, economic, and religious history of Europe from 1300 to 1500, with particular emphasis on the intellectual aspects of the early Italian Renaissance. [3] Harrington. (Not currently offered)

**215. Europe in the Age of the Reformation, 1500–1648.** The political, intellectual, and social conditions underlying the Protestant revolt. The Reformation of Luther, Calvin, Zwingli, Loyola, and other religious reformers considered within the context of the general developments of sixteenth-century history. [3] Harrington. (Not currently offered)

**216. Europe in the Age of Absolutism, 1648–1789.** The rise of the absolute state and popular revolt in the seventeenth century with emphasis on France and Spain. Dutch history,

mercantilism, and international conflicts. The Enlightenment viewed especially from the standpoint of Enlightened Despotism. [3] Crawford. (Not currently offered)

**218. Europe in the Age of Revolution, 1789–1815.** Political, cultural, and economic upheavals in the late eighteenth and early nineteenth centuries; the French Revolution and Napoleon, romanticism, and early industrialization. Emphasis on Britain, France, and Germany. FALL. [3] Ramsey.

**220. Europe in the Nineteenth Century.** Major political, social, economic, and cultural developments from 1815 to 1914. SPRING. [3] Ramsey.

**221. Sexuality and Gender in the Western Tradition to 1700.** Politics, war, and masculinity; Christianity and sexuality; changing ideas about gender roles and sexual practices. No credit for students who have completed 185. [3] Crawford. (Not currently offered)

**222. Sexuality and Gender in the Western Tradition since 1700.** Politics, war, and masculinity, femininity, and gender roles; origins of identity politics and changing sexual norms; contemporary feminist issues. No credit for students who have completed 186. [3] Crawford.

**225. Europe From World War I to World War II.** Political, socioeconomic, cultural, and colonial history of Europe from 1914 to the fall of Hitler. FALL. [3] Schulz.

**226. Europe since 1945.** Origins of the Cold War; political and social transformations, East and West; the breakup of colonial empires; ideological and military tensions; intellectual and cultural trends. SPRING. [3] Schulz.

**227. Intellectual History of Early Modern Europe.** The significant intellectual developments of early modern Europe in relation to their social, political, and economic background. Selected individual contributions to philosophy, political theory, literature, and science. [3] Crawford. (Not currently offered)

**228. Intellectual History of Europe.** Major intellectual and cultural developments since the French Revolution. Emphasis on political and social thought, with some attention to science, philosophy, literature, and the arts. [3] Ramsey. (Not currently offered)

**229. Economic History of Europe.** (Also listed as Economics 271) The stages of development of capitalism and modern industry in Europe since the decline of feudalism. The interrelation of government policy, financing institutions, scientific discovery, and the spirit of individualism. Prerequisite: ECON 231; students without the necessary background should take HIST 172. [3] Margo. (Not currently offered)

**231. History of Germany in the Twentieth Century.** (Formerly 230b) The turbulent history of Germany, as it went from authoritarian state to volatile democracy, to National Socialist dictatorship, to divided country, and to reunification. Special emphasis placed on the Nazi dictatorship, its origins and legacy. No credit for students who have completed 230b. SPRING. [3] Smith.

**232. History of Modern Italy.** Survey of Italian political, socioeconomic, cultural, and colonial history from 1800 to the present. The Risorgimento, national unification, Liberal Monarchy, Fascism, and the Republic. [3] Bess. (Not currently offered)

**233. Medieval and Renaissance Italy, 1000–1700.** Transformation of Italy from “medieval” society to the “Renaissance.” Cultural, economic, and social developments, especially connections among wealth, status, and patronage. Meaning and applicability of the term “Renaissance.” [3] Caferro. (Not currently offered)

**234. History of France from the Renaissance to the Enlightenment.** Social and cultural history from 1515 to 1774. The conditions of life, ambitions, ideas, and tastes of the various social groups in France. The development of the arts, music, and literature in a social and political context. [3] Crawford. (Not currently offered)

**235. Modern France.** From the French Revolution of 1789 to the present. Emphasis on politics, with some attention to the major economic, social, cultural, and intellectual developments. SPRING. [3] Ramsey.

**237. Russia: Tsardom to Empire.** Russian history from fifteenth-century Muscovite state, society, and economy; orthodox Russian culture and religion; Peter the Great and Catherine the Great; eighteenth century absolutism, empire, serfdom, and intellectual life. [3] Wcislo.

**238. Russia: Old Regime to Revolution.** Russian history from the early nineteenth-century old regime through the Russian Revolution of 1917. Culture, society, and serfdom; the Great Reforms ideology and radicalism; industrialization; modernity in an agrarian society; twentieth-century revolutions. [3] Wcislo. (Not currently offered)

**239. Russia: The U.S.S.R. and Afterward.** Russian history since the 1917 Revolution. Overview of the old regime; revolution and civil war; the Soviet "Roaring 20s"; Stalinism and the totalitarianized society; World War II; postwar Soviet society and culture; de-Stalinization and the sixties generation; Gorbachev, *perestroika*, and disintegration; contemporary history. [3] Wcislo. (Not currently offered)

**240. Medieval and Early Modern England.** Cultural, political, legal and religious developments in England from its Romano-Celtic antecedents through the seventeenth century. [3] (Not currently offered)

**242. England under the Tudors.** Political, religious, and cultural history of England from Henry VII's accession to the death of Elizabeth I. Emphasis on the Protestant Reformation and its effects; the interaction between monarchy and parliaments; Puritans and other dissenters; Elizabethan literature, drama, art, and music; popular culture; and the witch craze. [3] (Not currently offered)

**243. Britain's Century of Revolution.** Politics, religion, and culture of the British Isles in the seventeenth century. Analysis of the Civil War, Republic and Cromwellian Protectorate, Restoration, Glorious Revolution, and the political theory sparked by these conflicts, including works of Milton and Marvell, Hobbes and Locke; arts and literature; scientific revolution and intellectual change; witch craze; beginnings of empire. [3] (Not currently offered)

**245. Victorian England.** Cultural values, liberal reform; urbanization; women and gender; imperialism. [3] Epstein.

**246. The Asian Economic Miracle.** Global economic growth of the Asian Pacific region from the 1950s to the present, including repercussions of the 1997 crashes. Asian economic patterns, effect of national and regional growth on class and ethnic differences, role of state planning in economic development. [3] Staff. (Not currently offered)

**247. Themes in Modern Chinese History.** Intensive reading, discussion, and short papers on selected themes in Chinese social and cultural history. Particular topics vary from semester to semester. May be taken more than once if there is no overlap with a prior offering. SPRING. [3] Rogaski.

**248. China in Revolution.** Examination of the political, economic, social, and cultural roots for major reform and revolutionary movements in the twentieth century, including the 1911 Revolution, the May Fourth Movement, the Communist takeover, the Cultural Revolution, Democracy Wall, and the Tiananmen student protests. [3] (Not currently offered)

**249. History of Modern Japan.** The political, social, economic, and cultural history of Japan in the nineteenth and twentieth centuries. Radical changes in the state, society, and economy and the effects of these changes on Japan's place in the world. FALL. [3] Igarashi.

**250. Cultural and Social History of Japan's Recent Past.** Japanese culture and society from the 1930s to the present. Impact of war experiences on postwar Japan, and the political nature of cultural production. [3] Igarashi. (Not currently offered)

**253. Sub-Saharan Africa: 1400–1800.** Pre-colonial history of West and Central Africa: the rise of early empires, cultural history of major groups, the spread of Islam, the Atlantic exchange, development of the Atlantic plantation complex, and the slave trade. [3] (Not currently offered)

**254. Africa since 1800: The Revolutionary Years.** Political, economic, and social patterns in Sub-Saharan Africa from 1800 to the present. The transition from traditional states and societies, through the colonial interlude and the quest for independence to the modern national setting with its problems of development. Emphasis on the peoples of Nigeria and South Africa. [3] Longwell. (Not currently offered)

**255. The Islamic World to 1798.** History of the Islamic world, sixth century A.D. to 1789. The rise and spread of Islam as a world empire, a religious system, a cultural-economic network, and a way of life. Historical and literary sources and artifacts. [3] Messier. (Not currently offered)

**256. Nationalism and Islam in the Middle East since 1798.** Secular nationalism and the changing nature of Islamic identification in the Middle East with emphasis on Egypt, Turkey, Iran, and Palestine/Israel. SPRING. [3] Longwell.

**258. Rise of the Iberian Atlantic Empires, 1492–1700.** Pre-Columbian societies; the formation of the early Spanish state and imperial expansion in the Americas; the formation of multi-ethnic transatlantic societies. FALL. [3] Robinson.

**259. Decline of the Iberian Atlantic Empires, 1700–1820.** Reorganization of the Spanish and Portuguese empires, maturation of transatlantic societies; revolutions for independence. SPRING. [3] Robinson.

**261. Colonial Mexico.** The cultural history of major pre-Columbian groups; the conquest and settlement by the Spaniards; colonial society through independence in 1821. No credit for students who have completed 261a. [3] Landers. (Not currently offered)

**262. Modern Mexico.** From independence in 1821 to the present. Political instability of the nineteenth century; the Porfirian dictatorship and the revolution of 1910; evolution and modernization of Mexico. [3] Robinson. (Not currently offered)

**263. Southern South America since 1800.** The political, social, and economic history of Argentina, Chile, and Uruguay from the end of colonial times to the present. The formation and consolidation of nation-states; the export booms of 1800–1930; industrial advance and mass politics; military dictatorships and the return to open markets. [3] (Not currently offered)

**264. Brazilian Civilization.** From pre-Columbian times to the present. Clash and fusion of Portuguese, Amerindian, and African cultures; sugar and slavery; independence and empire; the coffee economy; race relations; the search for national identity; industrialization; dictatorship and democracy in the twentieth century. [3] Eakin. (Not currently offered)

**266. Reform and Revolution in Latin America.** Comparative analysis of revolutions and reform movements in twentieth-century Latin America focusing on land tenure, social classes, political culture, economic structures, and foreign influences. FALL. [3] Robinson.

**267. The Frontier in Early America: War and Cultural Interaction.** (Formerly 270) Frontiers in North America, 1500–1763. War, trade, and cultural exchange among the native, British, French, and Spanish residents of North America. The meaning of cultural frontiers and of cycles of peace and war in borderlands. [3] Usner. (Not currently offered)

**268. The English Atlantic World, 1500–1688.** (Formerly 271a) English overseas expansion, including conquest of Ireland, exploration and conquest of the New World. Formation of imperial and American cultures and of racism, the slave trade, Indian relations, and migration from the British Isles. [3] Staff. (Not currently offered)

**269. Cultural History of the First British Empire, 1707–1783.** The creation of Great Britain; expansion of British overseas interests in America, Africa, Asia, and the Pacific; development of creole cultures; British imperial policy and transatlantic cultures; the American Revolution and growth of antislavery. [3] Staff. (Not currently offered)

**271. The Era of Reform.** Reform movements in the United States from 1800 to the 1870s. Antislavery, temperance, feminism, communities, peace, labor, schools, asylums, and penitentiaries. Religious and secular backgrounds, Anglo American links, legacies, and consequences. [3] (Not currently offered)

**272. The U.S. in the Era of the Civil War.** Sectional conflict, secession, the Southern War for Independence, and Reconstruction; 1850–1877. FALL. [3] Olegario.

**274. The United States, 1916–1945.** American involvement in World War I, war and peace in the 1920s; the Great Depression, the New Deal, and World War II. [3] Staff. (Not currently offered)

**275. Recent America: The United States since 1945.** A general study of the postwar period, with particular attention to the dynamics of social and political change. [3] (Not currently offered)

**276. The Old South.** The South's origins in European expansion; the rise of the plantation economy and society, and its identification with slavery; the differing experiences of whites and blacks, planters and nonplanters; the relationship of the region to the larger United States; the Confederate attempt at independence; and the collapse of the slave regime. FALL. [3] Carlton.

**277. The New South.** The aftermath of war and emancipation and the era of Reconstruction; social change and dislocation in the late nineteenth century; the Populist Revolt; the origins of segregation and one-party politics; twentieth-century efforts to modernize the region; the economic, political, and Civil Rights revolutions of the mid-twentieth century; the South in modern American society and politics. SPRING. [3] Carlton.

**278. History of Appalachia.** The region from first European intrusions to the present. Frontier-era white-indigenous contact, antebellum society and economy, relations with the slave South, the Civil War and postwar politics, increasing social strainings, industrialization and labor conflict, poverty and outmigration. Examination of mountain culture, tourism, and the construction of the "hillbilly" image. [3] Carlton. (Not currently offered)

**279. African American History to Reconstruction.** The political, socioeconomic, and intellectual history of African American people from their African backgrounds to the end of Reconstruction. Special emphasis on the institutional history of the African American community. [3] Dickerson. (Not currently offered)

**280. African American History since Reconstruction.** The political, socioeconomic, and intellectual history of African American people from the end of Reconstruction to the present.



Special emphasis on African American cultural and institutional history and the twentieth-century protest movements. SPRING. [3] Fergus.

**281. The U.S. and the Vietnam War.** Origins of American involvement, the reasons for escalation, and the Vietnamese response to intervention. The impact on America's domestic politics, the growth of the anti-war movement, and the economic, social, and cultural effects of the conflict. [3] Schwartz. (Not currently offered)

**282. The U.S. and the World.** From the winning of independence to the Great Depression. Relationships among foreign policy, ideology, domestic politics, and social and economic change. No credit for students who have completed 280a. [3] Schwartz. (Not currently offered)

**283. The U.S. as a World Power.** From the origins of World War II, through the Cold War, to the present day. Relationships among foreign policy ideology, domestic politics, and social economic change. No credit for students who have completed 280b. [3] Schwartz. (Not currently offered)

**284. American Social History to 1865.** The social causes and consequences of such events as the American Revolution and the Civil War. The impact of industrialization and urbanization on the elite, labor, immigrants, blacks, women, and the family. [3] Doyle. (Not currently offered)

**285. American Social History since 1865.** The social causes and consequences of such events as Progressive Reform and the Great Depression. The impact of industrialization and urbanization on the elite, labor, immigrants, blacks, women, and the family. [3] Doyle. (Not currently offered)

**286. Gender, Sexuality, and Race in Early American Culture, 1600–1865.** Social and cultural history of gender, race, and sexuality as represented in literary, legal and artistic texts. Exploration of Native American conquest, captivity narratives, abolitionism and sentimental fiction, nationalism and gender ideas. FALL. [3] Lal.

**287. Gender, Sexuality, and Race in American Culture, 1865 to the Present.** Social and cultural history of the intertwined ideas and practices of gender, race, and sexuality. Exploration of experiences, representations, and activism in feminist and gay rights movements, interracial unions, marriage and the family, black women's activism, suffrage, and sexual revolutions. SPRING. [3] Lal.

**288. History of American Thought from the Puritans to the Civil War.** Basic beliefs and preferences, with special emphasis upon Christian doctrine and political and economic theory. Understanding of the origins of a largely Christian, republican, and capitalist America. [3] Staff. (Not currently offered)

**289. History of American Thought since 1865.** Basic beliefs and preferences, with special emphasis upon Darwinian theory, the physical sciences, classic American philosophers, and the various and confusing intellectual fashions of the twentieth century. [3] (Not currently offered)

**290. Economic History of the United States.** (Also listed as Economics 226.) Economic development of the United States from the Colonial period to the present. Interrelated changes in economic performance, technology, institutions, and governmental policy. FALL. [3] Hutchinson.

**291. History of American Enterprise.** (Also listed as Economics 245.) Evolution of the form, organization, and structure of the American business firm from colonial times to the present. Entrepreneurs, labor management, financial capital, distribution, invention, and government regulation. FALL. [3] Olegario.

**292. Problems in United States Economic History.** (Also listed as Economics 266) Controversies in historical analysis. Prerequisite: Economics 231. Students who wish to study U.S. economic history but do not meet this prerequisite should consider History 290. FALL. [3] Collins.

**294. Selected Topics in History.** FALL, SPRING. [3]

**300a–300b. Introduction to Historical Methods and Research.** [3–3] Igarashi, Smith.

**301. The Art and Craft of Teaching History.** Readings on pedagogical theory and current research on college-level teaching and learning. Hands-on exercises in course design, preparing and grading tests and assignments, lecturing, leading discussion, cooperative and service learning, and use of technology to enhance teaching. Normally limited to graduate students in History. FALL. [3] Bess.

**309. Studies in the Philosophy of History.** [3] (Not currently offered)

**315a. Studies in Early Modern European History.** [3] Caferro. (Not currently offered)

**317. The Long Reformation in Britain and America.** Perceptions of Protestantism in post-Reformation England, Scotland, Anglo-Ireland, the Gaidhealtachd, and the British American colonies. Anthropology of religion and ritual; recent secondary historical literature; spiritual autobiographies, diaries, church court records, sermons. Optional instruction in early modern paleography. [3] (Not currently offered)

**320a. Studies in European History, 1815–1914.** [3] Ramsey. (Not currently offered)

**321. Topics in European History.** [3] (Not currently offered)

**324a. Studies in Recent European History.** FALL. [3] Schulz.

**330a. Studies in German History.** [3] (Not currently offered)

**340. Urban History.** Theoretical approaches to the dynamics of urban life in different historical times and places. Topics of special interest include rural-urban linkages; merchants and the state; plebeian culture and patrician society; the languages of class and gender; the myths and rituals of marginality; race and ethnicity; and global metropolitanism. [3] (Not currently offered)

**343a. Studies in Early Modern Britain.** Readings on England, Scotland, and Ireland from 1450 to 1700, with emphasis on England and on politics, political theory, religion and culture. (Not currently offered)

**343b. Seminar in Early Modern Britain.** Research and writing on England and Scotland from 1500 to 1700; introduction to early modern paleography. (Not currently offered)

**344a. Studies in Modern England.** [3] (Not currently offered)

**344b. Seminar in Modern England.** [3] (Not currently offered)

**350a–350b. History of Biography.** A two-semester sequence course. Fall: art of biography; autobiography and biography; examination and analysis of major works in the nineteenth and twentieth century biography. Spring: entire semester devoted to the projection of a major biographical essay. [3] Blackett. (Not currently offered)

**358. Comparative Slavery in the Colonial Americas.** Interdisciplinary and cross-cultural study of slavery and resistance in Spanish, British, French, Dutch, and Portuguese America. Does not cover antebellum slavery in the United States. [3] Landers. (Not currently offered)

- 359. Atlantic World History, Fifteenth to the Nineteenth Century.** Interdisciplinary readings examining disparate colonizations and the creation of an Atlantic world system. Major themes include the consequences of Atlantic expansion on indigenous societies, the African slave trade, and the rise of Atlantic economics, the circulation of peoples, ideas, and material culture throughout the Atlantic and how imperial competition, political ideologies, and subaltern resistance shaped the Atlantic revolutions. Optional instruction in early modern paleography. [3] Landers. (Not currently offered)
- 360. Studies in Imperialism and the Colonial Other.** The focus will be on representations of the other in European and American literary, cultural, and historical discourses; historical conditions that have produced various images of the colonial other, and recent criticisms of imperial colonial conditions. [3] (Not currently offered)
- 361. Topics in Latin American History.** SPRING. [3] Landers.
- 362. History of Gender and Women in Colonial Latin America.** Interdisciplinary and cross-cultural study of the history of gender and its impact on Spanish, Indian, and African women in colonial Latin America. Major topics include gender and family roles, women's work and economy, legal and social statuses of distinct groups of women and related issues of social control, and the religious and public lives of women. SPRING. [3] Landers.
- 365. Seminar in Latin American History.** [3] Landers. (Not currently offered)
- 369. Master's Thesis Research.** [0]
- 371a. Studies in Early American History to 1783.** [3] Usner. (Not currently offered)
- 372a. Studies in the Middle Period of American History, 1783–1861.** [3] (Not currently offered)
- 374. Studies in Recent American History.** [3] (Not currently offered)
- 375. Seminar in Recent American History.** [3] (Not currently offered)
- 378a. Studies in the History of the South.** SPRING. [3] Carlton.
- 380a. Studies in American Diplomatic History.** [3] Schwartz. (Not currently offered)
- 381. Topics in American History.** FALL. [3] Blackett.
- 384a. Studies in American Social History.** [3] Doyle. (Not currently offered)
- 384b. Seminar in American Social History.** [3] (Not currently offered)
- 386a. Studies of Women in the United States.** [3] (Not currently offered)
- 390a–390b. Independent Study.** [Variable credit: 1–3 each semester]
- 398. Dissertation Seminar.** [3] Carlton, Schwartz.
- 399. Ph.D. Dissertation Research.** [3]
- 3995. Half-time Ph.D. Dissertation Research.** For students who have completed 72 hours and devote a half-time effort to dissertation research. [0]

---

---

## *Interdisciplinary Materials Science*

DIRECTOR Leonard C. Feldman  
ASSOCIATE DIRECTOR James E. Wittig  
DIRECTOR OF GRADUATE STUDIES James E. Wittig  
PROFESSORS EMERITI Robert J. Bayuzick, William F. Flanagan, Tomlinson Fort,  
George T. Hahn, Barry D. Lichter, James J. Wert  
PROFESSORS Jimmy L. Davidson, Leonard C. Feldman, Daniel M. Fleetwood,  
Kenneth F. Galloway, Richard F. Haglund, David M. Hercules, Andes Hess,  
Weng Poo Kang, Donald L. Kinser, Charles M. Lukehart, Lloyd Massengill,  
Sokrates T. Pantelides, Ronald D. Schrimpf, Alvin M. Strauss, Norman Tolk,  
Taylor G. Wang, Robert A. Weller  
RESEARCH PROFESSOR EMERITUS Robert A. Weeks  
ADJOINT PROFESSOR James Bentley  
ASSOCIATE PROFESSORS Todd D. Giorgio, Timothy P. Hanusa, Frederick R. Haselton,  
Piotr Kaszynski, James E. Wittig  
RESEARCH ASSOCIATE PROFESSORS A. V. Anilkumar, William H. Hofmeister  
ASSISTANT PROFESSORS David E. Cliffl, G. Kane Jennings, Ilias Perakis,  
Bridget R. Rogers, Sandra Rosenthal, Kevin K. Tseng, Greg Walker, David W. Wright,  
L. Roy Xu  
ADJUNCT ASSISTANT PROFESSORS Anthony Hmelo, Robert H. Magruder III

**DEGREES OFFERED:** *Master of Science, Doctor of Philosophy*

∞ **FIELDS of study:** Electronic materials, magnetic materials, superconducting materials, nanostructured materials, molecular engineering and science, surface and interface science, thin films, surface modification, radiation effects in solid state devices, organic-based devices, materials synthesis, solidification, materials characterization, materials physics.

In general, materials advancements improve the standard and the quality of living. They are indeed the underpinning of the development of new technologies. In today's sophisticated and complicated climate, continued advancements in materials demand intimacy among a variety of disciplines. In recognition of this at Vanderbilt University, faculty from Chemistry, Physics, Materials Engineering, Chemical Engineering, Electrical Engineering, Mechanical Engineering, and Civil Engineering have come together in the Interdisciplinary Program in Materials Science. In this arena, there is extensive collaboration in both the teaching of and research in Materials Science.

The richness of the research activities within the program is a reflection of the richness of the education offered within the program. Many research areas focus on electronic/optical thin films, nanostructures, and the interaction of intense optical radiation with matter. Electronic and optical thin films are at the forefront of materials science and span the range from semiconductor applications to biomedical materials. Ion bombardment processes and their role in the creation of new materials is a central area of research within the program. Some of the current experimental activity

embraces the creation of defect complexes in silicon and the dynamical interaction of these defects with the lattice phonons. Other ion bombardment programs involve the creation of unique microstructures by ion implantation and the understanding of such processes. Additional initiatives within the program concentrate on research regarding molecular electronics, seeking new materials systems and fundamental processes to form electronically active elements on the molecular size level. There is also a wide range of materials synthesis activities for the formation of innovative materials such as molecular precursors for thin-film chemical-vapor-deposition, molecules for optoelectronic and magnetic applications, novel liquid crystals, semiconducting nanocrystals, nanocomposites, sol-gel ceramics and photovoltaics. Still another predominant set of investigations studies the effect of radiation on the performance of advanced integrated circuit systems in the space environment. Some other examples of research projects include diamond deposition processes with emphasis on structure and properties, novel production processes for high temperature superconductors, and solidification processes for the development of high performance structural materials.

The M.S. degree in materials science requires a minimum of twenty-four semester hours (beyond the baccalaureate) of formal course work plus a thesis. Nine semester hours are a selection of three of the five core program courses. The core courses are CHEM 330, Thermodynamics and Kinetics of Organic and Inorganic Materials; CHEM 350 Materials Chemistry; MSE 310, Atomic Arrangements in Solids; MSE 340 Transitions in Condensed Systems; and PHYS 254, Physics of Condensed Matter. Six additional hours are taken from the approved list of interdisciplinary program courses. A minor consisting of six semester hours is chosen in a separate but related field. The remaining three hours are an elective selected from either interdisciplinary program offerings or a related field.

The Ph.D. degree in materials science requires a total of seventy-two semester hours (beyond the baccalaureate) plus a dissertation. Within the requirement are twenty-four semester hours from the approved list of interdisciplinary program courses of which fifteen hours is the core curriculum. Twelve semester hours are in formal courses outside the list of program courses. The intent of these courses is to complement the student's technical interests. The remaining thirty-six semester hours may be in research dissertation hours.

The master of engineering, an advanced professional degree for engineers, is offered by the School of Engineering.

**CE 295. Mechanics of Composite Materials.** Review of constituent materials (reinforcements, matrices, and interfaces) and fabrication processes. Prediction of properties of unidirectional and short fiber materials (micromechanics). Anisotropic elasticity (derivation of Hooke's law for anisotropic materials, macromechanics of laminated composites). Analysis of laminated composites based on Classical Lamination Theory. Behavior of composite beams and plates. Special topics (creep, fracture, fatigue, impact, and environmental effects). Prerequisite: CE 182 and MSE 150. SPRING. [3]

**CHE 284. Semiconductor Materials Processing.** This course introduces the unit operations of semiconductor materials processing applied to silicon device manufacturing. We will cover some basic semiconductor physics and device theory, the production of silicon substrates, dopant diffusion, ion implantation, thermal oxidation and deposition processes, plasma deposition processes, photolithography, wet chemical and plasma etching, and analytical techniques. FALL [3] Rogers.

**CHE 290. Molecular Aspects of Chemical Engineering (Special Topics).** An introduction to the concepts of materials design from a chemical perspective. Basic principles of covalent and ionic bonding, intermolecular interactions and their effects on the properties of liquids and solids. Manipulating the macroscopic properties of chemical systems by molecularly engineering their "active" components. Molecular design. Applications in biomaterials, membrane technology, colloids, and surface science. Prerequisite: consent of instructor. SPRING [3] Jennings.

**CHE 320. Surfaces and Adsorption.** Surface energy, capillarity, contact angles and wetting, surface films, insoluble monolayers, solid surfaces, membranes, surface area determination, adsorption, adhesion, interface thermodynamics, friction and lubrication, interfaces in composites, relationships of surface to bulk properties of materials. FALL. [3] Fort.

**CHE 325. Polymer Sciences and Engineering.** Macromolecular systems with emphasis on the interrelationship of chemical, physical, and engineering properties and the further relation of these properties to synthesis and application. A basic understanding of organic and of physical chemistry is assumed. [3] (Not currently offered)

**CHEM 235. Surface and Polymer Chemistry.** Spectroscopic methods for studying surfaces, with emphasis on polymer systems. Prerequisite: CHEM 230. [3] (Not currently offered)

**CHEM 312. Electrochemistry: Theory and Analysis.** FALL. [3] Cliffel. (Offered in alternate years)

**CHEM 330a. Quantum Chemistry I.** Limits of classical mechanics at the atomic and molecular level; the postulates of quantum mechanics applied to problems in one, two, and three dimensions; perturbation and various methods. Prerequisite: CHEM 232 and MATH 223ab or MATH 222–229. SPRING. [3] Polavarapu.

**CHEM 330b. Quantum Chemistry II.** Advanced topics in the application of quantum mechanics to chemical bonding and spectroscopy. Prerequisite: CHEM 330a. [3] (Not currently offered)

**CHEM 331. Statistical Thermodynamics.** Statistical mechanics and chemical equilibrium; distribution laws, partition functions, and thermodynamic properties of atoms and molecules; applications to gases, liquids, and solids. Prerequisite: CHEM 232. FALL. [3] Schaad.

**CHEM 335. Thermodynamics and Kinetics of Organic and Inorganic Materials.** Equilibrium in chemical and physical processes of ideal and real systems. Reaction rates for elementary mechanisms. SPRING [3]. Schaad.

**CHEM 350. Materials Chemistry.** A survey of modern materials chemistry with an emphasis on the chemistry related to the preparation, processing, identification, analysis, and applications of materials. FALL [3]. Lukehart.

**ECE 283. Principles and Models of Semiconductor Devices.** Physical principles of operation of the p–n junction, MOS field-effect transistor, and bipolar transistor. Fundamentals of charge transport, charge storage, and generation-recombination; application to the operation of MOSFET and BJT. Device modeling with emphasis on features and constraints of integrated circuit technologies. Prerequisite: ECE 235 or consent of instructor. SPRING. [3] Kang.

**ECE 284. Integrated Circuit Fabrication and Technology.** Introduction to monolithic integrated circuit technology. Understanding of basic semiconductor properties and processes that result in modern integrated circuit. Bipolar and MOSFET processes and structures. Elements of fabrication, design, layout, and applications as regards semiconductor microelectronic technologies. Prerequisite: ECE 235 or consent of instructor. SPRING. [3] Davidson.

**ECE 301. Introduction to Solid State Materials.** The properties of charged particles under the influence of an electric field, quantum mechanics, particle statistics, fundamental particle transport, and band theory of solids will be studied. FALL. [3] Weller.

**ECE 302. Electric and Magnetic Properties of Solids.** Fundamentals of the electrical and magnetic properties of solids. Dielectric and magnetic properties are discussed. Prerequisite: ECE 301 or equivalent. SPRING. [3] Weller.

**ECE 305. Topics in Applied Magnetism.** Selected topics in magnetism, magnetic properties of crystalline and noncrystalline materials; ferrite materials for electronics and microwave applications, resonance phenomena. Prerequisite: ECE 302 or consent of instructor. [3] (Offered on demand)

**ECE 306. Solid-State Effects and Devices I.** The semiconductor equations are examined and utilized to explain basic principles of operation of various state-of-the-art semiconductor devices including bipolar and MOSFET devices. SPRING. [3] Schrimpf.

**ECE 307. Solid-State Effects and Devices II.** The structure of solids, phonons, band theory, scattering phenomena, and theory of insulators. [3] (Offered on demand)

**IMS 320. Nanoscale Science and Engineering.** A multidisciplinary approach to the study of the fundamentals uniquely pertaining to the processing, structure, and performance of materials on the dimensional scale of tens to hundreds of atoms. The science and engineering of nanomaterials. Methods for synthesis and fabrication, techniques for characterization, and the attainment of special properties at the nanoscale. An examination of present and future applications in biotechnology, medicine, and engineering. FALL. [3] Jennings and Staff.

**ME 365. Special Topics in Heat Transfer.** Topics such as boiling, condensation, ablation and heat transfer in MHD flows, rarefied gases, and two-phase flows are studied. Prerequisite: ME 363, ME 364. [3]

**MSE 250. Materials Science II.** Combines a physical chemistry approach with development of concepts of microstructures applied to ceramics, glasses, metals, semiconductors, polymers, and composites. Includes a brief survey of relevant areas of thermodynamics and kinetics; phase equilibria; characterization of phases; diffusion, solidification, and resulting structure and properties; solid-state transformations; synthesis and modern processing techniques. Prerequisite: MSE 150. SPRING. [3] Bayuzick.

**MSE 251. Mechanical Behavior of Engineering Materials.** Deformation modes of materials with a wide range of structural perfection from both the continuum-mechanics and atomic-level approach. The dislocation concept of plastic deformation is introduced and used to explain the relationships between microstructure and mechanical properties. The phenomena of strain hardening, creep, fatigue, and fracture. Prerequisite: MSE 150. [3] Staff.

**MSE 252. Ceramics.** The relationship between atomic structure and the processing and applications of ceramic materials. Discussion of classical ceramic bodies, glasses, refractories, cements, and electrical ceramics. SPRING. [3] Kinser.

**MSE 256. Surfaces and Thin Films.** Introduction to modern surface and thin film modification and analysis. Topics include sputtering, ion implantation, backscattering spectrometry, secondary ion mass spectrometry, electron spectroscopies, surface structure and

nuclear reaction analysis. Applications in semiconductor device fabrication are discussed. Prerequisite: MSE 150, or consent of instructor. SPRING. [3] Weller.

**MSE 275. Diffraction Methods in Materials Science.** Principles and application of x-ray analysis and transmission and scanning electron microscopy as applied to the study of materials. Stereographic projections, x-ray and electron scattering, crystal structure determination, fluorescent analysis, image contrast theory, and specimen preparation. Two lectures and one laboratory. Prerequisite: MSE 150. [3] Staff.

**MSE 310. Atomic Arrangements in Solids.** A basic understanding of the atomic arrangements observed in metals, ceramics, semiconductors, glasses, and polymers. Lattice geometry and crystal symmetry are discussed in detail and these concepts are used to describe important crystal structures. Nanocrystalline materials are also covered. An introduction to scattering theory and diffraction phenomena provides insight into the analytical methods used by materials scientists for structural characterization. FALL. [3] Wittig.

**MSE 340. Transitions in Condensed Systems.** Fundamentals of condensation and phase transformations in condensed systems and the genesis of microstructure. Specific aspects of thermodynamics that are the foundation for understanding phase transformations. Reaction rate theory and a treatment of the relevant areas of diffusion. Nucleation and growth theory and its applications to compositional and structural transitions. Review of diffusionless transformations in the solid state. FALL [3] Bayuzick.

**MSE 343. Introduction to Electron Microscopy.** Principles and applications of transmission electron microscopy in the study of materials. Electron scattering, image contrast theory, operation of electron microscope, and specimen preparation. Use of the electron microscope in experimental investigations. Two lectures and one laboratory period. Prerequisite: consent of instructor. FALL [3] Wittig.

**MSE 344. Fracture.** Theoretical and engineering aspects of the fracture process. Includes continuum, fracture concept, notch theory, statistical analysis of fracture, linear elastic fracture mechanics, and the metallurgical aspects of fracture. Emphasis on predicting the onset of fracture under conditions of brittle behavior, fatigue, stress corrosion, quasi-brittle, and ductile failure processes. Design concepts using linear elastic fracture mechanics will be developed. Prerequisite: consent of instructor. [3] Staff. (Not currently offered)

**MSE 345. Structure of Glasses.** The application of atomic structure to a study of physical properties of amorphous systems. Glass melting, thermal processing, viscosity, optical properties, electric properties, and other topics. Emphasis on structure-property relationships. Glass systems discussed include silicate, borate, and phosphate, as well as nontraditional glass forming systems. Prerequisite: consent of instructor. [3] Kinser.

**MSE 349. Solid State Diffusion.** Fick's laws; Kirkendall effect; mechanisms of diffusion; movement of defects. Particular emphasis on the oxidation of metals and the associated time laws. Prerequisite: MSE 340. [3] (Not currently offered)

**MSE 350. Mechanical Behavior of Materials.** The more advanced analyses of the major forms of mechanical behavior of metals, ceramics, and polymers in the form of crystals, glasses, multi-phase mixtures and composites. The elastic behavior of anisotropic crystals and composites and the viscoelastic behavior of polymers. Examination of plastic behavior including important dislocation mechanisms, analyses of cyclic plasticity, creep, and the strength of polymers and composites. The mechanisms of ductile fracture, creep fracture, and the fatigue fracture. The fundamentals of fracture mechanics are introduced and used to treat the origins of cleavage fracture, fracture toughness, and the ductile-to-brittle transition. Throughout, the underlying mechanics and the relations between microstructure and properties are emphasized. [3] Staff.



**MSE 369. Master's Thesis Research.** FALL, SPRING. [0] Staff.

**MSE 391–392. Special Topics.** Based on faculty research projects and highly specialized areas of concentration. FALL, SPRING. [Variable credit: 1–3 each semester] Staff. 392, Weller.

**MSE 397–398. Seminar.** A required noncredit course for all graduate students in the program. Topics of special interest consolidating the teachings of previous courses by considering topics that do not fit simply into a single course category. FALL, SPRING. [0–0] Staff.

**MSE 399. Ph.D. Dissertation Research.** FALL, SPRING. [0–12] Staff.

**PHYS 223. Thermal and Statistical Physics.** Temperature, work, heat, and the first law of thermodynamics. Entropy and the second law of thermodynamics. Kinetic theory of gases with applications to ideal gases and electromagnetic radiation. FALL. [3] Webster.

**PHYS 225a–225b. Introduction to Quantum Physics and Applications.** A survey of modern physics using elementary quantum mechanics. 225a: Atomic and molecular structure and spectroscopy. Solid state physics. 225b: Nuclear structure decay and reactions. Properties and classifications of elementary particles. Recommended: Math 198. FALL. [4–4] Albridge and Csorna.

**PHYS 251a–251b. Introduction to Quantum Mechanics.** Wave-particle duality, indeterminacy, superposition, the Schrödinger equation, angular momentum and scattering, perturbation theory. Prerequisite: PHYS 225a and PHYS 227a. Recommended: MATH 2429. FALL. [3–3] Green and Tolk.

**PHYS 254. Physics of Condensed Matter.** Crystal structure and diffraction; phonons and lattice vibrations; free-electron theory of metals; elementary band theory of solids; semiconductors; optical properties of insulators; and applications to solid-state devices, magnetism, and superconductivity. Prerequisite: PHYS 223, PHYS 225a, and PHYS 227b. SPRING. [3] Feldman.

**PHYS 330a–330b. Quantum Mechanics.** Wave and matrix forms of the theory, transformation theory, theory of angular momentum, systems of indistinguishable particles, approximate methods of solution, energy levels and scattering processes, and introduction to relativistic quantum mechanics. Prerequisite: PHYS 251, MATH 292. [3–3] Ernst and Perakis.

**PHYS 341. Statistical Mechanics.** Phase space, entropy and reversibility; ensemble theory; Fermi and Bose Statistics; systems of interacting particles; equation of state, critical phenomena, and phase transitions; pairing and superfluidity. SPRING. [3] Gittes.

**PHYS 354a–354b. Condensed Matter Theory.** Free-electron theory of metals; elementary band theory of solids; quantum theory of the harmonic crystal; elementary excitations; optical properties of materials; electronic basis of magnetic interactions; density-functional theory; relativistic band structure; electronic localization and amorphous solids; two-dimensional phase transitions and superlattices. Prerequisite: PHYS 330 or consent of instructor. 354a: SPRING. [3-3] Pantelides.

**PHYS 357a–357b. Atomic and Molecular Physics.** Quantum mechanical treatment of atomic and molecular structure and dynamics, including binding, transitions, radiative transfer processes, and dynamics of elastic and inelastic scattering of electron-atom and atom-atom systems. Prerequisite: PHYS 330a–330b. SPRING. [3–3]

**PHYS 359a. Surface Structure and Dynamics.** Geometrical and electronic structure of surfaces, including surface reconstruction, density of states, and effects of adsorbates, impurities, and electronic defects. Prerequisite: PHYS 330a–330b. [3] Feldman.

## *Interdisciplinary Social and Political Thought*

✂ Students with an interest in expanding their knowledge of social and political thought beyond traditional disciplinary boundaries are invited to propose an individualized interdisciplinary Master of Arts degree in Social and Political Thought. The program is coordinated by Professor George J. Graham Jr. (Political Science). Students develop, in consultation with the coordinator, a set of courses, including Interdisciplinary Social and Political Thought 320a–320b, drawing on courses from any of the following graduate programs, to complete the 24 semester hours required for a master’s degree: Comparative Literature, English, History, Philosophy, Political Science, Religion, and Sociology. The thesis topic must cross disciplinary boundaries. Doctoral students in any of these programs who wish to add an M.A. in Interdisciplinary Social and Political Thought become eligible for an additional year of financial support (beyond normal program allotments to students) during their doctoral studies.

**320a–320b. Foundations of Social and Political Thought.** Interdisciplinary study of a theme in social and political thought as reflected in the disciplines of communication studies, comparative literature, English, history, philosophy, political science, religion, and sociology. The first semester focuses on how the theme, currently “identity,” is treated conceptually within these disciplines; the second, on how the study of the theme is treated within these disciplines. FALL, SPRING, SUMMER. [3–3] Graham and Staff.

## *Japanese*

SENIOR LECTURER Keiko Nakajima  
LECTURER Mine Yoshizawa

✂ COURSES in Japanese are available for minor credit in master’s degree programs only. Students should consult their advisers about the acceptability of the courses as related work.

**201–202. Beginning Modern Japanese.** Introduction to modern Japanese language including the acquisition of oral-aural skills, basic grammar, and introduction to reading and writing Japanese syllabaries and Chinese characters. [5–5] Nakajima, Yoshizawa.

**211–212. Intermediate Modern Japanese.** Emphasis on reading. Also included are syntax, writing, translation, and conversation. Prerequisite: 201–202. [5–5] Nakajima.

**241–242. Third-Year Japanese.** Readings in contemporary Japanese texts. Advanced conversation and discussion. Prerequisite: 211–212 or equivalent. [3–3] Nakajima.

**251–252. Fourth-Year Japanese.** Readings in advanced Japanese cultural, literary, and historical texts. Prerequisite: 241–242 or equivalent. [3–3] Yoshizawa.

**289a–289b. Independent Study.** A reading course which may be repeated with variable content according to the needs of the individual student. Primarily designed to cover materials not otherwise available in the regular curriculum. FALL, SPRING. [Variable credit: 1–3] Staff.

## *Latin American and Iberian Studies*

DIRECTOR Edward F. Fischer

### *Affiliated Faculty*

PROFESSORS Arthur A. Demarest (Anthropology), Marshall Eakin (History), Earl E. Fitz (Spanish and Portuguese), Leonard Folgarait (Art and Art History), Edward H. Friedman (Spanish and Portuguese), Thomas A. Gregor (Anthropology), Cathy L. Jrade (Spanish and Portuguese), William Luis (Spanish and Portuguese), Andrea Maneschi (Economics), René Prieto (Spanish and Portuguese), Philip D. Rasico (Spanish and Portuguese)

ASSOCIATE PROFESSORS Victoria Burrus (Spanish and Portuguese), Beth A. Conklin (Anthropology), Edward F. Fischer (Anthropology), William R. Fowler Jr. (Anthropology), Jane G. Landers (History), James J. Lang (Sociology), Andrés Zamora (Spanish and Portuguese)

ASSISTANT PROFESSORS Francisco Estrada Belli (Anthropology), M. Fráncille Bergquist (Spanish and Portuguese), Jason Borge (Spanish and Portuguese), María José de la Fuente (Spanish and Portuguese), Annabeth Headrick (Art and Art History), John Janusek (Anthropology), Carlos Jáuregui (Spanish and Portuguese), Christina Karageorgou (Spanish and Portuguese), Emanuelle Oliveira (Spanish and Portuguese), Frank Robinson (History)

SENIOR LECTURERS Christina Capella (Spanish and Portuguese), Sarah Delassus (Spanish and Portuguese), Ramón Jrade (Sociology), Elena Olazagasti-Segovia (Spanish and Portuguese), Raquel Rincón (Spanish and Portuguese), Francisco Saez (Spanish and Portuguese), Lori Sciadini (Spanish and Portuguese), Cynthia Wasick (Spanish and Portuguese)

**DEGREE OFFERED:** LATIN AMERICAN STUDIES. *Master of Arts*

✿ THE Center for Latin American and Iberian Studies offers an interdisciplinary program of graduate instruction in Latin American and Iberian studies in cooperation with the departments of Anthropology, Art and Art History, Economics, History, Political Science, Sociology, and Spanish and Portuguese. Affiliated faculty from other schools, including Education, Law, Management, and Medicine, also participate in the center. Students work toward an M.A. in Latin American studies, a master's or doctoral degree in one of the related programs with a minor in Latin American studies, or a certificate in Latin American studies.

Candidates for the M.A. in Latin American studies choose a thesis (24 hours and thesis) or non-thesis (33 hours) option. Each option includes Latin American Studies 290. Candidates may spend part of their third or fourth semester doing research in Latin America, subject to approval by the center, the dean of the College of Arts and Science, and the dean for graduate studies. Master's degree candidates are expected to demonstrate language ability in both Spanish and Portuguese; this means advanced ability in one of the two languages and intermediate ability in the other.

Students combining a master's degree from a related discipline with a minor in Latin American studies select area courses as their minor and must fulfill the center's language requirement of a reading and speaking knowledge of either Spanish or Portuguese. Doctoral candidates with a minor in Latin American studies must have a reading and speaking competence in either Spanish or Portuguese and a technical reading knowledge of the other. The doctoral minor consists of not less than 15 hours, selected from area courses in two disciplines.

A certificate in Latin American studies is awarded with either the M.A. or Ph.D. degree upon completion of at least 15 hours of course work and demonstration of language competence.

A joint master of arts and master of business administration degree program is available. Students must apply to Owen Graduate School of Management. A copy of the application is then sent to the center. Successful applicants must be accepted both by the Owen School and the Graduate School. The first year of study is devoted to the M.B.A. program (30 hours), the second to course work in Latin American Studies (24 hours), and the final year is divided between M.B.A. studies and the writing of the master's thesis for the M.A. degree. Interested students should contact the Center for Latin American and Iberian Studies.

**Latin American Studies 201. Introduction to Latin America.** A multidisciplinary survey of Latin America from pre-Columbian times to the present emphasizing culture, economic and political patterns, social issues, literature, and the arts in a historical perspective. SPRING. [3] Staff.

**Latin American Studies 234. Twentieth-Century Mexican Literature, Film, and Art.** (Also listed as Art and Art History 234) The historical, social, and political dynamic as expressed in various art forms. The relation between social reality and aesthetic form. [3] Folgarait (Art and Art History).

**Latin American Studies 260. Latin America, Latinos, and the United States.** Immigration of Latin American and Caribbean peoples to the United States and their experiences in this country. Required service work and a research project in the Nashville Latino community. SPRING. [3] Eakin, Partridge (Human and Organizational Development).

**Latin American Studies 290. Interdisciplinary Research Methods.** Principal research methods and sources necessary for the study of Latin America in the social sciences and humanities. FALL. [3] Covington (History), Lang (Sociology).

**Latin American Studies 294a. Special Topics in Latin American Studies.** Selected special topics suitable for interdisciplinary examination from the perspective of the social sciences and humanities, as announced in the *Schedule of Courses*. [3] (Not currently offered)

**Latin American Studies 369. Master's Thesis Research.** [0]

**Latin American Studies 390a–390b. Independent Study.** A program of independent readings and research in a minimum of two disciplines, to be selected in consultation with the center's graduate adviser. FALL, SPRING. [3–3]

See departmental listings for courses offered 2003/2004. The following are specialized courses in the participating programs.

**ANTHROPOLOGY:** 210, Peoples and Cultures of Latin America; 212, Ancient Mesoamerican Civilizations; 213, Archaeology of the Ancient Maya Civilization; 220, Peoples and Cultures of Mexico; 226, Myth, Ritual, Belief: The Anthropology of Religion; 245, Art of Pre-Columbian America; 247, The Aztecs; 248, Ancient Empires and Civilizations of South America; 249, Indians of South America; 250, Shamanism and Spiritual Curing; 254, The Inca Empire; 256, Art of the Maya; 257, Mesoamerican Art; 288a–288b, Independent Research.

**ART AND ART HISTORY.** 234, Twentieth-Century Mexican Literature, Film, and Art; 245, Art of Pre-Columbian America; 256, Art of the Maya; 257, Mesoamerican Art; 289, Independent Research; 294, Selected Topics.

**ECONOMICS:** 222, Latin American Economic Development; 288, Development Economics; 349a–349b, Reading Course; 353, Project Evaluation; 357, International Trade and Economic Development; 358a–358b, Policy Issues in Developing Economies.

**HISTORY:** 258, Rise of the Iberian Atlantic Empires, 1492–1700; 259, Decline of the Iberian Atlantic Empires, 1700–1820; 261, Colonial Mexico; 262, Modern Mexico; 263, Southern South America since 1800; 264, Brazilian Civilization; 266, Reform and Revolution in Latin America; 390a–390b, Independent Study.

**MUSIC:** 250, Latin American and Caribbean Music.

**POLITICAL SCIENCE:** 215, Change in Developing Countries; 217, Latin American Politics; 218, Social Reform and Revolution; 228, International Politics of Latin America; 315, Research in Latin American Politics; 316, Politics of Change in the Third World; 317, Political Development and Democratization; 323, Current Theory and Research in World Politics; 325, International Political Economy; 390a–390b, Independent Study.

**PORTUGUESE:** 200, Intermediate Portuguese; 205, Introduction to Luso-Brazilian Literature; 207, Spoken Portuguese; 223, Culture and Civilization of the Portuguese-Speaking World; 232, Brazilian Literature through the Nineteenth Century; 285, Modern Brazilian Literature; 289, Independent Study; 293, Contemporary Latin American Prose Fiction in English Translation; 294, Special Topics in Portuguese Language, Literature, or Civilization; 301, Literary Analysis and Theory; 302, Ibero-Romance Philology; 310, Foreign Language Teaching: Theory and Practice; 385, Seminar: Studies in Contemporary Literature of the Portuguese-Speaking World (Portugal, Brazil, Lusophone Africa); 397, Special Studies in Portuguese Literature; 398, Special Studies in Brazilian Literature.

**SOCIOLOGY:** 265, Psychological Anthropology; 277, Contemporary Latin America; 281, Development for a Small Planet; 390a–390b, Directed Studies.

SPANISH: 216, Phonology; 218, Morphology and Syntax; 221, Spanish Civilization; 223, Spanish American Civilization; 230, Development of Lyric Poetry; 231, The Origins of Spanish Literature; 232, Literature of the Spanish Golden Age; 233, Modern Spanish Literature; 234, Contemporary Spanish Literature; 235, Spanish American Literature; 236, Contemporary Literature of Spanish America; 237, Contemporary Lyric Poetry; 239, Development of the Novel; 240, The Contemporary Novel; 244, Afro-Hispanic Literature; 246, Don Quixote; 260, Development of the Short Story; 289, Independent Study; 293, Contemporary Latin American Prose Fiction in English Translation; 381, Seminar: Modern Spanish American Poetry; 386, Seminar: Contemporary Spanish American Short Story; 387, Contemporary Spanish American Novel; 398, Special Studies in Spanish American Literature.

In addition, qualified graduate students in the Latin American studies program may, with appropriate permission, enroll in Special Topics (294) courses directly relating to Latin America in particular years and in closely related general courses in years in which they are taught by members of the Latin American Center faculty.

## *Leadership and Policy Studies*

CHAIR James W. Guthrie

DIRECTOR OF GRADUATE STUDIES Mark Berends

PROFESSORS John M. Braxton, Robert L. Crowson Jr., Ellen B. Goldring,

James W. Guthrie, James C. Hearn, Stephen P. Heyneman, Joseph Murphy,  
Kenneth K. Wong

PROFESSOR OF THE PRACTICE Janet S. Eyer

ASSOCIATE PROFESSORS Robert Dale Ballou, Mark Berends, R. Wilburn Clouse,

Constance Bumgarner Gee, Claire E. Smrekar

ASSISTANT PROFESSORS Mark D. Cannon, Laura M. Desimone, Michael K. McLendon,

R. Anthony Rolle, Thomas M. Smith

**DEGREE OFFERED:** *Doctor of Philosophy*

✦ THE Department of Leadership, Policy, and Organizations takes as its mission “to understand and enhance the social and institutional contexts in which learning occurs.” To fulfill this mission, the department engages in multidisciplinary social and behavioral science research, professional development of leaders, and outreach projects. Particular attention is devoted to the study of leadership, organizational theory, the sociology of education, the social context of education, issues in evaluation, and the politics of economics and education. Students are exposed to a wide array of inquiry tools, and both qualitative and quantitative research methodologies are highlighted. Interdisciplinary work is encouraged and fostered.

The department offers the doctor of philosophy degree in leadership and policy studies with specializations in educational leadership and policy,

higher education leadership and policy, and international education policy and management. Each specialization has a set of required courses.

### *Specialization in Educational Leadership and Policy*

The Ph.D. program in leadership and policy studies with a concentration in educational leadership and policy is designed for students who intend to build an academic career focused on the study of education and policy. As a Ph.D. student, enrollees will be matched with an LPO faculty member whose research interests align with their own. During their time in the department, students will work with their faculty mentors to design individualized programs of study that reflect specific interests and backgrounds. As a student in the program, individuals will conduct research, present papers at scholarly conferences, and submit journal articles for publication. At the completion of the program, students will emerge with a program of research that will become the foundation for their careers. The program will prepare participants for an academic career in a college or university, to enter the field of practice as a state or federal policy analyst, or to join a research group focused on the evaluation of education policy.

### *Degree Requirements*

Leadership, Policy, and Organizations Core: 12 hours

- LPO 3450 Leadership Theory and Behavior
- LPO 3452 Organizational Theory and Behavior
- LPO 3460 Context of Educational Leadership and Policy
- LPO 3460 Learning and Instruction

Inquiry/Research Tools: 12 hours

See methods requirements listed below.

Educational Leadership and Policy Core: 15 hours

- LPO 3500 Resource Allocation and Deployment
- LPO 3510 U.S. Education Reform
- LPO 3520 Instructional Leadership

Students must choose two of the following courses:

- LPO 3530 Economics of Education
- LPO 3540 Governance and Politics in Education
- LPO 3550 Education Policy and School Law
- LPO 3460 Sociology of Education

Transfer Hours: Up to 30 hours of transfer credit may be accepted in consultation with the student's adviser.

Total Minimum Hours: 72 hours

---

---

*Specialization in Higher Education Leadership and Policy*

The Ph.D. program in leadership and policy studies with a concentration in higher education leadership and policy is designed for those individuals who wish to pursue an academic career in the study of higher education and higher education policy. For students who intend to build a career in teaching and research, the Ph.D. program will give them a chance to work closely with a faculty member. Students will be involved in research projects that might include such topics as a comparative study of international higher education policies; the delineation of a normative structure for undergraduate college teaching or for college student behavior; an analysis of state higher education policy initiatives; or developing and testing theories of student persistence. Students will also spend time studying in a cognate field (such as sociology, organizational theory, or economics) to bring those theoretical traditions to bear on the study of higher education. Enrollees are expected to develop a program of research, present papers at academic conferences, and submit journal articles for publication.

*Degree Requirements*

Leadership, Policy, and Organizations Core: 12 hours

LPO 3450 Leadership Theory and Behavior

LPO 3452 Organizational Theory and Behavior

LPO 3460 Context of Educational Leadership and Policy

LPO 3460 Learning and Instruction

Inquiry/Research Tools: 12 hours

See methods requirements listed below.

Higher Education Leadership and Policy Core: 15 hours

LPO 3700 Organization and Governance of Higher Education

LPO 3710 The Academic Profession: Structure and Roles

LPO 3720 The College Student: Structure, Processes and Effects

LPO 3730 State and Federal Government and Higher Education

LPO 3740 Comparative Issues in Higher Education Policy Reform

Cognate: 9 hours

Chosen in consultation with adviser, these courses are not counted in the minimum hours required.

Transfer Hours: Up to 30 hours of transfer credit may be accepted in consultation with the student's adviser.

Total Minimum Hours: 72 hours



---

---

*Specialization in International Education Policy and Management*

The Ph.D. degree in leadership and policy studies with a specialization in international education policy and management is designed for students with diverse international career interests and ambitions. Some individuals will enter the world of international development assistance; others will work for foundations which have international education programs; and still others will enter the academic world of international education policy at universities in the U.S. or abroad. The program's core is composed of international education policy and management courses whose purpose is to provide students with a broad exposure to the education policy literature, and to provide an international context to which students may compare and contrast various education policies and their efficacy from the perspective of multiple countries and education systems.

*Degree Requirements*

Leadership, Policy, and Organizations Core: 12 hours

LPO 3450 Leadership Theory and Behavior

LPO 3452 Organizational Theory and Behavior

LPO 3460 Context of Educational Leadership and Policy

LPO 3460 Learning and Instruction

Inquiry/Research Tools: 12 hours

See methods requirements listed below.

International Education Policy and Management Core: 12 hours

LPO 3500 Resource Allocation and Deployment

LPO 3530 Economics of Education

LPO 3740 Comparative Issues in Higher Education Policy Reform

LPO 3460 Education and Economic Development

Cognate: 9 hours

Chosen in consultation with adviser, these courses are not counted in the minimum hours required.

Electives: 6 hours

Transfer Hours: Up to 30 hours of transfer credit may be accepted in consultation with the student's adviser.

Total Minimum Hours: 72 hours

### *Ph.D. Methods Requirements*

All students in the Leadership and Policy Studies program (educational leadership and policy; higher education leadership and policy; and international education policy and management) must enroll in at least 12 hours of methods courses. These 12 hours shall consist of a two-semester sequence in multivariate analysis, at least one course in qualitative methods, and at least one advanced methods course.

The multivariate analysis requirement may be fulfilled through sequences offered in the Department of Sociology (SOC 311 Multivariate Analysis I and SOC 312 Multivariate Analysis II), the Department of Hearing and Speech Sciences (HRSP 371a and HRSP 371b Research Design and Statistical Analyses), or the Department of Economics (ECON 306 and ECON 307 Statistical Analysis).

The qualitative methods requirement may be fulfilled through courses offered in the Department of Leadership, Policy, and Organizations (LPO 3902 Decision Analysis II, Qualitative Research), or the Department of Teaching and Learning (EDUC 3912 Methods of Educational Research: Qualitative).

The advanced methods requirement may be fulfilled through any advanced methods courses that are offered by LPO or other Vanderbilt departments, chosen in consultation with the adviser. These courses include:

LPO 3908	Decision Analysis V: Survey Methods
LPO 3910	Modeling Context Effects in Educational Organizations
EDUC 3921	Ethnographic and Qualitative Research in Education
EDUC 3922	Ethnographic and Qualitative Research in Education
SOC 313	Quantitative Methods Workshop
SOC 371	Seminar in Theory and Methodologies (only when methods topics are offered)
PSYC 304	Field Research Methods
PSYC 315	Program Evaluation
PSYC 317	Psychological Measurement
PSYC 319	Advanced Seminar in Measurement, Statistics and Evaluation (Correlation and Regression; Structural Equation Modeling; Quasi Experimental Design)

Those students who have taken the equivalent of these requirements in a previous graduate degree program may substitute advanced methods courses in consultation with their adviser. Regardless of the number of credit hours transferred from a previous degree program, all Ph.D. students must complete at least 12 hours of methods courses at Vanderbilt.

---

---

*OL/HRD Courses (3300–3399)*

**3150. Political and Organizational Analysis.** Introduction to theory and method in implementation analysis. [3]

**3340. Adult Learning and Performance.** Theories of adult development and learning with emphasis on implications for design and delivery of human resource programs. [3]

**3350. Introduction to Human Resource Development.** For students interested in training and development of organizations. Introduction to the basic roles, functions, and skills required for trainers in organizations. [3]

**3360. Instructional Strategies in Human Resource Development.** Introduction to a variety of instructional methods used in the training of adults including lectures, case studies, role playing, simulations, small group exercises, and learning instruments. Prerequisite: HR 3370 or consent of instructor. [3]

**3362. Technology and Learning Organizations.** Discussion and hands-on experience with the types of delivery systems used in corporate education. Special attention given to the selection, design, and advantages/disadvantages of computer-assisted instruction, teleconferencing, and other non-classroom-based delivery methods. [3]

**3363. Humor, Creativity and Entrepreneurship.** This course will challenge student assumptions about how individuals live and work in organizations. Specifically, research and concepts involving humor in organizations, creative thinking and entrepreneurial behavior will be examined for their relationships to organizational functions. Students will engage in multiple activities including case analyses, discussion groups, and Web based interaction. This course is not open to students who have enrolled previously in the undergraduate section of this course. [3]

**3364. Advanced Human Resource Development and Technical Programs.** Focuses on structured lesson design for technical training programs and on Total Quality Management. [3]

**3365. Contemporary Issues in Human Resource Development.** Examines research and practice literature addressing trends and future issues facing HRD professionals, including learning organizations' adaptation of global environments. Intended for doctoral or master's students late in program. [3]

**3366. Learning Organizations.** Examines the interacting elements of learning organizations, such as horizontal structure, employee empowerment, information sharing, emergent strategy, and strong culture. Explores the characteristics of organizations with long-term success. [3]

**3370. Design of Human Resource Development Programs.** The design and evaluation of adult learning programs in organizations. Topics include planning for organization impact, analysis, design, development, evaluation, and follow-up on training and development programs. Prerequisite: HR 3340 or consent of instructor. [3]

**3371. Evaluation of Human Resource Development Programs.** Theory and practice of program evaluation applied to the corporate training environment. Special attention to integration of evaluation and design process, evaluation strategies, measuring results, assessing return on training investment, and the role of evaluation in securing management support for the HRD function. Prerequisite: HR 3370 or consent of instructor. [3]

**3372. Consultation Skills.** A skills-oriented course with focus on consultation skills for HRD practitioners (internal and external). Skills covered: entry, process observation, problem diagnosis, contracting, selected implementation issues (role conflict, role negotiation, training vs. non-training solutions), and evaluation. [3]

**3373. Organizational Development.** The study of broad change in organizations as it relates to the Human Resource Development practitioner. Course focus is on the diagnosis, solution, and monitoring of system-wide change issues in organizations. [3]

**3374. Designing Management (Soft Skills) Human Resource Development Programs.** An advanced design course that builds on HR 3370. The focus is on “soft skills” design. Course content includes the Critical Events Design Model plus types of management development programs and activities, with emphasis on practical application. [3]

**3375. Management of Human Resource Development.** Studies the role of the manager of the HRD function in organizations. Topics include budgets, preparing the business case, maintaining internal and external relations, the politics of program design, and critical success factors for HRD managers. Prerequisite: HR 3370 or consent of instructor. [3]

**3380. Strategic Human Resources Planning and Business Processes.** Theory and research in human resource planning. Topics include analyzing the organization’s human resource needs under changing conditions and planning activities that will enable the organization to adapt to its environment [3]

**3385. International Organizations and Economic Development.** This course will begin with reading of major contributors to human capital theories in the 1950s from both market and planned economies. It will then move on to cover issues of educational planning, and the different methods to answer questions of how much a society should invest in education. Designed as a survey of issues, students will become familiar with the different views over investing in education, the methods to evaluate the effectiveness of those investments, and the analytic trends within international agencies and national governments when education investments are rationalized. [3]

**3390. Planning and Management Systems.** Examines the nature and need for planning systems, group techniques for planning, and approaches to strategic planning, using models and simulation. [3]

#### *LPO Core Courses (3400–3459)*

**3450. Leadership Theory and Behavior.** Introduction to the nature of organizational leadership. Focus on the behavior of individuals and small groups in organizations with special attention to the role of formal and informal leaders. A major goal of the course is to enable students to reflect on themselves as leaders in conjunction with findings from research, theory, and experience. [3]

**3452. Organizational Theory and Behavior.** Explores both traditional and contemporary theories of organizations. Links organizational theory and behavior to leadership and requires an analysis of the major issues (i.e., change, gender, ethics, effectiveness) that modern complex organizations face. [3]

**3460–3465. Special Topics.** Explores special issues or topics related to education. May be repeated. [1–6]

**3460. Special Topics in Education.**

**3461. Special Topics in School Administration.**

**3462. Special Topics in Higher Education Administration.**

**3463. Special Topics in Human Resource Development.**

**3464. Special Topics in Education Policy.**

**3465. Special Topics in Organizational Leadership.**

*Individual Study (3470-3499)*

**3470. Individual Study.** Semi-independent study on selected topics in education. May be repeated. Consent of instructor required. [1–3]

**3480. Principal's Leadership Academy of Nashville (PLAN) Seminar.** This seminar is for members of the Principal's Leadership Academy. Seminar participants will focus on school improvement processes to propel learning and teaching. Students will acquire knowledge, skills, and attitudes that will enhance their abilities as leaders to impart purpose to propel learning. May be repeated for up to 6 hours of credit. Consent of instructor required. [1–6]

*Educational Leadership and Policy/School Administration Core Courses (3500–3599)*

**3500. Resource Allocation and Deployment.** This course covers resource allocation issues for lower and higher education, public and private education, and United States and overseas education. "Resource," in this context principally, but not exclusively, refers to financial resource. The purpose of this course is to introduce participants to the means by which answers can be framed for questions such as: Who pays for education? Who goes to school and who benefits from schooling? How much does education cost? How can resources be used to influence the trajectory of an organization? And how can resources for education be spent more efficiently? Additionally, the course is intended to enable participants to gain and enhance analytic and information gathering skills related to education finance and resource allocation. [3]

**3510. U.S. Education Reform.** This course is designed to: (1) increase students' familiarity with and understanding of select key issues in current school reform efforts; (2) enable students to systematically evaluate research on both sides of debates about particular types of school reforms, such as comprehensive school reform and standards-based reform; (3) increase students' ability to access and properly utilize research on school reform to inform analysis, evaluation, decision-making, and implementation; and (4) improve students' skills in oral and written analysis and presentation. [3]

**3520. Instructional Leadership.** Examines issues of school improvement and instructional leadership from the perspective of effective schools literature. [3]

**3530. Economics of Education.** This course focuses on problems of the American educational system. Most attention will be paid to primary and secondary education (grades K–12), although some issues in higher education will also be examined. The goal of the course is not merely to study what economists have said about the problems of American education, but to understand (and use) economic tools of analysis. These tools are of wide applicability and illuminate educational policies and practices (and much else) in all nations and societies. Although the focus is on the U.S., the course will be valuable to students whose principal interest is in international issues and educational systems abroad. [3]

**3540. Governance and Politics in Education.** This course deals with a central question in political science and public policy—How can public institutions be redesigned to improve accountability? This question is examined with particular attention to governance and politics in public school systems. Specifically, students will examine three sets of issues: (1) What is the role of politics in allocating resources in public schools? (2) What are key political challenges in the governance of urban school systems? (3) What is the politics of school choice? [3]

**3550. Education Policy and School Law.** Study of the general structure, theory, and background of the law as it applies to schools. Attention given to constitutional issues, negotiation problems, procedures, court decisions, and how to read a case. [3]

*Educational Leadership and Policy/School Administration Elective Courses  
(3600–3699)*

**3600. Social Context of Education.** Explores contemporary social, philosophical, and political dimensions of education and their relationship to leadership, including issues related to social class and culture, democracy and diversity, and equality and choice. [3]

**3620. Doctoral Seminar in Education Policy.** This course offers an “analytical foundation” for doctoral students who are interested in policy research. This seminar is open to doctoral students at various stages of their dissertation project—ranging from initial exploration of topics to the more advanced phase of drafting dissertation chapters. The course is designed to enhance various analytical skills of doctoral students including: (1) to develop a systematic understanding of the intellectual evolution of various key concepts in the field of educational policy, governance, politics, and organization; (2) to examine, in a critically constructive fashion, various theoretical approaches; (3) to learn about current debate on major issues in policy research; (4) to improve the organization of writing an academic research paper in educational policy. [3]

**3630. Public Policy, the Arts and Art Education.** This course is designed to: (1) acquaint students with the origins and evolving character of public funding for the arts in the United States; (2) introduce a wide range of current arts and arts education policy issues; and (3) provide a broad context within which rationales for and consequences of various forms of arts funding and programming can be explored and analyzed. We will delve into popular beliefs about the public and private purposes and significance of art in a democratic society. Different perspectives on the purposes, content, and delivery of K–12 arts education will be offered as participants consider the role of public education in the public’s support (or non-support) of the arts. [3]

*Higher Education Leadership and Policy/Higher Education Administration Core Courses (3700–3799)*

**3700. Organization and Governance of Higher Education.** Explores various organization patterns of post-secondary educational institutions and state systems of higher education. Roles and responsibilities of governing boards, the president and other administrative offices, and involvement of faculty and students in college governance. [3]

**3710. The Academic Profession: Structure and Roles.** This course focuses on the structure of the American academic profession with particular attention concentrating on institutional and disciplinary differences among college and university faculty. The teaching and research role performance of college and university faculty as well as the various psychological, sociological, and organizational forces that shape the performance of these professional roles are also examined. Additional topics include the assessment of teaching and research activities of college and university faculty members. [3]

**3720. The College Student: Structure, Processes and Effects.** Study of the college student in contemporary society with focus on characteristics of students admitted and retained, impact of the college on the student, student values, and peer group influence. [3]

**3730. State and Federal Government and Higher Education.** This course is a seminar for advanced graduate students which focuses on the intersection of institutions, actors, and

processes that result in the formation of public policy for higher education at both the state and federal levels of American government. It pursues this focus by examining the fluid political environment in which government operates, the fundamental conflicts governments act to mediate, the governmental process by which policies are formulated and the outcomes of policies that are enacted. The course emphasizes both the varied theoretical perspectives on the formation of higher education policy and the numerous contemporary policy challenges confronting campus and state officials. [3]

**3740. Comparative Issues in Higher Education Policy Reform.** Examines higher education from an international/comparative perspective. The intent of the course is to provide students the framework for examining and evaluating contemporary higher education issues comparatively. [3]

**3750. Social and Racial/Ethnic Diversity.** This course covers a variety of issues regarding diversity in higher education. In drawing from the literature and research on faculty, administration, and students, the course provides an overview of critical issues currently facing institutions of higher education in our society. [3]

*Higher Education Leadership and Policy/Higher Education Administration  
Elective Courses (3800–3899)*

**3800. The Nature and Function of American Higher Education.** Historical study of the functions of American higher education and an examination of contemporary issues. [3]

**3810. College and University Curriculum.** Investigation into current curriculum trends and models. Review of recent practices and intensive attention to new and emerging curriculum models and relevant social and educational forces. [3]

**3820. Service-Learning in Higher Education.** This class engages students in the analysis and application of the theory of service-learning, i.e., the integration of community service and related academic study. Students will assist a service-learning program in higher education (or K–12, if appropriate) with planning, implementation, or evaluation, and integrate this experience with study of current theory and research. [3]

**3825. Planning and Designing Service-Learning Programs.** Students will examine the key processes and elements of effective service-learning programs; attention will also be paid to analyzing institutional missions, using organizational cultures, and linking academic and service goals. Focus will be on the growing body of practice literature. [3]

**3830. Literature and Research in Higher Education.** Introduction to the chief literature, major research tools and methods, and significant research and development centers of higher education in the United States. [3]

**3840. The Role and Function of the American Community College.** An overview provides a critical examination of issues in higher education in general and community colleges in particular. Explores the historic development, distinctive types, purpose, and roles of two-year colleges; the community-college student; the training and qualifications of two-year college faculty; and the structure and organization of two-year colleges. [3]

**3851. Institutional Advancement Proseminar I.** Focuses on alumni relations, government relations, public relations, publications and use of direct mail in colleges and universities, and the nature and function of philanthropy. Students will perform a number of class and group projects, and speakers will address the class. [3]

**3852. Institutional Advancement Proseminar II.** Comprehensive review of annual and capital campaigns, donor research, writing proposals, annual fund campaigns, and deferred

giving for colleges and universities. Students will do class projects, and speakers will address the class. [3]

**3853. Strategic Marketing and Planning in Higher Education.** Comprehensive review of marketing and planning for higher education, consumer behavior, market research planning, target marketing, segmentation and strategic planning, and the relationship of marketing and planning to higher education. Course utilizes case studies. [3]

**3860. College Student Personnel Services.** Explores the history, philosophy, objectives, and organization of student personnel services with reference to orientation, residential and off-campus living, health services, guidance and counseling, student activities, foreign student advising, religious affairs, etc. [3]

**3861. Theories of College Student Development.** Students will explore various theories of college student development and will discuss their strengths and limitations. Through the course, participants will develop an understanding and the ability to apply these theories as practicing student affairs professionals. Course activities include discussion, classroom presentations, group activities, and lecture. [3]

**3870. College and University Teaching.** A study of the teaching-learning process while developing understanding of the relationship of the teacher, the student, and the particular discipline involved in the instructional process. [3]

**3880. Law and Higher Education.** Explores the constantly growing relationship between basic law and higher education. Seeks to acquaint the student with benchmark laws and court decisions and the resulting implications for higher education. [3]

**3890. College and University Finance.** Current issues in financing higher education, sources of revenue, methods of justifying requests for funds. Includes budgeting procedures, allocation systems, budget controls, and the relation of planning to budgeting. Course is for the generalist faculty member or general administrator, not for fiscal specialists. [3]

### *Methods Courses (3900–3929)*

**3900. Decision Analysis I: Logic of Systematic Inquiry.** Focus on research methodologies, critical evaluation of reports, library research skills, and organizing an integrative review of existing theory and research. Class sessions and individual and group consultation. [3]

**3902. Decision Analysis II: Qualitative Research.** Introduction to the assumptions, the procedures of data collection, and the criteria for judging the quality of qualitative research. Students will take the first steps toward preparing a qualitative research proposal. [3]

**3904. Decision Analysis III: Quantitative Research.** An introduction to formal and informal inquiry processes for practitioners. Focus on problem identification and gathering, analysis, and interpretation of information relevant to the problem. Examines the framing of questions from multiple perspectives. Considers the illumination of practice through inquiry. [3]

**3906. Decision Analysis IV: Education Policy and Program Evaluation.** This course is designed to: (1) introduce students to concepts and methods of program evaluation; (2) enable students to design, analyze, and interpret program evaluations, based upon appropriateness and rigor of the study's theoretical framework, design methodology, and analysis; (3) build students' understanding of the politics of program and policy evaluation, and its role in mediating the impact of evaluation on policy; and (4) improve students' skills in oral and written analysis and presentation. [3]

**3908. Decision Analysis V: Survey Methods.** This is an introductory graduate course on quantitative survey research methods, with an emphasis on surveys in organizations. The



objective is to provide students with the knowledge and tools necessary to design, conduct, and interpret organizational surveys (and the resulting data). [3]

**3910. Modeling Context Effects in Educational Organizations.** This seminar explores the methodological challenges and substantive implications of studying schools as complex organizations. Substantively, this course covers the literature on school effects, moving from early input-output studies to current research that examines the organizational context of schools, particularly the impact of within and between school stratification on student outcomes. Methodologically, this course provides an introduction to hierarchical linear modeling, including the conceptual background of hierarchical models, preparing data sets for use with HLM software, using the HLM software, strategies for analysis of data, applications of two- and three-level models, interpreting HLM output, and presenting results.

### *Individual Study Courses (3930–3990)*

**3930–3935. Research in Education.** Individual programs of research in various education fields. Consent of faculty supervisor required. May be repeated. [1–6]

**3930. Research in Education.**

**3931. Research in School Administration.**

**3932. Research in Higher Education Administration.**

**3933. Research in Human Resource Development.**

**3934. Research in Education Policy.**

**3935. Research in Organizational Leadership.**

**3940–3945. Field Experiences in Education.** Individual or group opportunities for observation or other activities in a field setting by arrangement between a local school system or other educational agency, the student, and the supervising professor. Consent of faculty supervisor required. May be repeated. [1–6]

**3940. Field Experiences in Education.**

**3941. Field Experiences in School Administration.**

**3942. Field Experiences in Higher Education Administration.**

**3943. Field Experiences in Human Resource Development.**

**3944. Field Experiences in Education Policy.**

**3945. Field Experiences in Organizational Leadership.**

**3950–3955. Practicum in Education.** Individual or group practicum in a school or other social institution. Consent of faculty supervisor required. May be repeated. [1–6]

**3950. Practicum in Education.**

**3951. Practicum in School Administration.**

**3952. Practicum in Higher Education Administration.**

**3953. Practicum in Human Resource Development.**

**3954. Practicum in Education Policy.**

**3955. Practicum in Organizational Leadership.**

**3960–3965. Internship in Education.** Supervised on-site experience in a professional role. Interns serve as teachers, counselors, research associates, administrative aides, or other members of professional teams. Consent of major professor required. [1–12]

**3960. Internship in Education.**

**3961. Internship in School Administration.**

**3962. Internship in Higher Education Administration.**

**3963. Internship in Human Resource Development.**

**3964. Internship in Education Policy.**

**3965. Internship in Organizational Leadership.**

**3970. Master's Thesis in Education.** Open only to M.Ed. candidates engaged in thesis project. Consent of major professor required. [1-6]

**3990. Doctoral Dissertation.**

## *Liberal Arts and Science*

**DEGREE OFFERED:** *Master of Liberal Arts and Science*

✦ THE Master of Liberal Arts and Science degree program offers part-time, adult students the opportunity to earn an interdisciplinary, nontraditional graduate degree.

Each course meets one night per week and students select one course per semester. While the program is designed primarily for personal enrichment, students often discover important professional career benefits as well. The requirements and curriculum provide flexibility in program design and course selection, and the tuition, scheduling, admission, and registration procedures acknowledge the special circumstances of the part-time adult student.

Specific titles, topics, and instructors of courses are available for each semester from the director of the Master of Liberal Arts and Science degree program. Requirements for the degree are listed in the chapter on Academic Regulations in the front of this catalog.

**MLAS 260. Seminar in Humanities.** [3]

**MLAS 270. Seminar in Social Science.** [3]

**MLAS 280. Seminar in Natural Science.** [3]

**MLAS 290. Interdisciplinary Seminar.** [3]

### *Selected Topics*

**MLAS 310. Selected Topics in Humanities.** [3]

**MLAS 320. Selected Topics in Social Science.** [3]

**MLAS 330. Selected Topics in Natural Science.** [3]

**MLAS 340. Interdisciplinary Selected Topics.** [3]

**MLAS 369. Master's Thesis Research.** [0-3]

---

---

# Management

DEAN William G. Christie

DIRECTOR OF THE PH.D. PROGRAM Bruce Barry

PROFESSORS EMERITI J. Dewey Daane, Thomas A. Mahoney, Samuel B. Richmond,  
H. Martin Weingartner

PROFESSORS Clifford A. Ball, Bruce Barry, Joseph D. Blackburn Jr., Robert Blanning,  
Germain B. Bøer, Ruth Bolton, William G. Christie, Mark A. Cohen, Richard L. Daft,  
William W. Damon, David Dilts, Donna L. Hoffman, Larry J. LeBlanc,  
Salvatore T. March, Ronald W. Masulis, Thomas P. Novak, Richard L. Oliver,  
David L. Rados, Gary D. Scudder, Hans R. Stoll, Bart Victor

CLINICAL PROFESSORS William I. Henderson, Bruce Lynskey, Richard W. Oliver,  
David A. Owens, Frederick Talbott

ASSOCIATE PROFESSORS Paul K. Chaney, Bruce Cooil, Raymond A. Friedman,  
Luke M. Froeb, Nancy Lea Hyer, Debra C. Jeter, Craig M. Lewis, David C. Parsley

ASSISTANT PROFESSORS Nicolas Bollen, Anchada Charoenrook, Amar Gande,  
James A. Hill Jr., Toshiaki Iizuka, Piyush Kumar, Michael Lapré, Neta Moye,  
Charu Raheja, Mikhael Shor, Weihong Xu

## **DEGREE OFFERED:** *Doctor of Philosophy*

✦ THE doctor of philosophy degree in management is designed to prepare students for academic careers in teaching and research. The program is small and highly selective and fosters close student-faculty interaction in an atmosphere that is collegial and intellectually challenging. At the time of admission, students are accepted into one of the two specializations currently offered in the Ph.D. program: finance and organization studies. Other specializations are possible through specific arrangement and petition.

To receive the Ph.D. in management, students complete 36–48 hours of formal course work, pass written and oral examinations, and demonstrate scholarship in a dissertation. The program is designed to allow students to satisfy the requirements for the Ph.D. within four years of study. Financial support that covers tuition and living expenses for four years is available for most students.

Students in the program select courses from among the offerings of the Owen Graduate School of Management as well as from other departments of the University. Courses within the Owen School are sometimes taken as enhanced versions of M.B.A. electives, with the instructor imposing additional or alternative requirements for doctoral credit. Owen School semesters are divided into two seven-week modules, with most courses lasting one module and carrying 2 hours of credit.

In the field of specialization, a student generally takes at least four courses plus at least two courses in an approved minor field. Specific requirements and course sequences vary by area. Beyond the specialization and its underlying disciplines, there is a breadth requirement that students pass one course in each of the other functional fields of management.

(Students with relevant prior course work can seek a waiver of the breadth requirement in whole or in part.) Each student is also required to take two courses in economics and a minimum of four appropriate courses in statistics, research methodology, and/or mathematics. Students who have engaged in prior graduate study may be eligible for transfer credit for courses directly related to the student's field.

Each student in the program must pass a preliminary examination in the major field of specialization, which is generally taken by the end of the fifth semester. Students may also be required to pass a written preliminary examination in quantitative tools or a basic discipline, usually by the end of the third semester (this requirement varies by area). Students are encouraged to become active in the research process as early as possible, and are required to submit a research paper before the end of the third semester. Students typically complete the Ph.D. qualifying examination, involving the presentation of a dissertation proposal, by the end of the sixth semester of full-time study. The student is expected to complete and defend the dissertation by the end of the eighth semester.

Applicants to the Ph.D. program must submit scores from the Graduate Record Examination (GRE) or the Graduate Management Admission Test (GMAT), transcripts for all prior work at the college or university level, and letters of recommendation from individuals who can speak to the applicant's ability to undertake doctoral-level study in an academic program focused on scholarly research. Admissions decisions are made based on the applicant's academic qualifications as well as on an assessment of the fit between a candidate's scholarly interests and those of the school's current research faculty.

## Accounting

**311. Introduction to Accounting.** A study of the basic concepts and limitations of financial and managerial accounting. Covers the financial reporting process and the development of financial statements for external users, such as investors and creditors, and also the preparation and utilization of financial information for internal management decision making. No credit for Ph.D students in Management. [4] Chaney, Staff.

**411. Financial Accounting.** Objectives are to gain a knowledge of the functions, limitations, and challenges of financial accounting and to develop the capability to evaluate critically and understand financial accounting theory and practice. Includes the study of financial accounting theory, the formulation of accounting principles, and the structure of generally accepted accounting principles. Prerequisite: 311. [4] Jeter.

**511. Accounting for Mergers and Acquisitions.** A study of advanced topics in financial accounting. Emphasis is on accounting for business combinations, including purchase and pooling of interests, consolidated financial statements, cash flows, translation of foreign financial statements, and other selected issues. Prerequisite: 411. [2] Jeter.

**513. Financial Statement Analysis.** This course focuses on corporate financial statements and provides an appreciation for the issues faced by corporate managers as they design a financial reporting strategy. Skills developed in the course include analysis of business performance through financial statements; analysis of earnings quality and other accounting

matters; valuation of firms; and forecasting earnings and cash flows. The course also offers perspectives on the role of financial reporting and financial statement analysis in the capital markets, and an appreciation of the importance to business managers of their own financial reporting and disclosure policies. Prerequisite: 411. [2] Chaney.

**519. Special Topics in Accounting.** Prerequisite: consent of instructor.

**539f. Special Topics in Finance: Federal Income Taxation of Mergers and Acquisitions.**

This course is designed primarily for the student who wants a general understanding of the basic principles and concepts of federal income taxation that apply to corporate mergers, acquisitions, and LBOs. Topics include taxable and tax-free stock and asset acquisitions; incorporation transactions; non-acquisitive reorganizations; current and liquidating distributions to shareholders; stock redemptions; and survival of net operating losses and other tax attributes. The objectives of the course are not to make students “tax experts,” but to sensitize them to the tax implications of mergers and acquisitions so that, as business managers, entrepreneurs, or advisers, they can spot the tax concerns or opportunities, identify the major tax issues, ask good questions of the “tax experts,” and understand the answers received as a critical step in making business and financial decisions that maximize wealth. Prerequisite: 331. [2] Henderson.

**612. Research Seminar in Accounting.** Prerequisite: consent of instructor.

**615. Independent Study in Accounting.** Prerequisite: consent of instructor.

## Economics

**321. Business in the World Economy.** Addresses the impact of national and global economic developments on the business environment. The determinants of national income, inflation, interest rates, unemployment rates, business cycles, exchange rates, and foreign investment are discussed, with particular attention to the increasingly important linkages between the U.S. and global economies. The course also examines the effects of U.S. and foreign government policies with respect to taxation, public expenditures, money supply, capital markets, and foreign trade and investment on the economic environment of business. Prerequisite: 322. [2] Parsley.

**322. Managerial Economics.** Studies the behavior of consumers and firms in a market economy. Topics include bilateral bargaining, auctions, supply and demand, costs, competition, monopoly, oligopoly, the organization of firms and markets, and strategy. [2] Froeb.

**425. Game Theory and Business Strategy.** Game theory is a discipline that offers a systematic way of analyzing problems of strategic behavior in interactive situations. This course develops basic concepts from game theory and applies them to business strategy. Some of the concepts to be considered include: (1) decision tree analysis; (2) looking forward and reasoning backward; (3) anticipating the moves of the rival; (4) inducing cooperation; (5) strategic use of commitments, threats, promises, and credibility; (6) pre-emptive moves and deterrence; and (7) creating and using one's reputation strategically. The strategic significance of these concepts will be demonstrated through business case studies. Prerequisite: 321. [2] Shor.

**427. Economics of Organizations.** Until recently, economics largely ignored the internal organization and operation of the firm. However, new developments in agency theory and game theory have made it possible to analyze the roles of information and incentives inside the firm. The course seeks to provide students with the knowledge and powerful thinking tools that will help them to understand the internal organization. Prerequisite: 322. [2] Cohen.

---

---

## Finance

**331. Managerial Finance.** An analysis of the basic problems in corporate financial management. The course is organized around the theme of asset valuation. Topics covered include stock and bond valuation, capital budgeting, cost of capital, market efficiency, and company valuation. No credit for Ph.D students in management. [2] Bollen, Raheja.

**432a. Corporate Value Management.** Focuses on corporate valuation. Topics covered include the use of financial statements in developing cash flow forecasts, estimating the cost of capital, financing policy, tax effects, investment options, and managing companies to add value. Applications include: capital budgeting, mergers and acquisitions, corporate restructuring. Prerequisite: 331. [2] Gande.

**432b. Corporate Financial Policy.** Examines major financial decisions and policies of a corporation. The topics considered are dividend policy, security issuance and repurchase decisions, management compensation plans, optimal capital structure, uses of various financial instruments, bankruptcy and reorganization, going public and going private. Prerequisite: 432a. Raheja.

**433a. International Financial Markets and Instruments.** Assesses the international economic environment in which business and individuals operate. Financial markets examined are the foreign exchange markets, offshore financial markets, derivative markets, and international capital markets. Prerequisite: 431. [2] Stoll.

**433b. International Corporate Finance.** Unique problems of the financial manager operating internationally are considered. Topics covered include management of foreign exchange risk, multinational capital budgeting, foreign direct investment, risk management, and international taxation. Prerequisite: 433a. [2] Gande.

**435a. Equities Markets.** This course deals primarily with the functioning of U.S. equity markets. Topics studied include trading costs, bid-ask spreads, regulatory issues, market efficiency, and trading anomalies. Prerequisite: 431. [2] Bollen.

**435b. Fixed Income Markets.** Analysis of government, municipal, and corporate debt markets. Term structure of interest rates. Interest rate risk. Duration and convexity. Mortgage backed securities. Prerequisite: 431. [2] Charoenrook.

**435c. Derivatives Markets.** Analysis of futures, swaps, and options markets. Topics include relation of futures and cash prices, hedging with futures, risk and return in futures, option trading strategies, put-call parity, and option valuation. Derivatives on commodities, on stock indexes, and on debt instruments will be analyzed. Prerequisite: 431. [2] Stoll.

**436. Financial Institutions.** Focuses on the managerial issues in banking and other financial services firms. Examines the specialized contracts used in the financial services industry and the interplay between information, technology, taxation, and regulation in shaping the structure and markets for these contracts. Prerequisite: 431. [2] Staff.

**530. Mergers and Acquisitions.** Covers some of the major corporate finance activities of investment banks including: mergers and acquisitions, takeovers and takeover defenses, as well as private financing, asset restructuring, capital restructuring, leveraged buyouts, management buyouts, and leveraged recapitalizations. Familiarizes students with institutional details and presents a variety of case situations in which corporate valuation, industry and financial analysis, strategic decision making, and financial contracting and design are practiced. Casework represents an integral part of this course and is used to challenge students to structure their own analysis of how corporate finance can be used to create value for shareholders. Prerequisite: 432a. [2] Masulis.

**531. Venture Capital and Financial Engineering.** This course presents an overview of the major players in investment banking and venture capital and their respective roles and functions, and examines a variety of capital-raising activities including venture capital, initial public offerings, and private financing. The course also explores basic financial engineering concepts relating to investment banking and financial strategy. Regarding venture capital, the course explores how to structure startups, how to obtain financing, how to value private companies, and how venture capital firms create value through careful incentive contracting, thorough monitoring, and timely advice and counsel. This course is meant to familiarize students with institutional details and to present a variety of case situations where valuation tools, strategic decision making, and a fundamental understanding of financial incentives are practiced. Casework represents an integral part of this course and is used to challenge students to develop their own analysis. Prerequisite: 432a. [2] Masulis.

**532. Risk Management.** Considers techniques for risk management of financial institutions. Topics include value at risk systems for managing risk, the application of portfolio theory to risk management, forecasting risk and correlations, regulatory approaches to risk control, and regulatory capital requirements. Prerequisite: 435b, c. [2] Ball.

**535a. Derivative Securities Valuation.** Examines the pricing of derivative securities. Focuses on futures, options, and exotic securities. A number of valuation techniques are examined which include numerical approaches. Prerequisite: 435c. [2] Charoenruek.

**539a. Special Topics in Finance: Financial Data Analysis.** Introduces students to the many databases used in empirical research in finance, including CRSP, Compustat, and TAQ (NYSE, Amex, and Nasdaq-NMS transaction data). The course will use the SAS System to access these databases and to analyze the data. Basic Fortran programming will also be presented to familiarize students with CRSP/Compustat access programs. Intended for Ph.D. students and M.B.A.'s who are interested in more analytically oriented finance positions. Prerequisite: 431. [2] Schenzler.

**539d. Special Topics in Finance: Quantitative Portfolio Management.** Takes the perspective of a quantitatively oriented equities portfolio manager. Examines portfolio theory, portfolio selection models, equilibrium asset pricing models such as the CAPM and the APT, earnings estimation, and the evaluation of portfolio performance. Designed for very quantitatively oriented students. Prerequisite: 431. [2] R. Cooper.

**630a. Asset Pricing Theory.** Rigorously develops the theoretical basis for major asset pricing models. Single period versions of the Capital Asset Pricing Model, the Arbitrage Pricing Model, and the Option Pricing Model are formally developed from basic economic principles. Prerequisite: consent of instructor. [2]

**630b. Corporate Finance Theory.** Uses state preference theory to develop single period theories of optimal investment and optimal capital structure. Explores models of adverse selection and moral hazard and uses them to evaluate management compensation, financing decisions, and corporate ownership structure. Recent empirical evidence is reviewed and the techniques and evidence are critiqued. Prerequisite: consent of instructor. [2] Staff.

**631a. Empirical Methods in Finance A.** The first of two courses that examine the recent empirical developments in financial economics. Focuses on topics in financial markets such as market efficiency, market models, arbitrage pricing models, intertemporal equilibrium models, and market microstructure. Theoretical foundations are developed; empirical research evidence is considered; applications of models are stressed. Prerequisite: 630a, b. [2] Staff.

**631b. Empirical Methods in Finance B.** The second of two courses that examine the recent empirical developments in financial economics. Focuses on topics in corporate

---

---

finance such as the securities issuance process, capital structure, corporate governance, and market response to corporate disclosures. Prerequisite: 630a, b; 631a. [2] Staff.

**632. Advanced Finance Theory.** Covers an advanced treatment of finance theory. Topics include utility theory, arbitrage and pricing, equilibrium models and complete markets, intertemporal models, continuous time finance, contingent claim pricing, and the term structure of interest rates. Prerequisite: 630a, b. [2] Staff.

**635. Independent Study in Finance.** Prerequisite: consent of instructor.

**636. Research Seminar in Finance.** Prerequisite: consent of instructor.

## Information Technology

**490. Enterprise Resource Planning.** Enterprise Resource Planning (ERP) is the integration of information sources and flows across the various components of an enterprise. The purpose of ERP is to facilitate the seamless coordination of the organization's key activities, especially logistical and financial activities. Several organizations (J. D. Edwards, SAP) offer software designed specifically for ERP. The course will examine the components of ERP systems, how the integration is accomplished, and the functions of ERP software. This course uses a new approach to team training that combines an interactive, dynamic case study and a management information system. This tool (Operations Trainer) combines a model base and a database designed to support a new methodology for training managers and to provide an environment for practicing teamwork in managing a dynamic integrated process. [2] Blanning.

**495a. Introduction to Mobile and Wireless Communication Systems.** Introduces students to the basic technologies used in wireless and mobile communication systems and their uses in business and industry to support different application areas such as marketing and sales support, manufacturing, logistics and materials management, and transportation activities in airlines, trucking, railways, navigation, and positioning. Concepts such as frequencies, bandwidth, modulation and transmission methodologies, coding and decoding, encryption, authentication, and regulation and legal issues will be discussed. Examples of cellular-based communication systems, satellite-based communication systems, wireless hubs, and LANs will be used during the course. The course will cover audio-, data-, and video-based applications. [2] Staff.

**496a. Information Technology and Internet Commerce.** Introduces the basic computer hardware, software, and communication technologies that enable the development of these capabilities. Applications include traditional Electronic Data Interchange (EDI) and emerging Net-Centric Systems foundational to Electronic Commerce (EC). Students will use these technologies to design and implement Web systems capable of interacting with internal marketing, production, and accounting information systems, and external electronic payment systems. Such Web systems enable customers to examine products and pricing options, place orders, track their progress, make payments, and check their account status directly over the Internet. [2] March.

**497. Internet Technology and Applications.** Describes the structure and function of the Internet and the information superhighway concept. Topics include the TCP/IP Protocol Suite, Internet information services (e-mail, file transfer, telnet), information resource discovery (the World Wide Web and search engines), "intranetworking" within a corporation, network security and firewalls, the information superhighway concept, and national information infrastructure. Students will learn to script Web pages using HTML and to program in JavaScript. [2] Blanning.



**591. Managing Information Technology Projects.** Focuses on how to manage information technology projects. Explores the management of IT projects from a theoretical and practical perspective. Uses cases and models as students get hands-on experience with project management software. Introduces the student to the PMI (Project Management Institute) body of knowledge and certification exam. [2] Blanning.

## Marketing

**361. Marketing Management.** Introduction to the substantive and procedural aspects of marketing management. Structured around the “3 Cs” of strategic marketing analysis (customer, company, and competitor) and the “4 Ps” of the marketing mix (product, promotion, price, and distribution [place]). The main goals are to (a) develop students’ abilities to recognize opportunities and solve problems related to marketing strategy, (b) improve students’ decision-making skills as applied to the planning of marketing programs, (c) present a variety of examples of how firms manage their marketing efforts, and (d) provide students with opportunities to present and defend their own marketing analyses and recommendations. Prerequisite: 322. No credit for Ph.D. students in management. [2] Conrad.

**461a. Marketing Research.** Covers the fundamental marketing research skills of problem formulation, secondary data analysis, qualitative research, research design, questionnaire design, data collection, survey sampling, and basic data analysis. This course is oriented to the marketing manager who needs to understand the fundamental decision issues in designing marketing research and interacting with marketing research suppliers. Method of instruction is primarily lecture with some computerized statistical demonstration. Prerequisite: 361, 381. [2] Bolton.

**461b. Marketing Research Project.** Centered around qualitative research and field research surveys conducted by 4–5 person student teams. Method of survey administration can be in-store intercept, mail, phone, or electronic. The instructor will provide a variety of sponsored projects, although student teams have the option of finding their own project sponsor. Method of instruction will be lectures focusing on project management and intermediate data analysis methods (cross tabulation, analysis of variance, and multiple regression), group work, and in-class presentations. Prerequisite: 461a. [2] Staff.

**463a. Advanced Marketing Management I.** Intended as a capstone for those concentrating in marketing, this course deals with issues of importance to senior marketing managers and to general managers. Deals broadly with the formation and implementation of marketing strategy, including opportunity analysis, segmentation, positioning, and marketing strategies for different market situations. Also deals with organizational issues such as the product management system and national account management, as ways of carrying out the marketing strategy. Prerequisite: 361. [2] Rados.

**463b. Advanced Marketing Management II.** Continues Advanced Marketing Management I, with a focus on such topics as strategic role of channels of distribution, the development of new markets, and growth strategies. Prerequisite: 463a recommended. [2] Rados.

**466. Pricing and Channel Management.** Covers topics in pricing, purchasing, and distribution. Purchasing is covered because effective pricing must understand purchasing. Distribution issues are also covered because pricing and distribution are two interrelated components of the marketing mix. Marketing and microeconomic pricing tools are introduced and utilized in a number of cases involving both industrial and consumer goods pricing. Among the topics covered are pricing of new products and services, changing the price of existing products, price and quality, product line pricing, negotiating prices with large customers, bundling, price promotions, and yield management. Through readings,

lectures, and cases, the course provides an overview of purchasing, including supplier relations as well as distribution issues, emphasizing the relationship between pricing and distribution. Prerequisite: 361. [2] Staff.

**467. New Product and Service Development.** Emphasizes the proactive product and service development process. Specific topics include evaluation of potential markets; identification, design, and development of new products and services consistent with customer needs; concept testing; pretest marketing; and test marketing. The course emphasizes both the qualitative and analytical tools that can aid the marketing manager in reducing the probability of new product failure and enhancing ultimate profitability. Prerequisite: 361. [2] Rados.

**468. Product Management.** Students will examine the key underlying drivers of successful product management: marketing strategy, growth marketing, differential advantage, customer and market analysis, the product management system, and marketing planning. Teams of participants design and implement marketing strategies and plans within the competitive environment of the simulation. The marketing simulation game provides the feedback to allow participants to learn from the marketplace and refine their product management skills. Prerequisite: 361. [2] Kumar.

**499. Consumer Behavior in On-Line Environments.** The objective of this course is to understand human-computer interaction on the Web and in other computer-mediated environments. In what ways are on-line environments similar to and different from traditional media environments, and what are the implications of these similarities and differences for marketers? The course begins with a consideration of general on-line demographics, usage, and trends, and a discussion of the range and scope of on-line environments. We then consider topics in human-computer interaction, at both the individual (i.e., search, decision-making, and navigation) and the social (i.e., virtual communities, communication, and public policy) level. Throughout, the course is concerned with the application of consumer behavior principles to product design and marketing in on-line environments. Prerequisite: 361. [2] Novak.

**561. Strategic Marketing Planning.** Builds on the strategic groundwork laid in core marketing and offers students an opportunity to apply their marketing strategy skills. Students will compete in an elaborate, multi-period marketing simulation (Markstrat). As in the real market, there will be winners and losers, and students' grades will be based partially on how well they perform against competitors in this simulation. In addition, the course will introduce research on special topics such as first-mover advantage and competitive conjectures. Prerequisite: 361. [2] Staff.

**562a. Service Marketing.** Focuses on managing service, which is now over 80 percent of the economy and drives the information economy and Internet. Focuses on identifying customer groups and devising methods of listening to them. Students investigate the links between customer satisfaction and internal business processes, learn methods of making service improvements financially accountable, and learn a strategic framework that brings together customer value management, brand equity, and relationship management. Prerequisite: 361. [2] Kumar.

## Operations

**371. Operations Management.** Overview of operations management in both service and manufacturing organizations with an emphasis on international operations. Topics include operations strategy, process analysis, quality control, queuing, enterprise planning systems, lean manufacturing, and supply chain management. Prerequisite: 382. No credit for Ph.D. students in management. [2] Hill, Lapré.

**470. Design for Manufacturing.** Organized around a framework that will help managers effectively lead the design process from the identification of customer needs to production. Students will be presented with methods to translate customer needs into product specifications to dovetail marketing and manufacturing. Also, since the majority of a product's unit cost is determined during design, the course teaches managers to identify the sources of these costs and control them through intelligent product development. Prerequisite: 371. [2] Hill, Owens.

**471. Operations Planning and Control.** Provides familiarity with state-of-the-art, computer-based production planning techniques. Topics include demand forecasting, aggregate planning and scheduling, material requirements planning, theory of constraints concepts, just-in-time systems and scheduling. Prerequisite: 371. [2] Hill.

**472. Supply Chain Management and Information.** Introductory course on managing material and information flows throughout the supply chain, including aspects of product design and configuration, inventory planning, network configuration, and channel management. A substantial portion of the course will be devoted to electronic commerce applications and software to enable supply-chain processes. Prerequisite: 371. [2] Hill.

**473. Simulation.** Introduces the power of computer simulation as a managerial support tool. Students develop simulation models with computer graphic animation using advanced simulation software. Emphasis on application of simulation to manufacturing and service operations problems such as capacity planning, buffering and work-in-process, inventory system design (supply chain), and scheduling. Prerequisite: 371. [2] LeBlanc.

**475. Manufacturing Strategy.** Topics include the importance of manufacturing strategy to overall business strategy, as well as its relationship to other functional strategies in the firm. Additional topics include management of process technology, location and capacity management, and manufacturing performance measurement and how these issues affect competitive advantage. Lectures, outside readings, guest speakers and cases are used to illustrate these concepts. Prerequisite: 371, 355. [2] Scudder.

**476. International Operations.** Examines the importance of global manufacturing and service operations. How economics, currency fluctuations, politics, cultural traditions, and the infrastructures of the countries involved affect strategic and operational decisions such as facilities location and planning, materials sourcing, inventory control, process design, workforce management, and quality control. Compares operational hedging with financial hedging. Examines Mexican Maquiladora, Japanese, and European operations. Prerequisite: 371. [2] LeBlanc.

**477. Supply Chain Analysis.** Managing material and information flows throughout the supply chain. Unlike Mgt. 472, this course focuses on more in-depth (and usually quantitative) analysis of supply chain problems. Topics include forecasting in a supply chain context, inventory modeling in single- and multi-location systems, the use of supply chain initiatives such as vendor-managed inventory and quick response, incentives and supply contracts, and distribution strategies. Students interested in transportation and facility location aspects of supply chain should take 478. Prerequisite: 371. Recommended: 472. [2] Staff.

**479. Management of Service Operations.** Considers process design and management in a service industry context—pure service industries (hospitals, financial services, airlines, hotels, etc.) as well as service departments (call centers) in non-service industries. Topics include managerial levers for service delivery system design, use of simulation for process design, front-office and back-office process design, management of service capacity, and management of service demand (yield management). Prerequisite: 371. [2] Lapré.

**572. Strategic Management of Technology.** This course focuses on the strategic management of technology and innovation in established firms. The conceptual framework of the course is an evolutionary process perspective on technology strategy and innovation. The fundamental ideas underlying this evolutionary perspective are 1) that a firm's technology strategy emerges from its technological competencies and capabilities, 2) that technology strategy is shaped by external (environmental) and internal (organizational) forces, and 3) that the enactment of technology strategy, through the experience it generates, serves to further develop the firm's technological competencies and capabilities. Cases, readings and lectures are utilized. Prerequisite: 371. [2] Scudder.

**576. Time-Based Competition.** Response time has emerged as a critical dimension of global competition. The leading manufacturing and service firms have lean, flexible production processes that provide world-class quality and quick response while remaining cost competitive. This course examines from an operations perspective how a firm develops processes that deliver fast response to customer demands. Just-in-time and business process reengineering are examined in detail. Prerequisite: 371. [2] Blackburn.

**577. Managing Processes for Improvement.** Focuses on technical and teaming skills necessary to be an advocate for quality in an organization. Topics include: understanding quality, the improvement cycle, basic quality tools, ISO9000, the Malcolm Baldrige Quality Award, eliminating complexity from work, and implementing quality in organizations. Several weeks are devoted to the study of statistical process control. Prerequisite: 371. [2] Hyer.

## Organization Studies

**440. Strategic Alignment of Human Capital.** Designed to help business leaders understand the key challenges to managing human capital in organizations. Focus will be on building skills for diagnosing the fit between business strategy/objectives and human resource practices, as well as on those skills required to develop creative solutions to improve this fit. [2] Moye.

**441. Organization Design.** Considers traditional and innovative designs for organizational structures and processes within business organizations. Topics include environment and structure, corporate culture, power and politics, decision making, and new organizational designs. [2] Owens.

**442. Work Team Management.** Focuses on methods of understanding and improving the performance of work teams. A holistic view of teams is obtained through combining psychological theories and current practices in contemporary business organizations. Topics include task design, team composition, member role structures, member socialization, influence and power, leadership, decision making, and training. A heavy emphasis is placed on experiential learning, including numerous case studies and a variety of team-building exercises. Prerequisite: 342. [2] Owens.

**443. Power and Influence in Organizations.** Explores issues of power, powerlessness, influence, conflict, and dissent within and between various types of organizations. Through readings, case studies, and discussions, we examine how power is gained, maintained, used, abused, and lost in the pursuit of interpersonal and organizational objectives. Also examines social issues at the intersection of business and society that may be analyzed in terms of power and influence, such as workplace rights, wealth distribution, and sexual and racial politics. [2] Barry.

**445. Human Resource Staffing.** Examines organization staffing strategies. Topics include human resource planning, recruitment, job analysis, applicant assessment, equal employment opportunity, and affirmative action. Particular emphasis is given to the role of statistical analysis in designing and evaluating staffing systems. Practical exercises focus on strategically designing and evaluating staffing procedures. [2] Moye.

**446. Compensation Management.** Analysis of approaches to the motivation of human performance through reward systems, particularly compensation systems. Theoretical models from economics, psychology, and sociology are integrated in analyses of issues of wage structuring, the design of incentives, and wage level. Practical exercises in the design of compensation systems are employed. [2] Moye.

**448. Negotiation.** Designed to provide students from all functional backgrounds with skills needed to approach negotiations with confidence. This includes a framework for analysis, knowledge about one's own tendencies in negotiation, and a chance to experiment with negotiating techniques in various contexts. Topics include: integrative and distributive negotiations, individual differences in bargaining styles, coalitions, team negotiations, negotiating through agents, and ethical issues in negotiation. The course uses readings and cases, with considerable emphasis placed on negotiation simulations. [2] Barry, Friedman.

**449. Product Design and Innovation.** Focuses on understanding and managing creativity and innovation in organizations using the frameworks and insights of organizational behavior. While this course draws heavily on the contexts of new product development (NPD), the management of research and development (R&D), and knowledge management for its examples, the insights generated will apply to any context, discipline, or organization facing the problem of routinely innovating. The course does not require familiarity with R&D or NPD processes, but it does assume an interest in the organizational and human-resource aspects of motivational processes. [2] Owens.

**456. Ethics in Business.** Designed to familiarize students with ethical dilemmas and opportunities for moral leadership in business. Students will develop a deeper understanding of the kind of ethical dilemmas they may face in business. They will also develop their skills and confidence in taking moral leadership in their professional careers. Case studies, invited speakers, and readings are used to deepen understanding of the issues and provide practical examples. [2] Victor.

**549e. Technology, Media, Culture, and Society.** Examines how economic, social, and political institutions, as well as organizational structures and processes, are affected by the expansion and proliferation of an Internet-based digital economy. Some issues to be addressed in the course include taxation on Internet-based transactions; how the Internet economy is changing traditional notions of organizational design and leadership; the implications of electronic commerce for learning and education; the role of electronic commerce in community development and not-for-profit organizations; how the Internet alters the individual's relationship with community and society; the role of the Internet in politics and democracy; the digital divide by race, class, and gender; applications of business ethics to the Internet and electronic commerce. [2] Barry.

**642. Research Seminar in Organization Studies.** Prerequisite: consent of instructor.

**645. Independent Study in Organization Studies.** Prerequisite: consent of instructor.

---

---

## Statistics

**381. Managerial Statistics.** Principles of statistical analysis and inference, including descriptive statistics, probability theory, statistical estimation, tests of hypotheses, analysis of variance, and regression and correlation analysis. [2] Ball.

**480. Business Forecasting.** Topics include smoothing methods, multiple regression, and ARIMA models. Prerequisite: 381. [2] Cool.

**482. Managerial Statistics II.** The emphasis is on important general forms of data analysis, basic exploratory methods, and multiple regression. Prerequisite: 381. Ball.

**581. Stochastic Processes.** Emphasizes the role of stochastic modeling in finance and economics. Topics include random walks, Brownian motion, Wiener processes, Poisson processes, Markov chains, diffusion processes, martingales, and Ito stochastic calculus. Applications to security pricing. Prerequisite: consent of instructor. [2] Ball.

**682. Research Seminar in Quantitative Analysis.** Prerequisite: consent of instructor.

**685. Independent Study in Quantitative Analysis.** Prerequisite: consent of instructor.

## *Management of Technology*

DIRECTOR William R. Mahaffey

DIRECTOR OF GRADUATE STUDIES David M. Dilts

PROFESSORS EMERITI Robert W. House, Barry D. Lichter, Robert T. Nash

PROFESSORS Mark David Abkowitz, Jimmy L. Davidson, David M. Dilts,

Kazuhiko Kawamura, William R. Mahaffey, Frank L. Parker

ADJUNCT PROFESSORS James E. Auer, David A. Berezov

ASSOCIATE PROFESSOR Gautam Biswas

ASSOCIATE PROFESSOR OF THE PRACTICE John A. Bers

ADJUNCT ASSOCIATE PROFESSOR Ernest G. Freudenthal

SENIOR LECTURERS Benjamin T. Jordan Jr., Virginia D. Young

LECTURERS Christopher D. McKinney, Doris Quinn, Jason S. Tomlinson

**DEGREE OFFERED:** *Master of Science*

✦ THE program emphasizes research and workable approaches to managing the development and application of technologies for both the public and private sectors. The program's interdisciplinary approach prepares students to manage technology development and innovation; enhance manufacturing quality and productivity in a competitive international environment; and implement these objectives in a technology-intensive organization.

The master of science degree requires 24 hours of course work, which includes 18 hours in management of technology courses and a minor of six hours in related disciplines (e.g., management, economics, etc.). All course programs must be approved by the student's adviser. A research

thesis is required. Students interested in earning the Ph.D. degree in management of technology may develop an individualized program of study as described under Special Programs in this catalog.

The master of engineering degree, an advanced professional degree for engineers, is offered by the School of Engineering. This is a non-thesis degree, which includes 30 hours of course work and a project paper.

Detailed information may be obtained from the Web site, <http://mot.vuse.vanderbilt.edu>. Further questions should be directed to the program director or director of graduate studies.

**251. Finance and Accounting for Engineers.** Finance and accounting topics are studied from the perspective of engineering professionals working in business organizations. Areas covered include time value of money, capital budgeting, capital formation, financial accounting and reporting, performance measurements and working capital management. FALL, SPRING, SUMMER. [3] Berezov.

**253. Technology-Based Entrepreneurship.** Identification and evaluation of opportunities. Risks faced by entrepreneurs. Market assessment, capital requirements, and acquisition of venture capital. Legal structures and their tax implications for starting businesses. Prerequisite: MT 221 or 310 or consent of instructor. FALL. [3] McKinney.

**265. Environmental Risk Management.** (Also listed as ENVE 275) Development of environmental safety programs for technological operations. Focuses on defining an environmental risk management process and program implementation, performing risk assessments, determining and selecting appropriate risk reduction strategies, and influencing risk management decisions internally and externally. Extensive use of case studies drawn from the chemical and energy-producing industries. SPRING. [3] Abkowitz.

**275. Technology Assessment and Forecasting.** Methods of assessing technological changes in the social, political, ecological, economic, legal, and institutional environments. Technology forecasting is treated in detail: intuitive thinking, exploratory techniques of trend extrapolation, normative techniques of relevance and perspective trees, scenario writing, etc. Government and industrial reports are used as case studies and a term project is required. FALL. [3] McKinney.

**280. Production and Operations Management.** An overview of the state of the art of manufacturing technologies and processes. Also provides an overview of robotics, automation, information technologies, and flexible manufacturing systems. Will investigate the various organizational impacts related to the changing manufacturing work environment. FALL. [3] Staff.

**310. Theory and Practice of Managing Technology.** Introduction to concepts of purchasing, manufacturing, marketing, and product development in the engineering intensive firm. Product evolution, continuous improvement in manufacturing processes, quality management, relations with suppliers, and relations with customers are covered. FALL. [3] Dilts.

**311. Theory and Practice of Managing Technological Change.** Significant changes in products, manufacturing processes, inputs, and markets made by engineering intensive firms are studied. Interactions between the manufacturing, engineering, and marketing functions, as well as interactions with users are brought out through case studies. SPRING. [3] McKinney.

**312. Probabilistic Methods in Engineering Design.** (Also listed as CE 310) Applications of probabilistic methods in the analysis and synthesis of engineering systems. Review of basic probability concepts, random variables and distributions, modeling and quantification of

uncertainty, testing the validity of assumed models, linear regression, and correlation analyses. Monte Carlo simulation, reliability analysis, and reliability-based design. Prerequisite: Math 194 or consent of instructor. FALL [3] Mahadevan.

**321. Technical Project Management.** Organizational and human factors involved in the management of technical projects. Systems life-cycle approach used in characterizing project tasks and work flow. Influence of organization's structure, behavior, and processes. Skills needed to develop project team and direct and control project work. Project work definition, scheduling, budgeting, control, and performance evaluation methods. SPRING. [3] Mahaffey.

**322. Quality Management.** Fundamentals of quality management and continuous improvement in the technology-based company. Influence of organizational culture on the use of specific methods, and approaches toward achieving quality. Customer value concepts and measurement; management of quality to enhance the customer's value. Prerequisite: 310 or consent of instructor. SUMMER. [3] Quinn.

**330. Marketing in the Technology Enterprise.** Role of marketing in the technology-based company to maximize return on technologies in the marketplace. Translating core technologies into customer technologies in the marketplace. Translating core technologies into customer value, managing the risks of commercialization, and developing and implementing market plans. Prerequisite: 310 or consent of instructor. FALL. [3] Bers.

**359. Emerging Information Systems Applications.** (Also listed as CE 359) An introduction to emerging information systems technologies and their role in improving productivity and efficiency in managing engineering operations. Design of integrated approaches to enhance the speed, accuracy, reliability, and quantity of information available for decision support. Emphasis on case studies of innovative applications in transportation and manufacturing, leading to individual and group projects requiring new product development. Prerequisite: background transportation or manufacturing operations or consent of instructor. FALL. [3] Abkowitz.

**369. Master's Thesis Research.** [0]

**391–392. Special Topics.** Special topics of interest to staff and students based on research or current developments in management of technology. [Variable credit: 1–3 each semester] Staff.

**397–398. Independent Study.** Readings and/or projects in managing technology under the supervision of the staff. Consent of instructor required. [Variable credit: 1–3 each semester]

## *Materials Science and Engineering*

*See Interdisciplinary Materials Science*



---

---

# Mathematics

CHAIR Michael L. Mihalik

DIRECTOR OF UNDERGRADUATE STUDIES Matthew Gould

DIRECTOR OF GRADUATE STUDIES Mary Ann Horn

DIRECTOR OF TEACHING Jo Ann W. Staples

PROFESSORS EMERITI Richard F. Arenstorf, Billy F. Bryant, Richard R. Goldberg,  
Robert L. Hemminger, Ettore F. Infante, Bjarni Jónsson, Charles S. Kahane,  
James R. Wesson, Horace E. Williams

PROFESSORS John F. Ahner, Akram Aldroubi, Dietmar Bisch, Alain Connes,  
Philip S. Croke III, Emmanuele DiBenedetto, Paul H. Edelman, Matthew Gould,  
C. Bruce Hughes, Gennadi Kasparov, Ralph N. McKenzie, Charles K. Megibben,  
Michael L. Mihalik, Alexander Ol'Shanskii, Michael D. Plummer, John G. Ratcliffe,  
Edward B. Saff, Mark V. Sapiro, Larry L. Schumaker, Constantine Tsinakis,  
Glenn F. Webb, Daoxing Xia, Guoliang Yu

VISITING PROFESSOR Jan Prüß

ASSOCIATE PROFESSORS Mark N. Ellingham, Jonathan D. Farley, Douglas P. Hardin,  
Mary Ann Horn, Richard J. Larsen, Marian Neamtu, Eric Schechter, Gieri Simonett,  
Steven T. Tschantz, Dechao Zheng

VISITING ASSOCIATE PROFESSOR Shengzhi Xu

ASSISTANT PROFESSORS Denis Ossine, Laurent Pujo-Menjouet, Nicholas Wright

RESEARCH ASSISTANT PROFESSOR Darren Oldson

**DEGREES OFFERED:** *Master of Arts, Master of Arts in Teaching, Master of Science, Doctor of Philosophy*

✂ A MASTER'S degree may be earned by (a) completing 24 hours of course work and a thesis or by (b) completing 36 hours of course work. It may also be awarded (c) on admission to candidacy for the Ph.D. degree. Program (b) is strongly recommended for students who plan to terminate their graduate work with a master's degree; with the department's approval, however, a student may pursue a terminal master's degree under program (a).

By careful selection of courses, a master's candidate may achieve special preparation in applied mathematics, or computer science and thus become qualified for a position in industry or government or as a teacher in high school or junior college. Each of the master's programs is adequate preparation for advanced graduate work in mathematics.

Candidates for the Ph.D. degree take at least 48 hours of formal course work, including seven courses from 272a–272b, 283a–283b, 330a–330b, and 331a–331b, and at least eight additional courses at the 300 level. All Ph.D. candidates are required to demonstrate a reading knowledge in one of the following languages: French, German, Russian. A complete description of Ph.D. requirements in mathematics may be obtained on request from the director of graduate studies.

Courses acceptable for credit toward an advanced degree in mathematics are those listed below that are numbered 247, 248, or 270 or above, unless exception has been granted. Courses numbered below 270 may be used for minor credit by students in other disciplines. All graduate students participate in teaching activities. This requirement may be waived in the case of students with previous teaching experience.

**200. Intensive Problem Solving and Exposition.** Intended to develop widely applicable mathematical skills. Focus on use of basic principles such as induction, the pigeonhole principle, symmetry, parity, and generating functions. Prerequisite: one year of calculus and consent of instructor. FALL. [3] Tschantz.

**204. Linear Algebra.** Algebra of matrices, real and complex vector spaces, linear transformation, systems of linear equations. Eigenvalues, eigenvectors, Cayley-Hamilton theorem. Inner product spaces, orthogonal bases. Hermitian matrices. Designed primarily for mathematics majors. No credit for students who have completed 194 or 205a. Corequisite: 170b or 175. FALL, SPRING. [3] Staff.

**208. Ordinary Differential Equations.** First- and second-order differential equations, applications, linear differential equations, series solutions, boundary-value problems, existence and uniqueness theorems. This course is intended for mathematics and advanced science majors. Prerequisite: linear algebra, and 221b or 222 or equivalent. Credit is not given for both 229 and 247. FALL, SPRING. [3] Staff.

**214. Discrete Structures.** A broad survey of the mathematical tools necessary for an understanding of computer science. Topics covered include an introduction to sets, relations, functions, basic counting techniques, permutations, combinations, graphs, recurrence relations, simple analysis of algorithms,  $O$ -notation, Boolean algebra, propositional calculus, and numeric representation. Prerequisite: One course in computer science or two semesters of calculus. FALL, SPRING. [3] Staff.

**215. Discrete Mathematics.** Elementary combinatorics including permutations and combinations, the principle of inclusion and exclusion, and recurrence relations. Graph theory including Eulerian and Hamiltonian graphs, trees, planarity, coloring, connectivity, network flows, some algorithms and their complexity. Selected topics from computer science and operations research. Prerequisite: linear algebra. [3] (Not currently offered)

**218. Introduction to Mathematical Statistics.** A survey of probability and applied and mathematical statistics. Discrete and continuous probability models, mathematical expectation, laws of large numbers, point estimation, confidence intervals, hypothesis testing, non-parametric techniques, applications. Students taking 218 are strongly urged to take 218L concurrently. Prerequisite: 155b or 170a or consent of instructor. FALL, SPRING. [3] Larsen, Staff.

**218L. Statistics Laboratory.** Applications of the theory developed in 218. Emphasis on data analysis and interpretation. Topics covered include the one- and two-sample problems, paired data, correlation and regression, chi-square, model building. Examples are drawn from many disciplines. Corequisite: 218 or equivalent. FALL, SPRING. [1] Larsen.

**219. Introduction to Applied Statistics.** A brief review of basic applied statistics followed by a development of the analysis of variance as a technique for interpreting experimental data. The generalized likelihood ratio principle, completely randomized designs, nested designs, orthogonal contrasts, multiple comparisons, randomized block designs, Latin squares, factorial designs,  $2^n$  designs, fractional factorials, confounding, introduction to

response surface methodology. Applications will be emphasized. Prerequisite: 218 or equivalent. SPRING. [3] Larsen.

**221. Theory of Numbers.** The Euclidean algorithm, Euler's phi function, simple continued fractions, congruences, Fermat's theorem, Wilson's theorem, and elementary Diophantine equations. FALL, SPRING. [3] Gould, Megibben, Ratcliffe.

**223. Abstract Algebra.** Fundamental properties of integers and polynomials. Elementary properties of groups, rings, integral domains, and fields. FALL, SPRING. [3] Ossine, Megibben.

**226. Introduction to Numerical Mathematics.** (Also listed as Computer Science 255) Numerical solution of linear and nonlinear equations, interpolation and polynomial approximation, numerical differentiation and integration, least-squares curve fitting and approximation theory, numerical solution of differential equations, errors and floating point arithmetic. Application of the theory to problems in science, engineering, and economics. Student use of the computer is emphasized. Prerequisite: Computer programming and linear algebra. FALL, SPRING. [3] Croke, Webb.

**229. Advanced Engineering Mathematics.** Vector analysis including directional derivatives, transformation of coordinates, divergence and curl. Line integrals, surface integrals, divergence theorem. Stokes' theorem. Functions of a complex variable, including limits, derivatives, Cauchy-Riemann equations, exponential, trigonometric, hyperbolic, and logarithmic functions. Complex integrals, Cauchy's integral theorem and formula. Taylor and Laurent series. Calculus of residues. Prerequisite: ordinary differential equations. SPRING. [3] Ahner.

**234. Methods for Initial and Boundary-Value Problems.** Construction of the solutions to initial- and boundary-value problems for partial differential equations using separation of variables in conjunction with Fourier series and integrals. Emphasis on obtaining explicit formulas for the solutions of various problems involving the heat equation, the wave equation, and Laplace's equation. Prerequisite: elementary differential equations. Recommended: linear algebra. FALL, SPRING. [3] Staff.

**240. Transformation Geometry.** Transformations of the plane, groups of transformations, reflections, glide reflections, classification of the isometries of the plane, frieze groups, analysis of frieze patterns, wall paper groups, and analysis of wall paper patterns. Especially recommended for prospective teachers of mathematics. Prerequisite: linear algebra. FALL. [3] Ratcliffe.

**242. Topology of Surfaces.** Fundamental concepts of topology, including properties of continuity, compactness, and connectivity. Topology of surfaces, triangulations, and the fundamental group. Introduction to basic ideas of graph theory, vector fields, and Euclidean and hyperbolic geometry. SPRING. [3] Hughes.

**247. Probability.** Combinatorics, probability models (binomial, Poisson, normal, gamma, etc.), stochastic independence, generating functions, limit theorems and types of convergence, bivariate distributions, transformations of variables. Markov processes, applications. Prerequisite: a firm background in intermediate calculus including partial derivatives and multiple integrals. Except for students with extremely strong backgrounds, 218 should be taken prior to 247. FALL. [3] Neamtu.

**248. Mathematical Statistics.** Distribution theory, order statistics, theory of point estimation and hypothesis testing, normal univariate inference, Bayesian methods, sequential procedures, regression, non-parametric methods. Students interested in applications may take 218L. Prerequisite: 247. SPRING. [3] Neamtu.

**250. Introduction to Mathematical Logic.** Development of the first order predicate calculus and fundamental metamathematical notions. FALL, SPRING. [3] Schechter, Megibben.

**251. Analytic Number Theory.** Arithmetical functions, distribution of prime numbers, Dirichlet's theorem on primes in arithmetic progressions, Dirichlet series, and Euler products. Prerequisite: 221. [3] (Not currently offered)

**252. History of Mathematics.** The major developments of mathematics from ancient times to the early part of this century. Emphasis both on historical perspective and on the mathematics; assignments include many exercises and theorems. Prerequisite: completion of 170b or 175 or their equivalent and some algebra (preferably both linear algebra and abstract algebra). Especially recommended for teacher candidates. FALL. [3] Issac.

**253. Error-correcting Codes.** The algebraic theory of error-correcting codes for information transmission. Block codes, the binary symmetric channel, length, rate and distance. Linear codes, bounds, syndrome decoding, perfect codes, Reed-Muller codes. Cyclic, BCH, and Reed-Solomon codes. Prerequisite: linear algebra. FALL. [3] Ellingham.

**259a–259b. Advanced Calculus.** Calculus of functions of several variables, differentiability, implicit functions, extrema, line integrals, surface integrals, theorems of Green, Gauss, Stokes; topology of the line, uniform continuity, theory of integration, infinite series, uniform convergence, power series, improper integrals. 261a, FALL; 261b, SPRING. [3–3] Ahner.

**261. Complex Variables.** Study of complex numbers, analytic and elementary functions, transformations of regions, properties of power series, including Taylor's and Laurent's. The calculus of residues with applications, conformal mapping with emphasis upon boundary value applications. Prerequisite: 198 or 208. SPRING. [3] Staff.

**270. Differential Geometry.** Curvature, torsion, vector fields, and the Frenet formulas for curves in  $R^3$ . Review of continuity and differentiation in  $R^n$ , Stokes' theorem and applications, fundamental forms and the shape operator, geodesics, and Gaussian curvature for surfaces in  $R^3$ . The Euler characteristic and the Gauss-Bonnet theorem. Prerequisite: 259a (or equivalent). [3] (Not currently offered)

**272a–272b. Topology.** 272a: Connectedness, compactness, countability, and separation axioms. Complete metric spaces. Function spaces. 272b: The fundamental group and covering spaces. Topology of surfaces. Simplicial complexes and homology theory. Homotopy theory. Prerequisite: 242. [3–3] Mihalik.

**274. Introduction to Combinatorics.** Elements of enumerative analysis including permutations, combinations, generating functions, recurrence relations, the principle of inclusion and exclusion, and Polya's theorem. Some special topics will be treated as class interest and background indicate (e.g., Galois fields, theory of codes, and block designs). SPRING. [3] Plummer.

**275. Graph Theory.** An introduction to basic concepts and theorems in graph theory with applications. Path problems, matching theorems, planar graphs and Kuratowski's theorem. Ramsey's theorem, directed graphs, network flow, and the four-color problem. Prerequisite: linear algebra. FALL. [3] Edelman.

**280. Set Theory.** The basic operations on sets. Cardinal and ordinal numbers. The axiom of choice. Zorn's lemma, and the well-ordering principle. Introduction to the topology of metric spaces, including the concepts of continuity, compactness, connectivity, completeness, and separability. Product spaces. Applications to Euclidean spaces. Strongly recommended for beginning graduate students and for undergraduates who plan to do graduate work in mathematics. Prerequisite: intermediate calculus and linear algebra. [3] (Not currently offered)

**283a–283b. Modern Algebra.** 283a: group theory through Sylow theorems and fundamental theorem of finitely generated abelian groups. 283b: introductory theory of commutative rings and fields, and additional topics such as Galois theory, modules over a principle ideal domain and finite dimensional algebras. Prerequisite: linear algebra. An elementary course in modern algebra (e.g., 231) is strongly recommended. 283a, FALL, McKenzie; 283b, SPRING, McKenzie. [3–3]

**284. Lattice Theory and the Theory of Ordered Sets.** Basic concepts and theorems in lattice theory and the theory of ordered sets, with connections to universal algebra and computer science. Boolean algebras, modular and distributive lattices, ordered topological spaces, algebraic lattices and domains, fixed point theorems, posets, free lattices. Prerequisites: 223 or equivalent. [3] (Not currently offered)

**286. Numerical Analysis.** Finite difference and variational methods for elliptic boundary value problems, finite difference methods for parabolic and hyperbolic partial differential equations, and the matrix eigenvalue problem. Student use of the computer is emphasized. Prerequisite: 226. [3] (Not currently offered)

**287. Nonlinear Optimization.** An introduction to modeling, theory and methods for nonlinear optimization problems. Modeling of application problems in science and engineering. Methods of unconstrained optimization with one and several variables. Theory of constrained optimization, including Karush-Kuhn-Tucker conditions. Penalty functions and other methods of constrained optimization. Computer tools such as a subroutine library or symbolic algebra system. Prerequisites: Multivariable calculus, linear algebra, and computer programming. SPRING. [3] Ellingham.

**288. Linear Optimization.** (Also listed as Computer Science 257) An introduction to linear programming and its applications. Formulation of linear programs. The simplex method, duality, complementary slackness, dual simplex method and sensitivity analysis. The ellipsoid method. Interior point methods. Possible additional topics include the primal-dual algorithm, cutting planes, or branch-and-bound. Applications to networks, management, engineering, and physical sciences. Prerequisites: linear algebra and computer programming. FALL. [3] Ellingham.

**290. Introductory Analysis.** Sets, functions, sequences and series of real numbers, limits, continuous functions, foundations of calculus, sequences and series of real-valued functions. Designed for students interested in a rigorous approach. Prerequisite: elementary calculus. SPRING. [4] Zheng.

**292a–292b. Methods of Mathematical Physics.** Hermitian forms, unitary transformations, group representations. Vector analysis, elements of differential geometry. Functions of a complex variable, calculus of residues, asymptotic expansions. Ordinary and partial differential equations of mathematical physics, boundary value problems, eigenfunction expansions. Integral equations, Hilbert space methods. Special functions, asymptotic properties. Integral transforms, generalized functions. Prerequisite: ordinary differential equations and linear algebra. [4–4] (Not currently offered)

**294. Partial Differential Equations.** Classification of equations: equations of elliptic, parabolic, and hyperbolic type. Separation of variables, orthonormal series, solutions of homogeneous and nonhomogeneous boundary value problems in one-, two-, and three-dimensional space. Possible additional topics include subharmonic functions and the Perron existence theorem for the Laplace equation of Sturm-Liouville theory. Prerequisite: 198 or 208. FALL. [3] DiBenedetto.

**297. Selected Topics.** Topics of special interest at a level suitable for both senior undergraduate mathematics majors and graduate students in mathematics, as announced in the *Schedule of Courses*. FALL, SPRING. [Variable credit 1–3, total of all 267 and 297 hours not to exceed 12] Hardin.

**298. Independent Study.** Reading and independent study at a level considered introductory to graduate students or in an area of study not currently offered in 270–299 level range. FALL, SPRING. [Variable credit: 1–3]

**309. Professional Development.** The nature, history, and philosophy of mathematics; examination of various modern application areas; issues relating to being a professional mathematician such as ethics, teaching, and service; the use of Mathematica, TeX, the Web, and other resources with emphasis on techniques for communicating mathematics, both verbally and in writing. Prerequisites: One year of graduate study in the Mathematics Department. [3] (Not currently offered)

**310. Lie Groups and Lie Algebras.** Continuous groups; classical groups; real and complex Lie algebras; applications to physics, geometry, and mechanics. Prerequisites: linear algebra, advanced calculus. [3] Ratcliffe. (Not currently offered)

**312. Algebraic Topology.** Homology, cohomology, homotopy theory. Prerequisite: 272a–272b. FALL. [3] Ratcliffe.

**323. Universal Algebra.** Theory of general algebraic systems. Concepts discussed will include subalgebras, congruences, automorphism groups, direct and subdirect products, ultraproducts, free algebras, varieties and quasi-varieties, with applications to groups, rings, fields, lattices, Boolean algebras, semilattices, and semi-groups. Connections with model theory and category theory will be included as time permits. Prerequisite: 283a. Corequisite: 283b. [3]

**324a–324b. Combinatorial and Geometric Group Theory.** Generators and defining relations of groups; Cayley graphs and Van Kampen diagrams; subgroups and automorphisms of free groups; graphs of groups; fundamental groups of topological spaces; Magnus embedding; homology of groups; residual properties of groups; hyperbolic groups; small cancellation groups; 1-relator groups; algorithmic problems in groups. Prerequisite: 283a. [3–3]

**325. Introduction to Approximation Theory.** Best approximation in metric and normed vector spaces; Tchebycheff approximation, Weierstrass-type theorems, rational approximation, orthogonal polynomials, trigonometric approximation, moduli of continuity, spline approximation; expansions and bases in function spaces. Prerequisites: 261, 330a. FALL. [3]

**330a–330b. Theory of Functions of a Real Variable.** The real number system, transfinite numbers, spaces, point sets in metric spaces, sequences and series of functions, measure. Lebesgue integration, convergence theory, inversion of derivatives. [3–3] Aldroubi.

**331a–331b. Theory of Functions of a Complex Variable.** Complex integration, calculus of residues, harmonic functions, entire and meromorphic functions, conformal mapping, normal families, analytic continuation, Riemann surfaces, analytic functions of several complex variables. [3–3] Horn.

**333. Theory of Ordinary Differential Equations.** Existence and uniqueness theorems, systems of linear differential equations, self-adjoint eigenvalue problems, asymptotic behavior, stability properties, perturbation theory, and applications. Prerequisite: 247 or equivalent and linear algebra, or consent of instructor. [3] (Not currently offered)

**334. Theory of Partial Differential Equations.** Equations of the first order. Classification of equations of second order, existence and uniqueness, methods for solving elliptic, parabolic, and hyperbolic equations. Prerequisite: advanced calculus, differential equations, and linear algebra, or consent of instructor. [3] DiBenedetto.

**355. Advanced Topics in Approximation Theory.** Topics depend on the instructor but will typically include abstract approximation, classical approximation, multi-dimensional spline theory, and other advanced topics. Prerequisite: 330a. [3] (Not currently offered)

**362a–362b. Functional Analysis.** Function spaces, topological vector spaces, linear operators, conjugate spaces, Hilbert and Banach spaces, Banach algebras. Applications to function theory, differential equations, and integral equations. 362a, FALL; 362b, SPRING. [3–3] Bisch, Kasparov.

**364a–364b. Nonlinear Differential Equations and Analytical Dynamics.** 364a: classical dynamical systems. Lagrangian derivatives, canonical transformations, differential equations on the torus. Existence and continuation theorems, local and global questions. Equilibrium and periodic solutions, local integrals. Poincaré continuation method, characteristic exponents, stability, Liapunov theory. Integrable and Hamiltonian systems, perturbation theory, methods from functional analysis. 364b: surfaces of section, volume-preserving mappings, reduction to normal forms, fixed-point theorems, existence of integrals and convergence problems, Arnold-Moser theory on quasi-periodic motion and invariant tori. Abstract dynamical systems, ergodic properties, almost periodic motions, structural stability. Examples from celestial mechanics and other fields. [3–3] (Not currently offered)

**367. Selected Advanced Topics.** Topics of special interest at a level suitable for graduate students in mathematics, as announced in the *Schedule of Courses*. FALL, SPRING. [Variable credit: 1–3]

**368. Advanced Independent Study.** Reading and independent study in an advanced area of mathematics under the supervision of an adviser. Requires approval of director of graduate studies. FALL, SPRING. [Variable credit: 1–3]

**369. Master's Thesis Research.**

**372a–372b. Seminar in Topology.** Recent topics. (Depending on variation of topics, this course may be repeated.) [Variable credit: 1–3 each semester] Staff.

**375a–375b Seminar in Graph Theory.** Recent topics. (Depending on variation of topics, this course may be repeated.) [Variable credit: 1–3 each semester] Staff.

**381a–381b. Seminar in Number Theory.** Recent topics. Depending on variation of topics, this course may be repeated. [Variable credit: 1–3 each semester] (Not currently offered)

**383a–383b. Seminar in Algebra.** Recent topics. (Depending on variation of topics, this course may be repeated.) [Variable credit: 1–3 each semester] Staff.

**385a–385b. Seminar in Approximation Theory.** Recent topics. (Depending on variation of topics, this course may be repeated.) [Variable credit: 1–3 each semester] Staff.

**386a–386b. Seminar in Computational Mathematics.** Recent topics. (Depending on variation of topics, this course may be repeated.) [Variable credit: 1-3 each semester] Staff.

**390a–390b. Seminar in Analysis.** Recent topics. (Depending on variation of topics, this course may be repeated.) [Variable credit: 1–3 each semester] Staff.

**394a–394b. Seminar in Applied Analysis.** Recent topics. (Depending on variation of topics, this course may be repeated.) [Variable credit: 1–3 each semester] Staff.

**395a–395b. Seminar in Mathematical Biology.** Recent topics. (Depending on variation of topics, this course may be repeated.) [Variable credit: 1–3 each semester] Staff.

**398. Directed Study.** A reading course designed to give graduate students more background. FALL, SPRING. [Variable credit: 1–3 each semester] Staff.

**399. Ph.D. Dissertation Research.**

## *Mechanical Engineering*

CHAIR Robert W. Pitz

DIRECTOR OF GRADUATE STUDIES Kenneth D. Frampton

PROFESSORS EMERITI Thomas A. Cruse, John H. Dunlap, William F. Flanagan,

George T. Hahn, Barry D. Lichter, Robert L. Lott Jr., James J. Wert, John W. Williamson

PROFESSORS Donald L. Kinser, Arthur M. Mellor, Robert W. Pitz, Carol A. Rubin,

Alvin M. Strauss, Taylor G. Wang

RESEARCH PROFESSORS EMERITI J. Leith Potter, Robert A. Weeks

ASSOCIATE PROFESSOR Michael Goldfarb

RESEARCH ASSOCIATE PROFESSORS Amrutur V. Anilkumar, Joseph A. Wehrmeyer

ASSISTANT PROFESSORS Eric J. Barth, Kenneth D. Frampton, Nilanjan Sarkar,

Mark A. Stremler, Greg Walker

SENIOR LECTURER Robert J. Barnett

**DEGREES OFFERED:** *Master of Science, Doctor of Philosophy*

✂ THE program in mechanical engineering allows concentration in a variety of areas of mechanical engineering research. Candidates for the master of science degree present a thesis and a minor of at least 6 hours in one or more separate areas of study related to the major. The Ph.D. program includes two minors, one of at least 12 hours in a separate but related area and a second of 6 to 9 hours in a field other than mechanical engineering or mathematics. The selection of courses and total number of hours required are determined individually. The master of engineering, an advanced professional degree for engineers, is offered by the School of Engineering. There is also a master of science/doctor of medicine degree program joint between Mechanical Engineering and the School of Medicine; for details, please consult with the director of graduate studies in Mechanical Engineering.

**256. Advanced Strength of Materials.** Mathematical basis for analysis of stress and strain appropriate to design of mechanical elements and systems. Topics include: inelastic behavior, durability, thermoelastic behavior, thin walled elements, composite materials and stability. Prerequisite: 201, Design of Machine Elements, CE 182, Math 198. [3] (Offered on demand)

**259. Engineering Vibrations.** Theory of vibrating systems and application to problems related to mechanical design. Topics include single degree of freedom systems subject to free, forced, and transient vibrations; systems with several degrees of freedom, methods of



vibration suppression and isolation, and critical speed phenomena. Prerequisite: 190, Math 198. SPRING. [3]

**260. Energy Conversion I.** Energy resources, use, and conservation are studied. The fundamentals of positive displacement machinery, turbo-machinery, and reactive mixture are introduced and used to examine various forms of power-producing systems. Prerequisite: 220b, 224. FALL. [3]

**261. Basic Airplane Aerodynamics.** Includes aerodynamic forces, airfoil characteristics from both theory and experiment, aircraft experiment, aircraft performance, longitudinal and lateral stability and control. Prerequisite: 224. FALL. [3]

**262. Environmental Control.** A study of heating and cooling systems, energy conservation techniques, use of solar energy and heat pumps. Prerequisite: 220b; corequisite: 248. SPRING. [3]

**264. Internal-Combustion Engines.** A study of the thermodynamics of spark ignition and compression ignition engines; gas turbines and jet propulsion. Prerequisite: 220b. SPRING. [3]

**265. Direct Energy Conversion.** The principles and devices involved in converting other forms of energy to electrical energy. Conversion devices: electro-mechanical, thermoelectric, thermionic, fluid dynamic, and fuel cell. Students who have earned credit for EECE 269 may not receive credit for ME 265. Prerequisite: 220a. SPRING. [3]

**270. Advanced Mechanism Design.** Concepts of the underlying geometry of constrained motion, both infinitesimal and finite, as used in the design of the motions of machine elements. Topics include kinematic invariants, centrode geometry, the Euler-Savary equation, the cubic of stationary curvature, pole triangles and quadrilaterals, Burmester theory, and the theory of screws. Prerequisite: 200. [3] (Offered on demand)

**271. Introduction to Robotics.** (Also listed as EECS 271) History and application of robots. Robot configurations including mobile robots. Spatial descriptions and transformations of objects in three-dimensional space. Forward and inverse manipulator kinematics. Task and trajectory planning, simulation and off-line programming. Prerequisite: 190, Math 194. FALL. [3]

**275. Introduction to Finite Element Analysis.** Development and solution of finite element equations for solid mechanics and heat transfer problems. Introduction to commercial finite element and pre- and post-processing software. Two lectures and one three-hour laboratory each week. Prerequisite: CE 182, Math 198. SPRING. [3]

**280. Advanced Dynamics of Mechanical Systems.** Development of methods for formulating differential equations to model mechanical systems, including formalisms of Newton-Euler, Lagrange, and virtual work methods to two- and three-dimensional systems. Prerequisite: 190, Math 198. SPRING. [3] (Offered 2004/05)

**284. Modeling and Simulation of Dynamic Systems.** Incorporates bond graph techniques for energy-based lumped-parameter systems. Includes modeling of electrical, mechanical, hydraulic, magnetic and thermal energy domains. Emphasis on multi-domain interaction. Prerequisite: 234. FALL. [3] (Offered 2004/05)

**320. Statistical Thermodynamics.** Old and modern quantum theory, including H atom, rigid rotor, and harmonic oscillator. Atomic and molecular structure and spectra. Maxwell-Boltzmann statistical model for ideal, chemically reacting, electron, or photon gas. Introduction to Gibbs method. Prerequisite: 220b. FALL. [3] (Offered 2004/05)

**325a. Advanced Fluid Dynamics I.** A study of the kinetics of inviscid and viscous fluids. Use of the constitutive equations for study of steady or transient, and laminar or turbulent flows. Application to numerous engineering problems. Prerequisite: 224. FALL. [3]

**325b. Advanced Fluid Dynamics II.** A continuation of 325a: the phenomenological theories of turbulence are applied to boundary layer flow. The fundamentals of turbulence, including correlation functions and spectra are examined, and existing methods of measurement are discussed. Prerequisite: 325a. SPRING. [3] (Offered 2004/05)

**326. Gas Dynamics.** Study of compressible fluid flow from subsonic to supersonic regimes in confined regions and past bodies of revolutions. Includes heat transfer, frictional effects, and real gas behavior. Prerequisite: 224. SPRING. [3]

**327. Energy Conversion Systems.** An advanced study of energy conversion systems that include turbomachinery, positive displacement machinery, solar energy collection and combustion, with consideration for optimizing the systems. Prerequisite: consent of instructor. FALL. [3]

**328. Propulsion Systems.** A study of turbojet, ramjet, rocket motor, and advanced propulsion systems. The influence of component performance upon the overall system is emphasized. Preliminary designs of propulsion systems and criteria of performance are developed. Prerequisite: consent of instructor. FALL. [3]

**331. Robot Manipulators.** (Also listed as EECS 331) Dynamics and control of robot manipulators. Includes material on Jacobian matrix relating velocities and static forces, linear and angular acceleration relationships, manipulator dynamics, manipulator mechanism design, linear and nonlinear control, and force control manipulators. Prerequisite: 271. SPRING. [3]

**333. Topics in Stress Analysis.** An investigation of thermal stress, transient stress, and temperatures in idealized structures: consideration of plasticity at elevated temperatures; and some aspects of vibratory stresses. Prerequisite: consent of instructor. FALL. [3]

**336. Linear Control Theory.** Classical and modern approaches to the analysis and design of single-input/single-output (SISO) and multiple-input/multiple-output (MIMO) linear time invariant control systems. Classical (frequency-domain) and modern (state-space) approaches to SISO and MIMO control, including optimal control methods. Credit is given for only one of ME236 or ME336. Prerequisite: 234. FALL. [3]

**348. Convection Heat Transfer.** A wide range of topics in free and forced convection is discussed. Solutions are carried out using analytical, integral, and numerical methods. Internal and external flows are considered for both laminar and turbulent flow cases. Convection in high speed flow is also studied. Prerequisite: 248, 325a. SPRING. [3]

**352. Nonlinear Control Theory.** Introduction to the concepts of nonlinear control theory. Topics include phase plane analysis, nonlinear transformations, Lyapunov stability, and controllability/observability calculations. A multidimensional geometric approach to these problems is emphasized. Prerequisite: 257, Math 194. SPRING. [3]

**353. Design of Electromechanical Systems.** Analog electronic design for purposes of controlling electromechanical systems, including electromechanical sensors and actuators, analog electronic design of filters, state space and classical controllers, and transistor-based servoamplifiers and high voltage amplifiers. The course has a significant laboratory component in which students are expected to design and fabricate circuits to control electromechanical systems. Implementation of digital controllers is also covered. Prerequisite: 234, 257, and EECS112. FALL [3]

**355. Engineering Design and Optimization.** Methods for optimal design of mechanical systems are developed and applied. Nonlinear optimization strategies are implemented through progressive exercises on unconstrained and constrained optimization problems with single and multiple design variables. Students explore the implementation of basic algorithms through computer-based tools and available Fortran (or C) subroutines. Feasibility and optimality conditions and design problem formulation are emphasized. Computer literacy and some programming experience are required. Each student is expected to complete a major design project in their area of technical interest. [3] (Offered on demand)

**356. Mechanical System Reliability.** Design of mechanical systems subject to reliability constraints. Emphasis on response surface modeling, variance reduction concepts, probabilistic design methods and advanced simulation concepts with application development using reliability software. Prerequisite: 355 and either CE 310 or Math 233. [3] (Offered on demand)

**359. Advanced Engineering Vibrations.** The development and application of Lagrange's equations to the theory of vibrations. Nonlinear systems and variable spring characteristics are analyzed by classical methods and by digital computer techniques. Applications to the design of high speed machines are emphasized. Prerequisite: 259; Math 234, 246. SPRING. [3]

**363. Conduction and Radiation Heat Transfer.** A comparative study of available methods for solution of single and multidimensional conduction heat transfer problems. Both steady and transient problems are considered. Mathematical and numerical methods are stressed. Radiant exchange between surfaces separated by non-participating media is studied. Numerical methods are developed and discussed for non-isothermal surfaces and combined radiation and conduction problems are solved. Prerequisite: 248. SPRING. [3] (Offered 2004/05)

**365. Special Topics in Heat Transfer.** Topics such as boiling, condensation, ablation and heat transfer in MHD flows, rarefied gases, and two-phase flows are studied. Prerequisite: 363, 364. FALL. [3] (Offered on demand)

**366. Combustion.** Introduction to combustion processes. Topics include combustion thermodynamics, chemical kinetics, premixed flame theory, diffusion flame theory, ignition and detonation. Prerequisite: 220b, 224. SPRING. [3] (Offered 2004/05)

**369. Master's Thesis Research.**

**389. Master of Engineering Project.**

**391–392. Special Topics.** A course based on faculty research projects and highly specialized areas of concentration. [Variable credit: 1–3 each semester]

**393–394. Independent Study.** Readings and/or projects on advanced topics in mechanical engineering under the supervision of the faculty. Consent of instructor required. [Variable credit: 1–3 each semester]

**397–398. Seminar.** [0–0]

**399. Ph.D. Dissertation Research.**

**3995. Half-time Ph.D. Dissertation Research.** For students who have completed 72 hours and devote a half-time effort to dissertation research. [0]

## *Microbiology and Immunology*

CHAIR Jacek Hawiger

DIRECTOR OF GRADUATE STUDIES Eugene M. Oltz

PROFESSORS EMERITI John H. Hash, David T. Karzon

PROFESSORS Dean W. Ballard, Richard T. D'Aquila, Terence S. Dermody, Jacek Hawiger, J. Harold Helderman, George C. Hill, Alexander R. Lawton, Theodore Pincus, Donald H. Rubin, H. Earl Ruley, Subramaniam Sriram, James P. Tam, James Ward Thomas, Luc Van Kaer, Peter F. Wright

ASSOCIATE PROFESSORS Christopher R. Aiken, Thomas N. Aune, Mark R. Boothby, Mark R. Denison, G. Neil Green, David W. Haas, Sebastian Joyce, Geraldine G. Miller, Nancy J. Olsen, Eugene M. Oltz, Louise A. Rollins-Smith

ASSISTANT PROFESSORS Timothy Cover, James Crowe, Hong Fang, Wasif N. Khan, Andrew J. Link, Paul W. Spearman, Derya Unutmaz

RESEARCH ASSISTANT PROFESSORS Xue-Yan Liu, Maria Pia G. Pasquale

RESEARCH INSTRUCTORS Danya Liu, Yi-An Lu, Ruth Ann Veach, Jin-Long Yang, Qitao Yu, Jing Zhou

**DEGREES OFFERED:** *Master of Science, Doctor of Philosophy*

✂ STUDENTS interested in microbiology and immunology participate in the Interdisciplinary Graduate Program in the Biomedical Sciences during their first year (see Biomedical Sciences). The second year of study comprises required and elective courses in Microbiology and Immunology for a total of at least 24 hours of formal course work toward the Ph.D. degree.

The program in microbiology and immunology is designed to provide a broad background in modern virology, molecular and cellular immunology, molecular genetics and pathogenesis, functional genomics, and biotechnology. Research experience in a specific area provides the basis for a dissertation. Entering students normally serve brief apprenticeships in the laboratories of three faculty members during the first year as preparation for choosing a field of study (see course description of Microbiology 327). Dissertation research may be initiated in any of the following areas:

- Signal transduction and gene transcription in T and B cells; developmental immunology and cell-mediated immunity in parasitic and viral infections (*Aune, Ballard, Boothby, Crowe, Hill, Joyce, Khan, Miller, Olsen, Oltz, Rollins-Smith, Sriram, Thomas, Unutmaz, Van Kaer*);
- Molecular biology of viruses, including DNA- and RNA-containing tumor viruses (*Aiken, Crowe, D'Aquila, Denison, Dermody, Rubin, Ruley, Spearman*);
- Molecular cell biology of inflammation (*Hawiger, Oltz, Ruley, Van Kaer*);
- Mechanism of action of toxins (*Cover, Green, Hawiger*);
- Molecular genetics (*Fang, Green, Link, Ruley*);
- Biomolecular modeling of synthetic vaccines and drugs (*Tam*);

- Functional genomics and proteomics (*Green, Hawiger, Link, Oltz, Ruley, Tam, Van Kaer*).

Emphasis is on basic research aimed at understanding molecular mechanisms of microbial and parasitic infections and the defenses mounted by the immune system. Students whose interests are primarily in diagnostic or taxonomic aspects of microbiology are not encouraged to apply.

Doctoral study is emphasized. However, M.S. degrees are granted under special circumstances and require a research thesis.

**327. Experimental Methods in Microbiology.** Laboratory work concerned with (a) regulation of gene transcription; (b) signal transducing molecules and pathways; (c) entry and replication of mammalian viruses; (d) techniques in nucleic acid and peptide chemistry, rapid methods of DNA sequencing, gene knock-out in transgenic animals, design of probes, antigens, and synthetic vaccines; and (e) structure-function analysis of ligands, receptors, toxins, and transcription factors. Admission to course, hours, and credit by arrangement. FALL, SPRING, SUMMER. [2–4] Staff.

**328. Microbes and Immunity.** A lecture series on selected topics. The course may be taken once in each of the following subject areas for a maximum total credit of 8 hours.

**328 1. Microbial Genetics.** (Also listed as Biological Sciences 328) The genetics of bacteria and yeast and their use in molecular biology as an experimental tool. Prerequisite: IGP 300a. FALL. [2] Graham (Biological Sciences), Fang.

**328 2. Molecular Virology.** The interaction of animal viruses with their host cells, discussed at the molecular and cellular level as model systems. Special emphasis on current literature and methodology. Prerequisite: A course in biochemistry. FALL. [3] Denison, Dermody, Staff.

**328 3. Molecular and Cellular Immunology.** The cellular and molecular foundations of the immune response system and the humoral and cellular reactions that result from immunologic interactions. Two lectures per week and seminars presented by students. Prerequisite: IGP 300a, 300b, and 301, or equivalent. FALL. [3] Joyce and Staff.

**328 4. Focal Topics in Microbiology and Immunology.** The main objective of this course is to guide students through “real life” cases illustrating dynamic features (entry, colonization, spread, injury, immune response) of the pathogen-host relationship. Small discussion groups led by a faculty preceptor will focus on twelve topics contained in booklets designed for self-directed study. The element of critical thinking in analysis of questions, concepts, and required literature will be introduced. Moreover, graduate students will gain “clinical perspective” to the molecular pathogenesis of microbial and immune diseases important for future research proposals and grant applications. Prerequisite: IGP 300a, 300b, 301, or equivalent. *Note: Interested students must discuss their qualifications with the course director prior to enrolling.* SPRING [2] Boothby, Staff.

**329. Structural Immunology.** The goal of this course is to utilize protein structural information to understand the immunological responses and aid in the design of vaccines and therapeutic agents. Strong emphasis on protein structures and their correlations to functions. SPRING. [2] Tam and Staff.

**332. Foundations in Microbiology and Immunology I.** The objectives of this course are to alert students to important original research articles in microbiology and immunology, to apply methods of scientific logic for critical analysis of the knowledge presented in the articles, and to help students present complex data and conclusions to an audience. SUMMER. [2] Green and Staff.

**333. Foundations in Microbiology and Immunology II.** Second semester of required course work. Prerequisite: M&IM 332. FALL. [3] Green, Staff.

**334. Foundations in Microbiology and Immunology III.** Third semester of required course work. Prerequisites: M&IM 332 and 333. SPRING. [1] Green, Staff.

**350. Cellular Microbiology of the Pathogen-Host Interaction.** (Also listed as Cell and Developmental Biology 350) An interdisciplinary course designed to train students at the interface of molecular microbiology and cell biology. Model organisms or their products will be analyzed in the context of molecular cell biology. Students will be challenged to utilize new information from microbial genome sequencing to understand host cell subcellular compartments and signaling pathways. Prerequisite: A solid background at the graduate or undergraduate level in natural science curriculum, for example molecular cell biology, microbiology and immunology. *All students must receive course director approval prior to registration.* SPRING. [3] Green, Unutmaz, Staff.

**369. Master's Thesis Research.**

**377. Critical Issues in Cancer Biology.** This seminar/tutorial will examine primary research papers to develop critical thinking skills on current topics in cancer research, including: cell growth control, signal transduction, regulation of gene expression, programmed cell death. The discussions will focus on discredited and controversial areas as well as cutting edge studies. Students can write a paper for additional credit. This course is offered to graduate students only. Post doctoral fellows may audit if space permits by permission of the instructor. Prerequisite: IGP 300a, 300b, and 301, or equivalent. SUMMER. [2-3] Ruley.

**399. Ph.D. Dissertation Research.**

# *Molecular Physiology and Biophysics*

CHAIR Alan D. Cherrington

VICE CHAIR OF THE DEPARTMENT Albert H. Beth

DIRECTOR OF GRADUATE STUDIES Roger J. Colbran

PROFESSORS Albert H. Beth, Matthew D. Breyer, G. Roger Chalkley, Alan D. Cherrington, Jackie D. Corbin, Stephen N. Davis, Emmanuele DiBenedetto, John H. Exton, John C. Gore, Daryl K. Granner, Jonathan L. Haines, William Kovacs, Robert MacDonald, Mark A. Magnuson, James M. May, Jane H. Park, David W. Piston, Roland W. Stein, Kevin Strange, Arnold Strauss, David H. Wasserman, P. Anthony Weil, John P. Wikswo Jr.

RESEARCH PROFESSOR Sharron H. Francis

ASSOCIATE PROFESSORS Roger J. Colbran, Eric Delpire, Ronald B. Emeson, Owen P. McGuinness, Hassane Mchaourab, Richard M. O'Brien, Alvin C. Powers, Linda Sealy, Phoebe L. Stewart, Marshall Summar

RESEARCH ASSOCIATE PROFESSOR K. Sam Wells

ASSISTANT PROFESSORS Aurelio Galli, Maureen Gannon, Alyssa Hasty, Anne K. Kenworthy, Robert Kesterson, Chun Li, Jason H. Moore, Douglas P. Mortlock, Masakazu Shiota, James S. Sutcliffe, Scott Williams, Danny G. Winder, Chao-Lan Yu

RESEARCH ASSISTANT PROFESSORS Charles E. Cobb, Cynthia C. Connolly, Robert K. Hall, Eric Hustedt, Shawn E. Levy, Mary C. Moore, Richard L. Printz

INSTRUCTOR Richard R. Whitesell

RESEARCH INSTRUCTORS Sheng-Song Chen, Fu-Yu Chueh, Habibeh Khoshbouei, Qiming Long, Ed Organ, Chiyo Shiota, Mary Waltner-Law

## **DEGREE OFFERED:** *Doctor of Philosophy*

✿ STUDENTS interested in this program participate in the Interdisciplinary Graduate Program in the Biomedical Sciences during the first year (see Biomedical Sciences). The second year comprises required and elective courses in Molecular Physiology and Biophysics for a total of at least 24 hours of formal course work toward the Ph.D. degree. Variations are permitted in the number of formal course hours above the minimum of 24 required for the degree. A thesis-based master's degree is awarded only under special circumstances.

The emphasis of the graduate program is on research and research training in the areas of molecular and cell biology, cellular regulation and endocrinology, transport and biophysics, whole animal physiology, and genetics. Students obtain a general background in physiology, biochemistry, molecular biology, and genetics through course work and laboratory exercises. Students are encouraged to rotate freely among various research laboratories with interests in the areas mentioned above in order to select a particular area and thesis adviser for dissertation research.

Research areas available to the student include hormonal and developmental aspects of gene control at the molecular level, with emphasis on the role played by DNA-protein interactions. There is also a focus on cellular

aspects of hormonal regulation including mechanisms of glucose, fatty acid and ion transport, as well as the mechanism of action of hormonal second messengers such as cAMP, cGMP, and Ca<sup>2+</sup>. Studies are conducted, using various biophysical techniques, to study membrane function and the action of proteins in membranes and free solution, with a focus on the regulation of synaptic transmission. Studies are also carried out to investigate the hormonal regulation of metabolism in whole animal models. Examination of the genetic basis of neurological disorders and obesity is also ongoing in the department. Research in the department has relevance to a range of human diseases including diabetes, cancer, nutritional deficiencies, and developmental abnormalities.

**321. Physiology.** Lectures and clinical correlations designed to cover the essentials in physiology for first year medical students. This course or MP&B 330 is required of all graduate students majoring in Molecular Physiology and Biophysics. Class meeting dates are determined by the calendar of the School of Medicine. SPRING. [5] McGuinness and Staff.

**322. Physiological Techniques and Preparations.** For advanced students prior to admission into candidacy for Ph.D. degree. FALL, SPRING, SUMMER. Hours and credit by arrangement. Cherrington and Staff.

**323. Excitable Membrane Properties in Nerve and Muscle.** (Also listed as Pharmacology 323 and Neuroscience 324) Recent findings concerning the structure, function, and pharmacology of ion channels. Topics will include the relationship between amino acid sequence, protein subunit structure, and function of both voltage- and ligand-gated channels; the relationship between channel structure and pharmacology; the interaction of drugs with channels and receptor/channel proteins, with special emphasis on the interaction of compounds with different functional channel states; indirect coupling between ion channels and neurotransmitter and hormone receptors. Classes will include both presentations by the instructors and discussion of recent publications by students. Prerequisite: consent of instructor. FALL, EVEN NUMBERED YEARS. [3] Winder, DeFelice (Pharmacology).

**324. Tutorials in Physiology.** The class meets once weekly. In the fall semester, graduate students critically evaluate research publications in areas of active research in the department (e.g., gene transcription, molecular biology, electrophysiology, membrane transport, intercellular signaling, beta cell biology, and regulation of intermediary metabolism). Also, there are faculty presentations on ancillary science skills, such as oral and poster presentations, and grant and proposal writing. In the spring semester, each student presents and defends a short research proposal based on their current research area. FALL, SPRING. [1] Cobb, Colbran, and Staff.

**325. Physical Measurements on Biological Systems.** (Also listed as Physics 325 and Biomedical Engineering 325) A survey of the state of the art in quantitative physical measurement techniques applied to cellular or molecular physiology. Topics include the basis for generation, measurement, and control of the transmembrane potential; electrochemical instrumentation; optical spectroscopy and imaging; x-ray diffraction for determination of macromolecular structure; magnetic resonance spectroscopy and imaging. One lecture and one recitation. Prerequisite: modern physics course or consent of instructor. FALL, ODD NUMBERED YEARS. [3] Wikswo.

**326. Exercise Physiology.** The responses of different physiological systems to exercise. The effect and role of exercise under special conditions such as diabetes, reproduction, heart disease, and orthopedics and rehabilitation. Invited speakers will discuss the clinical



and scientific aspects of the above topics. Prerequisite: consent of instructor. SPRING. [1] Wasserman.

**327. Molecular Endocrinology.** A survey of the molecular biology of hormone action from the target cell surface to the nucleus, equally divided between steroid and peptide hormones. Special emphasis on (i) diabetes and obesity and (ii) how receptors and intracellular messengers mediate hormone action, and (iii) how hormones regulate gene expression. Discussion of the use of genetic, molecular biology, and biochemical techniques to study hormone action. The faculty encourage an interactive atmosphere in the class through the discussion of seminal papers. FALL. [2] Colbran, Kesterson, and O'Brien.

**328. Metabolic Regulation in vivo.** The hormonal regulation of fuel metabolism in the whole animal. Techniques used to study carbohydrate, lipid, and protein metabolism in vivo, as well as metabolic regulation in the normal and stressed state. Conditions such as fasting, exercise, infection, and hypoglycemia. A basic knowledge of physiology and biochemistry is required. Prerequisite: MP&B 321 or consent of instructor. FALL, ODD NUMBERED YEARS. [2] McGuinness and Staff.

**330. Human Physiology and Molecular Medicine.** Lectures and research correlations on advanced aspects of human physiology, with emphasis on communication between and control of the major tissue types and organ systems. Recent biochemical and molecular biology research findings will be incorporated into the study of normal physiology and pathophysiology. This course (or MP&B 321) is required of all graduate students majoring in molecular physiology and biophysics. Prerequisite: consent of instructor. FALL. [3] Cobb.

**332. Regulation of Gene Transcription.** Factors affecting DNA/protein interactions. The most recent findings on how such interactions are established within the chromosomal environment and how those interactions affect gene activity. Hormonal and developmental aspects of gene control within the context of protein/DNA interactions. Prerequisite: BCHM 321 or consent of instructor. SPRING, ODD NUMBERED YEARS. [2] Stein and Staff.

**340. Human Genetics.** Designed to cover background and latest advances in human genetics. Topics will include an overview of mutational mechanisms, cytogenetics (detection and description of chromosomal abnormalities), biochemical genetics (gene defects in biochemical pathways), molecular genetics (gene structure, function, and expression), population genetics (heritability, quantitative traits, variance analysis), disease gene discovery (study design, statistical and molecular techniques), and genetic epidemiology (genetic linkage analysis, association studies, gene-gene and gene-environment interaction). Topics will be discussed with reference to specific human genetic diseases. Prerequisite: consent of instructor. SPRING. [3] Haines, Sutcliffe, and Staff.

**345. Cellular and Molecular Neuroscience.** (Also listed as Cell and Developmental Biology 345, Neuroscience 345, Pharmacology 345) Students are exposed to fundamental concepts and techniques in molecular and cellular neuroscience and provided with a theoretical context for experimental analysis of brain function. The course is divided into four modules. *Module I: Biophysics and Biochemistry of Synaptic Transmission* reviews biophysical and molecular concepts relating to membrane excitability, action potential generation and propagation, and the molecular basis of chemical signaling at synapses. *Module II: Synaptic Integration and Plasticity* discusses mechanisms and models of synaptic integration and plasticity and concentrates on how molecular changes translate into altered synaptic strength and gene expression programs that underlie short and long-term plasticity. *Module III: Neural Development* examines historical and current concepts in neural pattern formation, neural migration, axon guidance and synapse formation. *Module IV: Neural Diseases and Disease Models* focuses on specific brain disorders such as epilepsy, depression,

schizophrenia, and Alzheimer's disease and current models used to investigate their origin and/or treatment. This course combines faculty lecture with discussion of original articles, with an emphasis on student participation. SPRING. [4] Blakely, Carter, and Staff.

### 369. Master's Thesis Research.

**380. Genetic Analysis of Complex Human Diseases.** Designed to cover study design and application issues of disease gene discovery with specific reference to common clinical traits. Topics will include an overview of study design issues, clinical ascertainment and trait description, methods of genetic data generation, and methods of data analysis. Examples are derived from pharmacogenetics, medical genetics, and cardiovascular genetics, among others. Prerequisites: Physiology 340 and consent of instructor. Summer. [1] Haines, Moore, and Staff.

**385. Fundamentals of Genetic Analysis.** FALL. [4] Williams and Staff.

### 399. Ph.D. Dissertation Research.

## Neuroscience

DIRECTOR Elaine Sanders-Bush

DIRECTOR OF GRADUATE STUDIES Elaine Sanders-Bush

PROFESSORS Jeffrey R. Balsler, Randolph Blake, Randy D. Blakely, A. B. Bonds, Kendal Broadie, Vivien A. Casagrande, Chin Chiang, Jeffrey Conn, Louis J. DeFelice, Ariel Y. Deutch, Ford F. Ebner, Alfred L. George Jr., Jonathan L. Haines, Heidi E. Hamm, Carl H. Johnson, Jon H. Kaas, Pat Levitt, Lee E. Limbird, Robert L. Macdonald, Douglas McMahon, Timothy P. McNamara, Herbert Y. Meltzer, Terry Page, John S. Penn, Elaine Sanders-Bush, Jeffrey D. Schall, Subramaniam Sriram, Kevin Strange, Ronald G. Wiley

ASSOCIATE PROFESSORS Jo-Anne Bachorowski, Roger J. Colbran, Eric Delpire, Ronald B. Emeson, Vsevolod Gurevich, David M. Miller III, Thomas J. Palmeri, Sohee Park, Bih-Hwa Shieh, Lilianna Solnica-Krezel

ASSISTANT PROFESSORS Bruce H. Appel, Bruce D. Carter, Kenneth C. Catania, Michael Cooper, Kevin Currie, Chand Desai, Aurelio Galli, Isabel Gauthier, Robert A. Kesterson, Peter A. Kolodziej, René Marois, Michael P. McDonald, Jason H. Moore, Michelle Southard-Smith, James S. Sutcliffe, William M. Valentine, Brian E. Wadzinski, Danny G. Winder, David H. Zald, Laurence J. Zwiebel

### DEGREE OFFERED: *Doctor of Philosophy*

✂ THE program of study provides a broad background in neuroscience and related disciplines, preparing a student for a career as a research investigator and teacher. Graduates are recruited for positions in academic institutions where the new discipline of neuroscience is growing rapidly, in government and research institutes, and in the biotechnology industry.

The Ph.D. program requires a minimum of 26 hours of formal course work. Two areas of focus (tracks) are available: molecular and integrative. Students in the molecular track participate in the IGP (see Biomedical Sciences); during the first year, they complete an interdisciplinary core of

course work through the IGP. A required set of modules includes three courses, of which the student chooses two. These courses include Cellular and Molecular Neuroscience, Systems Neuroscience, and Cognitive Neuroscience. These courses survey the broad areas of neuroscience and are designed to link fundamental principles to contemporary research. Neuroscience Foundations, another required course, is taught the first and second semesters of the first year. Additional required courses include neuroanatomy and advanced courses covering the electrical properties of nerves, molecular neuroscience, cognitive neuroscience, and biostatistics. An individualized elective schedule is designed that augments the required material in areas that relate directly to the chosen research, which begins in the summer of the first year. Areas of study include bases of perception, cognition and circadian rhythms, neural development, synaptic transmission, synaptic and systems plasticity, sensory perception and processing, neuropharmacology, neurotoxicology, neurogenetics, the etiology and treatment of neuropsychiatric and neurodegenerative diseases, and behavioral neurophysiology. An original research dissertation is required for the Ph.D. degree.

For additional information, see [http://medschool1.mc.vanderbilt.edu/brain\\_institute/php\\_files/grad\\_program.php](http://medschool1.mc.vanderbilt.edu/brain_institute/php_files/grad_program.php).

**302. Techniques and Preparations.** Laboratory rotations undertaken by Integrative Track students that culminate in the selection of a thesis adviser. FALL, SPRING. [0–6]

**323. The Nervous System.** (Also listed as Cell and Developmental Biology 323) Emphasis on providing second-year medical students and graduate students with a solid understanding of the organization of the human central nervous system, integrating basic information from neuroanatomy, neurophysiology, and neurochemistry. Covers the most up-to-date research conducted in neurobiology, with emphasis on research with potential clinical significance. Clinical material is provided by patient presentations, discussions of the impact of neurological disease on patients and their loved ones, and by an analysis of pathological cases. Four hours lecture and four hours laboratory per week. Microscope rental fee is required. FALL [4] Norden.

**324. Excitable Membrane Properties in Nerve and Muscle.** (Also listed as Pharmacology 323 and Molecular Physiology and Biophysics 323) Recent findings concerning the structure, function, and pharmacology of ion channels. Topics will include the relationship between amino acid sequence, protein subunit structure, and function of both voltage- and ligand-gated channels; the relationship between channel structure and pharmacology; the interaction of drugs with channels and receptor/channel proteins, with special emphasis on the interaction of compounds with different functional channel states; indirect coupling between ion channels and neurotransmitter and hormone receptors. Classes will include both presentations by the instructors and discussion of recent publications by students. Prerequisite: consent of instructor. FALL. [3] DeFelice and Winder.

**325. Neuroscience Foundations.** This two-semester course provides discussions on a broad range of neuroscience topics, ranging from reviews of historical concepts and individuals in neuroscience to science journalism. Other topics include scientific ethics, science policy, good grantsmanship, and communication skills. FALL, SPRING. [1–1] Deutch, Sanders-Bush, Early-Zald, Baruchin.

**329. Molecular Basis of Psychotropic Drug Action.** (Also listed as Pharmacology 329)

This advanced course focuses on the mechanism of action of CNS-active drugs, with extensive literature reading and student presentations. Each section will focus on the mechanism of action of a drug class, including classical behavioral and biochemical studies, as well as genetic and molecular analyses of drug action. This course is offered as a module in the second half of the spring semester. It can be taken along with Neuroscience 346 to meet a neuroscience Ph.D. program requirement or separately as an elective. Prerequisite: 345, 346, Pharmacology 324–325, or consent of instructor. SPRING, FIRST MODULE. [2] Sanders-Bush.

**330. Cognitive Neuroscience.** This course provides a broad understanding of the state of our knowledge in cognitive neuroscience. The emphasis is on the findings and concepts in the major branches of cognitive neuroscience, rather than techniques (although these will be discussed). The level of analysis will focus on human and non-human primate systems. Prerequisite: an introductory-level undergraduate course in neuroscience or physiological psychology. Basic knowledge of experimental cognitive psychology is desirable but not necessary. FALL. [3] Marois.

**335. Special Topics in Neuroscience** (Also listed as Cell and Developmental Biology 335 and Psychology 335). Explores basic issues in neuroscience. Possible topics include neural development, neural plasticity, regeneration, organization and function of cortex, sensory systems, motor systems, and research methodology in neuroscience. A new topic is considered each semester. Prerequisite: Neuroscience 323 or equivalent course. FALL. [2] Casagrande.

**336. Advanced Neuroanatomy** (Also listed as Cell and Developmental Biology 336). Designed for graduate and medical students who want to explore in more detail topics covered in Neuroscience 323. Emphasis on advanced neuroanatomical techniques (electron microscopy, freeze-fracture, fluorescence microscopy), on an understanding of original current research conducted in neuroanatomy, and on clinical correlations. Students may elect to emphasize clinical correlations and do three five-week rotations in various subfields of neurobiology (neuro-oncology, surgery, etc.). Admission by consent of instructor. FALL, SPRING, SUMMER. [2] Norden.

**340. Systems Neuroscience.** Required for Neuroscience majors in the Integrative/Cognitive track. Allows students to develop a working knowledge of neural networks and brain systems and the techniques used to study these functions. Includes an introductory overview of neuroanatomy, physiology, and behavior, and then moves on to the sensory and motor systems, motivation, and learning and memory. FALL. [4] Casagrande.

**345. Cellular and Molecular Neuroscience.** (Also listed as Cell and Developmental Biology 345, Molecular Physiology and Biophysics 345, Pharmacology 345) Required entry-level course for the Ph.D. in neuroscience and an elective for medical students. Students are exposed to fundamental concepts and techniques in molecular and cellular neuroscience and provided with a theoretical context for experimental analysis of brain function. The course is divided into four modules. *Module I: Biophysics and Biochemistry of Synaptic Transmission* reviews biophysical and molecular concepts relating to membrane excitability, action potential generation and propagation, and the molecular basis of chemical signaling at synapses. *Module II: Synaptic Integration and Plasticity* discusses mechanisms and models of synaptic integration and plasticity and concentrates on how molecular changes translate into altered synaptic strength and gene expression programs that underlie short and long-term plasticity. *Module III: Neural Development* examines historical and current concepts in neural pattern formation, neural migration, axon guidance and synapse formation. *Module IV: Neural Diseases and Disease Models* focuses on specific brain disorders such

as epilepsy, depression, schizophrenia, and Alzheimer's disease and current models used to investigate their origin and/or treatment. This course combines faculty lecture with discussion of original articles, with an emphasis on student participation. SPRING. [4] Blakely, Carter, and Staff.

**346. Advanced Molecular Neurobiology.** (Also listed as Pharmacology 346) This course examines molecular components and interactions that regulate neuronal development, signaling, and disease. Topics include development of neuronal identity, axonal transport, growth factors and cell death, axon guidance and synapse formation, electrical and chemical transmission, regulation of neuronal excitability and genetic analysis of signaling and neural disorders. Didactic and literature discussions provide students with a sound foundation for understanding the molecular bases underlying the development and function of the nervous system. Prerequisite: 345, Pharmacology 324–325, or consent of instructor. SPRING. [3] Emeson and Staff.

**347. The Visual System.** (Also listed as Cell and Developmental Biology 347, Psychology 336, Electrical Engineering 351) An interdisciplinary approach to how humans see and interpret their visual environment. Topics include the structure of the eye and brain (including optics), the physiology of individual cells and groups of cells, machine vision and models of visual function, visual attention, and mechanisms of complex visual perception. Lectures by faculty from Psychology, Engineering, and Cell and Developmental Biology. Graduate students attend one hour discussion section per week in addition to lecture, and turn in a more extensive paper than undergraduates. SPRING. [3] Lappin, Casagrande, Bonds (Electrical Engineering).

**348. Contemporary Issues in Behavioral Neuroscience.** (Also listed as Pharmacology 348) This course explores recent findings in neuroethology and behavioral neurobiology through presentation and discussion of current research. Topics may include: animal communication; prey capture and orientation; circadian rhythms, sensory systems; neural control of hunger and thirst; hormones and sexual behavior; emotion, reward, and addiction; synaptic plasticity, learning, and memory; and disorders of the nervous system. Methods used to link brain structure and function will be explored. SPRING. [2] McDonald.

**350. Independent Study.** Qualified students work with individual faculty members in areas not covered in available courses. Prerequisite: approval by individual faculty member and program director. FALL, SPRING, SUMMER. [Variable credit: 1–3, with total credit limited to 3]

**355. Integrative Neuroscience.** Structure and function of nervous systems. Emphasis on vertebrate brain and the relationship of anatomy, physiology, and biochemistry to sensory perception, cognition, motor activity, and learning and memory. Prerequisite: 201. SPRING. [3] Norden.

**356. Molecular Neural Development.** This course covers the molecular mechanisms underlying the wiring of the nervous system, the formation of synapses, and neural patterning. Students will be introduced to molecules directing or prohibiting the migration of axons, molecules that identify appropriate synaptic partners, and the plasticity involved in these processes. The material covered will enhance the student's understanding of molecular events leading to the proper formation of the nervous system during development and how dysfunction of these molecules could lead to maldevelopment. This course is offered as a module in the second half of the spring semester. Prerequisite: 345, 346, or consent of instructor. [2] Miller. (Not currently offered)

**366. Molecular Basis of Neural Disease.** This advanced course covers current concepts and models for brain and peripheral neural diseases, including genetic and environmentally based disorders. The course will combine didactic and research presentations to

review the identification and characterization of defective or misexpressed molecules that increase risk or lead directly to neural diseases. Topics to be covered include simple and complex trait disorders, trinucleotide repeat syndromes, disorders of myelination, movement disorders, dementia and Alzheimer's disease, and pain. This course is offered as a module in the second half of the spring semester. Prerequisite: 345, 346, or consent of instructor. SPRING, SECOND MODULE. [2] Staff.

**376. Neurogenetics.** This advanced course covers Mendelian genetics including relationships between mutational mechanisms and inheritance patterns. Topics highlighting genetics of neurological phenotypes will be discussed. Prerequisite: 345, 346, or consent of instructor. SPRING, SECOND MODULE. [2] Sutcliffe.

**399. Ph.D. Dissertation Research.**

## *Nursing Science*

DEAN Colleen Conway-Welch

PROFESSORS Peter I. Buerhaus, Colleen Conway-Welch, Lynda L. LaMontagne,  
Larry E. Lancaster, Judy Ozbolt, Randolph F. Rasch, Patricia A. Trangenstein,  
Kenneth A. Wallston, Elizabeth Weiner

ASSOCIATE PROFESSORS Kathleen A. Dwyer, Mary Jo Gilmer, Melanie Lutenbacher,  
Vaughn Sinclair

RESEARCH ASSOCIATE PROFESSORS Joseph Hepworth, Nancy Wells

ASSISTANT PROFESSORS Thomas H. Cook, Karen D'Apolito, Rolanda Johnson,  
Michele Salisbury

RESEARCH ASSISTANT PROFESSOR Carole Ann Bach

**DEGREE OFFERED:** *Doctor of Philosophy*

✂ THE program prepares nurse scholars for research and teaching careers in major universities and for research positions in public or private sectors of health care. Fields of study emphasize quality of life and quality of care. Quality of life may focus on the individual, family, or community level. Quality of care addresses the processes and outcomes of nursing and health care services.

The program requires 72 credit hours of study, of which 18 may be transferred from master's course work pending review and approval by graduate faculty. The two-year core curriculum of the program (a minimum of 42 hours of formal course work) is organized into three broad areas: phenomena of concern in nursing science; scientific inquiry, including application, testing, and generation of theory; and a minor in an area that supports the student's focus of study. Program requirements include successful progression through advanced course work and completion of a qualifying examination and a dissertation (including oral defense of proposal and findings). Within the doctoral level course work are research

practica in which students work with ongoing faculty research projects. Full-time and part-time options are available.

**342. Theory Development in Nursing.** Examination and critique of structural components and processes used for theory building in nursing. Students examine the nature of theory, theory development as a process, and the organization of knowledge for nursing. FALL. [3] LaMontagne.

**344. Health Promotion in the Community: An Interdisciplinary Approach.** Provides an in-depth analysis of health policy issues, research, and community intervention strategies for diverse populations. Students conduct a critical analysis of health policy issues and scientific knowledge for a population of interest. FALL, SPRING. [3] Staff

**363. Human Responses in Health and Illness.** Critical analysis of factors known to influence human responses in health and illness states, using a broad stress and coping perspective as well as theoretical orientations guiding research on human health and illness. Students conduct a critical and reflective analysis of existing and emerging scientific knowledge in a chosen field of study. SPRING. [3] LaMontagne.

**365. Family Adaptation in Health and Illness.** Exploration and analysis of current theoretical and empirical approaches to understanding factors that affect health status of families, especially childbearing and child-rearing families and those with members who have chronic illness or conditions. Seminar is topical in nature, with presentations by faculty investigators, visiting faculty, and students. FALL, SPRING. [3] Staff.

**368. Contextual Nature of Health and Health Behaviors.** Explores and critically analyzes theoretical and empirical approaches to understanding the interaction of health and environment in affecting individuals' health by examining contextual factors that impact health and health behaviors of various system levels (individual, family, population). Critique and application of selected models of health, health behavior, community organization, health care delivery and policy development as approaches to understanding and impacting selected health phenomena. Students critically analyze and synthesize the literature related to a selected phenomenon of interest. FALL. [3] Lutenbacher.

**379. Special Topics in Nursing Science.** Discussion of research and current developments of special interest to faculty and students. FALL, SPRING, SUMMER. [Variable credit: 1–3] Staff.

**380. Knowledge Synthesis in Nursing.** Critical appraisal of the theoretical and empirical basis of nursing science. Theories and research generated to study phenomena related to nursing are evaluated and synthesized. Strategies for synthesizing extant knowledge in nursing are discussed. SPRING. [3] Staff.

**390. Independent Study in Nursing Science.** Individualized study and reading in areas of mutual interest to the student and faculty member. Prerequisite: consent of instructor. FALL, SPRING, SUMMER. [Variable credit: 1–3] Staff.

**392. Comparative Research Methods.** Provides an overview and comparison of quantitative and qualitative methods for nursing research. Critical analysis of quantitative and qualitative research methods will be emphasized. Introduction to descriptive statistics will be applied to the research methods discussed. FALL. [4] Staff.

**393. Quantitative Research Methods.** In-depth analysis of quantitative research methods employed in nursing and health-related research, focusing on topics such as design, sampling, and instrumentation. An elementary knowledge of statistics is assumed. Students develop a research instrument and write a proposal to establish its psychometric properties. SPRING. [3] Wallston.

**394. Qualitative Research Methods.** An overview of qualitative research methods commonly used in nursing and other health-related sciences. The philosophical underpinnings for qualitative methods will be analyzed. Students will examine the elements of a qualitative research design, with a special emphasis on phenomenology, grounded theory, and ethnography. Data analysis and interpretation will be completed using existing data sets. Within their selected area of interest, students will develop a qualitative research proposal. FALL. [4] Dwyer.

**395. Research Practicum.** Provides students with exposure to and involvement in the research process. Learning activities are based on student need and interest and determined according to fit with available faculty research programs. FALL, SPRING, SUMMER. [Variable credit: 1–3] Staff.

**396. Intermediate Statistics for the Health Sciences.** An intermediate-level course in bivariate and multivariate inferential statistics for use with research designs relevant to the health sciences. Assumes basic knowledge of descriptive statistics and probability. Covers only those statistical procedures where there is a single dependent or criterion variable. Topics include chi-square, correlations, t-tests, ANOVA, ANCOVA, simple and multiple linear regression, and logistics regression. Emphasizes use of SPSS-PC and interpretation of output generated by the SPSS-PC program. SUMMER. [2] Wallston, Hepworth.

**397. Multivariate Statistics for the Health Sciences.** An advanced course in multivariate level inferential statistics. Assumes knowledge of content covered in NRSC 396. Covers those statistical procedures where there are multiple dependent or criterion variables. Topics include MANOVA, MANCOVA, factor analysis, cluster analysis, structural equation modeling. Emphasizes use of SPSS-PC and interpretation of output generated by the SPSS-PC program. SPRING. [3] Wallston, Hepworth.

**398. Writing for Publication.** Designed to assist students with understanding the publication process and improving scholarly writing abilities. A manuscript is prepared and submitted to a selected refereed journal for consideration of publication. SUMMER. [3]

**399. Ph.D. Dissertation Research.**

## *Pathology*

*See Cellular and Molecular Pathology*



# Pharmacology

CHAIR Heidi E. Hamm

VICE-CHAIR Bih-Hwa Shieh

DIRECTOR OF GRADUATE STUDIES Joey V. Barnett

PROFESSORS EMERITI Allan D. Bass, John E. Chapman, Wolf D. Dettbarn,

Joel G. Hardman, Steven E. Mayer, B. V. Rama Sastry, Fridolin Sulser, Jack N. Wells

PROFESSORS Jeffrey Balsler, Italo Biaggioni, Randy D. Blakely, Alan R. Brash,

Kendal S. Broadie, Richard Caprioli, Jeff Conn, Louis J. DeFelice, Ariel Y. Deutch,

Sudhansuk Dey, Michael H. Ebert, John H. Exton, Sidney Fleischer, Alfred George Jr.,

Heidi E. Hamm, Kenneth R. Hande, Lee E. Limbird, Pat Levitt, MacRae Linton,

Terry Lybrand, Robert Macdonald, Peter R. Martin, Herbert Y. Meltzer,

Jason D. Morrow, John A. Oates, L. Jackson Roberts II, David Robertson,

Dan M. Roden, Elaine Sanders-Bush, Richard Shelton, Kevin Strange,

Douglas E. Vaughn, Ronald G. Wiley, Grant R. Wilkinson, Alastair J. J. Wood

RESEARCH PROFESSORS David Hachey, Sydney Spector

ADJUNCT PROFESSORS John T. Clark, Sukhbir S. Mokha

ASSOCIATE PROFESSORS Mark Anderson, Joseph A. Awad, Joey V. Barnett,

Robert J. Barrett, Richard M. Breyer, H. Alex Brown, Nancy J. Brown,

Ronald B. Emeson, Vsevolod Gurevich, Richard Kim, Michael J. McLean,

John J. Murray, Katherine T. Murray, Jeffrey Rottman, Bih-Hwa Shieh, C. Michael Stein,

Brian E. Wadzinski

ASSOCIATE PROFESSORS EMERITI M. Lawrence Berman, Erwin J. Landon,

Peter W. Reed

ASSISTANT PROFESSORS Chang Chung, Kevin Currie, Chand Desai, Junji Ichikawa,

Sabina Kupersmidt, Michael McDonald, Paul Moore, Debbie Murdock,

Laine Murphy, Richard Nass, Tao Peter Zhong

RESEARCH ASSISTANT PROFESSORS Jon Backstrom, Olivier Boutaud, Songhai Chen,

Andre Diedrich, Kathi Eagleson, Igor Feoktistov, Eugenia Gurevich,

BethAnn McLaughlin, Stephen Milne, Aurea Pimenta, Christine Saunders,

Gregg Stanwood, Christopher Tan, Dao-Wu Wang, Qin Wang

INSTRUCTORS Sean Davies, Maureen Hahn, Claus Schneider, Uhna Sung

RESEARCH INSTRUCTOR Ping Yang

**DEGREE OFFERED:** Doctor of Philosophy

✳️ STUDENTS interested in Pharmacology participate in the Interdisciplinary Graduate Program in the Biomedical Sciences (see Biomedical Sciences). The program of study provides a broad background in pharmacology and other biomedical disciplines, preparing the student for a career as a research investigator. Graduates have been highly successful in obtaining positions in medical schools, government research institutes, and the pharmaceutical industry.

Students in their first year complete a core of course work through the Interdisciplinary Graduate Program in the Biomedical Sciences. The second year of study is composed of required and elective courses in Pharmacology for a total of 34 hours of formal course work toward the

Ph.D. degree (including the 16 hours in the first year IGP). Requirements vary regarding the amount and distribution of course work that must be taken in related fields, but substantial work is usually taken in such other areas as cell biology, biochemistry, molecular physiology, biophysics, and chemistry. Subsequent years focus upon research and specialized course work as directed by mentors in the Pharmacological Sciences Training Program. Fields of research include molecular and biochemical pharmacology; neuropharmacology; autonomic, cardiovascular, endocrine, and clinical pharmacology; and drug metabolism and toxicology. A research dissertation is required for the Ph.D. degree. A thesis-based master's degree is awarded only under special circumstances.

**320. Pharmacological Targets and Mechanisms.** Introduction to *in vivo* physiological mechanisms, anatomical structure of organ systems, and regulatory feedback pathways responsible for drug metabolism and physiological homeostasis. Classical studies that shifted the paradigm in a particular area and contemporary research will be discussed to demonstrate clarity of thinking, focused experimental strategies leading to genuine discovery, as well as potential difficulties in interpretation of results of experiments. Modular format allows for variable credit; see instructor. FALL. [1–3] Brash.

**321. Principles of Drug Action.** The mechanisms of drug action are taken up in a systematic manner. Course includes didactic lectures and parallel guided readings on drug discovery and design, based on current advances in basic science and clinical research. Modular format allows for variable credit; see instructor. SPRING. [1–4] Barnett.

**322. Scientific Communication Skills.** Techniques in effective oral communication of scientific research as well as practical experience in research and literature presentation and in the preparation of grant proposals. FALL. [1] Desai.

**323. Excitable Membrane Properties in Nerve and Muscle.** (Also listed as Molecular Physiology and Biophysics 323 and Neuroscience 324) Recent findings concerning the structure, function, and pharmacology of ion channels. Topics will include the relationship between amino acid sequence, protein subunit structure, and function of both voltage- and ligand-gated channels; the relationship between channel structure and pharmacology; the interaction of drugs with channels and receptor/channel proteins, with special emphasis on the interaction of compounds with different functional channel states; indirect coupling between ion channels and neurotransmitter and hormone receptors. Classes will include both presentations by the instructors and discussion of recent publications by students. Prerequisite: consent of instructor. FALL. [3] DeFelice.

**324. Receptor Theory, Cell-Surface Receptors, and Signal Transduction Pathways.** (Also listed as Biochemistry 324) Structure and function of cell-surface receptors and the molecular bases by which they activate cellular function. Topics include receptor identification; quantitation of simple and complex binding phenomena; molecular bases for receptor coupling to GTP-binding proteins; the structure and function of ligand-operated ion channels, receptor-tyrosine kinases and receptor-induced signal transduction cascades receptors as oncogenes and proto-oncogenes. SUMMER. [3] Wadzinski.

**325. Cardiovascular Pharmacology.** Cardiovascular physiology and pharmacology from the molecular to the organismal level. Classic experimental studies, molecular studies, and clinical observations will be presented to demonstrate the power of interdisciplinary approaches in answering complex questions in biology. Students will have the opportunity

to identify specific areas or pathophysiologic states for emphasis. Topics covered: development of the cardiovascular system, regulation of cardiac contractility and electrophysiology, blood pressure regulation, coagulation, and select cardiovascular pathophysiologies. SPRING. [2] Barnett.

**329. Pharmacology of Psychotropic Drugs and Drug Abuse.** (Also listed as Neuroscience 329) An advanced course that focuses on the mechanism of action of CNS-active drugs, with extensive literature reading and student presentations. Prerequisites: 320, 345, or consent of instructor. SPRING. [2] Sanders-Bush.

**345. Cellular and Molecular Neuroscience.** (Also listed as Cell and Developmental Biology 345, Molecular Physiology and Biophysics 345, Neuroscience 345) Students are exposed to fundamental concepts and techniques in molecular and cellular neuroscience and provided with a theoretical context for experimental analysis of brain function. The course is divided into four modules. *Module I: Biophysics and Biochemistry of Synaptic Transmission* reviews biophysical and molecular concepts relating to membrane excitability, action potential generation and propagation, and the molecular basis of chemical signaling at synapses. *Module II: Synaptic Integration and Plasticity* discusses mechanisms and models of synaptic integration and plasticity and concentrates on how molecular changes translate into altered synaptic strength and gene expression programs that underlie short and long-term plasticity. *Module III: Neural Development* examines historical and current concepts in neural pattern formation, neural migration, axon guidance and synapse formation. *Module IV: Neural Diseases and Disease Models* focuses on specific brain disorders such as epilepsy, depression, schizophrenia, and Alzheimer's disease and current models used to investigate their origin and/or treatment. This course combines faculty lecture with discussion of original articles, with an emphasis on student participation. SPRING. [4] Blakely, Carter, and Staff.

**346. Molecular Neurobiology.** (Also listed as Neuroscience 346) This course examines molecular components and interactions that regulate neuronal development, signaling, and disease. Topics include development of neuronal identity, axonal transport, growth factors and cell death, axon guidance and synapse formation, electrical and chemical transmission, regulation of neuronal excitability and genetic analysis of signaling and neural disorders. The course features didactic and literature discussions to introduce and cover key molecular mechanisms. Prerequisite: 345, Pharmacology 320, undergraduate course in neurobiology, or consent of instructor. SPRING. [3] Emeson, Staff.

**348. Contemporary Issues in Behavioral Neuroscience.** (Also listed as Neuroscience 348) This course explores recent findings in neuroethology and behavioral neurobiology through presentation and discussion of current research. Topics may include: animal communication; prey capture and orientation; circadian rhythms; sensory systems; neural control of hunger and thirst; hormones and sexual behavior; emotion, reward, and addiction; synaptic plasticity, learning, and memory; and disorders of the nervous system. Methods used to link brain structure and function will be explored. SPRING. [2] McDonald.

**350. Independent Study.** Qualified students work with individual staff members in areas not covered in other available courses. Prerequisite: approval of staff member and department chair. FALL, SPRING, SUMMER. [Variable credit: 1–2, with total credit limited to 2 hours] Staff.

**360. Current Issues in Pharmacology.** Presentation of current advances, paradigm shifts, and problems in pharmacology with an emphasis on experimental approaches and their interpretation. Prerequisite: consent of instructor. SPRING. [Variable credit: 1–3] Staff.

**399. Ph.D. Dissertation Research.**

# Philosophy

CHAIR Michael P. Hodges

DIRECTOR OF GRADUATE STUDIES Gregg M. Horowitz

PROFESSORS EMERITI John J. Compton, Clement Dore, John F. Post,  
Donald W. Sherburne

PROFESSORS Lenn E. Goodman, Michael P. Hodges, John Lachs, Lucius Outlaw,  
Henry A. Teloh, David Wood

ASSOCIATE PROFESSORS Idit Dobbs-Weinstein, Robert R. Ehman, Gregg M. Horowitz,  
Jeffrey S. Tlumak

ASSISTANT PROFESSORS Mark J. Bliton, Stuart G. Finder, José Medina, Diane Perpich,  
Robert Talisse

SENIOR LECTURER Russell McIntire

**DEGREES OFFERED:** *Master of Arts, Doctor of Philosophy*

✦ EACH candidate for the master's degree must complete 24 hours of formal course work with a minor of at least 6 hours. The minor may include courses from philosophy or another discipline or disciplines, and it must form a coherent whole. The master's degree usually requires submission of a thesis, but an optional non-thesis plan is available to students admitted to candidacy for the Ph.D.

Work for the Ph.D. degree is offered in the fields of aesthetics, epistemology, ethics, history of philosophy, continental philosophy, American philosophy, metaphysics, philosophy of mind, philosophy of religion, philosophy of science, and political and social philosophy. Candidates must complete at least 48 hours of formal course work, including a minor of at least 12 hours. This work may include courses from within philosophy or another discipline or disciplines, and it must form a coherent whole.

Ability to use the philosophical literature in languages other than English is an important scholarly tool. Students are encouraged to read foreign language materials, and faculty members are encouraged to recommend them, during the regular program of course and seminar work. The language requirement is satisfied when a student completes an independent readings course (Philosophy 341, 342, or 343) using materials in one foreign language, usually French, German, or Greek, or by making significant use of a foreign language in conjunction with a regular course offering. The department has special expertise in Arabic, Hebrew, and Latin, as well.

**202. Formal Logic and Its Applications.** A self-contained course designed to convey an understanding of the concepts of modern formal logic, to develop convenient techniques of formal reasoning, and to make some applications of them in one or more of the following: psychology, linguistics, structuralist studies, information and computer sciences, and the foundations of mathematics. Philosophy 102 is not required. FALL. [3] Talisse.

- 206. Technology and Human Values.** (Also listed as Management of Technology 230) Provides the understanding necessary to engage in discussions and participate in decisions about the uses of technology by society. To achieve this requires an examination of moral problems arising out of the impact of technology on man. Readings and class discussions of important works in ethics and political philosophy are undertaken along with readings and case studies of the impact of technology on the individual and on society. [3] (Not currently offered)
- 210. Ancient Philosophy.** (Also listed as Classics 210) An examination of the major Greek and Roman philosophers with emphasis on the works of Plato and Aristotle. FALL. [3] Teloh.
- 211. Medieval Philosophy.** Comparative study of key figures in Islamic, Jewish, and Christian philosophy as they struggle with the philosophy of logic, metaphysics, language, culture, politics, ethics, and nature. SPRING. [3] Dobbs-Weinstein.
- 212. Modern Philosophy.** An examination of the major philosophers of modern Europe from Descartes and Spinoza through Locke, Berkeley, Hume, and Kant. SPRING. [3] Tlumak.
- 213. Contemporary Philosophy.** An examination of selected problems treated in recent philosophical literature such as meaning, perception, knowledge, truth, and freedom. Readings from the Anglo American analytical and the phenomenological traditions. [3] (Not currently offered)
- 217. Metaphysics.** Selected problems in metaphysics such as ultimate explanation, meaning of existence, time and eternity, freedom and determinism, and science and religion. FALL. [3] Tlumak.
- 218. Hellenistic and Late Ancient Philosophy.** (Also listed as Classics 218) Philosophical ideas of Stoics, Cynics, Epicureans, skeptics, Peripatetics, Neoplatonists, and early monotheist thinkers such as Philo, Origen, and Philoponus. SPRING. [3] Staff.
- 220. Immanuel Kant.** Kant's revolutionary critique of the foundations of human knowledge, moral obligation, and religious faith, with readings from his three *Critiques* and lesser works. [3] Lachs. (Not currently offered)
- 222. American Philosophy.** A study of the works of selected American philosophers from the colonial period to the present. [3] Talisse.
- 224. Existential Philosophy.** A study of two or three existential philosophers and selected problems which arise in relation to their thought. SPRING. [3] Staff.
- 226. Phenomenology.** Selected readings from such thinkers as Husserl, Sartre, and Merleau-Ponty on the structures of experience, the sources and limits of knowledge, mind, and body, interpersonal relations, and the meaning of freedom. SPRING. [3] Staff.
- 228. Nineteenth-Century Philosophy.** A study of selected themes and writings from nineteenth-century European philosophers. FALL. [3] Staff.
- 231. Philosophy of History.** Focus on alternative conceptions of time and history in Aristotle, Augustine, Kant, Hegel, Heidegger, and Benjamin. FALL. [3] Staff.
- 234. Philosophy of Education.** Analysis of educational concepts. Educational implications of theories of knowledge and theories of the individual. Emphasis on higher education. FALL. [3] Hodges.
- 235. Feminist Philosophy.** Recent issues in feminist thought including the gender/sex distinction, sexuality, embodiment and feminist epistemology. [3] (Not currently offered)

**238. Contemporary Ethical Theory.** A study of theories about the cognitive foundations of ethical discourses. Prerequisite: 105. SPRING. [3] Ehman.

**239. Moral Problems.** A discussion of specific moral problems such as the justification of abortion and euthanasia. Moral theories such as utilitarianism will be discussed, but the emphasis will be on their relevance to the solution of moral problems. Prerequisite: 105. SPRING. [3] Staff.

**240. Aesthetics.** The leading accounts of the nature of art, the character of aesthetic experience, the nature of artistic creation, and selected problems associated with art in specific media. FALL. [3] Horowitz.

**241. Contemporary Issues of Aesthetics.** Problems posed by modern, avant-garde and contemporary art, including abstraction, non-traditional media such as happenings and installations, and political art. Topics include the aims of new art, the changing role of the spectator/reader/listener, and transformations of the sites of artistic experience. [3] (Not currently offered)

**242. Philosophy of Religion.** A study of various problems concerning religious experiences; ideas about religion and divinity. SPRING. [3] Tlumak.

**243. Philosophy of Film.** Challenges posed by film forms to traditional aesthetics and the novel philosophical approaches created to deal with them. Topics include the nature of the film image, film and experiential time, cinematic genres, the problem of mass art, and feminist critiques of spectatorship. Weekly screenings. [3] Horowitz.

**244. Philosophy and the Natural Sciences.** Philosophical issues in the methodology, conceptual structure, patterns of explanation, historical development, cultural impact, and metaphysical and ethical implications of the natural sciences. Prerequisite: Satisfaction of the basic science requirement. SPRING. [3] Medina.

**245. Humanity, Evolution, and God.** The impact of the idea of evolution on our conception of personhood. Theistic and non-theistic approaches to philosophical anthropology, ethics and society, the theory of knowledge, the mind-body problem, and relations with the environment and other species. SPRING. [3] Goodman.

**246. Philosophy of Language.** Philosophical problems in the methodology of linguistics, relations between thought and language, theories of meaning and symbolism, the nature of metaphor, the philosophical implications of theories of language acquisition. FALL. [3] Staff.

**247. Kierkegaard and Nietzsche.** A study of selected works. FALL. [3] Wood.

**252. Political and Social Philosophy.** A study of selected social and political theories. Critical analysis of the relevant works of Hegel, Marx, Lenin, Mill, Nietzsche, Gentile, and others. FALL. [3] Teloh.

**253. Philosophy and Economic Policies.** A study of individual freedom, property rights, and welfare in their implications for a free market, private ownership of means of production, taxation, and expenditure for public goods. Readings from selected philosophers and economists—e.g., Locke, Hegel, Rawls, Nozick, Marx, Hayek, Friedman, Galbraith. FALL. [3] Ehman.

**254. Modern Philosophies of Law.** Contemporary theories of legal validity, legal liability (criminal and civil), and contractual obligation with special attention to the controversy between legal positivism and “natural law” theories and the assessment of contemporary economic analyses of legal rights. SPRING. [3] Ehman.

**256. Philosophy of Mind.** (Also listed as Psychology 256) Selected problems in the philosophy of mind; relationship between mind and body, the nature of consciousness, the

problem of other minds, the status of self-knowledge, and the possibility of machine and other intelligence. Connections with empirical investigations in related cognitive disciplines. [3] Medina. (Not currently offered)

**257. Early Modern Political Philosophy.** [3] Dobbs-Weinstein.

**258. Contemporary Political Philosophy.** The emergence of post-liberal political thought. Topics include the politics of recognition, the specificity of political action, transformations in political theory as a consequence of gender, race, and environmental issues. These will be studied through examination of the writings of Hannah Arendt, Cornelius Casoridis, Heidegger, Derrida, Habermas, etc. FALL. [3] Staff.

**260. Twentieth-Century Continental Philosophy.** (Also listed as Comparative Literature 260) A study of selected twentieth-century philosophers such as Derrida, Foucault, and Lacan. FALL. [3] Wood.

**270. Ethics and Medicine.** Selected ethical issues raised by clinical practice, medical theories, and biomedical research and technology. Prerequisite: 105. SPRING. [3] Bliton.

**271. Ethics and Business.** Moral problems in the business world including irresponsible marketing, conflict between profit and social conscience, resource use, public regulation of business, and the value of competition. Prerequisite: 105. [3] Lachs.

**272. Ethics and Law.** Moral problems in the practice of law including conflicts of interest, confidentiality, limits of advocacy, and the obligations of lawyers to clients, courts, and the public. Prerequisite: 105. SPRING. [3] Davis.

**294a–294b. Selected Topics.** Students may enroll in more than one section per semester. [Credit: 3 each seminar, not to exceed 12 over a four-semester period] W. E. B. DuBois, FALL, Goodman. Islamic Philosophy, SPRING, Dobbs-Weinstein, Staff.

**310. Seminar: Theory of Knowledge.** Various analyses of knowledge, the *a priori*, perception, and truth, as well as knowledge of other minds and the nature of empirical confirmation. [3] (Not currently offered)

**312. Seminar: Plato.** Selected dialogues of Plato. FALL. [3] Teloh.

**318. Seminar: Contemporary Naturalism.** The historical antecedents, logical foundations, and selected central theses of contemporary naturalism. Attention to naturalistic theories of consciousness, knowledge, and value. Readings from such philosophers as Santayana, Dewey, Sellars, Feigl, and Smart. [3] (Not currently offered)

**320. Seminar: Metaphysics.** Includes considerations of being, existence, universals, freedom, the self, mechanism vs. vitalism, and the methods and scope of metaphysics itself. FALL. [3] Staff.

**323. Seminar: Critical Theory.** A study of selected topics including such first generation theorists as Benjamin, Adorno, and Horkheimer and such second generation theorists as Habermas. FALL. [3] Staff.

**326. Seminar: Heidegger.** A study of *Being and Time*. FALL. [3] Wood.

**327. Seminar: Heidegger after Being and Time.** A study of selected works that appeared after *Being and Time*. SPRING. [3] Wood.

**328. Seminar: Philosophy of Religion.** Philosophical interpretations of religion and of philosophical positions or problems arising within certain religious traditions. Topics will vary from year to year. SPRING. [3] Staff.

---

**329. Readings in Contemporary Continental Philosophy.** A study of selected works. SPRING. [3] Wood.

**330. Seminar in Philosophy.** Some fundamental philosophical problem or some leading philosophical system, varying with each offering. See *Schedule of Courses* for topics.

**332. Seminar: History of Philosophy.** See *Schedule of Courses* for topics.

**335. Philosophy and Medicine: I.** Epistemological, metaphysical, and methodological aspects of medicine from both historical and systematic perspectives. FALL. [3] Staff.

**336. Philosophy and Medicine: II.** The ethical aspects of clinical and research medicine, and the basic concepts and methods of clinical and biomedical ethics. FALL. [3] Staff.

**340. Readings in Philosophy.** Selected major philosophical works or a selected bibliography about a major philosophical problem. Appropriate reports and examination. FALL, SPRING. [Variable credit: 1–3] Staff.

**341. Philosophical Readings in French.** Selected major philosophical works or a selected bibliography about a major philosophical problem, read in French. A translation examination and appropriate reports. Completion with a *B* or better satisfies the department's language requirement. Prerequisite: four college semesters of French or equivalent; or a 550 or better score on the GSFLT in French. FALL, SPRING. [3] Staff.

**342. Philosophical Readings in German.** Selected major philosophical works or a selected bibliography on a major philosophical problem. A translation examination and appropriate reports. Completion of this course with a grade of *B* or better satisfies the department's language requirement. Prerequisite: four college semesters of German or equivalent; or a 550 or better score on the GSFLT in German. FALL, SPRING. [3] Staff.

**343. Philosophical Readings in Classical Languages (Latin or Greek).** The reading in Latin or Greek of selected major philosophical works or a selected bibliography on a major philosophical problem. A translation examination and appropriate reports. Completion of this course with the grade *B* or better satisfies the department's language requirement. Prerequisite: four college semesters of the appropriate language or equivalent. FALL, SPRING. [3] Staff.

**344. Philosophical Readings in Logic.** The reading of selected philosophical works in which one makes extensive use of or reflects upon some branch of logic. An examination and appropriate reports. Passing this course satisfies the department's logic requirement. Prerequisite: 202 or equivalent. FALL, SPRING. [3] Staff.

**345. Hermeneutics.** (Also listed as Comparative Literature 345) Study of the idea of interpretation, including the Bible in the Middle Ages and Homer in Antiquity. Modern philosophical and critical theories; Heidegger, Gadamer, Ricoeur, Fish, Dilthey. [3] (Not currently offered)

**369. Master's Thesis Research.** [0]

**399. Ph.D. Dissertation Research.**



## *Physics and Astronomy*

CHAIR David J. Ernst

DIRECTOR OF GRADUATE STUDIES Charles F. Maguire

PROFESSORS EMERITI John Paul Barach, Douglas S. Hall, Arnold M. Heiser,  
Wendell G. Holladay, E. A. Jones, P. Galen Lenhart, C. E. Roos

PROFESSORS Royal G. Albridge, Charles A. Brau, Frank E. Carroll Jr., Walter J. Chazin,  
Louis J. DeFelice, David J. Ernst, Leonard C. Feldman, Daniel M. Fleetwood,  
John C. Gore, Richard F. Haglund Jr., Dennis G. Hall, Joseph H. Hamilton,  
Charles F. Maguire, Volker E. Oberacker, Sokrates Pantelides, Robert S. Parvini,  
James A. Patton, David W. Piston, Ronald R. Price, Akunuri V. Ramayya,  
Norman H. Tolk, A. Sait Umar, Medford S. Webster, Thomas Joseph Weiler,  
John P. Wikswo Jr.

DISTINGUISHED RESEARCH PROFESSOR C. Robert O'Dell

RESEARCH PROFESSORS Aaron B. Brill, C. Richard Chappell, Albert A. Walenta

ASSOCIATE PROFESSORS Charles William Coffey II, Steven E. Csorna, Senta V. Greene,  
Thomas W. Kephart, Paul D. Sheldon, David A. Weintraub, Robert A. Weller

RESEARCH ASSOCIATE PROFESSORS Marcus H. Mendenhall, Sergey Rashkeev

ASSISTANT PROFESSORS Dennis Michael Duggan, Daniel F. Gochberg,  
M. Shane Hutson, Will E. Johns, Robert Knop, Sandra J. Rosenthal, Keivan G. Stassun,  
Julia Velkovska

RESEARCH ASSISTANT PROFESSORS Franz Baudenbacher, Leonard Alan Bradshaw,  
William E. Gabella, Anthony B. Hmelo, Zhong-yi Lu, Yu Pei Ma, Michael G. Stabin,  
Alan Tackett

### **DEGREES OFFERED:**

PHYSICS. *Master of Arts, Master of Science, Doctor of Philosophy*

ASTRONOMY. *Master of Science*

✚ AS fundamental sciences, physics and astronomy continue to be driving intellectual forces in expanding our understanding of the universe, in discovering the scientific basis for new technologies, and in applying these technologies to research. In keeping with this role, the Department of Physics and Astronomy has active research groups studying the physics of elementary particles; nuclear structure and heavy-ion reactions; the behavior of electrons, atoms, molecules, and photons in the two-dimensional world near surfaces; nonlinear optical physics of nanocrystals, surfaces, and interfaces; the electric and magnetic properties of living systems; the structure and dynamics of biopolymers; computational physics; unusual, low-mass and young stars, extrasolar planets, and star clusters; and cosmology.

The master's degree in physics requires a minimum of 24 credit hours of formal course work, of which at least 9 must be in course work above the 300 level. Students in the physics master's program usually submit a thesis; however, a non-thesis option is available to students admitted to candidacy for the Ph.D. in physics. Under the non-thesis plan, the student presents an oral report on a research subject in the field of investigation

and submits a written account of this subject to the program faculty. A master's degree in physics with emphasis in health physics is also available. For information regarding the master of science degree in medical physics, see the medical physics section.

The Ph.D. degree requires at least 72 hours of graduate work, including 18 hours of core courses, the 1 hour Physics 300 seminar, 12 hours of non-core physics graduate courses, and 5 hours of elective courses. The remaining credit hours may be earned through some combination of dissertation research and approved lecture courses. The master's degree in astronomy requires a minimum of 24 credit hours, of which 12 are to be chosen from the astronomy course offerings. The master's program in astronomy normally requires four semesters and includes an oral examination.

## Physics

**210. Introduction to Electronics.** (Also listed as Electrical Engineering and Computer Science 200, Elements of Electrical Engineering) An introduction to passive and active circuits. Direct-current and alternating-current circuits, power supplies, amplifiers, oscillators, wave-shaping, and switching circuits. Emphasis on the operational characteristics of these circuits. Prerequisite: Math 175. SPRING. [3] Staff of the Department of Electrical Engineering and Computer Science.

**221. Classical and Modern Optics.** Geometrical optics: reflection, refraction, ray tracing, aberrations, interference. Physical optics: wave theory, absorption, dispersion, diffraction, polarization. Properties of light from lasers and synchrotron sources; photodetectors; optical technology. No credit for graduate students in physics. [3] (Not currently offered)

**223. Thermal and Statistical Physics.** Temperature, work, heat, and the first law of thermodynamics. Entropy and the second law of thermodynamics. Kinetic theory of gases with applications to ideal gases and electromagnetic radiation. FALL. [3] Velkovska.

**224. Physical Analysis of Biological Systems.** Applications of physics to human biology, including biomechanics, exponential growth and decay, statistical mechanics and mass transport, bioelectricity and biomagnetism. Prerequisite: one year of calculus. Course in biology recommended. [3] (Not currently offered)

**225a–225b. Introduction to Quantum Physics and Applications.** A survey of modern physics using elementary quantum mechanics. 225a: Atomic and molecular structure and spectroscopy. Solid state physics. 225b: Nuclear structure decay and reactions. Properties and classifications of elementary particles. Recommended: Mathematics 198. [4–4] Haglund and Johns.

**227a–227b. Intermediate Classical Mechanics.** 227a: Vector algebra and coordinate transformations; orbital and rotational angular momentum; gravitational and Coulomb central-force problems; free, forced, damped and nonlinear harmonic oscillations; chaos in simple mechanical systems. 227b: Normal modes; rigid-body motion; special relativity; Lagrangian and Hamiltonian descriptions of classical mechanics; continuum mechanics. Prerequisite for 227a: Mathematics 170 or equivalent. Recommended corequisite for 227b: Mathematics 198. SPRING, FALL. [3–3] Maguire and Albridge.

**228. Physics of Medical Imaging.** Applications of physics to medicine, including signal analysis, image processing, atoms and light, x-rays, nuclear medicine, and magnetic resonance imaging. Prerequisite: one year of calculus. SPRING. [3] Price.

**229a–229b. Electricity, Magnetism, and Electrodynamics.** 229a: Electrostatic fields and potentials; Gauss's law; electrical properties of insulators, semiconductors and metals; the Lorenz force; magnetic fields and forces; electromagnetic induction, Maxwell's equations and electromagnetic waves. 229b: Electromagnetic waves in dielectrics and conductors; electromagnetic radiation in waveguide structures; relativistic electrodynamics; magnetism as a relativistic phenomenon. Prerequisite for 229a: three semesters of calculus; corequisite for 229b: differential equations. [3–3] Webster and Tolk.

**239a–239b. Advanced Physics Laboratory.** Laboratory work in more advanced techniques or design and construction of new physics teaching experiments. Prerequisite: 225a–225b. [Variable credit: 1–3 each semester, variable total credit 3–6] Staff.

**240a–240b. Selected Topics.** FALL. [3–3] Tackett.

**243. Health Physics.** Theory and instrumentation in health physics and radiological physics. Radiation shielding design, methods of external and internal dosimetry, and radiation regulatory issues. Prerequisite: 153 or 225a and one year of calculus. [3] Stabin.

**245. Computational Physics.** Programming techniques in physics suitable for personal computers: classical scattering, one-dimensional barrier tunneling, Laplace's equation, static and time-dependent Schrödinger's equation, hydrodynamics, and diffusion. Recommended: Computer Science 120. SPRING. [3] Umar.

**248. Radiation Biophysics.** Response of mammalian cells and systems to ionizing radiation. Acute radiation syndromes, carcinogenesis, genetic effects, and radiobiological basis of radiotherapy. Prerequisite: 228 and Biological Sciences 110a. [2] Freeman (Radiology and Radiological Sciences).

**251a–251b. Introductory Quantum Mechanics.** Wave-particle duality, indeterminacy, superposition, the Schrödinger equation, angular momentum and scattering, perturbation theory. Prerequisite: 225a and 227a. Recommended: differential equations. FALL. [3–3] Greene and Brau.

**254. Physics of Condensed Matter.** Crystal structure and diffraction; phonons and lattice vibrations; free-electron theory of metals; elementary band theory of solids; semiconductors; optical properties of insulators; and applications to solid-state devices, magnetism, and superconductivity. Prerequisite: 223, 225a, and 227b. [3] Feldman.

**255. Introduction to Particle Physics.** Weak, strong, and electromagnetic forces as evidenced by the interactions of elementary particles. Classification of particles and experimental techniques. Prerequisite: 251. [3] (Not currently offered)

**256. Biophysical Electrodynamics.** The physics of bioelectric phenomena: the mechanisms that lead to the transmembrane resting and action potentials in nerve and muscle cells, the differential equations describing propagation of the nerve action potential, and the relationship between the transmembrane and extracellular potentials in nerve and cardiac muscle. FALL. [3] Wikswo.

**262. Medical Imaging, Lasers and Energy-Tissue Interactions.** Survey of medical technologies, including x-ray, ultrasound, C-T scan, MRI, radiation therapy, and laser medicine and surgery. Each technology will be presented in terms of the fundamental physics and scientific discovery, research and development, and the application to medical care. The historical, sociological, economic, and ethical impacts of the medical technology will be addressed. Prerequisite: one year of calculus-based physics and Biological Sciences 110a–110b. SPRING. [3] Staff.

**300a. Seminar.** [1] (Not currently offered)

**301a. Medical Physics Seminar.** Radiotherapy treatment techniques and current methodologies in clinical therapy physics. Prerequisite: 228. [1] Staff.

**301b. Medical Physics Seminar.** Topics in medical imaging, techniques and applications. Prerequisite: 228. [1] Staff.

**303. Experimental Nuclear Physics.** Interactions of charged particles and photons in matter, coordinate transformations, statistics of nuclear processes, radiation detectors and analyzers, and selected topics in the design and application to experiments of particle accelerators and instrumentation used in nuclear and high energy physics. Recommended concomitant: 225b. [3] (Not currently offered)

**304. Radiation Interactions and Dosimetry.** Theory and instrumentation of ionization measurements of high-energy photon and electron beams. Methods of radiation absorbed dose calculations for photons, k neutrons and charged particles in matter. Prerequisite: 228, 243 and differential equations. SPRING. [3] Duggan.

**305. Particle and Continuum Mechanics.** Least action principle, Lagrange formalism, conservation laws, two-body problem, small-amplitude vibrations, non-inertial reference frames, canonical formalism, rigid body motion, continuous media, and field theory. Includes programming on scientific work stations. Prerequisite: 227a and Math 261a; corequisite: Math 262a. FALL. [3] Oberacker.

**306. Biomolecular Physics.** Physical principles applied to the structure and dynamics of biological molecules on the nanometer scale. Emphasis on the random Brownian motion that dominates at all length scales, and how bimolecular structures move, function, and interact amid chaotic thermal fluctuations. Selected measurement techniques. Prerequisite: one year of calculus and one year of physics. [3] (Not currently offered)

**307. Radiation Dose Assessment.** Description of models and methods for internal and external dose assessment. Historical and modern methods for calculating radiation dose, and will gain proficiency in their use by working examples and applying the principles to project analyses. Prerequisite: 243, 304. FALL. [3] Stabin.

**311. Clinical Therapy Physics I.** Instrumentation and application of physics to clinical radiotherapy procedures, equations for absorbed dose calculations, phantoms, methodologies in computerized treatment planning, introduction to the special techniques of brachytherapy and stereoradiosurgery. Prerequisite: 228 and 304. [3] Coffey (Radiology and Radiological Sciences) and Duggan (Radiology and Radiological Sciences).

**312. Clinical Therapy Physics II.** Photon and electron beam algorithms for dosimetry calculations. Methodologies in three-dimensional treatment planning with specific applications to radiotherapy. Prerequisite: 311 and differential equations. [2] Duggan (Radiology and Radiological Sciences).

**313. Clinical Diagnostic Physics.** Instrumentation and application of physics to clinical diagnostic imaging procedures including: radiographic and fluoroscopic x-ray, CT, MRI, nuclear medicine, and ultrasound. Prerequisite: 228 and 304. [3] Patton (Radiology and Radiological Sciences) and Pickens (Radiology and Radiological Sciences).

**314. Laboratory in Clinical Therapy Physics.** Applications of physics to clinical radiotherapy procedures, experience with equipment in a modern clinical radiotherapy environment, methodology and techniques for the verifications of simulated clinical procedures. Prerequisite: 228 and 311. [2] Coffey (Radiology and Radiological Sciences) and Duggan (Radiology and Radiological Sciences).

**315. Laboratory in Clinical Diagnostics Physics.** Applications of principles, techniques, and equipment used in radiographic and fluoroscopic x-ray, CT, MRI, nuclear medicine, and ultrasound imaging. Prerequisite: 228 and 313. [2] Price (Radiology and Radiological Sciences) and Riddle (Radiology and Radiological Sciences).

**325. Physical Measurements on Biological Systems.** (Also listed as Biomedical Engineering 325) A survey of the state of the art in quantitative physical measurement techniques applied to cellular or molecular physiology. Topics include the basis for generation, measurement, and control of the transmembrane potential; electrochemical instrumentation; optical spectroscopy and imaging; x-ray diffraction for determination of macromolecular structure; magnetic resonance spectroscopy and imaging. One lecture and one recitation. Prerequisite: modern physics course or consent of instructor. [3] Hutson. (Offered in odd-numbered years)

**329a–329b. Advanced Electrodynamics.** 329a: Electrostatics, potentials, boundary value problems, multipole moments, polarization, magnetostatics, Maxwell's equations, electromagnetic wave propagation, dissipative and conductive media. 329b: covariant formulation, least-action principle and Lagrange density, energy momentum tensor, charges in external fields, radiation from accelerated charges, multipole radiation. Prerequisite: 229a–229b, Mathematics 262. [3–3] Umar and Smentek.

**330a–330b. Quantum Mechanics.** Wave and matrix forms of the theory, transformation theory, theory of angular momentum, systems of indistinguishable particles, approximate methods of solution, energy levels and scattering processes, and introduction to relativistic quantum mechanics. Prerequisite: 251, Math 262. [3–3] Kephart and Oberacker.

**333a–333b–333c–333d. Theoretical Physics Seminar.** Topics such as theoretical nuclear astrophysics, principles of mathematical physics, quantum theory of finite systems, exotic nuclei near the proton/neutron driplines. Prerequisite: 330a. [1–1–1–1] Oberacker. (Not currently offered)

**340a–340b. Nuclear and Heavy-Ion Theory.** Phenomenological models (liquid drop, collective and shell models), nucleon-nucleon interaction, microscopic theories of nuclear structure (Hartree-Fock, RPA, interacting boson approximation), heavy-ion reactions below 20 MeV/A (TDHF theory), nuclear physics at intermediate and high energies (quarks in nuclei, quark-gluon plasma formation). Prerequisite: 330a. 340a, FALL; 340b not currently offered. [3–3] Oberacker.

**341. Statistical Mechanics.** Phase space, entropy and reversibility; ensemble theory; Fermi and Bose Statistics; systems of interacting particles; equation of state, critical phenomena, and phase transitions; pairing and superfluidity. SPRING. [3] Staff.

**350. Selected Topics in Theoretical Physics.** Topics such as Lie groups and symmetry principles in quantum mechanics, quantum electrodynamics of strong fields, phenomenological models of nuclear structure. Prerequisite: consent of instructor. SPRING. [3]

**351a–351b–351c–351d. Topics in the Physics of Elementary Particles.** A single topic reflecting current faculty interest each semester. [1–1–1–1] (Not currently offered)

**352a–352b–352c–352d. Special Topics in Experimental Physics.** Current topics in experimental physics relevant to research areas in the department, such as biological, condensed-matter, elementary-particle, nuclear, and optical physics, astronomy, astrophysics and cosmology. FALL, SPRING. [Variable credit: 1–3] Staff.

**354a–354b. Condensed Matter Theory.** Free-electron theory of metals; elementary band theory of solids; quantum theory of the harmonic crystal; elementary excitations; optical properties of materials; electronic basis of magnetic interactions; density-functional theory;

relativistic band structure; electronic localization and amorphous solids; two-dimensional phase transitions and superlattices. Prerequisite: Physics 330 or consent of instructor. [3–3] (Not currently offered)

**357a–357b. Atomic and Molecular Physics.** Quantum mechanical treatment of atomic and molecular structure and dynamics, including binding, transitions, radiative transfer processes, and dynamics of elastic and inelastic scattering of electron-atom and atom-atom systems. Prerequisite: 330a–330b. [3–3] (Not currently offered)

**358b. Interaction of Light with Matter.** Interaction of electromagnetic radiation with atoms, molecules, and solids. Optical pumping, rate equation treatment of laser action; nonlinear interactions of light with matter, including multiphoton processes, harmonic generation and stimulated scattering; and the behavior of atoms and molecules in intense photon fields. [3] (Not currently offered)

**359a. Surface Structure and Dynamics.** Geometrical and electronic structure of surfaces, including surface reconstruction, density of states, and effects of adsorbates, impurities, and electronic defects. Prerequisite: 330a–330b. FALL. [3] Feldman.

**360a–360b. General Relativity and Cosmology.** Einstein's geometric theory of gravity in terms of tensor analysis and differential geometry. Einstein's field equations are derived and solutions are discussed. Applications of general relativity are explored, including those to very strong gravitational fields, gravitational collapse, neutron stars, black holes, and quantum gravity. Topics in cosmology will include red shifts and cosmic distance relations, big bang cosmology, primordial nucleosynthesis, the very early universe and inflationary cosmologies. Prerequisite: consent of instructor. [3–3] (Not currently offered)

**361. Nonlinear Dynamics and Chaos.** Qualitative and quantitative solutions to nonlinear ordinary differential equations; analytical and numerical techniques; conditions for stable solutions, onset of instability, and chaotic phenomena; connection between classical and quantum nonlinear systems; textbook presentation and selected applications from current research literature. Prerequisite: 305. [3] (Not currently offered)

**365. Many-Particle Quantum Theory.** Nonrelativistic theory of atoms, solids, and nuclei; operators in second quantization, fermions and bosons, pair correlation function, interacting electron gas (metal), propagators, Wick's theorem and Feynman diagrams, Hartree-Fock theory, shell model, pairing forces in nuclei, and superconductivity. Prerequisite: 330b. [3] (Not currently offered)

### **369. Master's Thesis Research.**

**370a–370b. Quantum Field Theory.** Relativistic quantum mechanics, canonical and path-integral field quantization, relativistic scattering theory, perturbation expansions; Feynman diagrams and radiative corrections, renormalization and regularization, with applications to quantum electrodynamics and non Abelian gauge theories. Prerequisite: 305, 329a–329b, 330a–330b. [3–3] (Not currently offered)

**390a–390b. Independent Study.** [Variable credit, 1–3 each semester] Staff.

**391a. Medical Physics Practicum: Therapy.** Radiotherapy physics in a clinical setting. Treatment planning instrumentation calibration, quality assurance. Radiotherapy patient interaction, clinical conference attendance, and review of treatment techniques in radiation oncology. Prerequisite: 311, 312, and 314. [6] Coffey.

**391b. Medical Physics Practicum: Diagnostic.** Diagnostic physics in a clinical setting. Instrumentation methodology, calibration, quality assurance. Diagnostic radiology patient interaction, clinical conference attendance, and review of imaging techniques in radiology. Prerequisite: 313 and 315. [6] Staff.

**399. Ph.D. Dissertation Research.**

**3995. Half-time Ph.D. Dissertation Research.** For students who have completed 72 hours and devote a half-time effort to dissertation research. [0]

## Astronomy

**222. Observational Astronomy.** Principles and techniques including astrometry, photographic and photoelectric photometry, spectral classification, and radial velocity measurements. Scheduled evening sessions at the Dyer Observatory. Prerequisite: 102 or 175; Physics 225a. [3] (Not currently offered)

**223. Binary Stars.** Visual, eclipsing, and spectroscopic binaries; techniques for solving their orbits. Extended atmospheres, circumstellar matter, mass transfer, x-ray and radio emission, and orbital period changes in binaries. Evolution of close binaries. Prerequisite: 102. [3] (Not currently offered)

**252. Stellar Astrophysics.** Absorption and emission of radiation by the sun and stars. Principles of stellar structure and stellar evolution from formation to death. Prerequisite: Physics 223 and 225a; Mathematics 198. [3] (Not currently offered)

**253. Galactic Astrophysics.** Interstellar matter and gaseous nebulae, the structure and evolution of normal galaxies, active galactic nuclei and quasars, and observational cosmology. Prerequisite: 175, Physics 225a; Mathematics 198. [3] (Not currently offered)

**300a–300b. Astronomy Seminar.** [1–1] Staff.

**307a–307c–307d. Selected Topics in Astrophysics.** Stellar atmospheres, stellar interiors, interstellar matter, binaries, variable stars, solar system physics, and galaxies. Prerequisite: consent of instructor. 307a, 307d FALL; 307c SPRING. [3–3–3] Staff.

**311. Nebular Astrophysics.** Astrophysics of diffuse nebulae and interstellar gas; photoionization, thermal equilibrium, dynamics. Interstellar medium, dust, planetary nebulae, supernova remnants, HII and star forming regions, and active galactic nuclei. Prerequisite: Physics 229b. FALL. [3] Knop.

**369. Master's Thesis Research.**

## *Political Science*

CHAIR C. Neal Tate

DIRECTOR OF GRADUATE STUDIES Bruce I. Oppenheimer

PROFESSORS EMERITI Robert H. Birkby, Alex M. Dragnich, Erwin C. Hargrove,  
William C. Havard Jr., Avery Leiserson, Harry Howe Ransom, Derek J. Waller,  
Benjamin Walter

PROFESSORS William James Booth, John G. Geer, George J. Graham Jr.,  
M. Donald Hancock, Bruce I. Oppenheimer, James Lee Ray, Carol M. Swain,  
Kenneth Wong

ASSOCIATE PROFESSORS Geoffrey C. Layman, Richard A. Pride

ASSISTANT PROFESSORS Brooke A. Ackerly, Katherine Barbieri, Anthony Loh

SENIOR LECTURERS Diane Just, Brandon Valeriano

INSTRUCTOR Richard Tucker

**DEGREES OFFERED:** *Master of Arts, Doctor of Philosophy*

✦ THE master's degree in political science may be earned through (a) a program that requires 24 hours of course work and a thesis or (b) a non-thesis option requiring 33 hours of course work (including political science 350 and 351 and at least 27 hours of 300-level courses) and a master's degree examination in the student's field of choice. A master's degree in passing option is available to students who have completed all courses required for the Ph.D. degree, passed the preliminary examinations, and defended successfully the dissertation proposal.

At least 48 hours of formal course work are required for the Ph.D. degree. Statistics for Political Research (350), required of all prospective candidates, is normally taken in the first year of residence.

Candidates for the Ph.D. are expected to demonstrate proficiency in research skills, including statistics, at a level fixed by the program faculty.

**201. Contemporary Political Theory.** Recent political philosophy. Democratic theory, multiculturalism, feminism, post-modernism. SPRING. [3] Ackerly.

**202. History of Classical Political Philosophy.** Intensive analysis of the principal political philosophers in the classical tradition. FALL. [3] Graham.

**203. Modern Political Philosophy.** Intensive analysis of the principal political philosophers in the modern tradition. SPRING. [3] Graham.

**204. American Political Thought.** An analytical study of American political theories and their impact upon our political institutions. [3] (Not currently offered)

**205. Modern Political Ideologies.** Analysis of the belief systems of selected political movements, groups, and societies; their relationship to political philosophy; and theories of political action. [3] (Not currently offered)

**206. Foundations of Marxism.** Intensive analysis of the political, philosophical, and economic theories of Karl Marx in the context of European philosophical and political traditions. Major critical interpretations of Marx will be stressed. FALL. [3] Graham.



**207. Liberalism and Its Critics.** Philosophical and political analysis of the utilitarianism of Mill and Bentham and the liberalism of Locke and Kant. Critiques by contemporary Libertarians and Communitarians. [3] (Not currently offered)

**208. Law, Politics, and Justice.** Contemporary and classical theories of law and society; rights theories; gender and the law; law and transitions to democracy; law between nations. [3] (Not currently offered)

**209. Issues in Political Theory.** Topics vary from semester to semester. May be repeated once if there is no overlap with previous offerings. Prerequisite: 202, 203, 205, or 206. FALL, SPRING. [3] Ackerly.

**210. West European Politics.** Analysis of political development, social forces, institutions, and public policy in Great Britain, France, West Germany, Italy, and Sweden. SPRING. [3] Hancock. (Offered 2003/04)

**211. The European Union.** Political and economic integration. Origins, institutions, decision processes, policies, achievements, and prospects of the European integration movement. SPRING. [3] Hancock.

**212. Politics in Russia and Successor States.** Government, politics, and system performance in the Soviet Union and contemporary Russia, with some reference to other East European countries. [3] (Not currently offered)

**213. Democratization and Political Development.** Comparative study of political development, with a focus on institutions. The effect of political choices about voting systems, executive and legislative powers, cabinet formation, and other institutions on political competition, parties and government stability. Cases from established democracies and countries undergoing democratization. No credit for students who have taken 317. [3] (Not currently offered)

**214. The Japanese Political System.** Study of the government and politics of Japan, in the context of the interaction of traditional and modern elements in contemporary Japanese political style. SPRING. [3] Loh.

**215. Change in Developing Countries.** Comparative study of political and economic change in developing countries. Political implications of ethnicity, economic dependency, and environmental degradation. [3] (Not currently offered)

**216. The Chinese Political System.** Governmental institutions and political processes in the People's Republic of China with emphasis upon the interaction of traditional and revolutionary elements. Some attention to Taiwan since 1950 and to the overseas Chinese as parts of the Chinese political universe. FALL. [3] Loh.

**217. Latin American Politics.** Cross-national analysis of political institutions, cultures, and processes of change in Latin America. FALL. [3] Just.

**218. Social Reform and Revolution.** Reform and revolution as responses to social inequality. Causes and outcomes of reform and revolution in Europe and Latin America from the mid-nineteenth century to the present. [3] (Not currently offered)

**219. African Politics.** Domestic politics and foreign relations of African states in comparative perspective. How African history has been studied and the tools political scientists have developed to study Africa. Colonialism, the colonial legacy, independence movements on the continent, contemporary issues and problems in selected countries (e.g., Ivory Coast, Kenya, Tanzania). [3] (Not currently offered)

**220. Crisis Diplomacy.** Analysis of foreign policy decision making and strategy. Emphasis on differences between crises that lead to war and those that do not. Foreign relations of Britain, France, Germany, Russia, and Japan. FALL, SPRING. [3] Valeriano.

**221. Causes of War.** Scientific study of the onset of expansion and consequences of war; conditions of peace, emphasizing alliances, arms races, and crisis escalation. FALL, SPRING. [3] Tucker, Valeriano.

**222. American Foreign Policy.** Critical analysis of major international and domestic factors shaping U.S. foreign relations as reflected in selected twentieth-century experiences. SPRING. [3] Ray.

**224. Theories of World Politics.** Analysis of major theories of the basic factors underlying global relations. FALL. [3] Ray.

**225. International Political Economy.** Survey of major issues involving the interaction of political and economic forces at the global level. Particular attention to theories of interdependence and imperialism, the position of developing countries in the international system, multinational corporations, and the economic origins of war. SPRING. [3] Barbieri.

**226. International Law and Organization.** The role of international law and international organizations in the contemporary global political system. Focus on the evolution and impact of international law as well as such organizations as the United Nations, the International Monetary Fund (IMF), and selected regional (as well as nongovernmental) organizations. SPRING. [3] Ray.

**227. Economics and Foreign Policy.** Economic factors influencing foreign policy behavior, including economic factors, conditions, and motivations for conflictual and cooperative relations. Economic instruments used by governments to achieve policy goals: trade ties, economic sanctions, foreign aid. Economic theories of war and peace. SPRING. [3] Staff.

**228. International Politics of Latin America.** Examination of Latin America's role in the international and inter-American system. Special attention to the international response to revolutionary change in the area, and to the region's major actors and their changing relationship with the United States, with other major powers, and with other actors such as multinational corporations and international financial institutions. SPRING. [3] Just.

**231. Contemporary Issues in Europe.** Detailed analysis of the political, economic, and social issues facing Europe's post-Cold War period including regional integration, transitions to democracy, economic transformation, ethnic-national relations, industrial organization, environmental politics. FALL. [3] Hancock.

**232. Evolution in French Foreign Policy Under the Fifth Republic.** Development of distinct French foreign policy; use of colonial experience in the North-South dialogue; France's place in the new international order. Offered at Vanderbilt in France. SPRING. [3] Pelopidas.

**233. Social Movements in the Developed and Developing Worlds.** Comparative study of protest movements with emphasis on origins, activities, and impact of movements focusing on women, ethnic minorities, and the environment. FALL. [3] Just.

**234. Women, Politics, and the Development of the Third World.** Analysis of the special problems afflicting women in the developing world and examination of proposed strategies, domestic and international, for reform. SPRING. [3] Just.

**235. Foreign Policy in Russia and Successor States.** Evolution of foreign policy after the Cold War, with special emphasis on the impact of political and economic transition. Origins and development of "new thinking" on national security, recasting defense policy, integration in the global market and cooperation with international organizations, rethinking of relations with the U.S. and Western Europe, redefinition of relations among former Soviet republics. [3] (Not currently offered)

**240. Political Parties.** Theories of party formation, organization, and behavior. Historical development of party systems. Criteria for the comparative evaluation of party systems. Parties as instruments of citizen control. Implications for electoral outcomes, coalition formation, legislative decision-making, and public policy. FALL, SPRING. [3] Oppenheimer, Palmquist.

**241. American Public Opinion and Voting Behavior.** The development and dynamics of political opinion and its effects on voting and public policy. Models of political behavior. FALL. [3] Layman.

**242. Political Communication.** The relationship of government and the press. Theories of communication; mass media and sociopolitical change; political persuasion and propaganda; responsibilities of the press. SPRING. [3] Pride.

**243. Political Campaigns and the Electoral Process.** Theories of representation and democratic accountability; electoral strategies and tactics, including political polling and analysis. FALL, SPRING. [3] Pride, Layman.

**244. The Legislative Process.** Legislative organization and processes in the U.S. Congress. Attention to parties, elections, institutional structure, interest groups, and other branches of government as they relate to the legislative process. SPRING. [3] Oppenheimer.

**245. The American Presidency.** Constitutional, historical, and political aspects. Attention to nominating and electing the president, presidential leadership and personality, governing, and relations with Congress and the public. FALL. [3] Geer.

**246. Religion and Politics in the United States.** The historical and contemporary impact of religion on the political culture, coalitions, and behavior in the United States. The vitality of religion in American society and its political consequences. The evolution of church-state relationships. FALL, SPRING. [3] Layman.

**247. American Political Culture.** Content, historical development, and political consequences of the American public's deeply rooted values concerning how the political system ought to work and the ends it ought to serve. Attention to regional variation. SPRING. [3] Pride.

**248. Intentional Communities.** The utopian impulse in fact and fiction; formation of polities such as communes, cults, and eco-villages; alternative subcultures within the United States with special emphasis on the 1960s and 1990s. FALL. [3] Pride.

**251. Regulations and Subsidies.** Theoretical and empirical analyses of government activity. Governmental decisions affecting prices; pollution and other externalities; consumer protection; social insurance and agricultural subsidies. Political processes and policy outcomes. [3] (Not currently offered)

**253. Ethics and Public Policy.** Ethical argument in the public policy process; major approaches to ethics applied to specific issues of public policy. [3] (Not currently offered)

**255. Public Policy Problems.** Specific problems of public policies and their relations to political and institutional structures. Particular policy problems vary from semester to semester. May be taken more than once only if there is no overlap with a prior offering. FALL. [3] Swain.

**261. Constitutional Interpretation.** The nature and sources of constitutional law; judicial development of principles of distribution and scope of governmental powers; constitutional limitations and personal rights. Case method. [3] (Not currently offered)

**262. The Judicial Process.** Functioning of the judiciary in the American political process; operation and powers of the courts; nonlegal aspects of the judicial process; political role and effects of judicial decisions. Prerequisite: 261 recommended but not required. [3] (Not currently offered)

**270. Conducting Political Research.** Introduction to research sources, designs, and methods used by political scientists. Emphasis will be placed on locating and accessing data, the logic of causal inferences, and basic data presentation and analysis. SPRING. [3] Tucker.

**300. Political Theory.** Basic course in political theory. Surveys major texts in political theory, as well as central concepts and debates in the current literature. [3]

**302. Democratic Theory.** Growth of democratic theory in political philosophy and historical application. Connections between democratic theory and political institutions. [3]

**303. Philosophy of Science for Social Science.** Survey of basic texts and issues within the philosophy of science as these are relevant within the social sciences. The materials are explored from the perspectives of the different theoretical and methodological options within the social sciences with rigorous applications to examples within the basic sub-fields of political science and from the cognate disciplines from which political science research and theorizing draws (including parallels from the disciplines of anthropology, economics, history, psychology, and sociology). [3]

**305. Feminist Social and Political Thought.** Feminist political theorists, both as critics of the history of political thought and as authors of contemporary social and political theory. [3]

**306. Problems of Interpretation in Political Theory.** Major interpretive problems of political theory. Emphasis on philosophical assumptions, meaning, text, and context. May be repeated for credit if topics vary sufficiently. [3]

**308. Studies in Historical Political Thought.** Major texts and themes focusing on a single thinker, a school of thought, or a theme. May be repeated with different topics. FALL. [3] Ackerly.

**309. Research in Political Theory.** Supervised individual research and reading on selected topics in political theory. FALL, SPRING. [3] Staff.

**310. Studies in Comparative Analysis.** A survey of important literature and concepts in the field of comparative politics. [3]

**311. Regional and International Dimensions of European Integration.** Theories of political and economic integration; key actors in the European Union (including national and sub-national governments, EU institutions, interest groups, and citizens); principal EU policy areas and issues (including economic and monetary union, the single market, the common agricultural policy, regional policies, joint foreign and security policies). [3]

**312. Comparative European Politics.** Political development, institutions, behavior, and public policies in key West European democracies. Thematic foci include postindustrialism, corporatism, and political management of the economy. [3]

**313. Politics in Russian and Successor States.** Selected features of post-1989 changes in the Russian governmental system. [3]

**315. Research in Latin American Politics.** Recurring and novel topics in Latin American politics, such as the relation between economic growth and political regimes, the role of the Church, human rights, and U.S. foreign policy. Particular issues vary from semester to semester. [3]

**316. Politics of Change in the Third World.** Patterns and problems in Third World countries, including transnational developments and linkages such as foreign aid and alignments, multinational corporations and other such institutions, regional groupings, "development," and "modernization." [3]

**317. Political Development and Democratization.** Impact of institutions on political development. Effects of alternative systems of elections, executive and legislative authority, and representation. Impacts on democratic transitions and on political stability. No credit for students who have taken 213. [3]

**318. Qualitative Methods and Small-N Analysis.** Theoretical introduction and practical application of various methods of qualitative analysis, including case studies, small-N comparison, Boolean analysis, event-structure analysis, counter-factual analysis, and concept formation. [3] (Not currently offered)

**319. Research in Comparative Analysis.** Supervised individual research and reading on selected topics in comparative politics. FALL, SPRING. [3] Staff.

**320. International Politics.** Basic course in international politics. Surveys major subfields, focusing on concepts and theories that orient research—e.g., balance of power, interdependence, imperialism, decision-making, crisis-behavior. [3]

**321. International Conflict: Theories and Methods.** Analysis of international conflict and war. [3]

**322. Peace Research.** Alliances, crisis escalation, territorial disputes, and characteristics of peaceful systems. [3]

**323. Current Theory and Research in World Politics.** Recent trends in theory construction, research design, and findings. [3]

**325. International Political Economy.** Patterns of conflict and cooperation in the world economy. Theories of world systems, dependency, neoclassicism, regimes, and public choices, their applicability to trade, money, debt, industrial organization, economic development, regional integration. [3]

**326. The Political Economy of War and Peace.** Economic theories of war and peace, including economic actors, conditions, and motivations believed to contribute to conflict and cooperation between nations. "Economic statecraft" will also be covered. [3]

**327. Domestic Politics and International Interactions.** Impact of domestic political structures and processes on foreign policies and international politics. Extent to which factors external to states in their international environment affect domestic politics. [3]

**329. Research in International Politics.** Supervised individual research and reading on selected topics in international politics. FALL, SPRING. [3] Staff.

**330. Studies in American Politics.** A survey of important literature and concepts in the field of American politics. [3]

**331. Party Politics.** Structure and functions of political parties; theories of partisan change, party formation, and party organization. Influence on rules and the behavior of politicians on party policies. [3]

**332. Electoral Behavior and Public Opinion.** Theories of voting and behavior of candidates in American elections; models of electoral change; the development and dynamics of public opinion. Effects of elections and public opinion on policy and governmental action. [3]

- 333. Political Culture, Opinion, and Behavior.** Politics as a contest of meaning; how issues, structures, and events are signified; the patterns and distributions of core beliefs as the foundation of individual and collective political behavior and institutional politics. [3]
- 334. Executive Institutions.** Theories of decision making and implementation in executive institutions. Application of theory to the executive institutions of American government, including the presidency, cabinet departments, and agencies. The relationships of elected politicians, political appointees, and civil servants in executive institutions. [3] (Not currently offered)
- 335. Politics of American Legislation.** The structure and function of American legislative institutions, especially Congress, and their relation to the wider setting. [3]
- 336. The Judicial Process.** The role of the judiciary in the American political process; operation, staffing, and powers of the courts; political role and effects of judicial decisions; policy-making by the courts. [3] (Not currently offered)
- 339. Research in American Politics.** Supervised individual research and reading on selected topics in American politics. FALL, SPRING. [3] Staff.
- 355. Research Design.** Introduction to Analysis of Tables, Measures of Association, OLS regression. Coverage of research design. Experimental design, survey research, elite interviewing, in-depth interviewing, aggregate data, field research, content analysis, case studies, and small-n analysis. Emphasis on concept formation and measurement. [3]
- 356. Statistics for Political Research I.** Introduction to statistical analysis with applications in political science, statistical distributions, statistical inference, bivariate and multiple regression, logit, and probit. [3]
- 357. Statistics for Political Research II.** Advanced topics in statistical analysis with research applications in maximum likelihood estimation, logit and probit analysis, simultaneous equation models, generalized least squares, and introductory time series concepts. [3]
- 358. Topics in Political Methodology.** May be repeated for credit when topics vary. [3].
- 359. Introduction to Formal Theory and Modeling.** Social choice and game theory. Instability and disequilibria of group decisions under different decision-making rules. Theoretical model building as a way to generate hypotheses. Rules in decision making, manipulability of outcomes, bargaining strategies and the evolution of cooperation. [3]
- 360. Topics in Formal Theory and Modeling.** May be repeated for credit when topics vary. [3].
- 369. Master's Thesis Research.** [0]
- 370. Topics in Political Science.** An inquiry into selected topics. May be repeated for credit when topics vary. Consult *Schedule of Courses* for offerings. [3]
- 390a–390b. Independent Study.** FALL, SPRING. [Variable credit: 1–3 each semester]
- 398. Dissertation Seminar.** Focus on developing the theoretical, empirical, and normative aspects of each student's dissertation research. SPRING. [3]
- 399. Ph.D. Dissertation Research.**
- 3995. Half-time Ph.D. Dissertation Research.** For students who have completed 72 hours and devote a half-time effort to dissertation research. [0]

# Psychology

CHAIR Timothy P. McNamara

DIRECTOR OF GRADUATE STUDIES Andrew J. Tomarken

DIRECTOR OF CLINICAL TRAINING Jo-Anne Bachorowski

PROFESSORS EMERITI William F. Caul, Keith N. Clayton, Martin Katahn, Leslie Phillips,  
Oakley S. Ray, Hans H. Strupp, Leland E. Thune, Warren W. Webb

PROFESSORS Randolph Blake, Vivien A. Casagrande, Ford F. Ebner, Robert Fox,  
Jeffery J. Franks, Steven D. Hollon, Jon H. Kaas, Joseph S. Lappin, Gordon D. Logan,  
Timothy P. McNamara, Richard D. Odom, Jeffrey D. Schall, William P. Smith

ASSOCIATE PROFESSORS Jo-Anne Bachorowski, Thomas J. Palmeri, Sohee Park,  
Anna Roe, David G. Schlundt, Andrew J. Tomarken

ASSISTANT PROFESSORS Denise Davis, Isabel Gauthier, René Marois, Andrew Rossi,  
David Zald

RESEARCH ASSISTANT PROFESSORS Hans Peter Melzer, James D. Stefansic,  
Iwona Stepniewska, Susanne Sterbing

SENIOR LECTURERS Leslie D. Kirby, Leslie M. Smith, N. Jane Zbrodoff

**DEGREES OFFERED:** *Master of Arts, Doctor of Philosophy*

✦ THE program offers doctoral (Ph.D.) study for students who intend to become psychological scientists or scientist-practitioners. Students who plan to terminate their studies with the master's degree should not apply. Students have the option of obtaining a thesis-based master's degree while working toward their doctoral degree. Theory, method, and research experience in a number of areas of psychological science are emphasized. Graduate training is organized into the three broad areas of cognitive science, neuroscience, and clinical science. Students have intensive research training with individual faculty in the areas of clinical psychology, cognition, learning, perception, psychobiology, sensory neurophysiology, and social psychology. Students in the area of clinical psychology are also provided with extensive training in clinical skills. Admission is not limited to students with undergraduate backgrounds in psychology.

**201. Neuroscience.** A comprehensive introduction to the field of neuroscience from important molecules to cell function to neural systems to cognition. Topics include the physiology of nerve cells, the sensory systems of vision, audition and touch, the motor system, sleep, consciousness, speech, and sexual behavior. Coverage of clinical topics includes the chemical basis of the psychoses, diseases of the brain, and repair mechanisms after brain injury. FALL, SPRING. [3] L. Smith, Marois.

**208. Principles of Experimental Design.** An introduction to theory and research methods in psychological science. Topics include philosophy of science, ethical issues, experimental design, and data interpretation. Not open to students who have received credit for Psychology 213. FALL, SPRING. [3] Zbrodoff, Palmeri.

**209. Quantitative Methods.** Introductory survey of principles and methods for the statistical analysis of experiments, with emphasis on applications in psychology. Major topics are descriptive and inferential statistics. Prerequisite: 208. FALL, SPRING. [3] Franks.

**211. Personality.** Introduction to the study of personality. Major theories of personality development, methods of assessment, and results of research. The study of normal behavior is emphasized. SPRING. [3] Zald.

**214. Perception.** Current theory and research in sensation and perception, including an analysis of philosophical and biological issues. Understanding how biological organisms acquire, process, and use information about objects and events in the environment. Vision, audition, taste, smell, and touch. FALL, SPRING. [3] Fox, Blake.

**215. Abnormal Psychology.** Introduction to the study of deviant behavior. Topics include definitions of adequate human functioning, processes that disrupt functioning, and methods of evaluation and treatment. No credit for students who have taken 115a Section 2 (Abnormal Psychology). FALL. [3] Bachorowski.

**216. Movement.** Psychological, computational, and neural perspectives on the activities of looking, reaching, grasping, speaking, smiling or frowning, walking, and running. SPRING. [3] Schall.

**222. Learning and Memory.** An analysis of the major theories and research results related to learning and memory. [3] (Not currently offered)

**225. Cognitive Psychology.** Attention, pattern recognition, knowledge representation, language, reasoning, and human intelligence. FALL, SPRING. [3] Palmeri, Zbrodoff.

**226. Thinking and Reasoning.** A survey of research findings, theories, and empirical approaches to understanding how we "think." Deductive reasoning, decision making, categorization, problem solving, and human rationality. [3] (Not currently offered)

**231. Social Psychology.** The influence of social conditions upon behavior in interpersonal and group relations; perception, judgment, learning, and attitudes. FALL, SPRING. [3] Kirby, W. Smith.

**232. Mind and Brain.** Introduction to cognitive neuroscience. How the brain supports cognition, perception, attention, memory. Language, thought, action, and consciousness. [3] (Not currently offered)

**234. Laboratory in Behavioral Neuroscience.** Lectures and accompanying experiments to demonstrate basic neural and endocrine regulation of behavior. Prerequisite: 201. FALL, SPRING. [3] Schall, Rossi.

**235. Biological Basis of Mental Disorders.** Recent discoveries of brain changes that alter mental functioning. How a malfunctioning brain can produce suicidal behavior, mood and anxiety disorders, schizophrenia, alcoholism, and sexual dysfunction. How drug abuse results in altered brain chemistry and how organic brain diseases such as epilepsy, AIDS, or stroke can cause cognitive impairment. Prerequisite: 201. SPRING. [3] L. Smith.

**240. Cognition, Consciousness, and Self.** Perspectives from Buddhist psychology, cognitive, physical, and biological science. FALL. [3] Franks.

**242. Psychology of Language.** Introduction to psycholinguistics. Topics include the structure of languages, perception of speech, syntactic processing, comprehension, production of speech, acquisition of language by children, hemispheric lateralization, aphasia, and communication by animals. Prerequisite: 222 or 225. [3] (Not currently offered)



**245. Emotion.** Introduction to the study of emotion. Topics include defining emotion, functions of emotion, emotion and health, emotion and psychopathology, individual differences, and emotional development. Repeat credit for students who have taken 288: Emotional Processes. [3] (Not currently offered)

**250. Control of Human Behavior.** Factors determining the behavior of human groups and individuals. Emphasis on research on the effectiveness of methods such as psychotherapy, programmed learning, brainwashing, teaching, and propaganda procedures. Attention to applications as well as to theoretical bases of the methods. Ethical and moral issues relating to the control of human behavior. [3] (Not currently offered)

**251. How the Mind Works.** Seminar on theory and research in sensory memory, attention and consciousness, pattern recognition, short-term memory, episodic and semantic long-term memory, knowledge representations, reasoning, and problem-solving. No credit for students who have taken 225. FALL. [3] Zbrodoff.

**252. Human Sexuality.** The physiological, psychological, and cultural bases of sexual behavior. History of sexuality, gender roles, sex in human relationships, diagnosis and treatment of sexual disorders and dysfunctions, crosscultural perspectives, pornography, rape, AIDS, and homosexuality. FALL. [3] L. Smith.

**253. Laboratory in Cognition.** Applications of experimental methods to the study of human cognition. Attention, short-term memory, long-term memory, implicit memory, knowledge representation. Prerequisite: 208, 209, and either 222, 225, or 278. [3] (Not currently offered)

**254. Laboratory in Perception.** Applications of experimental methods to the study of human perception. Psychophysical techniques, signal detection theory, direct and indirect scaling, chronometric analyses. Prerequisite: 208, 209, and 214. [3] (Not currently offered)

**256. Philosophy of Mind.** (Also listed as Philosophy 256) Selected problems in the philosophy of mind; relationship between mind and body, the nature of consciousness, the problem of other minds, the status of self-knowledge, and the possibility of machine and other intelligence. Connections with empirical investigations in related cognitive disciplines. [3] (Not currently offered)

**258. Animal Behavior and Evolutionary Psychology.** A comparative and phylogenetic approach to the study of behavior, with special emphasis on sensory processes, instinctive behavior, the genetics of behavior, and ethology. SPRING. [3] Kaas.

**261. Drugs and Behavior.** The field of psychoactive drugs is surveyed, with particular emphasis on the behavioral effects of these agents. [3] (Not currently offered)

**265. Introduction to Psychological Assessment.** Issues and strategies surrounding the psychological tests most commonly used in psychology, education, and business. Topics include testing of intelligence, measures of personality and psychopathology, assessment of abilities and aptitudes. [3] (Not currently offered)

**266. Interpersonal and Intergroup Relations.** (Also listed as Sociology 262) An examination of social psychological literature related to intergroup and interpersonal conflict and its resolution, with special attention to problems of relations between black and white in contemporary society. [3] (Not currently offered)

**269. Developmental Neuroscience.** Normal and abnormal brain development. Cell division, migration, cell death, synapse formation, plasticity, and clinical syndromes. Prerequisite: 201. FALL. [3] Ebner.

**272. Structure and Function of the Cerebral Cortex.** Classic and current concepts of cerebral function. Species differences, receptive field organization, neurotransmitters, modifications by experience, and behavioral effects. Prerequisite: 201. [3] (Not currently offered)

**276. Knowledge, Brain, and Culture.** How conceptual knowledge is organized in the human mind, how it varies across cultures, how it is acquired by children, and how it is processed by the human brain. Integrates findings from psychology, neuroscience, and anthropology. SPRING. [3] Palmeri.

**277. Brain Damage and Cognition.** Effects of neurological impairment from stroke, injury, or disease on perception, speech, memory, judgment, and behavior. Relation between brain systems and cognitive systems. [3] (Not currently offered)

**278. Cognitive Science.** Interaction of cognitive psychology, artificial intelligence, neuroscience, and linguistics in explaining knowledge, perception, memory, and learning. Philosophical questions that arise in trying to understand the mind. Prerequisite: 101 or 115, Philosophy 100 or Computer Science 100. [3] (Not currently offered)

**279. Chemistry of the Brain.** (Also listed as Biological Sciences 279) Special biochemical reactions in brain, with emphasis on human brain. Synthesis and breakdown of brain molecules and their functions in membranes, synaptic transmission, and sensory transduction. Normal brain metabolism and the changes in neurological disease. Prerequisite: BSCI 220. SPRING. [3] Wild.

The following courses are seminars devoted to intensive study of special topics.

**280. Special Topics in Perception.** FALL. [3] Fox.

**281. Special Topics in Learning.** [3] (Not currently offered)

**282. Special Topics in Cognitive Psychology.** FALL, SPRING. [3] Franks, Zbrodoff.

**283. Special Topics in Developmental Psychology.** FALL, SPRING. [3] Odom.

**285. Special Topics in Physiological Psychology.** [3] (Not currently offered)

**286. Special Topics in Human Competence.** [3] (Not currently offered)

**288. Special Topics in Clinical Psychology.** [3] (Not currently offered)

**289. Special Topics in Social Psychology.** FALL, SPRING. [3] W. Smith.

**300a–300b. Research Seminar.** 300a: Research methodology in psychology and the design of individual research projects. 300b: Completion of the project. Concurrently with group discussion, the student follows a tutorial research relation with a staff member and completes the project. Designed to match each student's background and academic interests. [Variable credit: 1–4 each semester]

**301a–301b. Advanced General Psychology.** Physiological psychology, perception and sensation, learning, complex processes, developmental, personality, social psychology, and psychopathology. Participation in various sections determined by each student's background and career interests. [3–3] Staff.

**302. History and Systems of Psychology.** Modern psychology viewed in the perspective of problems and theories of the past. Emphasis on major concepts, problem areas, developing methodology, and "schools" from which much of modern psychology has evolved. [3] (Not currently offered)

**303. Models of Human Memory.** Survey of contemporary models of human memory, especially formal models. Methods of fitting models to data will be discussed. Prerequisite: graduate course on cognition. [3] (Not currently offered)

**304a–304b. Quantitative Methods and Experimental Design.** Principles and methods for the design and analysis of experiments and for the investigation of individual differences. Principles of experimental design and descriptive and inferential statistics. [3–3] Tomarken.

**305. Linear and Nonlinear Mixed Effects Models.** The analysis of data from hierarchical and multilevel designs. Theory and computational methods, specification and testing of fixed effects, random effects and residuals, assessment of fit, graphical examination, applications to repeated measures data, and missing data models. Prerequisite: 304b or equivalent. [3] (Not currently offered)

**306. Evolutionary Psychology.** Interdisciplinary analysis of the origins of mind, with particular emphasis on the mind/brain as a product of biological evolution. [3] (Not currently offered)

**307. Group Process and Structure.** Social psychological theory relating to phenomena of social interaction; methodological and substantive problems in selected areas of research, such as group problem-solving, and interpersonal bargaining. [3] (Not currently offered)

**309. Structural Equation Modeling.** Applications of structural equation modeling. Confirmatory factor analysis, path analysis, causal modeling with latent variables, latent growth curve and panel models, multiple-group and multiple-level models, and the treatment of missing data. Principles of identification, estimation, and fit. [3] (Not currently offered)

**310. Research Methods in Clinical Psychology.** Major methodological and quantitative issues in clinical psychology, including statistical significance testing and its alternatives; threats to internal and external validity; psychometric theory; quantitative approaches to classification; behavioral, genetic, and psychophysiological methods; animal models; analysis of change, mediation, and moderation. [3] (Not currently offered)

**311. Measurement Theory in Psychology.** Methodological and mathematical issues in the measurement of psychological attributes: scaling models, psychophysical methods, reliability and validity of measurements, multivariate analysis, and special problems of measurement in research. Prerequisite: 304ab or equivalent. [3] (Not currently offered)

*Courses 312, 314, 315, 323, and 324 are limited to psychology Ph.D. students.*

**312. Psychological Assessment.** Major techniques of psychological assessment, with an emphasis on the rationale, administration, and interpretation of measures assessing personality and psychopathology. [3] (Not currently offered)

**315. Theories of Psychotherapy II.** Advanced study on the major principles, concepts, techniques, and issues relevant to the theory and practice of psychotherapy. Experience in supervised clinical settings or observation of clinical sessions is provided to further understanding of psychotherapeutic processes. FALL. [3] Davis.

**316. Brain Imaging Methods.** Principles and methods used in human neuroimaging, with emphasis on functional magnetic resonance imaging (fMRI). FALL. [3] Marois.

**323. Practicum in Psychological Assessment.** FALL, SPRING. [Variable credit: 1–5 each semester] Staff.

**324. Practicum in Psychotherapy.** FALL, SPRING. [Variable credit: 1–5 each semester] Staff.

**325. Advanced Standing in Psychological Assessment.** FALL, SPRING. [Variable credit: 1–5 each semester] Staff.

**326. Advanced Standing in Psychotherapy.** FALL, SPRING. [Variable credit: 1–5 each semester] Staff.

**331a–331b. Advanced Investigational Techniques.** A non-thesis research project. Should be registered for only after consultation with the staff member who will be supervising the work. [Variable credit: 1–3 each semester] Staff.

**335. Special Topics in Neuroscience.** (Also listed as Cell and Developmental Biology 335 and Neuroscience 335) Basic issues in neuroscience. Possible topics include neural development, neural plasticity, regeneration, organization and function of cortex, sensory systems, motor systems, and research methodology in neuroscience. A new topic is considered each semester (as per Cell and Developmental Biology). Prerequisite: Cell and Developmental Biology 323 or equivalent course. [2] (Not currently offered)

**336. The Visual System.** (Also listed as Cell and Developmental Biology 347, Electrical Engineering 351, Neuroscience 347) An interdisciplinary approach to how humans see and interpret their visual environment. Topics include the structure of the eye and brain (including optics), the physiology of individual cells and groups of cells, machine vision and models of visual function, visual attention, and mechanisms of complex visual perception. Lectures by faculty from Psychology, Engineering, and Cell and Developmental Biology. Graduate students attend one hour discussion section per week, in addition to lecture, and turn in a more extensive paper than undergraduates. SPRING. [3] Lappin.

The following graduate seminars, 341–355, may be repeated up to four times each.

**341. Seminar: Developmental.** [3] (Not currently offered)

**343. Seminar: Perception.** [3] (Not currently offered)

**344. Seminar: Physiological.** SPRING. [3] Ebner.

**347. Seminar: Learning.** [3] (Not currently offered)

**351. Seminar: Cognitive Psychology.** SPRING. [3] McNamara.

**352. Seminar: Clinical Psychology.** SPRING. [3] Hollon.

**353. Professional Ethics in Clinical Psychology.** Issues and practical applications of ethical principles in clinical and research settings. Cultural context for clinical and ethical issues. SPRING. [3] Davis.

**354. Clinical Neuropsychology.** Cognitive and behavioral disorders associated with brain injury and disease. Methods of neuropsychological assessment. Prerequisite: 343P or permission of instructor. FALL. [3] Zald.

**356. Seminar: Clinical Psychopharmacology.** Psychopharmacologic treatment for various psychiatric patient groups. Topics include: physiological mechanisms of drug actions; the major classes of psychotherapeutic drugs, and how, when, and why they are prescribed, as well as their side effects and effectiveness; patient compliance; the relationship between psychotherapy and pharmacotherapy; and recognition and treatment of alcohol and substance abuse in psychiatric patients. [3] (Not currently offered)

**357. Seminar in Cognitive Science.** Integration of the subareas of cognitive science. FALL, SPRING. [Variable credit: 1–2 hours each semester] Staff. May be repeated up to four times.

**358. Seminar in Neuroscience.** Integration of the subareas of neuroscience. FALL, SPRING. [Variable credit: 1–2 hours each semester] Staff. May be repeated up to four times.

**360. Seminar in Clinical Science.** Integration of the subareas of clinical science. Includes history and systems of psychology as related to clinical science, ethical issues, and problems encountered in professional psychology. FALL, SPRING. [Variable credit: 1–2 hours per semester] May be repeated up to four times.

**361. Interdisciplinary Seminar in Social Psychology.** Integration of the disciplinary subareas of social psychology. May be repeated up to four times. FALL, SPRING. [1–2] W. Smith.

**369. Master's Thesis Research.** [0]

**398. Internship.** FALL, SPRING. [0] Staff.

**399. Ph.D. Dissertation Research.**

## *Psychology and Human Development*

CHAIR Kathleen V. Hoover-Dempsey

DIRECTOR OF GRADUATE STUDIES David Cole

PROFESSORS EMERITI Alfred A. Baumeister, Penelope H. Brooks, John R. Newbrough

PROFESSORS Camilla P. Benbow, Leonard Bickman, John D. Bransford, David Cole,

Bruce E. Compas, David S. Cordray, Paul R. Dokecki, Dale Farran, Judy Garber,

James H. Hogge, Steven D. Hollon, Ann P. Kaiser, David Lubinski, John J. Rieser,

Howard M. Sandler, James H. Steiger, Wendy L. Stone, Tedra Ann Walden,

Lynn S. Walker, Niels G. Waller

RESEARCH PROFESSOR Mark Lipsey

ASSOCIATE PROFESSORS Kathleen V. Hoover-Dempsey, Robert B. Innes, Dan Levin,

Laura R. Novick, Craig A. Smith, Bahr Weiss

RESEARCH ASSOCIATE PROFESSOR Georgine M. Pion

ASSISTANT PROFESSORS Susan Hespos, Bethany Rittle-Johnson, Megan Saylor,

Georgene L. Troseth

RESEARCH ASSISTANT PROFESSOR Julia Noland

ASSISTANT CLINICAL PROFESSORS Victoria S. Harris, Patti Parkison Van Eys

**DEGREES OFFERED:** *Master of Science, Doctor of Philosophy*

✧ THE graduate programs in psychology and human development emphasize basic research as well as empirical, data-based approaches to practical problems in education and human development. There is particular concern with the discovery of new ways to bring psychological knowledge and research skills to bear on societal problems, especially those amenable to intervention during the early years of life.

## Major in Psychology and Human Development

<i>Department</i>	<i>Area of Specialization</i>
Psychology and Human Development	General Psychology (M.S. only) Clinical Psychology Cognitive Studies Developmental Psychology Quantitative Methods

For the Ph.D., areas of specialization include clinical psychology, cognitive studies, developmental psychology, and quantitative methods. Students may take a master's degree as part of their doctoral program.

Specific guidelines and requirements beyond general departmental regulations are set by training committees in each area of specialization.

**210P. Introduction to Statistical Analysis.** Selection, application, and interpretation of measures of relative frequency, location, dispersion, and association. Approaches to statistical inference. Not open for credit to graduate students in psychology. [3]

**211P. Statistical Analysis.** Second course in statistics for upper division undergraduates and students in education, counseling, special education, and related social and behavioral sciences. One-factor and multifactor analysis of variance designs with both between-groups and within-groups factors, goodness of fit and contingency analysis, measures of general and linear regression. Inferences concerning means, variances, proportions, and correlations. [3]

**289P. Ethics for Human Development Professionals.** Normative evaluation of ethical issues in serving human need. Conflicting values within moral dilemmas will be examined from a variety of theoretical perspectives and practical criteria. Case studies of moral issues confronting the individual, the family, service organizations, and the general public will be reviewed. [3]

**301P. Methods of Psychological Research.** Methods for collecting and analyzing empirical information about behavior. Serves as a base upon which to build research competence through more advanced courses and research apprenticeships. [3]

**303P. Research Methods in Developmental Psychology.** Major empirical approaches to the study of development. Emphasis on human behavioral development, although elements from comparative psychology and biomedical sciences included. [3] (Not currently offered)

**304P. Field Research Methods.** The purpose of this course is to provide the student with an introduction to applied social research in field settings. The course will provide the student with an understanding of basic issues in measurement and design as well as practical skills needed to conduct research in real world settings. Basic knowledge of statistics suggested. [3]

**305P. Research Methods in Child Clinical Psychology.** Research with clinical populations with a particular emphasis on methods applied to the study of children, youth, and families. [3]

**310P. Statistical Inference.** Introductory course designed to familiarize doctoral students with the principles and procedures of statistical inference and to prepare them for more advanced work in research design and analysis. [3]

**311P. Experimental Design.** Application of statistical concepts and inferential techniques to the design and analysis of experiments in the behavioral sciences. Advanced procedures for analysis of variance and analysis of covariance. Prerequisite: 310P or equivalent. [3]

**312P. Multivariate Statistics.** Psychological measurement theory, along with correlational and regression analysis techniques essential to the development of that theory. Prerequisite: 310P or equivalent. [3]

**315P. Program Evaluation.** The evaluation of social programs. The design of evaluations to produce both theoretically meaningful and practical information about the program and its effectiveness. Such topics as needs assessment, monitoring, impact assessment, and cost/effectiveness evaluations. Covers programs in education, health, and human services. [3]

**317P. Psychological Measurement.** Fundamental concepts, methods, and principles of psychological measurement. Particular attention will be devoted to reliability and validity issues underlying psychometric theory, and how psychometric theory relates to the assessment of individual differences or human variation more generally. Topics will include multiple regression, factor analysis, and item response theory. [3]

**318P. Individual Differences.** Focuses on traditional concepts and findings in the area of individual differences broadly defined. The psychological content will primarily involve abilities, interests, and personality; methodological issues encountered in assessing these attributes will be stressed throughout; and particular attention will be devoted to how these concepts can enhance research programs in both applied and theoretical areas. The specific variables discussed within each domain will be restricted to those that have empirically "panned out" (viz., variables that are reliable and related to meaningful behaviors and outcomes that psychologists are interested in predicting and better understanding), rather than theoretical constructs and measures whose external validity is unknown. [3]

**319P. Advanced Seminar in Measurement, Statistics, and Evaluation.** Special topics in measurement, statistics, and program evaluation. May be repeated with change of topic. Prerequisite: consent of instructor. [3]

**325P. Proseminar in Mental Retardation.** (Also listed as Special Education 3250) Variable topics. May be repeated with change in topic. [2]

**334P. Psychological Foundations of Education.** (Also listed as Education 3110) Psychological theories and research as related to the design and practice of education. Specific consideration of the developmental bases of teaching, learning, and student performance (early childhood through adult); individual differences in education with particular reference to socioeconomic status, disabling conditions, learning style, and gender; evaluation of learning; classroom and organizational influences on school effectiveness; family-school relations. [3]

**336P. Behavioral Pediatrics and Child Health Psychology.** Behavioral pediatrics and child health psychology for advanced predoctoral and postdoctoral trainees. Topics include the scope and definition of behavioral pediatrics, measurement of child behavior, children's health beliefs and understanding of illness, theories of psychosomatic illness, immunologic and endocrinologic aspects of stress, compliance, psychological effects of physical illness, families' responses to stress, and psychological intervention strategies. [3]

**338P. Family Therapy.** Techniques of family and marital therapy, integrating cognitive-behavioral, systemic, and structural approaches. [3]

**339P. Advanced Seminar in Educational Psychology.** May be repeated with change of topic. [Variable credit: 1-3]

**340P. Psychopathology.** The major forms of psychopathology: child, adolescent, and adult. Recent research, classification systems, and developmental variables affecting psychopathology. [3]

**343P. Psychological Assessment.** A general introduction to clinical assessment, with a particular emphasis on children. The major purpose is to familiarize students with the theoretical issues and psychometric properties of several different methods of assessment including objective and projective personality measures, behavior checklists, behavioral observation, and clinical interviews. Required before taking practica. Prerequisite: consent of instructor. [3]

**344P. Psychological Intervention: Individual Focus.** Theories and research in psychotherapy. Some initial skill training will be provided. Required before taking practica. Prerequisite: 343P. [Variable credit: 1–3]

**345P. Seminar in Systems and Community Psychology.** Systems and social ecology theory, and community applications of systems psychology. [3]

**347P. Advanced Seminar in Community Psychology.** May be repeated with change of topic. [Variable credit: 1–3]

**349P. Advanced Seminar in Clinical Psychology.** May be repeated with change of topic. [3]

**350P. Human Learning.** Overview of the major experimental approaches to human learning, with an emphasis on the limitations/contributions of each paradigm. [3]

**352P. Human Cognition.** Current research and theory in cognitive psychology. Emphasis on memory, perception, and language. Some applications of cognitive theories are explored. [3]

**353P. Advanced Seminar: Cognitive Studies.** Special topics in cognitive studies. May be repeated with change of topic. [3]

**354P. Language and Text Processing.** Fundamental survey course in language, required for students in the cognitive studies Ph.D. program. Focuses on the psychological and linguistic aspects of sentence and discourse processing, with some attention to computer simulations. Class sessions are generally a combination of lecture material and student presentation. [3]

**355P. Sociobiology.** Evolutionary models of social behavior across a wide range of species. Specific topics include: kin selection and inclusive fitness; space utilization; parent-infant interactions; aggression; kin recognition; mate choice and reproductive strategies and communication. [3]

**357P. Seminar in Behavioral Biology.** Selected topics in behavioral biology—e.g., ethology. Content varies according to student needs and interests. May be repeated. [3]

**360P. Developmental Psychology.** Central issues, theories, and methods. [3]

**361P. Seminar in Cognitive Development.** Major theoretical and conceptual issues in cognitive development. Emphasis in current research topics like memory development, reading, conceptual development, semantic development, problem solving, and reasoning. Recommended background: 352P and/or 360P. [3]

**363P. Seminar in Social and Personality Development.** Development of personality and social processes, with emphasis on methods of inquiry. Trait theory, socialization processes, origins of gender differences, cultural differences in childbearing practices, experimental and observational methods in developmental research, and development of motivational systems. [3]

**368P. Advanced Seminar in Developmental Psychology.** May be repeated with a change of topic. [3]



**369P. Master's Thesis Research.** Open only to candidates for the master of science degree engaged in thesis research and writing. Consent of major professor required. [Variable credit: 1–6]

**370P. Theories of Personality.** Psychoanalytic theories, phenomenological theories, and behavioral theories. The process of theory development and the interaction of theory and empirical confirmation. [3]

**375P. Social Psychology.** Emphasis on current theory and research. [3]

**378P. Current Research in Social Psychology.** A seminar on the current state of the field of social psychology as explored through critical analysis of recent journal articles. May be repeated. [3]

**379P. Advanced Seminar in Personality and Social Psychology.** May be repeated with change of topic. [Variable credit: 1–3]

**380P. Assessment of Intellectual Functioning.** The measurement of intellectual functioning; effective report writing; skills associated with test administration and scoring and the development of intelligence over the life span. Behavioral and vocational correlates of intelligence and competence. Methods for psychoeducational remediation. [3]

**381P. Cognitive Theories of Mathematical Learning.** (Also listed as MTED 3810.) Examines the research literature on mathematical learning at the elementary and secondary levels. Considers both the epistemological assumptions and implications of information-processing theories, situated cognition theories, activity theory, and constructivism. [3]

**382P. Assessment of Personality.** Assessment of children and adolescents in varied contexts using personality tests in practical settings, with emphasis on projective testing and the clinical method. Interpretation and report writing. Prerequisite: consent of instructor. [3]

**384P. Intervention: Basic Issues.** Critical analysis of intervention through examination of the historical, philosophical, political, economic, social, ethical, and value issues that underlie intervention efforts by behavioral and social scientists. [3]

**386P. Psychological Intervention with Children.** Various intervention approaches with children, including parent training, behavior therapy, group therapy, psychopharmacological intervention, individual psychotherapy, cognitive behavioral intervention, psychoanalytic play therapy, and residential treatment. [3]

**389P. Seminar on Psychological Issues and Ethics.** Emerging professional and ethical issues confronting psychologists engaged in research or practice. [1]

**390P. Clinical Applications and Practicum I.** This two-semester sequence is required for doctoral students in clinical psychology. The sequence involves applications of theoretical principles of behavior change in clinical settings. Didactic meetings will integrate the empirical and theoretical literatures with problems in clinical application. Students will participate in clinical practice (assessment and intervention) under program faculty supervision. Prerequisite: psychopathology, clinical assessment, and intervention, as well as consent of instructor. [3–3]

**391P. Clinical Applications and Practicum II.** This two-semester sequence is required for doctoral students in clinical psychology. The sequence involves advanced application of theoretical principles of behavior change in clinical settings. Students will participate in clinical practice (assessment and intervention) under the joint supervision of program faculty and adjunct faculty in community settings. Prerequisite: 390P. [1–1]

**392P. Clinical Psychology Internship.** Required of all Ph.D. students in the clinical program. Specialty rotations, generalized training, didactic instruction, and supervised research are

offered during one full year of clinical experience in an academic clinical setting or similar internship facility accredited by the American Psychological Association (APA).

**396P. Special Topics in Psychology.** May be repeated with change of topic. [Variable credit: 1–4]

**397P. Readings and Research in Psychology.** Individual programs of reading or empirical research in psychology. Prerequisite: consent of faculty supervisor. May be repeated. [Variable credit: 1–3]

**399P. Ph.D. Dissertation Research.** [Variable credit]

**3995. Half-time Ph.D. Dissertation Research.** For students who have completed 72 hours and devote a half-time effort to dissertation research. [0]

## *Religion*

CHAIR Douglas A. Knight

ASSISTANT DEAN FOR GRADUATE STUDIES AND INFORMATION SERVICES

James P. Byrd

PROFESSORS EMERITI/A James Barr, David G. Buttrick, Edward Farley,

H. Jackson Forstman, Frank Gulley Jr., Walter Harrelson, Peter C. Hodgson,

Joseph C. Hough Jr., Sallie McFague, Lou Silberman, Eugene TeSelle,

Richard M. Zaner

PROFESSORS Lewis V. Baldwin, J. Patout Burns, Larry Churchill, Dennis C. Dickerson,

Paul R. Dokecki, Volney P. Gay, Lenn E. Goodman, Thomas A. Gregor,

James Hudnut-Beumler, Dale A. Johnson, Douglas A. Knight, Amy-Jill Levine,

John McClure, M. Douglas Meeks, Bonnie J. Miller-McLemore, Daniel M. Patte,

Jack M. Sasson, Fernando F. Segovia, D. Don Welch Jr.

ASSOCIATE PROFESSORS Victor Anderson, Beth Ann Conklin, Idit Dobbs-Weinstein,

William Franke, Joel F. Harrington, Renita J. Weems

ASSISTANT PROFESSORS Annalisa Azzoni, Gregory F. Barz, L. Susan Bond,

M. Shai Cherry, Paul J. DeHart, Kathleen Flake, William J. Hook, Leonard Hummel,

Richard McGregor, Melissa Snarr, John J. Thatamanil, Martina Urban,

Gay House Welch

SENIOR LECTURERS James P. Byrd, Jay Geller, Mark J. Justad

**DEGREES OFFERED:** *Master of Arts, Doctor of Philosophy*

✚ STUDENTS may be admitted upon graduation from an accredited college with a baccalaureate degree or from an accredited seminary or graduate school with a post-baccalaureate degree. Ordinarily, students with only the baccalaureate degree are admitted to the M.A. program. Successful completion of the latter provides a foundation for doctoral studies but does not guarantee admission to the Ph.D. program. Students with an M.Div. or M.A. degree may be admitted directly to the Ph.D. program. Applicants with the B.A. degree are advised to consider not only the M.A. program in the Graduate School, but also the two-year M.T.S. (Master of

Theological Studies) program in the Divinity School of Vanderbilt University as preparation for Ph.D. work.

Degree programs are offered in Hebrew Bible, New Testament, historical studies, theological studies, ethics, religion and personality, history and critical theories of religion, and homiletics and liturgics (M.A. only at present). Interdisciplinary studies, both within religion and in other areas of knowledge, are encouraged. The study of religion is pursued both as a critical, humanistic discipline, employing a variety of methodological perspectives, and as a theological discipline, interpreting religions and their historical, theological, and ethical heritage.

### *Master of Arts*

The M.A. program is designed to enable students to explore personal interests or vocational options, to acquire a background for teaching at the secondary level, or to attain a foundation for further studies at the doctoral level. A total of 24 credit hours and a thesis are required for the first three programs described below, while the final two programs have special requirements.

1. *Specialty M.A.* This program involves a concentration in one of the subspecialties of religious study. Students will select a major of at least 12 hours and a minor of at least 6 hours from the following areas: Hebrew Bible, New Testament, historical studies, theological studies, ethics, religion and personality, homiletics and liturgics, and history and critical theories of religion. The remaining hours may be chosen from the above areas or from other departments of the Graduate School.

2. *General M.A.* This program provides an opportunity for a broad study of religion guided by individual interests and goals. Students may choose to concentrate on a critical study of the history and literature of the Jewish, Christian, or other religions, or they may be primarily interested in gaining a more general understanding of the phenomenon of religion and its role in human life and experience. They will normally be expected to engage in more than one of the various methods of inquiry that have figured in religious studies, such as the human sciences, historical and literary studies, philosophical descriptions and analyses, and theological and ethical interpretations. They will develop with their advisers an integrated program of courses.

3. *Cross-Disciplinary M.A.* This program, to which students are admitted under exceptional circumstances, provides an opportunity for students to relate one of the subspecialties of religious studies to an appropriate supportive discipline. Normally, 12 hours are taken in one of the areas listed under the specialty M.A., with the remaining hours taken in another department of the Graduate School. The thesis will attempt to integrate the methods and subject matters of the two disciplines in relation to a chosen problem.

4. *Non-thesis M.A.* The non-thesis M.A., designed especially for Ph.D. students who elect not to complete the Ph.D. program, may be received by students who have demonstrated reading knowledge in at least one foreign language at the level required for the M.A. degree; have completed 48 semester hours of formal, graded course work at the graduate level, including at least 24 hours at Vanderbilt; and do not seek candidacy for the Ph.D. degree.

5. *Master's Degree in Passing.* Ph.D. candidates may earn the M.A. degree upon completion of at least 42 hours of graduate study, satisfaction of the language requirements, passing of the Ph.D. qualifying exam, and approval of the dissertation proposal according to the GDR guidelines.

All M.A. candidates demonstrate reading competence in one foreign language, ancient or modern, as may be required in the program or area of concentration. The student may satisfy this requirement by passing the Graduate Student Foreign Language Test with a score of 450 or better or by presenting an acceptable record of at least 12 hours (or its equivalent) in a language. Candidates specializing in Hebrew Bible or New Testament are expected to work with the original texts in Hebrew or Greek. Students designating Greek or Hebrew as the foreign language may not count introductory courses in these languages toward the requisite 24 hours for the degree.

*Joint J.D.–M.A. Program.* Students who have been admitted to both the Law School and the Graduate School may work toward the J.D. and the M.A. in religion concurrently. Six hours of religion credits will be accepted toward the J.D. degree, and 6 hours of law credits will be accepted toward the M.A. in religion. The joint program normally takes four years. For further information, write to the chair of the Graduate Department of Religion.

### *Doctor of Philosophy*

Ph.D. programs are currently available in the following areas of major concentration: Hebrew Bible, New Testament, historical studies, theological studies, ethics, religion and personality, and history and critical theories of religion.

Candidates for the Ph.D. degree must demonstrate a reading knowledge of two modern languages of research. Each of the areas of major concentration specifies which languages are acceptable for its students. The requirement for modern languages may be satisfied by passing the Graduate Student Foreign Language Test with a score of 550 or better or by passing the departmental reading examination. Special arrangements are made for demonstrating competence in other languages. Beyond this department-wide requirement, in biblical studies a knowledge of Hebrew or Greek is required, and in some areas of historical studies a knowledge of Latin or Greek is required. Students should be prepared to learn such other languages, ancient and modern, as may appear requisite for scholarly interests. Students should check with their area directors concerning specific requirements.

### *Carpenter Certificate*

Students enrolled full-time in the M.A. or Ph.D. program may earn a graduate certificate in Religion, Gender, and Sexuality. Interested students should contact the Carpenter Program director, Amy-Jill Levine.

## I. General Courses

**3601. The Study of Religion.** An interdisciplinary discussion among graduate students and faculty on such topics as the methods, diversities, connections, purposes, and contexts of religious and theological studies today. [0] Knight.

**3602. The Teaching of Religion.** Topics will include the purposes and institutional contexts of teaching religion; pluralism, globalism, and classroom ethics; theories of teaching and learning; course construction and syllabus design; lecturing and discussion groups; student learning, writing, and evaluation; use of technologies and media; placement strategies. Required of entering Ph.D. students; open to a few others with permission. [3] Staff.

**3620. Practicum in the Teaching of Religion.** Preparation for the teaching of courses in religious or theological studies through discussion of case studies, issues, and problems. Recommended for all graduate students of religion during the semester in which they are serving as teaching assistants. Can be repeated. Not open to others except by permission of instructor. [0] Staff.

**3690. Master's Thesis Research.** [0]

**3990. Ph.D. Dissertation Research.** [0–12]

**3995. Half-time Ph.D. Dissertation Research.** For students who have completed 72 hours and devote a half-time effort to dissertation research. [0]

## II. Languages and Methodologies

**2210. Introductory Arabic I.** Arabic script, elements of grammar, pronunciation, reading, writing, and elementary conversation. Experience Arabic culture and life through traditional and contemporary texts and audio-visual materials. [5] H. Elkhataeeb-Musharraf.

**2211. Introductory Arabic II.** A continuation of Arabic I, with a greater emphasis on everyday conversation, grammar, reading, writing. Prerequisite: Arabic I or equivalent credit by examination. [5] H. Elkhataeeb-Musharraf.

**2500–2501. Elementary Biblical Hebrew.** A two-semester course of study leading to a reading knowledge of the Hebrew Bible. Open for credit to M.A. students only. [3] Staff.

**2514–2515. Elementary Modern Hebrew.** Introduction to alphabet, the basics of grammar, and elementary conversation. Spring; greater emphasis on conversation and grammar. Open for credit to M.A. students only. [3–3] Staff.

**2600–2601. Beginning Koiné Greek.** A two-semester course of study leading to a knowledge of the New Testament. Open for credit to M.A. students only. [3–3] Staff.

**3101. Readings in Biblical Hebrew.** A reading course in selected texts of the Hebrew Bible for students who have taken 2500–2501 or its equivalent. [1] Staff.

**3102–3103. Intermediate Modern Hebrew.** Modern Hebrew reading, conversation, and advanced grammar. Spring: greater emphasis on reading and writing. Prerequisite: one year of Modern Hebrew or its equivalent. [3–3] Staff.

**3180. Readings in the Greek New Testament.** A reading course in selected New Testament texts for students who have taken 2600–2601 or its equivalent. [1] Staff.

**3801. The Megillot.** Five scrolls, each a different genre of literature, are customarily read in synagogues throughout the year: *Esther* (Purim), *Song of Songs* (Passover), *Ruth* (Shavuot), *Ecclesiastes* (Sukkot), and *Lamentations* (Ninth of Av). We sample them and discuss them within the context of ancient Near Eastern literature. For students with at least one year of Hebrew. [3] J. Sasson.

**3802. Exegesis Seminar.** Study of the principles, methods, and tools used in the critical study of the Hebrew Bible, including textual, historical-critical, ideological, literary, and other exegetical methods. [3] Knight.

**3810. West Semitic Inscriptions.** Readings in selected Phoenician, Aramaic, and Punic texts, with relevant grammatical analysis. Knowledge of Hebrew required. [3] Sasson.

**3814. Intermediate Hebrew.** Designed for students who have completed an elementary course in Hebrew and need more work in the areas of grammar, syntax, and reading of Hebrew texts. [3] Weems.

**3815. Ugaritic.** Elements of Ugaritic grammar, with reading in selected texts. Prerequisite: Elementary Biblical Hebrew. [3] Knight.

**3816. Advanced Hebrew.** Reading of selections from the Hebrew Bible, with emphasis on syntax and text criticism. Prerequisite: Elementary Biblical Hebrew. [3] Knight.

**3818. Aramaic.** Vocabulary, forms, and syntax of Aramaic through reading of the Aramaic sections of Daniel and Ezra and of specimens of material from the Elephantine papyri, the Targums, etc. Prerequisite: 3816. [3] Azzoni.

**3821. Syriac.** Vocabulary, forms, and syntax of classical Syriac, with readings from the Peshitta, Ephraem Syrus, etc. [3] (Not currently offered)

**3824. Elementary Ethiopic (Ge'ez).** A one-semester introduction to the grammar and syntax of classic Ethiopic (Ge'ez) for students who want to make use of the Ge'ez Bible. [3]

**3826. Advanced New Testament Greek.** Knowledge of Greek required. [3]

**3827. Readings in Hellenistic Greek.** Reading, translation, and grammatical analysis of select Greek texts from the Hellenistic period. Selections from the Septuagint, the New Testament, Josephus, Philo, the apostolic fathers, and the papyri. Emphasis on problems of translation and grammar, with special emphasis on the divergence of the Koiné from classical norms and the influence of the Semitic languages. [3]

**3831. Akkadian I.** Elements of Akkadian (Assyro-Babylonian) grammar, with reading in selected texts. Consent of the instructor required. [3] Sasson.

**3832. Akkadian II.** Reading in selected historical, mythical, legal, and epistolary texts. Consent of the instructor required. [3] Sasson.

**3837. Seminar: Multidimensional Critical Exegesis.** An examination of the interrelations of historical-critical, semio-structural, literary, and social-scientific methodologies as theoretical framework for multidimensional practices of New Testament critical exegesis. Multidimensional exegesis as androcritical, and its relation to feminist, African American, and other advocacy and liberation hermeneutics. Knowledge of Greek required. [3] Patte.

**3838. Structuralist Methodologies and the Humanities.** A study of structuralist (and semiological) methodologies aimed at preparing the student for the use of structural methods in various disciplines. Structural linguistics, structural anthropology, structuralism and psychology, as well as various semiological literary methodologies presented by specialists in these fields. The computability of some of these procedures, their relationship with information science, and the philosophical implications. [3] Segovia.

**3839. Cultural Criticism and the New Testament.** An introduction to the paradigm of cultural studies in biblical criticism, with a focus on theoretical orientations, approaches to the text, and interpretations of texts. Previous work in biblical criticism required. [3] Segovia.

### III. History and Critical Theories of Religion

**2502. Aspects of World Religiosity.** An introduction to the diverse modes and manners of world religiosity and to their study. Explores some of the primary forms of human religious practice through encounters with a variety of primary and secondary sources drawn from around the world. The student will come to appreciate the variety and complexity by which homo religiosus (the human defined by religiosity) makes it through the day (and night). [3] Geller.

**2567. Music and Religion.** An investigation into the many ways in which religion and music contribute to community formation throughout the world. Topics include music's interdependent relationship with religious texts, religious performance, trance, sacrifice, and folk origins. [3] Barz.

**3128. Jewish Messianism.** A study of messianism and messianic movements in Jewish history in the common era, including contemporary manifestations in Europe, Israel, and North America. [3] Sasson.

**3156. Jewish and Christian Self-Definition.** [3] *See description under New Testament and Early Christianity.*

**3225. Ancient Origins of Religious Conflict in the Middle East.** (Also listed as Classical Studies 224) Religious oppositions in the eastern Mediterranean world from the Maccabean revolt to the Muslim conquests of the seventh century; beginnings of religious militancy; challenges of monotheism to Greco-Roman civilization; conversion, persecution, and concepts of heresy and holy war in Christianity, Judaism, and Islam. [3] Drews, Wiltshire.

**3303. Religious Literature in Contemporary Contexts.** A wealth of literature that describes religious experience has been published during the past decade. This course will investigate writing from a variety of religious traditions, including Protestant, Catholic, Jewish, Buddhist, and Muslim. Of prime concern will be how the authors recall experiences in past communities, shape alternative practices, and construct new literary forms through which to tell their stories. We will pay close attention to how gender, race, ethnicity, sexuality, and social class influence how religion is experienced. The course will require several short response papers and one longer critical paper. [3] D. Sasson.

**3304. Rabbinic Thought and Theology.** The Hebrew Bible, though foundational to traditional Judaism, is not central. Traditional Judaism is the heir of Rabbinic Judaism, which emerged from the academies of the Land of Israel and of Babylonia in the first through seventh centuries of the Common Era. We will focus on the Rabbinic texts which helped define Judaism for over a thousand years in the post-Temple environment. Rabbinic Judaism constitutes a revolution in religiosity, and the weapon of the revolution was the midrash, or the

creative Rabbinic rereadings of the Torah. Together we will explore both the messages and the methods of Rabbinic Judaism. [3] Cherry.

**3311. Modern Critics of Religion.** [3] *See description under Theology.*

**3500. What is Religion?** The ways of studying religion and the understandings of religion that lie behind these approaches. Resources drawn from contemporary scholars and from the world's religions as interpreted by members of the department. [3]

**3501. Judaism in New Testament Times.** The varieties of Judaism that emerged from 200 B.C.E. to approximately 200 C.E. Discussions of the Maccabees, the politics and religion of the Hasmonean dynasty, the Dead Sea Scroll community at Qumran, the Sadducees, Pharisees, and Essenes, Philo, the early church and early rabbinic Judaism all placed in their Hellenistic and Roman contexts. Major themes in the development of messianism and apocalypticism. [3]

**3502. Judaism and Modernity.** A historical and cultural analysis of the dilemmas Jewish emancipation presented to both Jews and non-Jews, examined through the study of a variety of popular and elite cultural representations of Jews. How antisemitism became entangled with the problems of gender, sexual, racial, class, and self-identity. [3] Geller.

**3503. The Jewish Heritage.** A survey of Jewish history and literature for a better understanding of Jesus' Jewish roots and its important foundation of both Christianity and Islam. Sponsored by the Jewish Chautauqua Society. [3]

**3505. Jewish Ethics.** By tracing environmental issues through the Bible, Talmud, medieval codes and mystical texts, this course analyzes how contemporary Jewish environmentalists are using these traditional sources to further their own agendas. The course will be two-pronged: (1) understanding the primary genres of Jewish law and ethics as well as the mechanisms of Jewish legal development, and (2) analyzing the specific issues involved in Judaism's complicated relationship to the environment. [3] Cherry.

**3509. Introduction to the History and Critical Theories of Religion.** Overview of major thinkers and works that have defined the scientific and critical study of religion. [3] Geller.

**3511. Zen Buddhism.** The development of Zen Buddhism in China and Japan, with special attention to its basic philosophy, its position within Mahayana Buddhism, its meditational techniques, and its contemporary significance. [3]

**3512. Buddhist Traditions.** The thought, practice, and history of Buddhism from its beginnings in India, through the development of its Theravada, Mahayana, and Vajrayana traditions, to its present status in East and Southeast Asia. [3]

**3514. Native American Religious Traditions.** Religious and value meanings embedded in selected Native American religious traditions. Differences between the dominant western world view and Native American world views and sensibilities. Comparative study of the aesthetic, symbolic, and existential dimensions of these traditions with those of other religious traditions elucidates the characteristics of the experiences of reality found in Native American religions. [3]

**3515. Women in Buddhist Traditions.** Exploring Buddhist traditions through the contributions and concerns of women in various cultural contexts (India, Sri Lanka, Thailand, China, Japan, and North America) and time periods (ancient and modern). Critical analysis of practices, texts, and hermeneutical schemes that foster divergent images of women. [3]



**3518. Religious Values in Japanese Culture.** The impact of the various religious traditions on the development and character of Japanese culture. Emphasis on the martial arts, popular culture, drama, poetry, and literature, especially modern novels and short stories. [3]

**3519. East Asian Folk Religion.** The structure and function of religious beliefs and practices at the popular level in China, Japan, Korea, Taiwan, and Okinawa. Prerequisite: any course in religious studies, anthropology, or East Asian studies. [3]

**3520. Religious Traditions in Japan.** The historical developments of various components of Japanese religions, including Shinto, Buddhism, Confucianism, Daoism, Christianity, folk religion, and the contemporary new religions. [3]

**3521. Religion and Ethnic Nationalism in the United States.** Mythic and ritual character of ethnic nationalism, emphasizing the African American and American Jewish communities. Religious vs. racial identity, the maintenance of group boundaries vs. assimilation, and this world vs. the Promised Land. [3] Baldwin.

**3522. Myth, Ritual, and Symbol.** Various theories concerning myth and symbol. The specifically religious and humanistic content is sought through the study of a wide variety of myths and symbols in primitive and modern religions. [3] Geller.

**3524. The Holocaust: Its Meanings and Implications.** The systematic destruction of the European Jewish communities during World War II. Historical, social, political, and cultural developments that led to it. Psychological and sociological dimensions of its aftermath. Philosophical and theological problems it raises for both Jews and Christians. [3] Geller.

**3525. History of the Study of Religion.** Examination of pivotal issues, schools, and theorists in the study of religion. [3]

**3531. Religious Narrative and the Self.** The construction of identity in religious autobiography: motivations (personal salvation, witness, proselytism); relationships among self, God, and religious tradition; role of memory; oral vs. written; cultural, gender, and religious differences. Readings may include Augustine, Gandhi, Malcolm X, Angelou, Wiesel. [3] Geller.

**3535. Black Islam in America.** Varied expressions of African American Islam beginning with the bringing of Muslims as slaves from West Africa. Developments extending from the Moorish Science Temple to the Nation of Islam, other communities, and their leaders, including Malcolm X. [3] Baldwin.

**3537. The Holocaust: Representation and Reflection.** Explores fundamental questions about the nature of history and representation, the nature of the human and the divine, that the Holocaust raises. Prerequisite: 3524 or its equivalent. [3] Geller.

**3880. Seminar: Rabbinic Judaism.** [3]

**3982. Reading Course in Judaism.** May be repeated. [1–3] Staff.

**3985. Reading Course in History and Critical Theories of Religion.** May be repeated. [1–3] Staff.

**Anthropology 226. Myth, Ritual, Belief: The Anthropology of Religion.** Crosscultural survey of religious and ritual beliefs in the light of theories of religion. Topics include sacrifice, myth, witchcraft, divination, religious change, and millenarian movements. [3] Staff.

**Anthropology 250. Shamanism and Spiritual Curing.** A crosscultural inquiry into shamanism and sorcery. Examines altered states of consciousness, hallucinogens, spirit possession, and nontraditional techniques of curing. Contrasts shamanism with Western approaches to curing. Implications for religion, theories of the mind, and dream analysis. [3] Conklin.

**Philosophy 211. Medieval Philosophy.** Comparative study of key figures in Islamic, Jewish, and Christian philosophy as they struggle with the philosophy of logic, metaphysics, language, culture, politics, ethics, and nature. [3] Dobbs-Weinstein.

**Philosophy 218. Hellenistic and Late Ancient Philosophy.** (Also listed as Classics 218) Philosophical ideas of Stoics, Cynics, Epicureans, skeptics, Peripatetics, Neoplatonists, and early monotheist thinkers such as Philo, Origen, and Philoponus. [3] Staff.

**Philosophy 231. Philosophy of History.** Focus on alternative conceptions of time and history in Aristotle, Augustine, Kant, Hegel, Heidegger, and Benjamin. [3] Staff.

**Philosophy 332. Seminar: History of Philosophy.**

**Sociology 246. Sociology of Religion.** Theories of nature, function, and structure of religion. Religion in America, including fundamentalism, the Black Church, and cults. How religion changes and is changed by secular society. [3] Staff.

## IV. Hebrew Bible and Ancient Israel

**2503. The Hebrew Bible.** The life and thought of ancient Israel, with emphasis on the community's understanding of itself and of its role in history. Concentrates both on problems of historical and literary introduction and on Israelite religious practice and faith. Not available for Ph.D. credit in biblical studies. [3] Knight.

**2513. Biblical Criticism: History and Traditions.** Introduction to the resources, methods, and practice of biblical interpretation, with exercises on selected texts from the Hebrew Bible and the New Testament. Knowledge of biblical languages is not required. [3] Staff.

**3108. Eighth-Century Prophecy.** A study of the prophetic literature against its ancient Near Eastern background; emphasis placed on the eighth-century B.C.E. prophets and on the contemporary significance of their message. [3] Weems.

**3109. Exilic Prophecy.** A study of Hebrew prophecy from the seventh and sixth centuries B.C.E., with emphasis on the prophets Jeremiah, Ezekiel, and Deutero-Isaiah. The work, literature, and thought associated with these great prophets are studied against the background of the events surrounding the Babylonian exile. [3] Knight.

**3111. The Pentateuch.** A study of the first five books of the Hebrew Bible as the key for understanding Israelite history and theology and as the base point for some of the most critical questions in the study of biblical literature. [3] Weems.

**3112. Apocalyptic.** A study of the early Jewish and Christian apocalyptic movements and literature. [3] Knight, Levine.

**3113. The Wisdom Literature.** Israel's wisdom corpus (Proverbs, Job, Ecclesiastes, Sirach, Wisdom of Solomon) in light of comparable literature from Egypt and Mesopotamia. Attention to the structure of wisdom thought, to literary forms, and to traditions. [3] Weems.

**3115. The Psalms.** A study of the Book of Psalms in general, along with readings of selected Psalms in Hebrew. The course will include an analysis of the types and setting of the Psalms in the life of Israel, a discussion of the religion of the poems and their poetic form, and a survey of modern scholarship in the area. [3] Weems.

**3116. Law in Ancient Israel and the Near East.** The legal materials in the Pentateuch, their relation to the prophetic movement, and the role of law in ancient Israel's thought and society against the ancient Near Eastern background. [3] Knight.

**3117. The Ethics of Ancient Israel.** A descriptive study of the ethics of Israel, seeking to understand the effect of religion and history on the Israelites' effort to order their society and to influence moral behavior. Views of humanity, the relationship between the individual and the community, the place of politics in establishing justice, the treatment of socially vulnerable persons, and other topics. Connections drawn to such theological concepts as covenant, righteousness, and wholeness. [3] Knight.

**3120. Politics and the Economy in Ancient Israel.** The political and economic systems of ancient Israel, with attention to the impact of the centralized monarchic government on the economy of the country. Political processes, rights, and obligations are examined, as well as economic options, stratification, and commercial and property law. Biblical evaluations, especially prophetic critiques of the abuse of power, are explored. [3] Knight.

**3122. Themes for Preaching from the Hebrew Bible.** Designed to help students identify within the historical, sociological, ideological, and literary frameworks of Hebrew texts relevant themes for preaching in modern settings. [3] Weems, Bond.

**3123. The Book of Exodus.** General exegesis of the Book of Exodus, concentrating on the definition of its major themes and purposes. If necessary, additional time may be allotted for those requiring extra work in Hebrew or in textual criticism. [3] Weems.

**3124. Esther and Ruth.** Explores the two books in the Hebrew Bible named for women. Examines Hebrew narrative technique and feminist and postmodern criticism. [3] Weems.

**3125. Book of Genesis.** General exegesis of the Book of Genesis, concentrating on the definition of its major themes and purposes. Hebrew language not required. [3] Sasson.

**3127. Culture of Ancient Near East.** A consideration of the cultural and religious milieu of the third and second millennia B.C.E., as they shed light on Biblical origins. [3] Sasson.

**3129. Book of Judges.** General exegesis of the Book of Judges, concentrating on its major themes, purpose, and narrative techniques. If necessary, additional time may be allotted for those requiring extra work in Hebrew. [3] Sasson.

**3130. Book of Jeremiah.** General exegesis of the Book of Jeremiah, concentrating on its structure, major themes, purpose, and the history of ancient Judah as it is embedded in the book. [3] Weems.

**3131. Voices of Women in the Ancient Near East.** An introductory examination of the place and portrayal of women in Near Eastern antiquity and in contemporary scholarship, with special consideration of the role genre plays in their representations. [3] Azzoni.

**3132. Suffering and Evil in the Hebrew Bible.** The way in which, in light of the humiliating experience of the Exile, ancient Israel's experience of suffering as the people of God influenced the shape of its literature and religion. Attention to topics of evil, sin, divine judgment, and suffering—both merited and unmerited. [3] Weems.

**3133. Book of Job.** A study of the book of Job, attending to its literary features, religious themes, internal disputes regarding theodicy, and its relation to other texts from the region. [3] Knight.

**3134. The Ideology of Race and Gender in the Hebrew Bible.** The extent to which Hebrew scriptures reflect the ethnic, gender, and dualistic attitudes of ancient Hebrew culture. Particular emphasis given to the extent to which, if at all, biblical perspectives on power, election, and authority are to be applied to contemporary society. [3] Weems.

**3137. Autobiography and Methodological Criticism.** Considerable attention given to reading and discussing texts from across the humanities field where scholars are rethinking objectivity and exploring questions of social location, personal voice, subjectivity, and different inflections of the academic "voice." Aims to helping students experiment with different styles of academic writing and reflection in an effort to find their own voice. For graduate and advanced level students. [3] Weems.

**3142. The Old Testament in Greek.** An introduction to all aspects of the Old Testament in Greek: the origins and purpose of the LXX; its translation technique; differences between various books; Origen's *Hexapla*; the later translators Theodotion, Symmachus, and Aquila; contacts through St. Jerome and the Latin Bible; relations with the Dead Sea Scrolls; practical use of the modern editions; practice in use for textual criticism of the Hebrew Bible. Prerequisite: knowledge of Greek, together with at least an elementary knowledge of Hebrew. [3]

**3800. The Dead Sea Scrolls.** The materials from Qumran and other locations in the Judean Desert and Jordan Valley, with reference to their contributions to the understanding of Judaism in the period 200 B.C.E. to 100 C.E. and of earliest Christianity. Open to graduate and advanced Divinity students. Prerequisite: Hebrew. [3]

**3801. The Megillot.** Five scrolls, each a different genre of literature, are customarily read in synagogues throughout the year: *Esther* (Purim), *Song of Songs* (Passover), *Ruth* (Shavuot), *Ecclesiastes* (Sukkot), and *Lamentations* (Ninth of Av). We sample them and discuss them within the context of ancient Near Eastern literature. For students with at least one year of Hebrew. [3] J. Sasson.

**3803. Ben Sira with Introduction to Mishnaic Hebrew.** Introduction into grammar and vocabulary of Mishnaic Hebrew, with practice in reading and guidance for further study. Reading of selected portions of the Hebrew text of Ben Sira. Emphasis on the experience in reading unpointed Hebrew text of this period, relevance for textual criticism, use of the Greek version, and the place of the book and its theology in the development of Israelite wisdom in general. [3]

**3805. Job and Qoheleth.** Israelite skepticism, with emphasis on the literary form, thematic coherence, and religious viewpoint of Job and Qoheleth, interpreted within the broad spectrum of Israelite wisdom and consideration of Greek influence. [3] Weems.

**3806. The Song of Songs.** The Song of Songs text, analysis of the literature, study of the religious significance and social background of the book, and its place in the theology of the Hebrew Bible. Prerequisite: knowledge of biblical Hebrew. [3] Weems.

**3807. Proverbs.** Analysis of the Book of Proverbs, with emphasis upon translation, themes, and literary features and the function of aphorisms and instructions in the ancient Near East. [3]

**3808. Seminar: Hebrew Bible.** Reading of selected writings and critical reflection on their significance for clarifying the Hebrew Bible. Knowledge of Hebrew required. [3]

**3809. The Sociology of Early Israel.** The nature of Israelite society, especially in its early periods, through readings in source materials and selected sociological interpretations. [3] Knight.

**3811. Modern Interpreters of Ancient Israel.** Characteristic approaches to the history and religion of ancient Israel, as seen in selected writings by prominent scholars since the

Enlightenment. Attention to the presuppositions of each scholar and to the view of Israel afforded in each study. Reading ability in German desired. Consent of instructor needed for non-Ph.D. students. [3] Knight.

**3812. Postexilic Literature and Theology.** The literary heritage of ancient Israel from about 538 B.C.E. to 165 B.C.E. Attention to postexilic portions of the book of Isaiah; Haggai; Zechariah; Malachi; I and II Chronicles; Ezra-Nehemiah; Ruth; Esther; Song of Songs; Daniel. The variety of theological perspectives found in this period of Israel's history and the character of religious thought prior to the Maccabean period. [3]

**3813. History of Ancient Israel.** Examination of the major areas of debate in the reconstruction of the history of ancient Israel. Analysis of important extra-biblical material that may help shed light upon this topic. Special attention given to the major role that some of its ancient Near Eastern neighbors played in shaping ancient Israel's history. SPRING. [3] Weems.

**3822. The Amarna Period.** The Amarna Period (sixteenth–twelfth century BCE) has been a focus of research and speculation ever since excavations at the palaces and temples of Anatolia, Canaan, Assyria, and Babylon produced rich archives that illumined in remarkable detail this age, famous for its theological speculation. There were powerful personalities (Thutmose III, Suppiluliumas I, Ramses II, Aziri, Niqmaddu) who sponsored ferocious classes of empires and cultures but also led powerful drives toward peacemaking. There were enormous commercial undertakings, incredible artistic achievements, and vast spiritual thirst (Akhnaten, Moses). Above all, there were wonderful documents—historical, theological, mythological, epistolary, legal, and belletristic—which will be examined in this course. [3] Sasson.

**3823. Literature in the Ancient Near East.** Readings in the literature from Egypt, Canaan, and Mesopotamia, with special emphasis on texts relating to the culture, literature, and thought of ancient Israel. [3] Sasson.

**3960. Special Topics in Religion.** [3]

**3961. Special Topics in Religion.** [3]

**3974. Reading Course in Hebrew Bible.** May be repeated. [1–3]

## V. New Testament and Early Christianity

**2511. The New Testament.** How the New Testament shows the main characteristics of early Christianity as compared and contrasted with early Judaism and with Hellenistic religions. Religious authority in early Christian communities and the types of faith and ethics found within the New Testament traditions. Not available for Ph.D. credit in biblical studies. [3] Patte.

**2513. Biblical Criticism: History and Traditions.** Introduction to the resources, methods, and practice of biblical interpretation, with exercises on selected texts from the Hebrew Bible and the New Testament. Knowledge of biblical languages is not required. [3] Staff.

**3150. Lives of Jesus: Ancient and Modern.** An exploration of ancient and modern interpretations of the story of Jesus to see the ways in which generations of Christians have told this story to fit the needs of their own particular settings and cultures. [3] Levine.

**3151. Jesus and the Early Christian Communities.** How the Gospel writers present the traditions about Jesus in response to historical problems and religious questions current in first-century communities. The relation of the Jesus of history to the Gospel portrayals. Prerequisite: 2511, or its equivalent. [3] Levine.

**3152. Interpreting the Gospels.** The Gospels through history and cultures. A survey of their interpretations from their original historical contexts, through the history of the church, and more recently in Catholic and Protestant churches after the Holocaust, in African-American churches, and in feminist circles. [3] Patte.

**3154. Gospel According to Luke.** Exploration of Luke's compositional techniques, possible sources, Christology, community formation, and ethics, utilizing a variety of approaches (socio-historical, literary, ideological, feminist). Knowledge of Greek required. [3] Levine.

**3156. Jewish and Christian Self-Definition.** A study of the various options (social, theological, scriptural, practical) facing Jews and Christians in the first three centuries C.E. and of the processes by which the various communities narrowed those options in their attempts to establish a normative identity. [3] Levine.

**3160. Synoptic Studies.** Introduction to basic issues of synoptic research and methodology, with an emphasis on the message and theology of the individual evangelists. [3] Patte.

**3161. The Parables in Exegesis and Interpretation.** The nature of parable as form; the history of the interpretations of parables; the study of parables in the setting of the ministry of Jesus and the theology of the Evangelists; and literary criticism and the interpretation of the parables. [3] Levine.

**3162. The Pauline Interpretation of Christianity.** Pauline Christianity and its place in the early church, using the letters of Paul, the deutero-Pauline letters, and the portrait of Paul in Acts. Attention to the problems of method. Greek not required. [3] Patte.

**3163. Exegesis of Selected Pauline Letters.** Selected Pauline letters are the base from which the character and content of Pauline theology are explored. The development of basic skills in exegesis is emphasized. [3] Patte.

**3164. The Johannine Literature.** Exegesis of selected passages of the fourth gospel, with emphasis on the major Johannine themes and symbology. [3] Segovia.

**3165. Matthew.** Reconstructions of Matthew's audience (actual and ideal), Christology, ethics, ecclesiology, debates with the synagogue, politics, and artistry of composition studied, utilizing various analytical approaches (historical-critical, literary, sociological, ideological). [3] Levine.

**3166. The Problem of Biblical Authority.** A study of controversies over the authority of Scripture. Various uses of Scripture to clarify doctrinal statements about Scripture and revelation. Comparison of the views of Scripture held in early Palestinian Judaism, New Testament Christianity, selected periods of church history, contemporary evangelical and liberal circles, the Black church, and secular culture. [3] Patte.

**3167. History of Reception of the New Testament and Exegesis.** Selected instances of the reception of New Testament texts throughout the history of the Church and today, in the East and the West, in the "first" and in the "two-thirds" world, by religious and secular readers as well as by biblical scholars. Special attention to the interface of these diverse readings and of contemporary critical interpretations. [3] Patte.

**3169. Feminist Interpretations of Scripture.** Examination of the representations of women, religious and ethnic "others," and sexuality in biblical and contemporary noncanonical (ANE, Pseudepigrapha, Gnosticism) texts, utilizing various approaches (literary, historical, anthropological, ideological, Womanist, Mujerista). [3] Levine.

**3174. Ethics of the New Testament.** The ethical teaching found in selected documents of the New Testament (such as the Sermon on the Mount, Luke-Acts, Paul's letters). Comparison of

these documents in terms of the types of behavior expected of the believers and of the basis upon which their specific ethical teachings are established. [3] Patte.

**3176. Cultural Criticism and the New Testament.** An introduction to the paradigm of cultural criticism in biblical studies, with a focus on theoretical orientations, approaches to the text, and interpretations of texts. Previous work in biblical criticism required. [3] Segovia.

**3344. Contemporary Biblical Hermeneutics: The U.S. Scene.** An analysis of the methods and goals of biblical interpretation in the United States since the decline of historical criticism, with special focus on reader response criticism and the relationship between social location and interpretation. [3] Segovia.

**3345. Contemporary Biblical Hermeneutics: The Global Scene.** An analysis of the methods and goals of contemporary biblical interpretation in Africa, Asia, Latin America, and the West. [3] Segovia.

**3347. Acts of the Apostles.** Exegesis of selected passages from Acts 1–15 with foci on various methodological perspectives. Greek required. [3] Levine.

**3830. Methods of New Testament Criticism.** Current methods of New Testament analysis, including textual, source, form, redaction, sociological, semiotic, and literary criticisms. [3] Segovia.

**3834. Literary Criticism and the New Testament.** The tradition of literary criticism from Plato to the present as a critical background for exploring recent literary studies of the New Testament. Knowledge of Greek required. [3] Segovia.

**3836. Seminar: Structural Exegesis of the New Testament.** Structural exegesis of various texts of the New Testament using methods derived from semiological literary criticism (Greimas, Barthes) and from structural anthropology (Lévi-Strauss). Prerequisite: Greek. [3] Patte.

**3839. Cultural Studies and the New Testament.** An introduction to the paradigm of cultural studies in biblical criticism, with a focus on theoretical orientations, approaches to the text, and interpretations of texts. Previous work in biblical criticism required. [3] Segovia.

**3841. Seminar in New Testament.** [Variable credit]

**3843. Hellenistic Culture and Literature.** Primary and secondary texts, presenting aspects of the history, literature, and religious traditions of the Hellenistic period (ca. 4th century B.C.E. to 4th century C.E.). Knowledge of Greek required. [3]

**3845. Global Interpretations of the New Testament.** Comparing interpretations of biblical texts by Christians in Africa, Asia, Latin America, and Oceania—where at present two-thirds of the readers of the Bible are—with those by Orthodox Christians in Eastern Europe and the Middle East, and by Catholic and Protestant Christians in Western Europe and North America. Assessing the role of culture in each type of biblical interpretation, including scholarly ones. [3] Patte.

**3960. Special Topics in Religion.** [3]

**3961. Special Topics in Religion.** [3]

**3975. Reading Course in New Testament.** May be repeated. [1–3]

---

---

## VI. Historical Studies

**2564. Martin Luther King, Jr., and the Social Roles of Religion.** King's role as a religious leader and as an agent of social change, with some attention to the intellectual sources of his thought and social activism. His views concerning the social roles of religion are seen against the background of classical Christian views, late nineteenth-century dissenting traditions, the early twentieth-century American Social Gospel Movement, and the more radical ideas of Malcolm X and Albert B. Cleage, Jr., during the 1960s. Critical evaluations of King are also made in terms of classical Christian views (e.g., Aquinas, Luther, Calvin, Wesley). [3] Baldwin.

**2701. The Formation of the Catholic Tradition.** The expansion of Christianity, the development of doctrine, relationships with the Roman Empire, development of church institutions, and changing modes of Christian life from the second century into the Middle Ages, with emphasis on the periods and themes that are formative of the classical doctrines and institutional patterns. Major purpose of the course is to establish the background for the division of the Western church and the subsequent development of the Roman Catholic and Protestant churches. [3] Burns.

**2703. Christianity in the Reformation Era.** The setting of the Reformation (c. 1500–1648) and its development. The significant ecclesiastical, theological, and historical issues of the period. Backgrounds and causes; examination of major individuals and ecclesiastical patterns. An understanding and interpretation of the events. Major theological documents and questions of continuing historical interest that have come out of the Reformation. [3] Johnson.

**2704. Modern European Christianity.** Institutional and intellectual developments in European Christianity between the mid-seventeenth and the twentieth centuries. Major personalities and movements of this period. Political, social, cultural, and philosophical developments that influenced Christian existence during this time. [3] Johnson.

**2750. The History of Religion in America.** The history of the religions in America beginning with colonial religious experiments in the New World. Examines American "church history" as well as the influence of non-Christian religions in American culture. [3] Flake.

**3191. The History of the United Methodist Tradition.** The history of United Methodism from its rise in England in the eighteenth century to the present. Forces that have shaped the movement and its impact on its own culture. Consideration of John Wesley and English Methodism (to 1790). Examination of Methodism on the American scene. [3] Meeks.

**3192. Theology in the United Methodist Tradition.** The history of theology in the United Methodist tradition, beginning with John Wesley and the rise of English Methodism in the eighteenth century. The major doctrinal concerns that have characterized Methodism historically and its position on several social concerns. The English scene, concluding with the death of John Wesley in 1791. The American theological tradition. [3] Meeks.

**3200. Puritanism.** Its rise, development, and effects, in England and America. Theology, worship, and political and social life and thought. Readings in Puritans and their interpreters. [3] Byrd.

**3202. History of Christian Worship.** Catholic and Protestant. Attention to the nature and principles of worship, the primitive tradition, Eastern rites, the Roman Mass, Protestant forms, and modern tendencies. [3]

**3204. Religious Life in Nineteenth-Century England.** The historical background of modern religious consciousness, as illustrated in Evangelicalism, the Oxford Movement, Christian Socialism, Methodism, Roman Catholicism, and other religious groups. The influence of culture, intellectual currents, and politics on religious life and thought. [3] Johnson.



**3207. Themes in American Christianity: Apocalypticism.** Explores the apocalyptic and millennial theologies in America from the colonial period to the present. Particular attention will be given to apocalyptic and millennial ideas in relation to social and political crises in American history. [3] Byrd.

**3208. Theology of Martin Luther.** Explores the basic shape of Luther's thought. Particular emphasis on the systematic interconnections of the doctrines of God, Christ, scripture, the church, and civil society, based on their relation to the central themes of justification and faith. Readings from a variety of texts in different genres. [3] DeHart.

**3209. Calvin's Institutes.** An examination of Calvin's great treatise and its major topics: creation, providence, and predestination; Christology and anthropology; interrelation of justification and sanctification; the sacraments; the Church and civil society. Focus on close reading of the text and its topical organization, as well as reflection on the basic issues raised by Calvin's thoughts as a whole. [3] DeHart.

**3211. Roman Catholicism: French Revolution to Vatican II.** Studies in modern Catholic history in Europe and America. Such topics as institutional and intellectual developments, church-state issues, and the relation between religion and culture. [3] Johnson.

**3212. Jesus in Modern America.** The period from 1880 to 2000 featured a high level of American cultural interest in Jesus of Nazareth. More books were produced on Jesus during this period than on any other historical figure. In various modes of cultural production—plays, novels, movies, biblical commentaries, theologies, and moral essays—Americans depicted Jesus to meet their needs and conceptions of who this man was and what he represented for their contemporaries. Examines a wide range of "American Jesuses." [3] Hudnut-Beumler.

**3213. Women and Religion in England.** The history of the engagement of women and religion in British history from the Reformation to the present. Perceptions of womanhood, debates concerning the religious foundations of such perceptions, and the way in which the arguments are used. Contributions to the subject of such diverse religious movements as the Quakers, the Evangelical revival, and the Oxford Movement. [3] Johnson.

**3214. Women and Religion in America.** The role of women in American religious history. Topics include patterns of women's ministries, religious perceptions found in different movements or groups, contrasting experiences of women in various religious traditions, and issues of historical interpretation. [3] Johnson.

**3216. Sources of American Religious History.** An introduction to primary sources of American religion and religious historiography, including works from such representative figures as Jonathan Edwards, Thomas Paine, Charles Finney, Emerson, Joseph Smith, Frederick Douglass, Walter Rauschenbush, Mary Baker Eddy, and Richard Niebuhr. [3] Flake.

**3217. Church and State in American History.** A study of the complex historical relationship between church and state in the United States. Particular attention is given to Colonial notions of biblical covenant and social contract; definitions of "religion" employed in American constitutional history; the design of nineteenth-century denominationalism and its influence on religious liberty; and the effects of pluralism on the shape and public expression of religion in the twentieth century. [3] Flake.

**3218. The Bible in American Religious History.** Why and to what effect have Americans produced so many kinds of bibles; not just different translations, but different versions of the same translation or same bible story? In asking such questions, this course considers the broad themes of American religious history, such as race, gender, nationalism, millennialism, and science, and applies such theories as narrative criticism and material Christianity. [3] Flake.

**3219. Seminar: The Public Church in America.** Explores the history and cultural context of the practice of ministry in American public life, as manifested in the church, the nation, and the academy. Emphasis placed on identifying the agenda and strategies for public theology in the twentieth century and plotting their trajectories for the twenty-first century. [3] Flake.

**3221. The Birth of Modern American Protestantism, 1870–1925.** A review of scholarly texts related to the history of American Protestantism from the Civil War through the Progressive Era. Particular emphasis placed on the effect of science, higher criticism, professionalism, and socialism on establishment Protestantism's theology and organization. [3] Flake.

**3222. Christian Mysticism.** Dealing with the development of Christian practices of religious training and purification, and with the techniques of prayer for which they were undertaken, during the first six centuries. Reading and discussion of primary materials in order to discover the changing presuppositions and objectives of the practitioners. [3] Burns.

**3224. Doctrine of the Savior.** Study of the development of the Christian doctrine of Jesus Christ as divine and human, beginning with the New Testament, moving through the conflict over the process of salvation in the church councils, and culminating in medieval redemption theory. [3] Burns.

**3226. Popular Religion.** An examination of informal and unofficial practices, beliefs, and styles of religious expression that often stand in contrast or opposition to more formal ecclesiastical structures. Employs several approaches to the subject and treats examples from the seventeenth century to the present in Europe and America. [3] Johnson.

**3227. The Evangelical Movement in America.** An examination of evangelical traditions from the colonial period to their present manifestations in twentieth century America, with some attention to the European background. Special attention is devoted to debates concerning the authority and inerrancy of scripture, theology, church-state relations, the role of the Christian in society, education, the relationship between science and religion, the church and racism, the moral character of America, and other areas of cultural cleavage. Cultural conflict or "wars of faith" between conservative black and white Christians studied in terms of their historical significance and political implications. [3] Baldwin.

**3228. Catholicism since Vatican II.** The Second Vatican Council has become a watermark in the Catholic Church's self-understanding (before Vatican II/after Vatican II). Examination of the last fifty years of Catholicism's history and their impact on various theological issues for the church today. [3] Burns.

**3229. Seminar in Wesleyan Theology.** The development of Wesley's doctrines of God, grace, and sanctification and their contribution to ecumenical theology. [3] Meeks.

**3230. Religion and War in American History.** An examination of complex interactions between religion and war in American history. Considers the various functions of religion in social and political crises, contrasting theological interpretations of violence, and the religious construction of national identity through warfare. [3] Byrd.

**3232. The Long Reformation in Britain and America.** (Also listed as History 317) How protestantism was imposed from above, received in the pew, and negotiated across the gap between the two, during the century and a half following the Reformation in England, Scotland, Anglo-Ireland, the Gaidhealtachd, and the British American colonies. Readings in anthropology of religion and of ritual supplement those in recent secondary historical literature, with a sampling of primary sources including spiritual autobiographies, diaries, church court records, and sermons. Each participant will produce a short work of original research in primary materials. [3] Todd.

**3233. Theology in America, 1630–1800.** Theology in America from the arrival of the Puritans through the Revolutionary period was a complex mixture of academic doctrines and popular beliefs. The scope of theological ideas extended beyond religious institutions to influence cultural patterns and social issues such as war, slavery, religious persecution, and the nature of citizenship. This intermediate-level seminar examines various theologies in America, including an examination of key theologians (broadly considered) and important themes and traditions, including the Reformed Tradition, Antinomianism, political theologies, revivalism, and Deism. [3] Byrd.

**3235. Twentieth Century African-American Religious History.** Examines the rise of Pentecostalism, the spread of the gospel blues, how urbanization and industrialization affected black churches, the pivotal role of religion in the civil rights movement, relationship between black power and black theology, the changing roles of women in religious institutions, and the impact of post-denominationalism. [3] Dickerson.

**3238. The Economy of Salvation.** The elements of a theological system must fit together into a coherent explanation of the original human condition, the divine intervention in Christ, and the fullness of the Kingdom of God. Considers the interrelation of theories of sin, grace, salvation, church, and sacraments in representative Patristic theologies, including primary texts from Irenaeus, Origen, Gregory of Nyssa, and Augustine. [3] Burns.

**3239. Roots of American Evangelicalism, 1770–1879.** A study of the history, organizational forms, and beliefs of evangelical Christianity as it developed in America from the late colonial period through the Civil War. Particular emphasis placed on the exchange of religious ideas between Britain and America; revivalism as both a technique and a movement; source of reaction against religious enthusiasm; the South as a distinct cultural region; and the reciprocal influence of slavery and religion. [3] Flake.

**3240. The Theology of Jonathan Edwards.** Edwards' thought with reference to the Reformed theological tradition, the Enlightenment, and the religious ethos of colonial New England, focusing on Edwards' writings. [3] Byrd.

**3249. Seminar: Colonial American Religious History.** From 1492 through the American Revolution, the Western Hemisphere saw the importation of a wide range of African and European religious practices and interaction with indigenous peoples who also observed a wide range of religions. Examines the primary and secondary literature about American religion in the colonial era, with special attention to the processes of colonization, religious competition, differentiation, and innovation. [3] Hudnut-Beumler.

**3250. Seminar in Church History.** Variable topics. [3]

**3251. The Historiography of American Religion.** This course focuses on the major important interpretive accounts of the history of American Religion. The course is designed especially for graduate students who intend to specialize within, or take a doctoral exam on, the field of American religious and church history, key problems and significant monographs in the field. [3] Hudnut-Beumler, Byrd, Flake.

**3254. Seminar: American Religious Innovation.** The rise and development of new religious movements in nineteenth- and twentieth-century America. Emphasizes the following themes: utopian, restorationist, and social reform movements in relation to American primitivism and political orders; the role of text and ritual in creating and maintaining religious order and community; and the problematic of the sociological categories "sect" and "cult." SPRING. [3] Flake.

**3261. Baptism and Eucharist in Ancient Medieval Christianity.** The development of the practice and the theory of the Christian ritual of baptism and eucharist is considered. Readings include descriptions and explanations of the rituals, as well as primary texts that discuss their significance and role in the Christian Church. [3] Burns.

**3269. Eucharistic Faith and Practice.** *See courses in Homiletics and Liturgics.*

**3538. The Black Church in America.** The development of the black church from the late 18th century to present. Major attention to black denominationalism, church leadership, and the involvement of the church in the social, cultural, intellectual, political, and economic areas of African American life. FALL. [3] Baldwin.

**3852. Slave Thought.** An examination of the sources and content of African American slave thought, following such themes as God, Jesus Christ, history, the human condition, death and the afterlife, salvation, morality and ethics, scriptures, and the role of religion in society. Attention devoted generally to the sacred world of African American slaves as revealed in narratives, tales, songs, sermons, WPA interviews, myths, aphorisms, proverbs, and magical folk beliefs. [3] Baldwin.

**3853. Graduate Seminar in Church History.** Themes, issues, and approaches that have received attention in recent historical scholarship. [3] Johnson.

**3854. The Theology of Augustine.** Development of Augustine's thought, seen against the background of philosophical currents, biblical interpretation, social and political events, and doctrinal controversies in his time. All readings available in English translation. [3] Burns.

**3856. Seminar in Patristic Thought.** The formation of the Christian tradition as reflected in the writings of Greek "fathers, doctors, and ecclesiastical writers," women included. [3] Burns.

**3858. Thomas Aquinas.** Aquinas's major theological and philosophical assertions, his conception of the two disciplines and their relationships. All readings available in English translation. [3] Burns.

**3960. Special Topics in Religion.** [3]

**3961. Special Topics in Religion.** [3]

**3978. Reading Course in European Church History.** May be repeated. [1–3] Staff.

**3979. Reading Course in American Church History.** May be repeated. [1–3] Staff.

**3981. Reading Course in Historical Theology.** [1–3] Staff.

## VII. Theological Studies

### Interpretation, Language, and Belief

**2505. Religious Autobiography.** A study of various religious traditions through autobiographies which provide an "insider's perspective," the perspective of believers. The intention of the course is to show how beliefs and concepts are actualized in people's lives. Readings consider the genre of autobiography—its nature and purpose as well as its variety (i.e., characteristic differences between autobiographies by men and by women). The focus is on Christian autobiographies but includes authors from other religious traditions. [3] D. Sasson.

**3308. Theology of Education.** Classical and contemporary theories of education, focusing on theological interpretations of the educational process and on religious dimensions of teaching. [3]

**3310. Men, Masculinities, and Religion.** How have androcentric, male-supremacist forms of masculinity shaped, and been shaped by, religion in the West? Recent thinking from the critical study of men and masculinities (men's studies) will be engaged to explore this set of questions. Specific attention given to R. W. Connell's "hegemonic" masculinity, the diversity of men's experience *qua* men (race, sexual orientation, etc.), and the male body and/in religion. [3] Justad.

**3334. Theology and Hermeneutics.** Modern and postmodern theories of interpretation and their significance for theological method. [3]

**3335. Religious Language.** Symbol, metaphor, and analogy in literary theory, linguistic analysis, and theology. [3]

**3537. The Holocaust: Representation and Reflection.** Explores fundamental questions about the nature of history and representation, the nature of the human and the divine, that the Holocaust raises. Prerequisite: 3524 or its equivalent. [3] Geller.

**3960. Special Topics in Religion.** [3]

### Current Issues in Systematic and Philosophical Theology

**2656. Constructive Christian Theology I.** Introduction to the discipline of theology, with practice in reading texts in the field, formulating critical positions and enhancing theological thinking and writing skills. Emphasis will be on the constructive development and reformulation of the major interconnected themes of Christian theology, considered in relation both to the doctrinal tradition and to the challenges of the contemporary context. Themes for the first semester will include the nature and tasks of theology, scripture and authority, the doctrine of God, creating and the relation of God to the world, and Christology. Prerequisites: 2503, 2511, 2701, and either 2703 or 2704. [3] Meeks.

**2657. Constructive Christian Theology II.** The expansion of Christianity, the development of doctrine, relationships with the Roman Empire, development of church institutions, and changing modes of Christian life from the second century into the Middle Ages, with emphasis on the periods and themes that are formative of the classical doctrines and institutional patterns. Major purpose of the course is to establish the background for the division of the Western church and the subsequent development of the Roman Catholic and Protestant churches. [3] Thatamanil.

**3311. Modern Critics of Religion.** An examination of the relationship between the critique of religion and the understanding of modernity. Focus on the writings of Feuerbach, Kierkegaard, Marx, Nietzsche, and Freud. [3] Geller.

**3312. Theologies, Traditions, and Difference.** Contemporary concerns with the historical marginalization of particular groups in North American society have resulted in much attention to the topic of "difference," whether it be ethnic, religious, racial, class, sexual, gender, or other markers of particularity. This course looks at how three important traditions have framed and responded to these issues—liberal political, Christian theological, and post-modern. Not typically read together, these theories offer modes of ethical and communal thinking and will shape the focus of the course in its investigation of how communities ought

to engage difference within and beyond their bounds. Seminar. Readings will include Johan Rawls, Kent Greenawalt, Donald Moon, William Connolly, Derrida, A. MacIntyre, John Yoder, John Milbank, and S. Welch, among others. [3]

**3315. Creation and Ecology.** Recent theological treatments of creation in light of ecological crises and scientific-technological developments. Readings include various views of nature, evolution, and biogenetic intervention and differing theological responses. [3] Meeks.

**3316. The Doctrine of God.** Surveys an array of contemporary constructions of the doctrine of God from a variety of theological standpoints: process, trinitarian, postmetaphysical, narrative, revisionist, feminist, and others. Particular attention given to issues of epistemology, metaphysics, and the tension with classical constructions. [3] DeHart.

**3317. The Doctrine of the Trinity.** Classical and modern formulations of the doctrine of the Trinity, with reference to questions concerning divine process, the relation of God and the world, and the problem of belief in God. [3] DeHart.

**3318. Economy and Theology.** Critical retrieval of biblical and trinitarian understandings of the "economy of God" in relation to contemporary economic theory. Focus on the church's response to major economic problems related to property/inclusion, work/income, and consumption/sustainability. [3] Meeks.

**3319. Ecclesiology.** The study of recent theologies of the church with concentration on the nature, sacraments, ministries, and mission of the church in twenty-first century societies. [3] Meeks.

**3320. Christology.** Contemporary theologies of the life, work, death, resurrection, and presence of Jesus Christ. Focus on ways in which views of salvation, self, society, and nature interact with the memory of Israel's Jesus. Readings from Jewish, eschatological, feminist, black, and ecological perspectives. [3] Meeks.

**3321. Process Theology.** Contributions made to Christian theology by the tradition of process thought, and the questions raised for process thought by the character of Christian theology. [3]

**3322. Theology of World Religions.** The recent interreligious dialogue and its implications for Christian theology. The way in which global religious pluralism affects the nature and task of theology and the relation among major world religions as claims to truth. [3]

**3323. Spirit, Community, and Social Theory.** Study of the doctrine of the Holy Spirit in contemporary theology in dialogue with recent social theories (Bourdieu, Walzer, MacIntyre, Taylor, Milbank). Focus on problems of embodiment, identity, law, language, community formation, gifting, etc. [3] Meeks.

**3326. Seminar: Philosophical Theology.** Subject: Hegel and Whitehead. [3]

**3327. Contemporary Theology.** The major movements in Christian thought from the beginnings of dialectical theology to the present. [3] DeHart.

**3328. Eschatology and Apocalypse in Modern/Postmodern Theology.** The development of eschatological and apocalyptic theology in relation to the modern and postmodern experience of evil, guilt, and death. [3] Meeks.

**3330. Seminar: Contemporary Theology.** Selected readings in contemporary theologians and theological issues. [3]

**3331. Theology of Nature.** A study of issues that arise when a theological perspective is brought to bear on the subject of nature: ecology and the destruction of the environment, the nature of human beings in evolutionary and biological perspective, and the activity of

God in the operations of nature. Works in the history, philosophy, and theology of nature are consulted. [3]

**3338. Communities, Traditions, and Difference.** Contemporary concerns with the historical marginalization of particular groups in North American society have resulted in much attention to the topic of “difference,” whether it be defined around ethnic, religious, racial class, sexual, gender or other markers of particularity. Key in determining the way a community deals with differences is its account of tradition and traditioning. This course will explore the relation of accounts of tradition/traditioning to difference in the work of selected contemporary theologians and philosophical ethicists and compare these to the same issues in selected political theorists. Readings from such theologians as E. Farley and J. Yoder, philosophical ethicist A. MacIntyre, and political theorists D. Moon and W Connolly. [3]

**3339. Latin American Theology.** A survey of theological production in Latin America, Catholic and Protestant, with a focus on Liberation Theology—origins and development, concerns and parameters, critical reception and present status. [3] Segovia.

**3340. Feminist Theology.** Types of feminist theology including mainline reform theologians, radical feminists, black and Third World theologians, and Goddess theologians. FALL. [3]

**3342. Feminist Hermeneutics.** The revisionary interpretation feminists are currently proposing in such areas as literary theory, anthropology, psychology, ethics, and philosophy and their possible effect on contemporary theology and biblical analysis. [3]

**3349. The Religion of George Eliot.** Religious themes and theological motifs in selected novels of George Eliot, *Scenes of Clerical Life*, *Adam Bede*, *Romola*, *Middlemarch*, *Daniel Deronda*. [3]

**3350. Postliberalism in Theology.** An introduction to some influential texts associated with “post-liberalism,” especially those stemming from the so-called “Yale School” (Frei, Lindbeck). Attention directed to the nature and identity of postliberalism as a theological trend, its opposition to “liberalism,” and the controversy it has occasioned. [3] DeHart.

**3351. Readings in Theological Postmodernism.** What is “postmodernism” and what is it doing in theology? An attempt to answer this question by reading some basic interpretations of the postmodern as it relates to philosophy and theology, and by indicating some of the varied ways in which this chameleon-like set of concerns is currently shaping theology. [3] DeHart.

**3352. Paul Tillich and the Future of Theology.** This course will engage in close readings of Paul Tillich’s three-volume *Systematic Theology* with the following questions in mind: what is Tillich’s role in the future of Christian Theology? In what ways must Tillich’s project be modified if it is to be viable for any future constructive Christian theology? How does our knowledge of the world’s religious traditions require a rethinking of content and structure of Tillich’s system? [3] Thatamanil.

**3353. Comparative Theology: South Asia.** The purpose for this course is twofold: 1) to introduce students to major South Asian traditions, texts, and thinkers in the Hindu and Buddhist traditions in theological depth; likely thinkers to be discussed include Nagarjuna, Sankara, and Ramanuja; 2) to introduce methods for the emerging field of comparative theology; thinkers to be considered here include Francis X. Clooney, S. J. and Robert C. Neville. [3] Thatamanil.

**3833. Postcolonialism and Christian Studies.** Analysis of relationship between Postcolonial Studies and Theological Studies in the contemporary world. Focus on theological production of non-Western world and of non-Western minorities in the West. [3] Segovia.

**3908. Seminar: Systematic Theology.** [3]

**3923. God in the Western Tradition.** The major philosophical and theological texts of the Western tradition from Plato to the twentieth century. The changing history of the interpretation of God from Christian neoplatonism to nineteenth- and twentieth-century challenges of classical approaches. [3]

**3960. Special Topics in Religion.** [3]

**3983. Reading Course in Systematic Theology.** [1–3] Staff.

**3984. Reading Course in Philosophical Theology.** [1–3] Staff.

**Theology and the Christian Tradition**

**3196. Theology in the Reformed Tradition.** The doctrine and theology of the Presbyterian or Reformed Churches from the Reformation to the present in historical context. Classic confessions of faith, influential thinkers (e.g., Calvin, Edwards, Schleiermacher, Barth), schools of thought (e.g., federal theology, Consistent Calvinism, evangelicalism), movements (e.g., Puritanism, revivalism, liberalism), and problems (e.g., ecclesiology, church and state, apartheid). Distinctive aspects of the Reformed tradition, its relevance for contemporary life and thought, and contributions which it can make to ecumenical dialogue. [3]

**3325. Protestant Theology in the Nineteenth Century.** Major movements in Protestant thought during the nineteenth century, from Schleiermacher to Troeltsch. [3]

**3327. Contemporary Theology.** The major movements in Christian thought from the beginnings of dialectical theology to the present. [3] DeHart.

**3333. Theology of Karl Barth.** An introduction to the thought of one of the most important and controversial theologians of the twentieth century. [3] DeHart.

**3346. Kierkegaard the Theologian.** An advanced exploration of Kierkegaard's philosophy of Christian belief, with particular attention to his analysis of faith, the relation of ethics and religion, sin and human existence, and his metaphysical and theistic assumptions. Based on close reading and classroom analysis and discussion of selected texts from the pseudonymous authorship. [3] DeHart.

**3912. Mystical Literature from Plotinus to John of the Cross.** Traces the various inflections of what emerges as a strikingly unified tradition of discourse about the experience of union, *unio mysticus*, across the Middle Ages from Plotinus to John of the Cross. Particular emphasis placed on apophasis, or the failure of language, prior to this experience. [3] Franke.

**3918. Schleiermacher.** The theology of Schleiermacher, with special focus on *The Christian Faith*. Attention to Schleiermacher's theological method, to selected major doctrines, and to the overall structure of his theology. Other works of Schleiermacher pertinent to these studies: the *Speeches*, the *Lücke Letters*, and the *Hermeneutic*. [3] DeHart.

**3960. Special Topics in Religion.** [3]**3961. Special Topics in Religion.** [3]

**3981. Reading Course in Historical Theology.** [1–3] Staff.



---

---

## VIII. Ethics

**2814. Religion and Society.** Examination of religion as a social phenomenon. Explores the writings of classical sociologists (especially Marx, Weber, and Durkheim). Readings in the areas of social theory, cultural analysis, and sociology of religion. Focus on the use of sociological insights toward understanding the relation between religion and Western social life. [3]

**2815. Religion and Social Movements.** [3] Snarr.

**2816. Contemporary Christian Ethics.** [3] Snarr.

**3400. Social Ethics.** Focuses on an examination of religious and philosophical traditions that give rise to understandings of justice, duty, rights, and community. Attention paid to how these traditions inform moral judgments and shape the responses of moral communities. Particular examples, such as abortion, poverty, and racism employed to show how different moral traditions issue in social analysis and provide backing for normative moral judgments. [3]

**3402. Ethical Issues in the Women's Movement.** An examination of some of the central issues concerning women's status in present-day society through a sympathetic, yet critical, reading of key feminist texts. Authors examined include Brownmiller, Daly, Beauvoir, Friedan, Greer, and Jaggar. [3] G. Welch.

**3403. Theology and Ethics in America.** Explores the philosophical, theological, and ethical legacies of American philosophers and theologians who have significantly influenced theology and ethics in the United States and American public discourse. Students may encounter the traditions of American pragmatism, American Empirical Theology, Theology of the Social Gospel, American Neo-Orthodoxy, and American Public Theology and figures from William James and R. and H. R. Niebuhr to James M. Gustafson. [3] Anderson.

**3410. Political Ethics.** An examination of the political thought of prominent thinkers in American theological and social ethics. [3] Snarr.

**3412. Ethics and Society.** An intensive examination of particular themes or thinkers in social ethics. [3] Anderson.

**3413. Ritual and Religious Experience.** Four themes that appear in classical and contemporary literature in the social sciences: religion, religious experience, ritual, and symbol. [3]

**3414. Seminar: Special Topic in Ethics.** Provides a context for moral reflection upon a range of historical and contemporary social issues. Topics may include: The Moral Agent, Comparative Religious Ethics, Issues in Public Policy, Environmental Ethics, and Contemporary Social Problems (racism, violence, education, etc.). [3]

**3419. Twentieth-Century North Atlantic Ethics.** An examination of figures and movements that influenced the discourse on religious ethics in both Europe and North America. Special attention to representatives of History of Religions School (Troltsch, Ott); logical positivism, political theology (Moltmann, Metz, Habermas); neo-orthodox and existential theologies (Brunner, Barth, Buber, Reinhold Niebuhr); as well as ethics influenced by Wittgenstein. [3] Anderson.

**3422. African American Political Theology.** Examination of the writings, speeches, and other cultural products (literature, films, music) of African Americans in their attempts to give prophetic expression to the politics of race, gender, and class in the North American context. The politics of abolition and reconstruction, the politics of race, and the new cultural politics of difference approached theologically, historically, and critically. [3] Anderson.

**3426. Ethics in Technological Society.** An examination of moral and ethical issues raised by the many ways in which life is structured and defined by the technological ethos of our economy and culture. Philosophical and theological resources for evaluating the problematic elements of technology will be used to examine issues such as privacy in an electronic society, impacts of computerization on clerical jobs, high technology medical interventions vs. low technology preventative medical treatment. [3] Hook.

**3452. Seminar in Medical Ethics.** Explores a variety of topics and problems in Medical Ethics. Topics may include: Ethics, Law and Medicine, Health Care Delivery, Euthanasia and end of life decisions, Life before Birth, Issues in Reproductive Technologies, and Genetics and Ethics. [3]

**3951. Methods in Ethics.** A survey of various methods, styles, and contexts under which moral philosophy has been developed and transmitted in Western thought. Topics treated are classical moral philosophy (Plato, Aristotle, Cicero), Christian sources (Augustine, Thomas Aquinas), modern philosophical ethics (Spinoza, Kant, Mill, and several twentieth century thinkers). [3] Anderson.

**3953. Seminar in Sociology of Religion.** Explores a number of possible topics in the Sociology of Religion. Topics may focus on classical theorists (Weber, Troeltsch, Durkheim), the study of religious movements, popular religions, rituals and religious Experience, and the application of social scientific research methods for the study of religion. [3]

**3956. Philosophical Ethics in the Western Tradition.** Major thinkers, movements, and issues in the western philosophical tradition—e.g., the ethical and political thought of Aristotle and Immanuel Kant. [3] Anderson.

**3957. Advanced Theological Ethics.** Systematic study of a major locus, problem, or thinker in theological ethics. [3] Anderson.

**3960. Special Topics in Religion.** [3]

**3961. Special Topics in Religion.** [3]

**3976. Reading Course in Ethics.** [1–3] Staff.

**3977. Reading Course in Medical Ethics.** May be repeated. [1–3]

## IX. Religion and Personality

**3053. Seminar: Contemporary Psychotherapy and Pastoral Counseling.** Recent trends in psychotherapy. Theories of personality and personality change, as do strategies for psychotherapy. Students will assess critically the implications of these theories for pastoral counseling. [3] Hummel.

**3054. Seminar: Method and Evaluation.** The use of the social sciences in the investigation of religious phenomena. The psychological analysis of religion. Representative studies and empirical investigations are sampled. SPRING. [3] Gay.

**3055. Families: Theory and Practice.** An intermediate seminar-style course focusing on practical concerns and theoretical understandings of current family issues and strategic solutions in theology, the human sciences, and ministry. [3] Miller-McLemore.

**3056. Seminar: Pastoral Method.** A survey and critical examination of the various literatures on method in practical theology, pastoral theology, pastoral care, and ministry. Attention to

the church as the locus for pastoral theology and a focus on questions of understanding and interpretation. [3] Hummel.

**3057. Seminar: Theology and Personality: Hope and Despair.** Emphasis on the critical integration of theories and theological perspectives with the pastoral methods. [3] Staff.

**3058. Multicultural Pastoral Care and Counseling.** Multicultural pastoral care and counseling through a consideration of the biases of traditional western approaches to counseling and the issues for a pluralistic world. [3]

**3060. Freudian Theories and Religion.** Intensive reading and discussion of fundamental texts in psychoanalysis and their relationship to Freud's critique of religion. The basic requirements and texts are introductory; more advanced students can use supplementary texts and approaches. [3] Gay.

**3061. Post-Freudian Theories and Religion.** An examination of the Object Relations school of contemporary psychoanalysis (M. Klein, D. Winnicott, W. R. D. Fairbairn, Otto Kernberg, Heinz Kohut). Focus on both the clinical and the explanatory theories as they relate to the examination of religious experience and similar self states. [3] Gay.

**3062. Group Dynamics and Process.** Methods and theory of small group interaction. Each participant is a member of a small group. The theory and reflection on group process. [3]

**3064. Practical Theology: Past, Present, and Future.** Examines the history, theory, and practice of practical theology. Considers the relationship between practical theology and the other theological fields. Particular attention given to the role of practical theology in theological education, cultural studies, and congregational research. Permission of instructor required. [3] Hummel.

**3065. Psychology of Ritual and Myth.** Religious rituals and myths from both Christian and other traditions. Major psychological theories of ritual and myth. Their relevance to an understanding of myth and ritual as religious phenomena. To be offered alternately with 3752. [3] Gay.

**3066. Health and Salvation.** Investigates the theory and practice of pastoral health care from theological, historical, psychological, and ethical perspectives. Special attention given to the relationship between health and salvation in particular religious traditions and cultures and in the experiences of men and women. Explores pastoral responses to this relationship in healing services, health-care institutions, health-care ministries, congregational nursing, visitation of the sick, and social advocacy for health care. [3] Hummel.

**3067. Sexuality: Ethics, Theology, and Pastoral Practice.** A critical investigation of selected readings in the general area of sexuality, intimacy, and relationships as they inform pastoral practice. Uses autobiography and case study methods in conversation with theories in social sciences, ethics, and theology. [3] Flesberg.

**3068. By Their Fruits? Pragmatics of Religious Coping.** Explores the phenomena of coping and religious coping with various kinds of stress and forms of suffering. Close attention to the psychological, social, and theological dimensions of these phenomena. Evaluation of the constructs of coping and religious coping from various pragmatic and confessional theological perspectives. [3] Hummel.

**3069. Theories of Personality.** A study of representative theorists within the different schools of psychology to clarify alternative understandings of the nature of personality and approaches to the psychological sciences. Attention is given to relationships with pastoral theology and counseling. [3] Miller-McLemore.

**3072. Crisis Ministry of Pastor.** Examines various pastoral responses to persons facing transitions (e.g., birth, vocational choice, partnering, marriage, aging, and dying) and crises (e.g., illness, bereavement, and interpersonal discord). Close attention paid to the theological and psychological dimensions of these experiences. Current research in coping and religious coping theory to develop strategies for theological reflection and pastoral action. Prerequisite: 2250. [3] Flesberg.

**3073. Seminar: Theological Foundations of Pastoral Care.** Literature from selected eras is used to discover the influence of theological and cultural understandings on pastoral care orientations and practices. [3]

**3074. Seminar: Pastoral Theology.** A study of methods and topics in pastoral theology, focusing on the history of the field, the development of its procedures and subject matter, and a variety of contemporary approaches, problems, and revisions. [3] Miller-McLemore.

**3079. Readings in Women, Psychology, and Religion.** Focus on dialogue with feminists in the fields of theology, personality theory, and psychotherapy. Investigates (1) new developmental models and self-concepts; (2) altered views of therapy and therapeutic goals; (3) fresh understandings of theological and psychological world views; and (4) implications for pastoral care and theology. [3] Staff.

**3081. Spirituality and Pastoral Care.** An exploration into the history and contemporary literature on spirituality within the pastoral care tradition. Topics include the differentiation between spiritual direction and pastoral care; the history of the cure/care of souls; feminist spirituality, African American spirituality, and spirituality from the margins. [3] Miller-McLemore.

**3084. Readings in Heinz Kohut and Self-Psychology.** Investigates the writings on self-psychology of theorist and analyst Heinz Kohut with attention to the implications of his ideas about the formation and fragmentation of the self for 1) individual health and development; 2) cultural context; and 3) psychotherapy and pastoral care and counseling. Evaluation of the theory in conversation with various critical theological perspectives. [3] Miller-McLemore.

**3086. The Pastoral Theology of Lutheran Tradition.** Explores the pastoral theology within the texts and praxes of the early Lutheran tradition. Particular attention to Martin Luther's writings regarding care for and the overcoming of suffering. The anthropology assumed in this historic tradition compared to the anthropologies assumed in the relational psychoanalytic psychologies of our time. Implications for important issues in constructive, historical and pastoral theology examined, e.g., God and human suffering, mutuality in pastoral care, society and the common good. [3] Hummel.

**3087. Practical Theology and Historical Theology.** Explores the relationship between practical theology and historical theology. Special attention given to the place of historical consciousness in the writings of Schleiermacher, H. R. Niebuhr, Gadamer, and select pragmatists. Consideration of the practical theological implications of various social and intellectual histories (e.g., accounts of pietist women reformers in eighteenth-century Germany, activities of American antislavery religious movements, perspectives on children in the history of Christian thought). Various proposals to construct a critically historical, socially transformative, practical theology examined. [3] Hummel.

**3088. Community Religious Belief/Practice.** Intensive analysis of research in practical theology and community psychology. Methodologies of both disciplines used for individual proposals of research. [3] Hummel.

**3099. Pastoral Care for Addictions and Mental Disorders.** In-depth examination of pastoral ministry for those suffering with clinically diagnosable addictions and major mental disorders. Close attention given to the theological and biopsychosocial dimensions of these

afflictions. Strategies for pastoral and congregational care for those suffering with these disorders examined. Prerequisite: 2550. [3] Hummel.

**3752. The Religious Self According to Jung.** The religious core of human existence, as related to the concepts of the archaic unconscious and the birth of the self in C. G. Jung's analytical psychology. The life and thought of Jung as illustrated by his autobiography, *Memories, Dreams, Reflections*. His theory as a means to understand religious phenomena. [3] Gay.

**3755. Critical Issues in Psychotherapy.** Examination of key areas of psychotherapy including: patient's experience of therapy; unconscious thought processes in therapy; interpretation as intervention; transference and the interpretation of transference. [3] Gay.

**3756. Seminar: Research in Religion and Health.** Examination of empirical studies of religion and health. Explores claims and findings about the association of religious beliefs and practices to health beliefs, practices, and outcomes. Close attention paid to the theological assumptions of these empirical studies. [3] Hummel.

**3757. Seminar: Methods in Religion and Personality.** Focus on the relationship of theology and science in general and religion and personality theory specifically. Uses several classic models as illustrative of the ways that persons have attempted to bring these two, sometimes similar, sometimes disparate, disciplines and enterprises together. Students should expect to apply these methods to their own projects in the field. [3] Miller-McLemore.

**3760. Clinical Seminar.** An ongoing case conference required of all Ph.D. students in Religion and Personality. [0–3] Miller-McLemore, Staff.

**3960. Special Topics in Religion.** [3]

**3961. Special Topics in Religion.** [3]

**3970. Readings in Religion and Personality.** [1–3] Staff.

**3971. Reading Course in Pastoral Theology.** [1–3] Staff.

## X. Homiletics and Liturgics

**2759. Theology of Proclamation.** Reflection on the phenomena of public worship and forms of speaking the gospel. Theological issues in Christian worship; theological issues in the sacraments; the hermeneutic problem as a problem for preaching; theological understandings of proclamation. [3] Bond.

**3004. Narrative Theology and Preaching.** An examination of selected readings in theology of narrative and their impact on homiletic method. Reflection on the interplay of texts, tradition, and narrated experience, with implication for sermonic design. [3] Bond.

**3009. Modern Homiletic Theory.** A critical examination of representative homiletic texts from the nineteenth and twentieth centuries for their development of theories of preaching. Parallel developments in contemporary theology, culture, and social thought appraised for their impact upon homiletic theory. [3] Bond.

**3010. Homiletic Analysis: The Twentieth-Century Pulpit.** Examination of method in homiletic criticism through an analysis of selected American sermons 1950–1990 and parallel literature in homiletic theory. [3] Bond.

**3011. Black Preaching.** The theology and styles of black preaching. Sermons of the most effective black preachers of today and yesterday. Methodologies for effective outlining, manuscript development, and use of illustrations are discussed. [3] Bond, Harris.

**3014. Advanced Homiletic Problems.** Advanced seminar in which selected homiletic problems are addressed through an analysis of students' sermons. Hermeneutic approach to Hebrew scripture, preaching of eschatological texts, addressing of social issues. [3] Bond.

**3025. Interpreting Scripture.** Review of major biblical themes, with attention to issues raised for homiletic theory by historical scholarship, hermeneutics, and theology. [3] Bond.

**3028. Orality, Ritual, and Liturgics.** Focus on the contributions of orality theory, language and culture, and ritual theory as they inform the study of liturgical practices. Study of the works of Walter Ong, Mary Douglas, Victor Turner, Gerald Davis, Edwards and Seinkewica, and others as they relate to the group identity and practices of specific religious communities. [3] Bond.

**3032. Preaching Theology.** In-depth exploration of the ways that theology comes to play in sermon preparation and preaching. Particular attention is given to the presence in preaching of theological methods, authorities (scripture, reason, experience, and tradition), theistic worldviews, theodicies, models of church and culture, ideas of atonement, the relationship between religions, and personal and historical eschatologies. Graduate students will be expected to do sermon analyses and/or preach twice for the class. [3] McClure.

**3033. Preaching and Christian Apocalyptic.** Focus on theological issues in preaching eschatological and apocalyptic texts. Survey of classic debates, relationship to Jewish apocalyptic, social location, hermeneutics, and homiletic approaches to preaching apocalyptic. Perspectives on Johannine, synoptic, and Pauline material. [3] Bond.

**3034. Preaching Paul.** Theology, themes, and rhetorical strategies in the epistles, especially for parish preaching. Focus on new creation, fruits of the spirit, wisdom and folly, cross and resurrection, body metaphors, and practical strategies for developing sermons related to Pauline texts. [3] Bond.

**3037. Women, Christology, and Preaching.** Survey of the impact of various feminist Christologies on homiletic method and theory. Consideration of feminist, womanist, mujerista, Asian, and lesbian discussions of suffering and liberation as they relate to traditional doctrines of incarnation, crucifixion, and resurrection; and the implications for Word and Sacrament within Christian communities. [3] Bond.

**3042. Preaching the Christian Year.** An exploration of the formation and meaning of the seasons of the Church Year—Advent, Christmas, Epiphany, Lent, Good Friday, Easter, Pentecost, and other special days. Students analyze theological issues and present sermons for the times of the Christian Year. [3] Bond.

**3065. Psychology of Ritual and Myth.** [3] *See courses in Religion and Personality.*

**3122. Themes for Preaching from the Hebrew Bible.** [3] *See courses in Hebrew Bible and Ancient Israel.*

**3202. History of Christian Worship.** [3] *See courses in History of Christianity.*

**3262. Baptism and Eucharist in Ancient and Medieval Christianity.** The development of the practice and the theory of the Christian ritual of baptism and eucharist considered. Readings include descriptions and explanations of the rituals, as well as primary texts that discuss their significance and role in the Christian Church. [3] Burns.

**3269. Eucharistic Faith and Practice.** A historical examination of the eucharistic theologies and practices of the various branches of Christendom, beginning with the early church. Major focus on contemporary understandings. [3]

**3271. Worship in the Reformed Tradition.** Sources and contemporary development of liturgical theology in the Reformed tradition. [1]

**3413. Ritual and Religious Experience.** [3] *See courses in Ethics.*

**3522. Myth, Ritual, and Symbol.** [3] *See courses in History and Critical Theories of Religion.*

**3960. Special Topics in Religion.** [3]

**3961. Special Topics in Religion.** [3]

**3972. Reading Course in Homiletics.** May be repeated. [1–3]

**3973. Reading Course in Liturgics.** May be repeated. [1–3]

## Social Psychology

✧ THE interdisciplinary program in social psychology provides doctoral students with the opportunity to pursue either a major concentration or a minor in social psychology. Students choose a major concentration in social psychology through the graduate program in psychology, sociology, or management (organization studies). A minor may be chosen through these programs as well as nursing science and psychology and human development. The program is coordinated by an interdisciplinary faculty committee composed of William P. Smith (*Psychology*), Peggy A. Thoits (*Sociology*), Bruce Barry and Raymond Friedman (*Management*), Craig A. Smith (*Psychology and Human Development*), and Kenneth A. Wallston (*Nursing Science*).

Students are admitted to and earn the Ph.D. degree in one of the participating disciplines and complete a minimum of five courses in social psychology offered by the programs and approved by the interdisciplinary committee. In addition, participants enroll in an interdisciplinary seminar in social psychology for at least three semesters. Students choosing a major concentration conduct their dissertation research in social psychology.

Prospective students should apply for admission in psychology, sociology, or management and indicate on the Graduate School's application their interest in social psychology. Individuals already studying in these disciplines may elect at any time to complete a major or minor concentration in social psychology, and those in nursing science or psychology and human development may satisfy a minor concentration by enrolling in the required course sequence.

PSYCHOLOGY: 361, Interdisciplinary Seminar in Social Psychology.

# Sociology

CHAIR Gary F. Jensen

ACTING DIRECTOR OF GRADUATE STUDIES Peggy A. Thoits

PROFESSORS EMERITI Ernest Q. Campbell, Jack P. Gibbs, Walter R. Gove,

Richard A. Peterson

PROFESSORS Daniel B. Cornfield, Larry J. Griffin, Gary F. Jensen, Ronnie J. Steinberg,

Peggy A. Thoits

ASSOCIATE PROFESSORS George Becker, Karen E. Campbell, James J. Lang,

Holly J. McCammon

ASSISTANT PROFESSORS Tony Brown, Laura Carpenter, Michael Ezell, Jennifer Lena,

Richard Lloyd, Richard Pitt

SENIOR LECTURER Ramón Jrade

**DEGREES OFFERED:** *Master of Arts, Doctor of Philosophy*

✂ THE sociology program prepares students for research and teaching careers in academic and policy settings. Students are exposed to a wide range of sociological works and research methods. Emphasis is on becoming an independent social researcher and teacher. Students have an opportunity to work closely with faculty members, in part because of a low ratio of graduate students to faculty members (roughly a one-to-one ratio).

The master's program consists of 39 hours of required course work: 301, 302, 310, 311, 312, one methods seminar, two survey seminars, one special topic seminar, and 12 hours of electives. Also, students must pass the general exam by the end of their fourth semester in order to receive a master's degree. A master's thesis is not required.

Students must satisfy all of the master's degree requirements in order to receive a Ph.D. In addition, Ph.D. degree course work requirements consist of 323, 6–9 hours of advanced preparation, in which the student may work closely with a faculty mentor on an original research project, and 22–25 hours of electives (up to 20 hours of which may be 399). Students must pass a special area exam, defend a dissertation proposal, complete a dissertation, and defend a dissertation in order to receive a Ph.D. degree.

Students may transfer up to 30 credit hours of eligible, graduate course work performed at another institution, subject to the approval of the director of graduate studies, the department chair, and the Graduate School.

**204. Self, Society, and Social Change.** Problems and prospects for individual participation in social change; volunteering, community service, and philanthropy; role of individuals and voluntary associations in social change. [3] (Not currently offered)

**220. Population and Society.** The mutual influence of demographic factors and social structure. Trends in fertility, mortality, population growth, distribution, migration, and composition. Population policy and national development. [3] (Not currently offered)



- 224. Women and Law.** History of laws subordinating women and efforts by feminists to achieve substantive and procedural equity. American historical examples augmented by comparative research. Examines employment law, laws making rape and domestic violence illegal, and tax law. SPRING. [3] Steinberg.
- 230. The Family.** Study of the relationship of family structure to social organization. Comparative and historical approaches to the family. Recent changes in the American family. Courtship, marriage, marital adjustment, parenthood, and family dissolution in relation to contemporary American society. FALL. [3] Becker.
- 231. Criminology.** The nature, distribution, causes, and control of crime with emphases on contemporary American society and a broad range of types of crime. SPRING. [3] Becker.
- 232. Delinquency and Juvenile Justice.** The nature, distribution, causes and control of juvenile delinquency and the operation of the juvenile justice system in contemporary American society. FALL. [3] Ezell.
- 233. Deviant Behavior and Social Control.** The social causes of, and societal reactions to, several types of deviant behavior (e.g., juvenile delinquency, crime, sex deviance, mental illness). Examines the probable consequences of suggested solutions to reduce different types of deviant behavior. [3] (Not currently offered)
- 234. Prison Life.** Prison life from the perspective of prisoners, officials, and the society in which they operate. FALL, SPRING. [3] Noble, Karpos.
- 235. Contemporary American Society.** Shifts in the political, economic, and social structure of the United States; changes in technology, demography, and social mores. FALL. [3] Griffin.
- 236. Class, Status, and Power.** Analysis of the competition for jobs, advancement, and income. The influence of social background, education, politics, race, sex, changes in the national economy, and other factors will be considered. Theoretical and empirical analysis focusing on the United States. [3] (Not currently offered)
- 237. Society and Medicine.** Cultural and social factors in the perception, definition, diagnosis, treatment, and distribution of disease. Doctor-patient relations; role of nurses and other health professions. Social consequences of hospitals, medical technology, medical specialization, and health insurance. FALL. [3] Thoits.
- 238. Social Problems of American Medicine.** Problems of medical care in the United States in terms of their historical development and of their sociological concepts and principles. [3] (Not currently offered)
- 240. Law and Society.** Examines the relationship between the legal system and other institutions with illustrations drawn from both American and other societies. The actual operation of the legal system including lawyers, courts, and police is described. FALL. [3] McCammon.
- 241. Art in Society.** A description of the process of creating, displaying, merchandising, and evaluating art. Analysis of artist circles, production companies, training centers, patrons, critics, dealers, audiences, and government influences in the contemporary American scene as well as in other times and places. SPRING. [3] Ivey.
- 242. The Urban Community.** Social organization of the urban community. Historical and contemporary patterns in the structure and growth of the city. World urbanism and social change. [3] (Not currently offered)

**243. Revolutions in the Modern World.** From the French Revolution to the breakdown of communism and the rise of radical Islamic movements. Diffusion and transformation of challenging strategies and ideologies. Developmental paths opened or altered on a global scale. Links to domestic terror and international terrorism. [3] (Not currently offered)

**244. Politics, State, and Society.** Topics include the political effects of bureaucratization, social conditions necessary for democracy, the political implications of technological changes, structural differentiation and conflict among elites. Attention is given to formal models of political processes, such as those of conflict and coalition formation. SPRING. [3] Jrade.

**245. Music in Society.** Production, use, and evaluation of music as social processes and shared practices. How music expresses status and identity. Making music together and making musicians. The impact of changing technology on music. Pop, rock, classical, jazz, country, hip hop, salsa, blues, alternative, and folk music. [3] (Not currently offered)

**246. Sociology of Religion.** Theories of the nature, function, and structure of religion. Religion in America, including fundamentalism, the Black Church, and cults. How religion changes and is changed by secular society. [3] (Not currently offered)

**247. Human Behavior in Organizations.** Organizations are treated as resources in the production and distribution of goods and services. Case analyses from the economy are reviewed to diagnose "organizational pathologies" and to understand reciprocal impacts among organizational structures, leaders, and citizens. [3] (Not currently offered)

**248. Popular Culture Dynamics.** Examination of theories and research that link culture and society. Consideration of the mass media arts with particular emphasis on popular music. Focus on creators, industry, and audiences. SPRING. [3] Lena.

**249. American Social Movements.** The effect of key social movements on American society. Comparison of the organization and success of movements such as the American Revolution, Southern Secession, Populism, Woman's Suffrage, and Civil Rights. SPRING. [3] McCammon.

**250. Gender in Society.** Theoretical approaches to gender relations with a focus on the contemporary U.S. Evolution of gender stereotypes, gender socialization over the life course, gender in social interactions, institutional sources of gender inequality, and intersections of gender with race, social class, and sexual identity. Topics include work, school, families, health, and intimate relationships. FALL. [3] Carpenter.

**251. Women and Public Policy in America.** A study of public policies as they affect women in contemporary American society. Issues considered include participation of women in the labor force; effects of employment patterns on the family; birth control, abortion, and health care policies; child care; participation of women in political processes; divorce, child support, and custody; affirmative action policies; present governmental remedies and proposed alternatives. [3] (Not currently offered)

**254. Schools and Society: The Sociology of Education.** How schools affect individuals and relate to institutions: the government, the economy, social classes, and families. How social attributes, including race and class, affect academic achievement. Controversies such as desegregation and intelligence testing. FALL, SPRING. [3] Pitt.

**255. Racial and Ethnic Minorities in the United States.** Status of blacks, Asians, Hispanics, and other minorities. Migration, identity and association, and strategies to improve group status and reduce intergroup tensions. Comparisons to other countries. SPRING. [3] Pitt.

**257. Gender, Sexuality, and the Body.** The body is a physical marker of gender and sexuality. Biological reproduction is saturated with social meanings—shaping ideas about masculinity, femininity, the gender division of labor, and heterosexuality. In this course, we will

look at the body as reflexive project and as the site of historical and ideological significance. We address race, ethnicity, physical abilities, and class in explaining variations in cultural ideals. SPRING. [3] Carpenter.

**258. The South in American Culture.** The changing relationship between the South and the rest of the country and its effects on understandings and definitions of the South, and changes in southern social structures and patterns, race relations, and economic and political institutions. SPRING. [3] Griffin.

**260. The Individual and Society.** How individuals, as social beings, are created by society, and how society is in turn created and sustained by individuals. The social self, stigmas, deviance and identity, social structure and personality, small group processes, collective behavior. [3] (Not currently offered)

**261. Work and Family in American Life.** The changing relationship between work and family from the Colonial era to the present. Role of the U.S. corporation, specialization of the family, sex roles, social mobility. [3] (Not currently offered)

**262. Interpersonal and Intergroup Relations.** (Also listed as Psychology 266) An examination of social psychological literature related to intergroup and interpersonal conflict and its resolution, with special attention to problems of relations between black and white in contemporary society. SPRING. [3] Brown.

**263. Religion, Science, and the Paranormal.** Critical study of paranormalism as a belief system at the fringes of science and religion. SPRING. [3] Jensen.

**264. Social Dynamics of Mental Health.** Definition and classification of mental health and mental illness. Emphasis on social factors affecting mental health. Different ways of responding to persons in poor mental health and consequences of particular responses. SPRING. [3] Thoits.

**265. Psychological Anthropology.** (Also listed as Anthropology 265) How personality and culture affect each other. Socialization and the life cycle, the definition of sex roles, individual psychology and group aggression, religion and group personality, and the nature of mental illness and normalcy in non-Western societies. FALL. [3] Gregor.

**270. Human Ecology and Society.** (Also listed in Environmental Science) Demographic growth, social organization, technology, and the global environment. Sustainable agriculture, ecological degradation. Urban waste and recycling. Community-based approaches to development in Asia and Latin America. [3] (Not currently offered)

**277. Contemporary Latin America.** (Also listed in Latin American Studies) Current history and long-term trends; regional trade. Development strategies and social inequalities. Hispanic Americans, immigration, and the U.S. border; the war on drugs. Race, music, and popular culture. SPRING. [3] Lang.

**278. Comparative Asian Development.** (Also listed as East Asian Studies 278) Emphasis on modern India, China, and Japan. Current history and long-term trends. Religious, social, and artistic traditions. Models of modernization; dilemmas of development; challenges of globalization. FALL. [3] Lang.

**281. Development for a Small Planet.** Community-based approaches to public health, food production, and education. Appropriate technology; creating sustainable life styles; dilemmas of big development. Examples from Asia, Africa, and the Americas. [3] (Not currently offered)

**294. Seminars in Selected Topics.** Topics of special interest, as announced in the *Schedule of Courses*. May be repeated for credit once if there is no duplication of topic. FALL. [3] Jade.

**301. Classical Theory.** Theoretical perspectives and theorists in the early history of sociology, focusing primarily on Durkheim, Marx, and Weber. FALL. [3] Becker.

**302. Contemporary Theory.** Modern developments including neo-Marxist, functionalist, structuralist, conflict, interactionist, exchange/rational choice, and feminist theories. SPRING. [3] Lloyd.

**310. Sociological Inquiry.** Introduction to research methods, including theory construction, sociological reasoning, study design, and specific research techniques. [3] (Not currently offered)

**311. Multivariate Analysis I.** Basic concepts in probability and statistical analysis. Multivariate analysis of sociological data, with special attention to regression analysis. The use of computers. FALL. [3] Brown.

**312. Multivariate Analysis II.** The general linear model in analyzing sociological data, including analysis of variance, regression, path analysis, and parametric techniques for contingency-table analysis. Practice in the use of computers. Prerequisite: 311 or an equivalent statistics course approved by the instructor. SPRING. [3] Brown.

**313. Quantitative Methods Workshop.** Analysis of large data sets from the social sciences or of data brought to the course by students. Scaling and measurement; nonparametric analysis of contingency tables; and advanced topics in regression and path analysis. Prerequisite: 312 or an equivalent statistics course approved by the instructor. SPRING. [3] Ezell.

**323. Teaching Workshop.** For students wanting to improve their teaching skills. Students visit the classrooms of outstanding teachers on campus and discuss their approach to teaching; deliver lectures in the presence of critics; examine their own lectures on videotape; discuss methods of evaluation; read outstanding books on college teaching; and survey teaching materials produced by the American Sociological Association. Normally limited to graduate students in the department. Graded P/F only. [3] (Not currently offered)

Courses numbered 331–347 are taught as “survey seminars.” Course assignments aim at giving students breadth, and, to that end, a wide range of readings are covered in a seminar format. One of these seminars is usually offered each semester.

**331. Survey Seminar on Inequalities and Movements.** Relationship between multiple forms of social inequality, such as class, race, and gender inequality, and related social movements. [3] (Not currently offered)

**333. Survey Seminar on Cultural Sociology.** The creation of culture, including values, norms, beliefs, symbols, and life-styles. The reproduction of society through culture; institutions that purposefully preserve, produce, and transmit aspects of culture. [3] (Not currently offered)

**335. Survey Seminar on Deviant Behavior and Social Control.** Major works on crime, juvenile delinquency, and forms of extralegal deviance. Social control in connection with counteraction of deviance, sociology of law, and manipulation of human behavior. [3] (Not currently offered)

**339. Survey Seminar on Political Sociology.** Classical and modern theories about the nature and distribution of power in society and other human groups. The social bases and implications of major political institutions, the state in particular; collective behavior and social movements; and political order and change. [3] (Not currently offered)

**341. Survey Seminar on Population Studies and Human Ecology.** Population processes, elements of social organization, and their interaction. Major theories and research pertaining to fertility, mortality, migration, urbanization, urban structure, technology, and the division of labor. [3] (Not currently offered)

**343. Survey Seminar on Social Psychology.** The interaction of social structure and personality. Socialization, social perception, small groups, exchange theory, and symbolic interactionism. SPRING. [3] Thoits.

**345. Survey Seminar on Social Stratification.** Major theories and lines of research pertaining to the origin, nature, and functioning of systems of social inequality. [3] (Not currently offered)

**347. Survey Seminar on Sociology of Science and Knowledge.** How ideas and systems of thought are related to the social structure and culture of societies. Institutionalization of scientific and intellectual activity, scientific and intellectual communities or organizations, and social influences on the directions of research by scientists and academicians. [3] (Not currently offered)

Courses numbered 361–371 treat “special topics” in sociology. Title and focus of each seminar depends on the interests of students and the faculty. In all, students are expected to engage in research, design research, or undertake some other kind of creative work, and report the product in a semester paper. One usually offered each semester.

**361. Special-Topic Seminars on Social Phenomena at the Macro Level.** Each focuses on some aspect of social structure, social organization, culture, international relations, global systems, spatial organization, or the social division of labor. Cities, communities, urban areas, metropolitan areas, regions, countries, or status categories are the principal units of comparison. [3] (Not currently offered)

**363. Special-Topic Seminars on Institutions and Organizations.** Each focuses on some type of institution—economic, educational, familial, medical, political, or religious—or some type of organization, including business firms and voluntary associations. [3] (Not currently offered)

**367. Special-Topic Seminars on Norms, Power, and Related Normative Phenomena.** Each focuses on a particular type of deviance, the sociology of law, social control, or political sociology. FALL. [3] Steinberg.

**368. Special-Topic Seminars on Social Processes and Social Change.** Each focuses on collective behavior, social movements, innovation and diffusion, societal development, cultural evolution, revolutions, migration, mortality, fertility, or mobility. [3] (Not currently offered)

**371. Special-Topic Seminars on Theory and Methodology.** Each focuses on a particular theorist, a particular theoretical perspective, the methodology of theory construction, or particular kinds of research methods and statistical techniques. FALL. [3] Carpenter.

**390a–390b. Directed Studies.** Students work independently on topics of special interest not covered in depth in course offerings. Work in a tutorial relationship with an individual faculty member or in a student seminar, subject to faculty approval, should several students share a common interest. Prerequisite: consent of the instructor. FALL, SPRING. [Variable credit: 1–3 each semester] Staff.

**395a–395b. Research Practicum.** Research with the guidance of individual faculty members on problems of mutual interest. [3–3] Staff.

**399. Ph.D. Dissertation Research.**

**3995. Half-time Ph.D. Dissertation Research.** For students who have completed 72 hours and devote a half-time effort to dissertation research. [0]

*Southern Studies**See American and Southern Studies**Spanish and Portuguese*

CHAIR Cathy L. Jrade

DIRECTOR OF GRADUATE STUDIES Carlos A. Jáuregui

PROFESSORS EMERITI J. Richard Andrews, John L. Bingham, John Crispin,

Russell G. Hamilton, C. Enrique Pupo-Walker, Francisco Ruiz-Ramón

PROFESSORS Earl E. Fitz, Edward Friedman, Cathy L. Jrade, William Luis, René Prieto,

Philip D. Rasico

ASSOCIATE PROFESSORS Victoria A. Burrus, Andrés Zamora

ASSISTANT PROFESSORS M. Frâncille Bergquist, Jason Borge, María José de la Fuente,

Christina Karageorgou, Emanuelle K. F. Oliveira

SENIOR LECTURERS Frances Alpren, Tatiana Botero, Cristina Capella, Sarah Delassus,

Paul Miller, Elena Olazagasti-Segovia, Raquel Rincón, Francisco Saez, Lorraine Sciadini,

Waldir Sepúlveda, Cynthia M. Wasick

**DEGREES OFFERED:**SPANISH. *Master of Arts, Master of Arts in Teaching, Doctor of Philosophy*SPANISH-PORTUGUESE. *Doctor of Philosophy*PORTUGUESE. *Master of Arts*

✦ THE M.A. programs in Spanish and in Portuguese require 27 hours of course work and an M.A. examination. A reading knowledge of another foreign language is also required.

The Ph.D. program in Spanish includes 45–48 hours of course work with an additional 9–12 hours in a minor, which may be Portuguese or an approved program of courses from one or more departments.

The Ph.D. in Spanish-Portuguese requires 57 hours in the two languages, with no fewer than 30 in one language. The doctoral dissertation may be written in either area.

Candidates for the Ph.D. must have a reading knowledge of two other languages, preferably Romance, to be determined according to their field of specialization. For details, students should consult the department's guidelines and the director of graduate studies.

---

---

## Spanish

**212. Advanced Grammar and Stylistics.** Review of advanced grammar and syntax through the stylistic analysis of literary texts from several genres and periods. Intended for advanced undergraduate and graduate students. Prerequisites: 210, 202, and 203 or equivalent. Open to juniors, seniors, and graduate students. SPRING. [3] Olazagasti-Segovia.

**214. Dialectology.** Formation, general characteristics, distinctive features, and geographical extension of the principal dialectal regions of Spain and Spanish America. Both historical and modern dialects are considered. Emphasis on nonstandard dialectal varieties of Spanish. [3] Rasico.

**216. Phonology.** Analysis of the production, nature, and systematic function of the sounds of the Spanish language, as well as of problems frequently experienced by non-native speakers. Both standard and dialect features of Spanish are examined. FALL. [3] Rasico.

**217. Contrastive Analysis of Spanish and English.** A comparison of the phonological, morphological, and syntactical structures of Spanish and English to demonstrate the similarities and differences between the linguistic systems of these two languages. [3] Bergquist.

**218. Morphology and Syntax.** An introduction to the principles of modern Spanish morphology (word formation) and syntax (phrase structure and usage) through an analysis of the native speaker's organization of reality and use of language to reflect and to express that organization. SPRING. [3] Rasico.

**219. History of the Spanish Language.** Origins and evolution of the Spanish (Castilian) language. Emphasis on the phonological and morphological development of Spanish within historical and cultural contexts of the Iberian Peninsula. [3] Rasico.

**220. The Languages of Spain.** Origins, development, and the contemporary sociolinguistic situation of the principal languages and dialects of Spain, including Castilian, Catalan, Galician, and Basque. [3] Rasico.

**230. Development of Lyric Poetry.** Popular and traditional forms; the sonnet and other Renaissance and Baroque classical forms. Romanticism. [3] Staff.

**231. The Origins of Spanish Literature.** From its beginnings to the Renaissance; the creation of a social order and a cultural tradition. Close study of three literary landmarks—*Poema del Cid*, *Libro de Buen Amor*, *La Celestina*—and other prose and poetry selections. [3] Burrus.

**232. Literature of the Spanish Golden Age.** Representative works from early modern Spain, including poetry, prose, and drama of the Renaissance and Baroque periods. [3] Friedman.

**233. Modern Spanish Literature.** The eighteenth and nineteenth centuries: essays and Neoclassic literature, Romanticism, Realism, and Naturalism. Representative works and authors from all genres. [3] Zamora.

**234. Contemporary Spanish Literature.** Representative authors and works from the Generation of 1898 to the present. [3] Staff.

**235. Spanish American Literature.** The development of all forms from colonial times to World War I. The different patterns of interaction of native American, African, and European cultural traditions. The unity and diversity of Spanish American literature. FALL. [3] Jáuregui.

**236. Contemporary Literature of Spanish America.** All literary forms from World War I to the present. Emphasis on the works of Neruda, Borges, Paz, García Márquez, and others. SPRING. [3] Jade, Jáuregui.

**237. Contemporary Lyric Poetry.** From Modernism to the present in Spain and Spanish America. [3] Karageorgou.

**239. Development of the Novel.** From the seventeenth century through Realism and Naturalism in Spain and Spanish America. [3] Zamora.

**240. The Contemporary Novel.** New forms in the twentieth-century novel in Spain and Spanish America. [3] Staff.

**244. Afro-Hispanic Literature.** From nineteenth-century slave narrative to modern writers such as Miguel Barnet, Alejo Carpentier, and Quince Duncan. [3] Luis.

**246. Don Quixote.** Directed reading and intensive study of the novel. SPRING. [3] Friedman.

**251. Development of Drama.** Spanish theatrical works from 1600 to 1900, including the Golden age *comedia*, neoclassicism, romanticism, and early realism in drama. [3] Friedman.

**256. Love and Honor in Medieval and Golden Age Literature.** The evolution of the key themes of love and honor in works from various genres of medieval and Golden Age Spanish literature with special attention to sociohistorical context. SPRING. [3] Burrus.

**260. Development of the Short Story.** From early manifestations in Spain through its current forms in Spain and Spanish America. [3] Friedman.

**281. The Theory and Praxis of Drama.** Critical works and plays from different periods. Introduction to the principles of dramaturgy. [3] Friedman.

**289. Independent Study.** Designed primarily for majors. Projects are arranged with individual professors and must be approved by the director of undergraduate studies, before the close of registration. FALL, SPRING. [Variable credit: 1–3 each semester, not to exceed 12 over a four-semester period] Staff.

**293. Contemporary Latin American Prose Fiction in English Translation.** (Also listed as Portuguese 293) Major themes and techniques. No credit for graduate students in Spanish or Portuguese. [3] Fitz or Jade.

**294. Special Topics in Hispanic Literature.** [May be repeated for credit once if there is no duplication of topic] FALL, SPRING. [3] Staff.

**295. Special Topics in Spanish Language and Linguistics.** Topics as announced in the *Schedule of Courses*. FALL, SPRING. [3] Staff.

**296. Special Topics in Hispanic Culture.** FALL, SPRING. [May be repeated for credit once if there is no duplication of topic] [3] Staff.

**301. Literary Analysis and Theory.** (Also listed as Portuguese 301 and Comparative Literature 313) Methods of literary analysis for the teaching of literature. The systematic application of contemporary theories—structuralist and poststructuralist—in the analysis of poetry and narrative. [3] Zamora or Friedman.

**302. Ibero-Romance Philology.** (Also listed as Portuguese 302) Study of the evolution of the languages and dialects of the Iberian Peninsula. Analysis of selected linguistic developments and readings from medieval texts. [3] Rasico.

**303. Introduction to the Methods of Literary Research.** Guide to the use of library resources, printed and electronic. Directed research on a topic of the student's choice. [3] Staff.

**310. Foreign Language Learning and Teaching.** (Also listed as French 310, German 310, and Portuguese 310) Principles and practices of teaching a second language, with concentration on recent interactive and communicative models of foreign language instruction. Goals of the course are 1) to introduce principles of Second Language Acquisition and



learning, 2) to critically read relevant literature in the area(s), and 3) to develop FL instructor's awareness through reflective and critical thinking. Classroom observations, journal writing, development of materials, and a small action-research project are expected. Required of all entering teaching assistants. FALL. [3] De la Fuente.

**311. Spanish Second Language Acquisition.** Advanced applied linguistics course examining main research areas in the field of Second Language Acquisition (SLA). Students are expected to become conversant with the research literature in the area and the different methodologies used in SLA research. Training in recognized instruments and procedures to analyze and interpret data, carry out a classroom-based quantitative and/or qualitative research project, and produce a research paper. Topics vary each year. [3] De la Fuente.

**312. Foreign Language Curriculum Development and Evaluation.** (Also listed as French 312, German 312, and Portuguese 312) Focus on planning, development, implementation, and evaluation phases of language teaching from a systematic curriculum development perspective. Students are expected to become conversant with the research literature in the area and work on curricular projects according to their interests. An important part of the course will be dedicated to program evaluation, including training in recognized instruments and procedures to analyze and interpret data. They are expected to produce a research-based curricular project. [3] De la Fuente.

**314. Introduction to Latin American Colonial Studies.** (Also listed as Portuguese 314) Provides a panoramic introduction to the canonical works of the colonial period from "discovery" to "independence," as well as an overview of the theoretical debates in colonial studies within the Latin American context. Topics include the construction and reshaping of *identities* and *otherness* through various stages of Latin American cultural history, the emergence of what has been called the American consciousness during the "New World Baroque," and the discourses of "independence" and early nation building. [3] Jáuregui, Fitz.

**331. Seminar: Studies in Medieval Literature.** [3] Burrus.

**338. Seminar: Studies in Colonial Literature.** (Also listed as Portuguese 338) [3] Fitz, Jáuregui.

**340. Seminar: Hispanic American Essay.** (Also listed as Portuguese 340) [3] Jáuregui.

**343. Seminar: Studies in Golden Age Drama.** Topics as announced in the *Schedule of Courses*. [3] Friedman.

**345. Seminar: Prose of the Golden Age.** FALL. [3] Friedman.

**362. Seminar: The Realist Novel of the Nineteenth Century.** SPRING. [3] Zamora.

**369. Master's Thesis Research.** [0]

**372. Seminar: Studies in Twentieth-Century Spanish Literature.** Topics as announced in the *Schedule of Courses*. [3]

**387. Seminar: Contemporary Spanish American Novel.** SPRING. [3] Luis.

**388. Special Topics in Spanish Literature.** Topics as announced in the *Schedule of Courses*. [3] Staff.

**389. Special Topics in Spanish American Literature.** Topics as announced in the *Schedule of Courses*. For list of previous topics, please see departmental Web page. FALL. [3] Jrade.

**396. Special Studies in Spanish Linguistics.** FALL, SPRING. [Variable credit: 1–6] Staff.

**397. Special Studies in Spanish Literature.** FALL, SPRING. [Variable credit: 1–6] Staff.

**398. Special Studies in Spanish American Literature.** FALL, SPRING. [Variable credit: 1–6] Staff.

**399. Ph.D. Dissertation Research.**

**3995. Half-time Ph.D. Dissertation Research.** For students who have completed 72 hours and devote a half-time effort to dissertation research. [0]

## Portuguese

**200. Intermediate Portuguese.** Intermediate or intensive language course. Follow-up of Portuguese 102 or intensive course for students with some previous preparation. Composition, conversation, grammar review. Cultural components, including films, art, music, and literature from the Luso-Brazilian world. SPRING. [3] Staff.

**205. Introduction to Luso-Brazilian Literature.** Critical readings and methods of literary analysis. Selections include masterpieces from Portugal and Brazil and cover all genres in several periods. Emphasis on improving conversational and writing skills. Prerequisite: 200. FALL. [3] Oliveira.

**223. Culture and Civilization of the Portuguese Speaking World.** Distinctive cultural patterns of the Portuguese-speaking world in a historical perspective; painting, sculpture, architecture, music, folkloric traditions, and major currents of intellectual thought. SPRING. [3] Fitz.

**232. Introduction to Brazilian Literature.** Main literary trends, principal writers and works of Brazilian literature, from colonial beginnings through the nineteenth century. Study of the works of Gregório de Matos, Gonçalves Dias, Alencar, Machado de Assis and Euclides da Cunha. FALL. [3] Fitz.

**285. Modern Brazilian Literature.** The development of Brazilian literature from the *Semana de Arte Moderna* to the present. Emphasis on the Modernist and Neo-Modernist movements. [3] Staff.

**289. Independent Study.** Content varies according to the needs of the individual student. Primarily to cover material not otherwise available to the student in the regular curriculum. FALL, SPRING. [Variable credit: 1–3 hours, not to exceed 12 over a four-semester period]

**293. Contemporary Latin American Prose Fiction in English Translation.** (Also listed as Spanish 293) Major themes and techniques. No credit for graduate students in Spanish or Portuguese. [3] Fitz or Jade.

**294. Special Topics in Portuguese Language, Literature, or Civilization.** Topics announced in the *Schedule of Courses*. [3] Fitz.

**297. Latin American Literature in a Comparative Perspective: From the Pre-Columbian Era through the Nineteenth Century.** Spanish American and Brazilian literature from the conquests to the end of the nineteenth century. Authors may include: Sor Juana, Mathos, Alencar, Assis, and Carrasquilla. Prerequisite: 205. FALL. [3] Fitz.

**298. Latin American Literature in a Comparative Perspective: The Twentieth Century up to the Present.** Spanish American and Brazilian literature from twentieth century and to the present. Texts may include: *Os sertões*, *La guerra del fin del mundo*, *Ficciones*, *Perto do coração selvagem*, and *Água viva*. Prerequisite: 205. SPRING. [3] Fitz.

**301. Literary Analysis and Theory.** (Also listed as Comparative Literature 313 and Spanish 301) Methods of literary analysis for the teaching of literature. The systematic application of contemporary theories—structuralist and poststructuralist—in the analysis of poetry and narrative. FALL. [3] Zamora.

**302. Ibero-Romance Philology.** (Also listed as Spanish 302) Study of the evolution of the languages and dialects of the Iberian Peninsula. Analysis of selected linguistic developments and readings from medieval texts. SPRING. [3] Rasico.

**310. Foreign Language Learning and Teaching.** (Also listed as French 310, German 310, and Spanish 310) Principles and practices of teaching a second language, with concentration on recent interactive and communicative models of foreign language instruction. Goals of the course are 1) to introduce principles of Second Language Acquisition and learning, 2) to critically read relevant literature in the area(s), and 3) to develop FL instructor's awareness through reflective and critical thinking. Classroom observations, journal writing, development of materials, and a small action-research project are expected. Required of all entering teaching assistants. FALL. [3] De la Fuente.

**312. Foreign Language Curriculum Development and Evaluation.** (Also listed as French 312, German 312, and Spanish 312) Focus on planning, development, implementation, and evaluation phases of language teaching from a systematic curriculum development perspective. Students are expected to become conversant with the research literature in the area and work on curricular projects according to their interests. An important part of the course will be dedicated to program evaluation, including training in recognized instruments and procedures to analyze and interpret data. They are expected to produce a research-based curricular project. [3] De la Fuente.

**314. Introduction to Latin American Colonial Studies.** (Also listed as Spanish 314) Provides a panoramic introduction to the canonical works of the colonial period from “discovery” to “independence,” as well as an overview of the theoretical debates in colonial studies within the Latin American context. Topics include the construction and reshaping of *identities* and *otherness* through various stages of Latin American cultural history, the emergence of what has been called the American consciousness during the “New World Baroque,” and the discourses of “independence” and early nation building. [3] Jáuregui, Fitz.

**338. Seminar: Studies in Colonial Literature.** (Also listed as Spanish 338) [3] Fitz, Jáuregui.

**340. Seminar: Hispanic American Essay.** (Also listed as Spanish 340) [3] Jáuregui.

**385. Seminar: Studies in Contemporary Literature of the Portuguese-Speaking World (Portugal, Brazil, Lusophone Africa).** Variable topics to be announced in the *Schedule of Courses*. May be repeated with change of topic. FALL, SPRING. [3] Hamilton.

**397. Special Studies in Portuguese Literature.** FALL, SPRING. [Variable credit: 1–6] Staff.

**398. Special Studies in Brazilian Literature.** SPRING. [Variable credit: 1–6] Staff.

**399. Ph.D. Dissertation Research.**

**3995. Half-time Ph.D. Dissertation Research.** For students who have completed 72 hours and devote a half-time effort to dissertation research. [0]

## *Special Education*

CHAIR Daniel Reschly

DIRECTOR OF GRADUATE STUDIES Lynn S. Fuchs

PROFESSORS Anne L. Corn, Douglas Fuchs, Lynn S. Fuchs, Robert Hodapp,

Ann P. Kaiser, Daniel Reschly, Gale Roid, Mark Wolery, Paul J. Yoder

RESEARCH PROFESSOR Teris Schery

ASSOCIATE PROFESSORS Alfredo J. Artiles, Joseph J. Cunningham, Carolyn Hughes,

Craig Kennedy

ASSISTANT PROFESSORS Donald L. Compton, Kathleen Lynne Lane, Joseph H. Wehby

ASSISTANT PROFESSORS OF THE PRACTICE Kimberly Paulsen, Ruth Ashworth Wolery

ASSISTANT CLINICAL PROFESSOR OF SPECIAL EDUCATION Sally Barton-Arwood

**DEGREE OFFERED:** *Doctor of Philosophy*

✦ THE program of study is based in the multidisciplinary body of knowledge relevant to the understanding, education, and treatment of persons with disabilities. The Ph.D. degree is composed of three major elements of course work: core studies in special education, including 10 hours of proseminar in special education; at least 13 formal course hours in research methods; and a 15-hour minor or related area of study. The program of study will be planned individually with the major professor and approved by the student's qualifying committee. In addition, the program requires demonstration of competence in research methods and dissemination and in college teaching/supervision.

**3000. Education and Psychology of Exceptional Learners.** An overview of people who are labeled "exceptional" and the implications for education related to them. The disabilities that people have and services, systems, and concepts associated with them. Legal, sociological, educational, political, general system theory perspectives and psychological perspectives. State and Federal law relating to education from infancy to adulthood will be related to intervention, ethics, and issues. Trends and issues related to the areas of exceptionality and relate these to previous trends, issues, and attitudes. FALL. [3] Staff.

**3010. Proseminar I.** Advanced review of research and scientific principles, methods, and the status of research and other professional developments in special education. Required for post-master's degree students in special education. FALL. [3] Kaiser.

**3011. Proseminar II: Contrasting Research Methodologies in Special Education Research.** An overview of the frameworks and major designs within three alternative research methodologies within Special Education: single-subject research, group design, and qualitative methods. Prerequisite: 301a. SPRING. [3] L. Fuchs.

**3012. Research Design in Special Education.** In-depth analysis of group research methodology within Special Education. Design features and statistical methods are reviewed; research is critiqued; and sample studies are designed. Prerequisite: 301a, 301b. FALL. [3] L. Fuchs.

**3013. Introduction to Single-Subject Research Methodology.** Initial course in the use of single subject research methodology within Special Education. Overview of behavioral measurement, single subject research designs, and methods of data analysis. Critical analysis of research articles. Development of a single subject research proposal is required. Prerequisite: 321. SPRING. [3] Kennedy.

**3014. Advanced Procedures in Single-Subject Research Methodology.** Use of research procedures to investigate problems in the education of persons with disabilities. Advanced procedures in single subject research methodology, including design strategies and experimental control, are emphasized. Design and implementation of a research study is required. Prerequisite: 301d, 321. FALL. [3] Hughes.

**3015. Implementing Research in Special Education.** Provides structure and support for students implementing studies in Special Education. Design and implementation issues in research are reviewed with peers and faculty participants to help students resolve problems and design better studies. Prerequisite: 301a, 301b, 301c, 301d. SPRING. [1] Staff.

**3016. Teacher Education Research.** Designed for doctoral students interested in preservice teacher education research. It focuses on two of the most important domains in the teacher education field, namely teacher learning and multicultural teacher education research. SPRING. [3] Artiles.

**3030. Advanced Issues in Family Intervention.** Issues and practices related to families with children who have special needs. Emphasis on taking a family systems prospective and a family centered approach to intervention. Provides strategies for effective communication for the purpose of information sharing and collaborative planning with families. Topics include definition and history of the family, family and professional relationships, professional ethics, models of working with families, service coordination, family assessment and the IFSP, promoting family participation in the IEP, and Public Laws, including I.D.E.A. FALL. [3] Staff.

**3040. Administration and Supervision in Special Education.** Principles, theories, and methods of administration that emphasize managerial functions. Prepares students to assume leadership roles in special education and organizations providing services for people with disabling conditions. Prerequisite: 300 or consent of instructor. [3] (Not currently offered)

**3050. Augmentative and Alternative Communication.** This course is designed to provide an overview of the field of augmentative and alternative communication (ACC) for use with young children and school-age children with severe disabilities. Specifically, the course will provide an overview of theories that are important to the understanding of appropriate uses of ACC systems; and, the course will provide information about the efficacy of these systems with students with severe disabilities. Topics will include: guidelines for selecting, implementing, using, and monitoring the use of ACC systems.

**3060. Cultural Diversity in American Education.** Focuses on cultural diversity and the ways in which it has been defined and treated in the American educational system. An interdisciplinary perspective informs the course, with particular attention to history, sociology, psychology, anthropology, and educational literatures. FALL. [3] Artiles.

**3070. Special Education Law.** Survey of current law relating to special education of infants, toddlers, children, and youth and adults. Emphasis is on major federal statutes and regulations, particularly the Individuals with Disabilities Education Act and its regulations. Related laws include "Section 504," grants and contracts law, related state laws, leading cases (e.g., AIDS, extended school year, LRE, testing, private residential placement), IEPs, and Family Service Plans. Proper APA citation and writing about laws and cases. [3] (Not currently offered)

**3120. Field Work in Special Education Teaching.** Observation, participation, and classroom teaching for graduate and professional students majoring or minoring in any of the areas of exceptionality. May be repeated for credit. Prerequisite: consent of instructor. FALL, SPRING. [1–6] Staff.

**3130. Advanced Field Work in Special Education.** Practicum for graduate and professional students majoring or minoring in any area of exceptionality, with opportunity for supervised participation in community special education programs. May be repeated for credit. Prerequisite: consent of instructor. FALL, SPRING. [1–6] Staff.

**3140. Extended Student Teaching for Graduate Students.** Graduate student teaching, observation, participation, and full day classroom teaching. Designed for graduate students with no previous undergraduate student teaching experience. Prerequisite: 312 and consent of department. FALL, SPRING. [6] Staff.

**3210. Management Procedures for Academic and Social Behavior.** Application of behavioral principles in educational settings. Definition and measurement of behavior, reinforcement strategies, systematic program development, basic formats for classroom instruction, and techniques for monitoring student progress. Procedures for increasing academic and socially appropriate behavior through simulations and practice exercises. Review of research methodologies and the critical analysis of research literature in the area of applied behavior analysis are required. Students apply their skills in classroom settings. Corequisite: 1 hour of 312 or 313. FALL. [3] Wehby.

**3250. Proseminar in Mental Retardation.** (Also listed as Psychology and Human Development 325P) Variable topics. May be repeated with change in topic. FALL, SPRING. [2] Staff.

**3300. Advanced Programming for Students with Severe Disabilities.** Provides information on the nature and needs of individuals with severe/profound disabilities and the roles of federal, state, and local agencies in providing services to this population. Emphasis on strategies for the acquisition and generalized use of age-appropriate functional skills in natural community-based settings. Methods for developing, implementing, and evaluating individualized programming across specialized curricular areas such as communicative, cognitive, functional academic, motor, domestic living/self-help, recreation leisure, vocational, and general community living skills. Current research evidence to support effective practices is stressed. FALL. [3] Hughes.

**3310. Transition for Persons with Disabilities.** Theory and practice of transition from school to community and employment living for young adults with disabilities. Legislative history and practical applications of skills such as job development and job placement. Prerequisite: 3300. [3] Hughes.

**3320. Advanced Transition for Persons with Disabilities.** Extends and deepens the course content of 3310. Greater emphasis on development of programs and interagency collaboration and development of community-based transition. Prerequisite: 3300, 3310, or consent of instructor. [3] Hughes.

**3330. Advanced Procedures for Students with Multiple Disabilities.** The causes, treatment, education, and management of students with multiple disabling conditions, including neurological impairments resulting in physical disabilities, sensory impairments, and the combination of these. Emphasis on environmental adaptations and direct training needed to maximize independence as determined through systematic ecological inventories. Physical and medical management. Competencies in research-based programming. SPRING. [3] Staff.

**3340. Instructional Principles and Procedures for Students with Severe Disabilities.**

Characteristics and models of effective instruction, particularly for students with severe disabilities. Behavioral, ecological, and developmental learning theories and implications for instruction. Methods for defining current level of functioning, designing interventions, and monitoring learner progress. Review of fundamental special education procedures including IEP development, task and concept analysis, effective teaching strategies, and functional curriculum programming. Current research evidence to support effective practices. [3] (Not currently offered)

**3360. Advanced Procedures for Community and Employment Integration.**

Graduate-level course in advanced procedures in community and employment integration of persons with disabilities. Strategies that may be applied on four levels in order to facilitate integration: (a) individual, (b) school or workplace, (c) community, and (d) systems-wide. Students implement interventions in school, work, or community settings. SPRING. [3] Hughes.

**3400. Advanced Trends and Issues in Early Childhood Special Education.**

Issues related to early intervention for preschool-aged children with disabilities; typical and atypical development in the preschool years; methods of designing individualized, functional instruction appropriate for a range of service delivery options; consultation models for early interventions; transitions to next environment. FALL. [3] Staff.

**3410. Advanced Procedures in Early Intervention for Infants with Disabilities.**

Typical and atypical development in infancy; methods for designing individualized, family-centered programs for infants with disabilities; strategies for working with team members from other disciplines; use of community resources for infants and families; research methodology and program evaluation in early intervention. Prerequisite: 3400 or consent of instructor. SPRING. [3] Staff.

**3420. Advanced Assessment Procedures for Young Children.**

In-depth review of measurement, theory, and practice in the assessment of early developmental problems. Course will address strategies for selecting appropriate and valid instruments and methods for the purpose of initial screening, evaluation to determine eligibility for services, and assessment to support program planning for infants, toddlers, and young children. Interpretation and synthesis of evaluation and assessment information for dissemination to families and other professionals is demonstrated. Students apply skills in early intervention, preschool, and/or early childhood education settings. FALL. [3] Staff.

**3510. Educational Procedures for Visually Impaired Learners.**

Introduction to the literature, history, principles, programs, practices, and problems in the field. Administrative, curricular, and methodological adaptations for various educational programs. The education of individuals with visual impairments and other accompanying disabilities. SPRING. [3] Corn.

**3540. Communication Skills for Visually Impaired Learners.**

Emphasis on methods of teaching communication skills and the preparation of materials for the visually impaired. Open only to teachers who have a working knowledge of braille. Consent of instructor required. SPRING. [3] Staff.

**3550. Orientation and Mobility Skills for Teachers of Visually Impaired.**

Lectures, discussions, and simulated activities in teaching orientation, mobility concepts, and skills to visually impaired individuals. Offered by a mobility specialist. FALL. [3] Staff.

**3580. Advanced Procedures for Visually Impaired Learners.**

Topics related to assessment, social skills development, transitions, career development, consumerism, and other unique areas of the core curriculum for visually impaired learners. FALL. [3] Staff.

**3590. Advanced Orientation and Mobility Skills for Teachers of Visually Impaired: Practicum.** Advanced course equips orientation and mobility specialists with methods, techniques, and approaches using the long cane and other mobility devices essential in the development of safe and efficient travel skills of persons with visual impairments. Demonstration, simulation, and practicum experiences in various settings. Prerequisite: 255 or consent of instructor. FALL. [3] Staff.

**3600. Speech and Language for Exceptional Learners.** An overview of normal language development, psycholinguistic theory, and research. Emphasis on specific intervention procedures useful for teachers of children and youth with severe/profound or mild/moderate disabling conditions. SPRING. [3] Staff.

**3690. Master's Thesis Research.**

**3700. Applications of Technology in the Classroom.** The use of computer-based instruction and management systems to facilitate classroom instruction. Review of the history of the development of computers; the use of technology with persons with disabilities; review and analysis of microcomputer and video technology hardware and software; overview of instructional and managerial computer applications. No previous computer experience required. SPRING. [3] Staff.

**3710. Advanced Applications of Technology in the Classroom.** Models and techniques of instruction for integrating computers and technology into special education classroom curricula. The development, implementation, and advanced instructional and managerial applications of technology when used with disabled individuals. Prerequisite: 370 or equivalent. [3] (Not currently offered)

**3720. Seminar: Microcomputer Technology in Special Education.** An in-depth look at the use of existing microcomputer technology as it relates to research on teaching and learning in special education. Seminar participants review extant research on the use of microcomputer technology with special-needs populations and propose new applications of existing and developing technology. Each class member is required to participate in developing a section of a publishable manuscript on the topic "what we know about the effectiveness of special education technology," and will be expected to demonstrate basic competencies in the use of the microcomputer for research and professional dissemination activities. [3] (Not currently offered)

**3800. Advanced Trends and Issues in Learning Disabilities.** Advanced study of current trends, research, and issues in mild/moderate disabilities with specific emphasis on learning disabilities. Historical perspectives and theoretical models; empirical research related to definitions, identification procedures, conceptualizations, educational strategies, and service delivery options for individuals with learning disabilities. FALL. [3] D. Fuchs.

**3810. Advanced Trends and Issues for Students with Behavior Disorders.** Historical overview and analysis of theoretical issues regarding etiology and treatment of severe behavior disorders. Definitions, historical development, contributing factors, and major classifications of behavior disorders. Research methods used in treating disordered behavior. Ability to analyze, synthesize, and apply research methods related to prevention and management strategies with children and adolescents is required. FALL. [3] Staff.

**3820. Advanced Issues and Procedures in the Assessment of Students with Mild/Moderate Disabilities.** The diagnosis and evaluation of students with mild/moderate disabilities using a variety of developmentally appropriate curriculum-based assessments, criterion-referenced, and norm-referenced tests in the academic and vocational subject areas. Emphasis on the interpretation of information from assessments into Individualized Education Program annual goals and objectives and instructional programming strategies. Specific



consideration is given to reporting assessment information to parents, teachers, and other support personnel to determine appropriate placement levels within the continuum of services. Practical application is required. FALL. [3] Staff.

**3830. Advanced Instructional Procedures for Students with Mild/Moderate Disabilities.**

This methodological course consists of two principal components. The first applies instructional design, delivery, and assessment procedures taught in 383 to mathematics content. Intensive instruction in the theory of direct, explicit mathematics instruction. The second component reviews technological advances and validated learning, test-taking, study, and self-monitoring strategies for students with mild/moderate disabilities. SPRING. [3] Paulsen.

**3840. Instructional Principles and Procedures for Students with Mild/Moderate Disabilities.**

Characteristics and models of effective instruction, particularly for students with disabilities or at risk for school failure. Behavioral, developmental, and cognitive learning theories and implications for instruction. Methods for defining current level of functioning, designing interventions, and monitoring learner progress. Reviews fundamental special education procedures including IEP development, task and concept analysis, effective teaching strategies, and direct instruction. FALL. [3] Paulsen.

**3850. Consultation Strategies for Teachers of Students with Mild/Moderate Disabilities.**

The history, theory, and research associated with models of school consultation with an emphasis on behavioral consultation. The use of behavioral consultation to help teachers better accommodate individuals with social and academic problems in their classrooms. Interdisciplinary consultation strategies involving parents, medical, vocational, career, and social work professionals. Prerequisite: 3800 or 3860. [3] (Not currently offered)

**3860. Advanced Procedures in Classroom Management and Social Skills Instruction for Students with Mild/Moderate Disabilities.**

Current teaching practices in the field, with emphasis on examination of the research bases of effective teaching with students with behavior problems. Procedures for serving learners with behavior problems who are served by consultant, resource, and self-contained teachers. Students are expected to synthesize and analyze research on effective teaching and management practices and to apply the knowledge to classroom situations for students with behavior problems. SPRING. [3] Staff.

**3870. Accommodating Diversity in the Classroom.**

Explores the importance and difficulty of teaching heterogeneously grouped students in mainstream classrooms and offers specific instructional strategies for doing so effectively. Focuses explicitly and exclusively on methods to help classroom teachers instruct and manage the behavior of a broad range of students—students with and without disabilities at multiple points along the achievement continuum. SPRING. [3] D. Fuchs.

**3880. Teaching Special Education in Secondary Schools.**

This course consists of two components. The first component focuses on an overview of special education in secondary schools. Emphasis will be placed on specific secondary models, characteristics of high school students with disabilities, and dropout prevention. The second component focuses on empirically-based test-taking, study, self-monitoring, and self-advocacy strategies. Accommodations for students with disabilities within content areas are also emphasized. FALL. [2] Hughes.

**3930. Seminar in Special Education.** Special topic areas directly related to students' objectives. FALL, SPRING. [Variable credit: 1–4] Staff.

**3931. Seminar: Behavioral Research in Education of the Visually Impaired.** Analysis and synthesis of research, theory, and the literature in education and related psychological and social factors for blind and visually impaired persons. FALL, SPRING. [1–3] Corn.

**3937. Seminar: Issues and Trends in Early Childhood Special Education.** Topical seminar in research issues relevant to early childhood special education. SPRING. [Variable credit: 1–3] Kaiser.

**3950. Internship in Special Education.** Supervised on-site experience in a professional role as teacher, counselor, research associate, administrative aide, or other member of professional teams. Consent of major professor required. SPRING. [Variable credit: 1–12] Staff.

**3960. Readings and Research in Special Education.** Individual programs. May be repeated. Consent of instructor required. FALL, SPRING. [Variable credit: 1–3] Staff.

**3990. Ph.D. Dissertation Research.**

**3995. Half-time Ph.D. Dissertation Research.** For students who have completed 72 hours and devote a half-time effort to dissertation research. [0]

## *Teaching and Learning*

CHAIR Patrick W. Thompson

DIRECTOR OF GRADUATE STUDIES Clifford A. Hofwolt

PROFESSORS EMERITI Jerold P. Bauch, Carolyn M. Evertson,

Elizabeth Spencer Goldman, Charles B. Myers

PROFESSORS John D. Bransford, Paul A. Cobb, Dale C. Farran,

Rogers Hall, Richard Lehrer, Victoria J. Risko, Leona Schauble, Patrick W. Thompson

PROFESSOR OF THE PRACTICE EMERITA Earline D. Kendall

ASSOCIATE PROFESSORS Clifford A. Hofwolt, Deborah W. Rowe, Robert D. Sherwood

ASSOCIATE PROFESSOR OF THE PRACTICE Ann M. Neely

ASSISTANT PROFESSORS Kefyn Catley, Youb Kim, Kevin M. Leander, Kay J. McClain,

Henry Richard Milner, Carin Neitzle

RESEARCH ASSISTANT PROFESSOR Alene H. Harris

**DEGREES OFFERED:** *Doctor of Philosophy*

✦ THE graduate program in teaching and learning is designed for persons who will conduct research on teaching and learning processes and who will pursue careers as education faculty members at research universities. The program admits a very select number of students with strong academic credentials who have had experience in K–12 education and are interested in working closely with the faculty in research and development projects.

Programs of study for the doctor of philosophy include (a) a core set of courses that develops a knowledge base in the areas of learning theory and classroom processes; (b) a specialization area, developed in conjunction with a faculty adviser, which focuses on an area of research such as classroom processes, young children’s learning, or applications of technology

to instruction; (c) a minor area, either within the department or in a related area; and (d) research methodology courses including statistics and research design.

Post-baccalaureate professional degree programs (M.Ed.) are offered through Peabody College. Information regarding these programs is available in the *Peabody College Catalog*.

## Education

**2040. Introduction to Classroom Technologies.** An introduction to various technologies used in classrooms with an emphasis on microcomputer-based technologies. Meets licensure requirements for preservice teachers. Credit for M.A.T. students only. FALL, SPRING. [1] Sherwood.

**2310. Teaching in Secondary School.** Curriculum organization and patterns, teaching methods, and professionalism of the secondary-school teacher. A practicum in secondary schools included. Credit for students seeking teacher licensure only. FALL, SPRING. [3] Staff.

**2320. Teaching for Understanding and Academic Literacy.** Designed to assist secondary content teachers in developing multiple teaching strategies, including use of technology, to enhance students' learning opportunities in diverse classrooms. Includes an emphasis on all teachers as teachers of reading and writing. Pre- or corequisite: EDUC 2040. [2] Staff.

**3000. Internship in Teaching: Elementary.** Observation, participation, and teaching in graduate intern centers and/or schools. Post-baccalaureate equivalent of student teaching. May be repeated to provide experiences at different levels. FALL, SPRING. [6] Staff.

**3001. Internship in Teaching: Early Childhood Education.** Observation, participation, and teaching in graduate intern centers and/or schools. Post-baccalaureate equivalent of student teaching. May be repeated to provide experiences at different levels. FALL, SPRING. [6] Staff.

**3002. Internship in Teaching: Secondary.** Observation, participation, and teaching in graduate intern centers and/or schools. Post-baccalaureate equivalent of student teaching. May be repeated to provide experiences at different levels. FALL, SPRING. [6] Staff.

**3005. Internship Seminar: Elementary.** Seminar to accompany EDUC 3000. FALL, SPRING. [1] Staff.

**3006. Internship Seminar: Early Childhood Education.** Seminar to accompany EDUC 3001. FALL, SPRING. [1] Staff.

**3007. Internship Seminar: Secondary.** Seminar to accompany EDUC 3002. FALL, SPRING. [1] Staff.

**3030. Sociology of the Classroom.** Sociological and social psychological aspects of classroom settings, group processes, and influences on teaching and student learning. FALL. [3] Evertson.

**3050. Advanced Social and Philosophical Aspects of Education.** Exploration of the interaction between contemporary social problems and various philosophies in relation to educational theory, policy, and practice. FALL, SPRING, SUMMER. [3] Smrekar.

**3110. Psychological Foundations of Education.** (Also listed as Psychology and Human Development 334P) Psychological theories and research as related to the design and practice of education. Specific consideration of the developmental bases of teaching, learning, and student performance (early childhood through adult); individual differences in education with particular reference to socioeconomic status, disabling conditions, learning style, and gender; evaluation of learning; classroom and organizational influences on school effectiveness; family-school relations. FALL, SPRING. [3] Staff.

**3140. Seminar in Teaching and Learning.** Theory and current practice in various content areas and at all levels of instruction, preschool through college. For graduate and professional students in Teaching and Learning. SUMMER. [3] Staff.

**3150. Advanced Science and Social Studies Curriculum in Early Childhood Education.** An integrated study of the development of young children's scientific and historical ideas, early childhood science and social studies curriculum, and strategies for effective science and social studies instruction. The course will draw from and build upon current research and exemplary practice. [4]

**3170. Analysis of Teaching.** Use of objective and unobtrusive evaluation procedures and methodologies in a variety of educational settings. Emphasis on theoretical base for qualitative and quantitative evaluation and methodologies. Experience given in collecting, processing, summarizing, and reporting data. SPRING. [3] Evertson.

**3180. Observation and Curriculum Planning.** Survey of a variety of observation and assessment techniques used to inform curriculum planning for young children. The focus of the course is on using formative assessment to plan instruction based on students' developing understandings. Also considers (1) use of formative assessment, (2) relations between formative and summative assessment, (3) working with other professionals to plan and conduct assessments, and (4) ways to collaborate and communicate with families. [3]

**3200. Foundations of Early Childhood Education.** Historical, psychological, and social foundations, in a broad survey of early childhood education. Analysis of current approaches and trends from the foundations perspective. FALL. [3] Staff.

**3210. Instructional Programs for Young Children.** Compares models of current interest in curriculum, materials, methods, and staff roles. Observation in a variety of local early childhood education programs. SPRING. [3] Staff.

**3220. Parents, the School, and the Community.** Parent participation, parent education, and community involvement in school programs. Laboratory experiences in school settings examine ecological influences and environmental transactions among the home, school, and community. SPRING. [3] Staff.

**3230. Administration and Supervision of Early Childhood Programs.** Selection, training, and supervision of staff; working with regulatory agencies, boards, funding sources, and parents; evaluation of program components; and exploration of administrative theory and practice. [3] Staff. (Not currently offered)

**3240. Seminar in Early Childhood Education.** Relevant research as the basis for formulating policies and program development guidelines. Different topics emphasized each time course is offered. Prerequisite: two of the courses EDUC 308, 315, 316, or consent of instructor. May be repeated for credit with change of topic. [3] (Not currently offered)

**3250. Advanced Seminar in Early Childhood Education.** Emphasizes research, theory, and policy making that bear on current practice. Intended primarily for post-master's degree students. FALL. [3] Staff.

**3370. Advanced Diagnostic Teaching Procedures in Language and Literacy.** Study of issues on implementing diagnostic findings in reading K–12 and of alternative approaches in language and literacy instruction, emphasizing corrective instruction. Prerequisite: one course in developmental or remedial reading. [3] (Not currently offered)

**3380. Seminar in Language and Literacy Education.** Emphasis on current literacy research and topical issues. Designed to meet the needs of professional students with a major in language and literacy education. Prerequisite: EDUC 3390 or 3420. [1–3] (Not currently offered)

**3390. Literacy Development.** Survey of theories and approaches to developing reading and writing in school-based settings. In-depth discussion of research in the development of literacy, with an emphasis on the reading process. FALL. [3] Kinzer.

**3412. Literacy Learning in Early Childhood: Theory and Research.** This course explores literacy learning in the early years between birth and age 8. Seminal and cutting-edge research will be analyzed through multiple theoretical lenses with emphasis on sociocultural, sociosemiotic, and sociocognitive perspectives. [3] Staff.

**3413. Creating Literacy Environments for Young Children.** This course will explore theory and research on supportive literacy learning environments in preschool and early elementary classrooms. Students will learn to use observations of children and families as a basis for planning holistic literacy experiences that are child-centered and culturally sensitive. [3] Staff.

**3420. Literacy for Diverse and Special Needs Learners.** Emphasis on philosophies, principles, and procedures associated with approaches to literacy instruction for students experiencing problems with literacy development. Analysis of multiple factors and handicapping conditions contributing to literacy difficulties and how these affect diagnostic and instructional outcomes. Focus on methodologies for accommodating literacy problems in regular classrooms and special settings. SPRING. [3] Risko.

**3440. Issues and Trends in Reading Instruction.** Issues and trends in reading, including reading in a pluralistic society, early reading, adult reading, intervention strategies, and appraisal and measurement. FALL. [3] Risko.

**3450. Psycholinguistic Aspects of Language and Literacy.** Designed to provide a theoretical base for evaluating recent developments in the field of language and literacy from a psycholinguistic perspective. SPRING. [3] Kinzer.

**3460. Teaching and Learning the Language Arts: Theory and Research.** Provides in-depth study of theory and research on teaching and learning the language arts (reading, writing, speaking, and listening) and related literacies (e.g., art, drama). Special emphasis is given to writing development and the teaching of writing in the preschool and elementary years. FALL. [3] Rowe.

**3470. Social Aspects of Language and Literacy.** Introduces social and cultural theories of language and literacy learning and teaching, and the research questions and methods associated with them. Includes study of sociocultural, sociolinguistic, semiotic, anthropological, and critical theory approaches to the study of literacy learning and use. [3] (Not currently offered)

**3500. Seminar on Teaching and Schools.** Introduction to schools, classrooms, teaching, and the nature of students and learning. Intended for master's degree students who are in the early stages of preparing for licensure as early childhood, elementary, or secondary school teachers. SUMMER, FALL. [3] Harris.

**3510. Advanced Teaching in Secondary Schools.** Exploration of teacher decision-making regarding classroom climate, curriculum, and classroom management in secondary schools. A practicum in secondary schools is included. SPRING, SUMMER. [3] Smithey.

**3611. Curriculum Foundations: Exploration of Educational Belief Systems and Learning Environments.** A critical analysis. Also practices found in schools and other learning environments, and creation of a curricular frame of reference. FALL. [3]

**3612. Curriculum Development: Designing and Constructing Responsive Curricula.** Emphasis on understanding processes for development. Prerequisite: 3611 or equivalent. [3] (Not currently offered)

**3690. Master's Thesis Research.**

**3800. Classroom Technologies: Theory and Applications Development.** Examines some of the theoretical principles on which classroom technologies are based. The roles of these technologies in classroom settings are examined and students gain expertise in developing and implementing these technologies. Prerequisite: Basic computer literacy. FALL. [3] Sherwood.

**3850. Seminar on Instructional Technology.** Examines advanced uses of technology for instruction. Computer-based systems as well as video and hypermedia will be topics for discussion and project development. Previous microcomputer experience required. Prerequisite: 2050 or consent of instructor. [3] Sherwood.

**3890. Individual Study in Education.** Semi-independent study on selected topics in education. May be repeated. Prerequisite: consent of instructor. FALL, SPRING. [Variable credit: 1–3] Staff.

**3900. Special Topics in Education.** Special issues or topics related to education. May be repeated. FALL. [Variable credit: 1–3] Staff.

**3911. Methods of Educational Research: Quantitative.** Survey of modes of conceptualization, problem identification, and research design. Development of skills, principles, and techniques of quantitative research, and the analysis, interpretation, and effective presentation of results. Lectures and group discussions and critiques in seminar format. FALL. [3] Evertson.

**3912. Methods of Educational Research: Qualitative.** Covers issues and strategies involved in collection and analysis of qualitative data. Focuses on the assumptions and related research techniques of qualitative research, framed by the post-positivist paradigm (i.e., naturalistic inquiry, ethnography). SPRING. [3] Rowe.

**3921. Ethnographic and Qualitative Research in Education.** This course provides in-depth knowledge of and skill with ethnographic and qualitative research theory and methods as applied to educational issues. This is the first of a two-course sequence. FALL. [3] Bloome.

**3922. Ethnographic and Qualitative Research in Education.** This course provides in-depth knowledge of and skill with ethnographic and qualitative research theory and methods as applied to educational issues. This is the second of a two-course sequence. SPRING. [3] Bloome.

**3930. Research in Education.** Individual programs of research in various education fields. Prerequisite: consent of faculty supervisor. May be repeated. FALL, SPRING. [Variable credit: 1–6] Staff.

**3990. Ph.D. Dissertation Research.**

---

---

## English Education

**2370. Teaching English in Secondary Schools.** Required for secondary school licensure in English. Credit for students seeking teacher licensure only. FALL. [3] Staff.

**2400. Seminar in English Education.** Explores methods of teaching the English language arts in secondary schools with an emphasis on student assessment, reflective practice, and teaching the English language arts to diverse classroom population. [3] Leander.

**2450. Reading in Secondary Schools.** Diagnostic instruments, reading skills, materials, and methods of teaching reading and study skills in content areas. SPRING. [4] Staff.

**2920. Literature for Adolescents.** Literary works appropriate to readers of middle-school and high-school age. Materials for readers of varying abilities. FALL. [3] Staff.

**3000. Teaching Literature in the Preschool and Elementary Classrooms.** Introduces students to the study of the field of children's literature and the principles of teaching literature in school settings. [3] Neely.

**3007. Internship Seminar: Secondary.** Seminar to accompany EDUC 3002. [1] Staff.

**3020. Teaching Composition in the Secondary School and College.** The objectives, organization, content, methods, and special problems of teaching composition. SUMMER. [3] Staff.

**3030. Teaching Literature in the Secondary School and College.** The objectives, organization, content, methods, and special problems of teaching literature. FALL. [3] Staff.

**3040. Perspectives on the English Language.** Introduction to English linguistics and to public and school issues related to the subject. For teachers and prospective teachers of English/language arts. SPRING. [3] Staff.

**3220. Theory and Research in Composition Education.** Composition theory and research as applied to education; examination of writing theory and practice at all levels. [3] (Not currently offered)

**3230. Theory and Research in Literature Education.** Literature theory and research as applied to education; examination of teaching and learning of literature at all levels. [3] (Not currently offered)

**3370. English Education Theories and Practices.** Explores theories and methods for teaching the English language arts in secondary schools with an emphasis on the teaching of composition. Corequisite: EDUC 236. [3] Leander.

**3400. Teaching Reading in the Content Areas.** Study of approaches to improving reading instruction in middle and secondary schools. SPRING. [3] Staff.

**3690. Master's Thesis Research.**

**3890. Individual Study in English Education.** Semi-independent study of selected topics in English education. Prerequisite: consent of supervising instructor. May be repeated. FALL, SPRING. [Variable credit: 1–3] Staff.

**3900. Special Topics in English Education.** May be repeated with change of topics. [Variable credit: 1–3] (Not currently offered)

**3930. Research in English Education.** Individual program of research in English education. Prerequisite: consent of supervising instructor. May be repeated. FALL, SPRING. [Variable credit: 1–6] Staff.

**3960. Internship in English Education.** Supervised on-site experience in a professional role, as teachers, research associates, aides, or other members of professional teams. Prerequisite: consent of major professor. FALL, SPRING. [Variable credit: 1–12]

**3990. Ph.D. Dissertation Research.**

## Foreign Language Education

**2370. Teaching Foreign Language in Secondary Schools.** Fundamentals of language learning and techniques of teaching. Required for secondary-school licensure in foreign languages. Credit for students seeking teacher licensure only. FALL. [3] Staff.

**3007. Internship Seminar: Secondary.** Seminar to accompany EDUC 3002. [1] Staff.

## Mathematics Education

**3007. Internship Seminar: Secondary.** Seminar to accompany EDUC 3002. [1] Staff.

**3150. Advanced Teaching of Mathematics for Young Children.** Young children's mathematical thinking and learning as well as ways to support that learning are investigated. Emphasis is given to how children develop increasingly sophisticated additive structures (including pre-number and early number concepts, place value, and strategies for single- and double-digit computation), measurement, geometry and spatial sense, patterns and algebra, and data analysis and statistics. [3] Staff.

**3250. Advanced Teaching of Mathematics in the Elementary School.** Foundations of elementary school mathematics and pedagogy for teaching this content will be examined. Problem solving, mathematical modeling, the language of mathematics, instructional techniques, and ways in which children learn mathematics will be emphasized. FALL. [3] Cobb.

**3370. Advanced Teaching of Mathematics in Secondary Schools.** A study of teaching and learning mathematics in middle and secondary schools with particular emphasis on the theoretical and research bases for classroom practice. Examines pedagogies that increase student understanding with particular emphasis on such secondary school mathematics topics as: functions, the arithmetic to algebra transition, geometry, spatial thinking, problem-centered learning, proof, history of mathematics and its relationship to other fields. Intended only for master's degree students seeking initial licensure. FALL. [3] Thompson.

**3690. Master's Thesis Research.**

**3810. Cognitive Theories of Mathematical Learning.** (Also listed as Psychology and Human Development 381P) Examines the research literature on mathematical learning at the elementary and secondary levels. Considers both the epistemological assumptions and implications of information-processing theories, situated cognition theories, activity theory, and constructivism. SPRING. [3] Cobb.

**3840. Social and Cultural Aspects of Mathematics Education.** Examines the research literature on the social and cultural aspects of mathematics learning and teaching at the elementary and secondary level. Considers the coordination of psychological and social



perspectives in mathematics education and deals with the implications for the development of instructional activities. [3] Cobb.

**3890. Individual Study in Mathematics Education.** Semi-independent study on selected topics in mathematics education. May be repeated. Prerequisite: consent of supervising instructor. FALL, SPRING. [Variable credit: 1–3] Staff.

**3900. Special Topics in Mathematics Education.** Seminars, conferences, workshops, or field activities focused on current issues. May be repeated. [Variable credit: 1–3] (Not currently offered)

**3910. Investigations in the Teaching of Elementary-School Mathematics.** Current issues and research. Application to classroom instruction. SPRING. [3] Staff.

**3920. Investigations in the Teaching of Secondary-School Mathematics.** Research in literature of mathematics education at the secondary-school level. [3] (Not currently offered)

**3930. Research in Mathematics Education.** Individual program of research in mathematics education. Prerequisite: consent of supervising instructor. May be repeated. FALL, SPRING. [Variable credit: 1–6] Staff.

**3990. Ph.D. Dissertation Research.**

## Science Education

**3007. Internship Seminar: Secondary.** Seminar to accompany EDUC 3002. [1] Staff.

**3300. Investigations and Trends in Science Education.** Science teaching and science curricula at the middle-school and senior high-school level. Philosophies, teaching strategies, materials, and research. FALL. [3] Hofwolt.

**3370. Advanced Teaching of Science in Secondary Schools.** Study of theory, research, issues, curriculum approaches, trends, and modern approaches of teaching science in secondary schools. Intended only for master's degree students seeking initial licensure. FALL. [3] Staff.

**3400. Philosophy of Science and Teaching.** Examines how the historical and epistemological foundations of the structure of knowledge can be applied to the design and evaluation of curriculum, instruction, and assessment models. Prerequisite: PHIL 244, a course in cognitive psychology, or permission of the instructor. [3] Staff. (Not currently offered)

**3690. Master's Thesis Research.**

**3890. Individual Study in Science Education.** Semi-independent study on selected topics in science education. May be repeated. Prerequisite: consent of supervising instructor. FALL, SPRING. [Variable credit: 1–3] Staff.

**3900. Special Topics in Science Education.** May be repeated. [Variable credit: 1–3] (Not currently offered)

**3930. Research in Science Education.** Individual program of research in science education. Prerequisite: consent of supervising instructor. May be repeated. FALL, SPRING. [Variable credit: 1–6] Staff.

**3990. Ph.D. Dissertation Research.**

## Social Studies Education

**3007. Internship Seminar: Secondary.** Seminar to accompany EDUC 3002. [1] Staff.

**3370. Advanced Teaching of Social Studies in Secondary Schools.** A study of theory, research, and practice in secondary-level social studies. Students will examine multiple and conflicting purposes of social studies instruction and develop curricular models and pedagogical strategies for effective practice. Competencies that reflect effective social studies teaching practices will be developed. FALL. [3] Staff.

**3890. Individual Study in Social Studies Education.** Semi-independent study on selected topics in social studies education. May be repeated. Prerequisite: consent of supervising instructor. FALL, SPRING. [Variable credit: 1–3] Staff.

**3900. Special Topics in Social Studies Education.** May be repeated. [Variable credit: 1–3] (Not currently offered)

## Theatre

CHAIR, COMMUNICATION STUDIES AND THEATRE Kassian A. Kovalcheck Jr.

PROFESSORS EMERITI Robert A. Baldwin, Cecil D. Jones Jr.

ASSOCIATE PROFESSORS Jon W. Hallquist, Terryl W. Hallquist

ASSISTANT PROFESSORS Phillip Franck, Jeffrey Ullom

✂ COURSE in theatre may be approved for minor credit in graduate programs.

**201–202. The Development of Drama and Theatre.** A historical and critical study of significant drama and the physical theatre from the beginning to 1920. 201: Aeschylus to 1642; FALL. 202: 1642 to 1920; SPRING. [3–3] 201 (Offered alternate years); 202 (Offered alternate years) Ullom.

**203. Contemporary Drama and Theatre.** A critical study of significant drama and theories of theatrical production in Europe and America since 1920, with special emphasis on the emergence of the American theatre to a position of international importance. SPRING. (Offered alternate years) [3] Ullom.

**204. The Development of the American Theatre.** Theatrical activity in the United States from the Colonial period to the present. The course will include the reading of selected plays. FALL. [3] J. Hallquist. (Offered alternate years)

**232. Shakespeare in the Theatre.** An intensive, analytical study of selected plays and scenes, designed to acquaint the student with the interaction between script, theatre, and audience in terms of production in the theatre. SPRING. [3] T. Hallquist.

---

---

# Women's Studies

DIRECTOR Carolyn Dever

✦ VANDERBILT University's program in Women's Studies offers an interdisciplinary graduate certificate program in gender studies. The certificate program provides graduate students with access to interdisciplinary scholarship in the robust field of gender studies; supplies them with a valuable professional credential; and strengthens their ability to compete for jobs as well as national fellowship and postdoctoral awards.

Courses taken at Vanderbilt University prior to admission to the program may be counted toward the certificate requirements with the approval of the steering committee. Any student enrolled in a graduate program at Vanderbilt University is eligible to apply for the certificate program in gender studies. Acceptance to the program requires a minimum GPA of 3.3, satisfactory performance of *B+* or better in Women's Studies 301, and the approval of both the student's adviser and the director of the Women's Studies program.

Please contact Professor Carolyn Dever, Acting Director of Women's Studies, for more information.

## *Requirements for Graduate Certificate in Gender Studies*

1. Women's Studies 301.
2. Three additional graduate-level courses on women, gender, or sexuality, appropriate to the student's program of study. Courses must be approved for credit and include at least one course outside the student's area. One course may be satisfied through an independent study with a faculty member affiliated with the Women's Studies program, with the approval of the associate director of Women's Studies.
3. Women's Studies 302.
4. A paper submitted to the graduate certificate steering committee for evaluation. The paper must demonstrate the application of a gender studies methodology to research, teaching, or fieldwork.

**301. Gender and Sexuality: Feminist Approaches.** Interdisciplinary introduction to the major debates, theoretical terms, and research methods in feminist, gender, and queer studies. SPRING. [3] Schwarz.

**302. Gender and Pedagogy.** SPRING. [1] Dever. (Pending administrative approval.)

# Vanderbilt University Board of Trust



MARTHA R. INGRAM, Chairman of the Board, Nashville  
DENNIS C. BOTTORFF, Vice Chairman, Nashville  
DARRYL D. BERGER, Vice Chairman, New Orleans  
WILLIAM W. BAIN, JR., Secretary, Boston  
GORDON GEE, Chancellor of the University

MARY BETH ADDERLEY  
Bloomfield Hills, MI

MICHAEL L. AINSLIE  
Palm Beach, FL

NELSON C. ANDREWS <sup>€</sup>  
Nashville, TN

DANIEL M. BARNHARDT  
Los Angeles, CA

ANDREW B. BENEDICT, JR. <sup>€</sup>  
Nashville, TN

CAMILLA DIETZ BERGERON  
New York, NY

LEWIS M. BRANSCOMB <sup>€</sup>  
Concord, MA

MONROE J. CARELL, JR.  
Nashville, TN

SHERYLL D. CASHIN  
Washington, DC

THOMAS F. CONE  
Nashville, TN

CECIL D. CONLEE  
Atlanta, GA

MIRIAM MCGAW COWDEN <sup>€</sup>  
Nashville, TN

BROWNLEE O. CURREY, JR.  
Franklin, TN

MARK F. DALTON  
Greenwich, CT

IRWIN B. ESKIND, M.D. <sup>€</sup>  
Nashville, TN

WILLIAM W. FEATHERINGILL  
Birmingham, AL

FRANK A. GODCHAUX III <sup>€</sup>  
Abbeville, LA

JOHN R. HALL  
Lexington, KY

L. HALL HARDAWAY, JR.  
Hendersonville, TN

H. RODES HART  
Brentwood, TN

JOANNE F. HAYES  
Nashville, TN

JOHN R. INGRAM  
Nashville, TN

ORRIN H. INGRAM II  
Nashville, TN

J. HICKS LANIER  
Atlanta, GA

REV. EDWARD A. MALLOY, C.S.C.  
Notre Dame, IN

DELBERT MANN <sup>€</sup>  
Los Angeles, CA

ALYNE QUEENER MASSEY <sup>€</sup>  
Nashville, TN

SARAH A. MCELVAIN  
Dallas, TX

JACKSON W. MOORE  
Memphis, TN

JAMES H. MORGAN  
Cornelius, NC

NANCY P. MULFORD  
Dallas, TX

IBRAHIM NASMYTH  
New York, NY

EDWARD G. NELSON  
Nashville, TN

JUDSON RANDOLPH, M.D. <sup>€</sup>  
Nashville, TN

FREDERICK B. RENTSCHLER II  
Scottsdale, AZ

JOHN W. RICH <sup>€</sup>  
Nashville, TN

STEPHEN S. RIVEN  
Nashville, TN

KENNETH L. ROBERTS  
Nashville, TN

JOE L. ROBY  
New York, NY

EUGENE B. SHANKS, JR.  
Greenwich, CT

MARISSA N. SHRUM  
Chattanooga, TN

RICHARD H. SINKFIELD  
Atlanta, GA

CAL TURNER  
Brentwood, TN

EUGENE H. VAUGHAN  
Houston, TX

THOMAS B. WALKER, JR. <sup>€</sup>  
Dallas, TX

LEVI WATKINS, JR.  
Baltimore, MD

JAMES A. WEBB, JR. <sup>€</sup>  
Nashville, TN

DUDLEY B. WHITE  
Nashville, TN

W. RIDLEY WILLS II  
Franklin, TN

DAVID K. WILSON <sup>€</sup>  
Nashville, TN

J. LAWRENCE WILSON  
Rosemont, PA

REBECCA WEBB WILSON  
Memphis, TN

E. Emerita/Emeritus Trustee

MARIBETH GERACIOTI, B.A., Staff Liaison to the Board of Trust

# *Vanderbilt University Administration*



GORDON GEE, J.D., Ed.D., Chancellor  
NICHOLAS S. ZEPPPOS, J.D., Provost; Vice Chancellor for Academic Affairs  
LAUREN J. BRISKY, M.B.A., Vice Chancellor for Administration and Chief Financial Officer  
HARRY R. JACOBSON, M.D., Vice Chancellor for Health Affairs  
MICHAEL J. SCHOENFELD, M.S., Vice Chancellor for Public Affairs  
WILLIAM T. SPITZ, M.B.A., Vice Chancellor for Investments; Treasurer  
DAVID WILLIAMS II, J.D., LL.M., M.B.A., Vice Chancellor for Student Life and University  
Affairs; General Counsel; Secretary of the University

CAMILLA PERSSON BENBOW, Ed.D., Dean of Peabody College  
WILLIAM G. CHRISTIE, Ph.D., Dean of Owen Graduate School of Management  
COLLEEN CONWAY-WELCH, Ph.D., Dean of the School of Nursing  
STEVEN G. GABBE, M.D., Dean of the School of Medicine  
KENNETH F. GALLOWAY, Ph.D., Dean of the School of Engineering  
DENNIS G. HALL, Ph.D., Acting Associate Provost for Graduate Education  
JAMES HUDNUT-BEUMLER, Ph.D., Dean of the Divinity School  
RICHARD C. MCCARTY, Ph.D., Dean of the College of Arts and Science  
KENT D. SYVERUD, J.D., Dean of the Law School  
MARK WAIT, D.M.A., Dean of Blair School of Music



# Graduate School



DENNIS G. HALL, Ph.D., Acting Associate Provost for Graduate Education  
RICHARD L. HOOVER, Ph.D., Associate Dean  
STEVEN H. SMARTT, Ph.D., Assistant Provost for Graduate Education and Research  
KAREN L. DOLAN, Registrar

## Graduate Faculty Council

Dennis G. Hall, Chair  
John Braxton, Vice Chair  
Secretary To Be Announced

EXECUTIVE COMMITTEE. Acting Associate Provost Dennis G. Hall, Chair. Professors  
Bruce Barry, John Braxton, Douglas Knight, Melanie Lutenbacher.

COLLEGE OF ARTS AND SCIENCE. Professors Kathryn Anderson, Victoria Burrus,  
William P. Franke, Teresa Goddu, Douglas Hardin, James Lang, Holly McCammon,  
Ned Porter, John Ratcliffe.

DIVINITY SCHOOL. Professor Douglas Knight.

SCHOOL OF ENGINEERING. Professors Alan Bowers, Kenneth Frampton,  
Lloyd Massengill, K. Arthur Overholser.

SCHOOL OF MEDICINE. Professors Joey V. Barnett, Randy Blakley, Ann Richmond.

SCHOOL OF NURSING. Professor Melanie Lutenbacher.

OWEN GRADUATE SCHOOL OF MANAGEMENT. Professor Bruce Barry.

PEABODY COLLEGE. Professors John Braxton, Carolyn Hughes.

*EX OFFICIO.* Chancellor Gordon Gee, Provost Nicholas Zeppos,  
Deans Camilla P. Benbow, William G. Christie, Colleen Conway-Welch,  
Steven G. Gabbe, Kenneth F. Galloway, James Hudnut-Beumler, Richard C. McCarty.

## University Honors Held by Members of the Graduate Faculty

The Harvie Branscomb Distinguished Professor Award, begun in 1964 and awarded annually for a period of one year, recognizes the total accomplishment of a faculty member in furthering the aims of the University. The award is made by the Chancellor on recommendation of the Consultative Committee of the Faculty Senate.

- 1964 AMOS CHRISTIE, Professor of Pediatrics
- 1965 WILLARD B. JEWELL, Professor of Geology
- 1966 AVERY LEISERSON, Professor of Political Science
- 1967 NICHOLAS GEORGESCU-ROEGEN, Distinguished Professor of Economics
- 1968 CHARLES RAWLINSON PARK, Professor of Physiology
- 1969 JAMES PHILIP HYATT, Professor of Old Testament
- 1970 CHARLES F. DELZELL, Professor of History
- 1971 DEWEY W. GRANTHAM, Professor of History
- 1972 ELLIOT V. NEWMAN, Joe and Morris Werthan Professor of Experimental Medicine
- 1973 WILLIAM H. NICHOLLS, Professor of Economics
- 1974 BJARNI JÓNSSON, Distinguished Professor of Mathematics
- 1975 D. STANLEY TARBELL, Distinguished Professor of Chemistry
- 1976 JOHN W. WADE, Distinguished Professor of Law
- 1977 WALTER HARRELSON, Distinguished Professor of Old Testament
- 1978 SIDNEY P. COLOWICK, American Cancer Society–Charles Hayden Foundation  
Professor of Microbiology
- 1979 GRANT W. LIDDLE, Professor of Medicine
- 1980 RENDIGS T. FELS, Professor of Economics
- 1981 DOUGLAS E. LEACH, Professor of History
- 1982 OSCAR TOUSTER, Professor of Molecular Biology
- 1983 JOSEPH H. HAMILTON, Landon C. Garland Distinguished Professor of Physics
- 1984 MILDRED R. STAHLMAN, Professor of Pediatrics
- 1985 HANS H. STRUPP, Distinguished Professor of Psychology
- 1986 WILLIAM C. HAVARD, JR., Professor of Political Science
- 1987 ALFRED A. BAUMEISTER, Professor of Psychology and Special Education
- 1988 LEON W. CUNNINGHAM, Professor of Biochemistry
- 1989 SALLIE MCFAGUE, E. Rhodes and Leona B. Carpenter Professor of Theology
- 1990 DAVID T. KARZON, Professor of Pediatrics
- 1991 LAURENCE D. LERNER, Edwin Mims Professor of English
- 1992 CAROLYN M. EVERTSON, Professor of Education
- 1993 FRANK CHYTIL, Professor of Biochemistry; General Foods Distinguished  
Professor of Nutrition; Assistant Professor of Medicine
- 1994 FRANK L. PARKER, Distinguished Professor of Environmental and Water  
Resources Engineering; Professor of Management of Technology
- 1995 MELVIN D. JOESTEN, Professor of Chemistry; Professor of Education
- 1996 ROBERT D. COLLINS, Professor of Pathology
- 1997 PAUL K. CONKIN, Distinguished Professor of History
- 1998 JOHN A. OATES, Thomas F. Frist Professor of Medicine
- 1999 TRAVIS I. THOMPSON, Professor of Psychology, Peabody College; Professor of  
Psychology, College of Arts and Science; Professor of Special Education; Professor of  
Psychiatry
- 2000 LAWRENCE J. MARNETT, Mary Geddes Stahlman Chair in Cancer Research;  
Professor of Biochemistry; Professor of Chemistry



- 2001 ANN P. KAISER, Professor of Special Education; Professor of Psychology, Peabody College; Director, Research Program on Communication, Cognitive, and Emotional Development, John F. Kennedy Center
- 2002 THOMAS R. HARRIS, Professor of Biomedical Engineering and Chair of the Department; Professor of Chemical Engineering; Professor of Medicine
- 2003 JOHN A. PHILLIPS III, David T. Karzon Professor of Pediatrics; Professor of Biochemistry; Professor of Medicine; Investigator, John F. Kennedy Center for Research on Human Development

The Alexander Heard Distinguished Service Professor Award was established in 1982 to honor Chancellor Alexander Heard at the time of his retirement. The title will be conferred annually, for a one-year period, upon a faculty member in recognition of contributions to the analysis and solution of contemporary problems in the society.

- 1983 DAVID J. WILSON, Professor of Chemistry
- 1984 DAVID RABIN, Professor of Medicine
- 1985 ERWIN C. HARGROVE, Professor of Political Science; Professor of Education
- 1986 ALFRED A. BAUMEISTER, Professor of Psychology, Peabody College
- 1987 WALTER HARRELSON, Distinguished Professor of Old Testament
- 1988 FRANK L. PARKER, Professor of Environmental and Water Resources Engineering; Professor of Management of Technology
- 1989 W. ANDERSON SPICKARD, JR., Professor of Medicine
- 1990 FRANK A. SLOAN, Centennial Professor of Economics
- 1991 LISTON O. MILLS, Oberlin Alumni Professor of Pastoral Theology and Counseling
- 1992 RICHARD A. PRIDE, Associate Professor of Political Science
- 1993 H. CARL HAYWOOD, Professor of Psychology, Peabody College; Professor of Neurology
- 1994 THOMAS A. MAHONEY, Frances Hampton Currey Professor of Organization Studies
- 1995 KARL B. SCHNELLE, JR., Professor of Chemical Engineering; Professor of Environmental Engineering
- 1996 SUSAN FORD WILTSHIRE, Professor of Classics
- 1997 KENNETH A. DODGE, Professor of Psychology; Professor of Psychiatry
- 1998 PAUL K. CONKIN, Distinguished Professor of History
- 1999 JONATHAN I. CHARNEY, Professor of Law
- 2000 HUGH DAVIS GRAHAM, Holland N. McTyeire Professor of History; Professor of Political Science
- 2001 JOHN J. SIEGFRIED, Professor of Economics
- 2002 DAVID J. ERNST, Professor of Physics
- 2003 VIRGINIA L. SHEPHERD, Professor of Pathology; Professor of Biochemistry; Professor of Medicine

The Earl Sutherland Prize for Achievement in Research was initiated in 1976. The recipient is chosen by the Chancellor on recommendation of the University Research Council.

- 1976 NICHOLAS GEORGESCU-ROEGEN, Distinguished Professor of Economics
- 1977 STANLEY COHEN, Distinguished Professor of Biochemistry; American Cancer Society Research Professor of Biochemistry
- 1978 CLAUDE PICHOS, Distinguished Professor of French
- 1979 GRANT W. LIDDLE, Professor of Medicine

- 1980 JOHN W. WADE, Distinguished Professor of Law
- 1981 SIDNEY FLEISCHER, Professor of Molecular Biology
- 1982 BJARNI JÓNSSON, Distinguished Professor of Mathematics
- 1983 DONALD A. DAVIE, Andrew W. Mellon Professor of Humanities and Professor of English
- 1984 CHARLES RAWLINSON PARK, Professor of Physiology
- 1985 JON H. KAAS, Professor of Psychology
- 1986 LUBOMIR HNILICA, Professor of Biochemistry
- 1987 HANS H. STRUPP, Distinguished Professor of Psychology
- 1988 JOSEPH H. HAMILTON, Landon C. Garland Distinguished Professor of Physics
- 1989 PAUL K. CONKIN, Distinguished Professor of History
- 1990 TADASHI INAGAMI, Professor of Biochemistry
- 1991 EDWARD FARLEY, Drucilla Moore Buffington Professor of Theology
- 1992 JAMES F. BLUMSTEIN, Professor of Law
- 1993 THOMAS M. HARRIS, Centennial Professor of Chemistry
- 1994 JOHN H. EXTON, Professor of Molecular Physiology and Biophysics
- 1995 GISELA MOSIG, Professor of Molecular Biology
- 1996 HANS R. STOLL, Anne Marie and Thomas B. Walker Jr. Professor of Finance
- 1997 JOHN D. BRANSFORD, Centennial Professor of Psychology
- 1998 ALICE C. HARRIS, Professor of Linguistics and Chair of the Department of Germanic and Slavic Languages; Professor of Anthropology
- 1999 TRAVIS I. THOMPSON, Professor of Psychology, Peabody College; Professor of Psychology, College of Arts and Science; Professor of Special Education; Professor of Psychiatry
- 2000 RANDOLPH BLAKE, Centennial Professor of Psychology, College of Arts and Science; Investigator and Senior Fellow, John F. Kennedy Center
- 2001 F. PETER GUENGERICH, Professor of Biochemistry; Director, Center in Molecular Toxicology
- 2002 DAVID M. HERCULES, Centennial Professor of Chemistry

The Joe B. Wyatt Distinguished University Professor Award, created to honor Chancellor Wyatt upon his retirement in 2000, recognizes the development of significant new knowledge from research or exemplary innovation in teaching, particularly accomplishments that span multiple academic disciplines. The recipient of this annual award is chosen by the Chancellor from nominations by school deans and carries the title for one year. The award is endowed with funds designated by the Board of Trust.

- 2001 DOUGLAS FUCHS, Professor of Special Education; Co-Director, Research Program on Learning Accommodations for Individuals with Special Needs, John F. Kennedy Center
- LYNN S. FUCHS, Professor of Special Education; Co-Director, Research Program on Learning Accommodations for Individuals with Special Needs, John F. Kennedy Center
- 2002 JUDY G. OZBOLT, Independence Chair in Nursing; Professor of Nursing; Professor of Biomedical Informatics
- 2003 PAUL A. COBB, Professor of Education

## University Professorships

- JAMES F. BLUMSTEIN, University Professor of Law and Medicine
- JOHN C. GORE, University Professor
- JOHN P. WIKSWO, Gordon A. Cain University Professor

## Distinguished Professorships

JOSEPH H. HAMILTON, Landon C. Garland Distinguished Professor of Physics  
 THOMAS HARRIS, Orrin Ingram Distinguished Professor of Engineering  
 JON H. KAAS, Distinguished Professor of Psychology  
 RALPH MCKENZIE, Distinguished Professor of Mathematics  
 FRANK L. PARKER, Distinguished Professor of Environmental and Water Resources  
 Engineering  
 JANOS SZTIPANOVITS, E. Bronson Ingram Distinguished Professor of Engineering  
 MICHAEL R. WATERMAN, Natalie Overall Warren Distinguished Chair in Biochemistry

## Named Professorships

JOSEPH D. BLACKBURN, JR., James A. Speyer Professor of Production Management  
 RANDY D. BLAKELY, Allan D. Bass Chair in Pharmacology  
 J. PATOUT BURNS, Edward A. Malloy Professor of Catholic Studies  
 RICHARD CAPRIOLI, Stanley Cohen Professor of Biochemistry  
 GRAHAM F. CARPENTER, Ingram Professor of Cancer Research  
 JONATHAN I. CHARNEY, Lee S. and Charles A. Speir Chair in Law  
 ALAN D. CHERRINGTON, Charles H. Best Professor of Diabetes Research  
 ELLEN WRIGHT CLAYTON, Rosalind E. Franklin Professor of Genetics and Health Policy  
 ROBERT D. COLLINS, John L. Shapiro Chair in Pathology  
 PETER T. CUMMINGS, John Robert Hall Professor of Chemical Engineering  
 RICHARD L. DAFT, Ralph Owen Professor of Management (Organizational Studies)  
 THADIOUS M. DAVIS, Gertrude Conaway Vanderbilt Professor of English  
 ARTHUR A. DEMAREST, Ingram Professor of Anthropology  
 DON H. DOYLE, Nelson Tyrone Jr. Professor of History  
 JAMES W. ELY, JR., Milton R. Underwood Chair in Free Enterprise  
 RONALD B. EMESON, Joel C. Hardman Chair in Pharmacology  
 ELLEN H. FANNING, Stevenson Professor of Molecular Biology  
 LEONARD C. FELDMAN, Stevenson Professor of Physics  
 HUGH DAVIS GRAHAM, Holland N. McTyeire Professor of History  
 DARYL K. GRANNER, Joe C. Davis Chair in Biomedical Science  
 HEIDI ELIZABETH HAMM, Earl W. Sutherland Jr. Professor of Pharmacology  
 JACEK HAWIGER, Oswald T. Avery Professor of Microbiology and Immunology  
 PETER C. HODGSON, Charles G. Finney Professor of Theology  
 JAMES HUDNUT-BEUMLER, Anne Potter Wilson Distinguished Professor of American  
 Religious History  
 TADASHI INAGAMI, Stanford Moore Chair in Biochemistry  
 DALE A. JOHNSON, Drucilla Moore Buffington Professor of Church History  
 ALEXANDER R. LAWTON III, Edward Claiborne Stahlman Professor of Pediatric  
 Physiology and Cell Metabolism  
 AMY-JILL LEVINE, Carpenter Professor of New Testament Studies  
 ANDREW J. LINK, Ingram Assistant Professor of Cancer Research  
 SALVATORE T. MARCH, David K. Wilson Professor of Management  
 LEAH S. MARCUS, Edwin Mims Professor of English  
 LAWRENCE J. MARNETT, Mary Geddes Stahlman Professor of Cancer Research  
 RONALD W. MASULIS, Frank K. Houston Professor of Finance  
 LYNN M. MATRISIAN, Ingram Professor of Cancer Research  
 M. DOUGLAS MEEKS, Cal Turner Chancellor's Chair in Wesleyan Studies  
 HAROLD L. MOSES, Benjamin F. Byrd Jr. Professor of Clinical Oncology

RICHARD L. OLIVER, Valere Blair Potter Professor of Management (Marketing)  
 SOKRATES T. PANTELIDES, William A. and Nancy F. McMinn Professor of Physics  
 NED ALLEN PORTER, Stevenson Professor of Chemistry  
 JENNIFER F. REINGANUM, Bronson Ingram Professor of Economics  
 HENRY EARL RULEY, Ingram Professor of Cancer Research  
 JACK M SASSON, Mary Jane Werthan Professor of Jewish Studies and Hebrew Bible  
 LARRY L. SCHUMAKER, Stevenson Professor of Mathematics  
 HANS R. STOLL, Anne Marie and Thomas B. Walker Jr. Professor of Finance  
 KENT D. SYVERUD, Garner Anthony Professor of Law  
 ROBERT BLAKEY THOMPSON, New York Alumni Chancellor's Chair in Law  
 CECELIA TICHI, William R. Kenan Jr. Professor of English  
 BART VICTOR, Cal Turner Professor of Moral Leadership  
 MICHAEL R. WATERMAN, Natalie Overall Warren Distinguished Professor of Biochemistry  
 RICHARD M. ZANER, Ann Geddes Stahlman Chair in Medical Ethics

## Centennial Professorships

RANDOLPH BLAKE, Centennial Professor of Psychology  
 JAMES F. BLUMSTEIN, Centennial Professor of Law  
 JOHN D. BRANSFORD, Centennial Professor of Psychology  
 JAMES A. CADZOW, Centennial Professor of Electrical Engineering  
 JEROME CHRISTENSEN, Centennial Professor of English  
 EMMANUELE DIBENEDETTO, Centennial Professor of Mathematics  
 JOHN HALPERIN, Centennial Professor of English  
 DAVID M. HERCULES, Centennial Professor of Chemistry  
 JOHN LACHS, Centennial Professor of Philosophy  
 GORDON D. LOGAN, Centennial Professor of Psychology  
 ARTHUR M. MELLOR, Centennial Professor of Mechanical Engineering  
 ALEXANDER OL'SHANSKII, Centennial Professor of Mathematics  
 FRANCISCO RUIZ-RAMÓN, Centennial Professor of Spanish  
 MARK V. SAPIR, Centennial Professor of Mathematics  
 TAYLOR G. WANG, Centennial Professor of Materials Science and Engineering; Director of the Applied Physics Program

## Faculty

D. KILPATRICK ABBOT, Assistant Professor of Biological Sciences  
 B.Sc. (Georgia 1989); M.Sc. (Simon Fraser 1994); Ph.D. (Arizona 2002) [2003]  
 SHERIF ABDELWAHED, Lecturer in Electrical Engineering  
 B.Sc., M.Sc. (Cairo 1989, 1993); Ph.D. (Toronto 2002) [2002]  
 MARK DAVID ABKOWITZ, Professor of Civil and Environmental Engineering; Professor of Management of Technology; Co-Director, Vanderbilt Center for Environmental Management Studies, Institute for Public Policy Studies  
 S.B., S.M., Ph.D. (Massachusetts Institute of Technology 1974, 1976, 1980) [1987]  
 NAJI N. ABUMRAD, Professor of Surgery; Professor of Molecular Physiology and Biophysics  
 B.S., M.D. (American University of Beirut 1966, 1971) [2002]  
 BROOKE ANN ACKERLY, Assistant Professor of Political Science  
 B.A. (Williams 1988); M.A., Ph.D. (Stanford 1993, 1997) [2001]

- CHRISTIAN ROBERT AHLIN, Assistant Professor of Economics  
B.S. (Duke 1995); M.A., Ph.D. (Chicago 1997, 2001) [2001]
- JOHN F. AHNER, Professor of Mathematics  
B.A., Ph.D. (Delaware 1967, 1972) [1974]
- CHRISTOPHER R. AIKEN, Associate Professor of Microbiology and Immunology  
B.S. (California, Santa Barbara 1983); Ph.D. (Illinois 1991) [1995]
- ROYAL G. ALBRIDGE, Professor of Physics  
B.S. (Ohio State 1955); Ph.D. (California, Berkeley 1960) [1961]
- AKRAM ALDROUBI, Professor of Mathematics  
M.S. (Swiss Federal Institute of Technology 1982); Ph.D. (Carnegie-Mellon 1987) [1997]
- CONSTANTIN ALIFERIS, Assistant Professor of Biomedical Informatics  
M.D. (Athens 1990); M.S., Ph.D. (Pittsburgh 1994, 1998) [2000]
- PATRICIA FLYNN ALLEN, Assistant Professor of Hearing and Speech Sciences  
B.A. (Fordham 1970); M.A., M.S. (Vanderbilt 1973, 1976) [1990]
- HERVÉ FRANÇOIS ALLET, Senior Lecturer in French  
B.A., Maîtrise (Montpellier 1972, 1974); Ph.D. (Illinois 1994) [1994]
- ADAM W. ANDERSON, Associate Professor of Biomedical Engineering; Associate Professor of Radiology and Radiological Sciences  
B.A. (Williams 1982); M.S., M.Phil., Ph.D. (Yale 1984, 1986, 1990) [2002]
- KATHRYN H. ANDERSON, Associate Professor of Economics  
B.A. (Kentucky 1972); M.Econ., Ph.D. (North Carolina State 1974, 1978) [1980]
- MARK E. ANDERSON, Associate Professor of Medicine; Associate Professor of Pharmacology  
B.A. (Macalester 1981); Ph.D., M.D. (Minnesota 1987, 1989) [1996]
- VICTOR ANDERSON, Associate Professor of Christian Ethics; Associate Professor of African American Studies; Associate Professor of Religious Studies  
A.B. (Trinity Christian 1982); M.Div., Th.M. (Calvin Theological Seminary 1986, 1990); M.A., Ph.D. (Princeton 1991, 1992) [1992]
- BRUCE HANS APPEL, Assistant Professor of Biological Sciences; Member, John F. Kennedy Center for Research on Human Development  
B.S. (McPherson 1983); Ph.D. (Utah 1993) [1998]
- RICHARD N. ARMSTRONG, Professor of Biochemistry; Professor of Chemistry  
B.S. (Western Illinois 1970); Ph.D. (Marquette 1975) [1995]
- DOMINIK ARONSKY, Assistant Professor of Biomedical Informatics; Assistant Professor of Emergency Medicine  
M.D. (University of Berne 1989); Ph.D. (Utah 2000) [2001]
- CARLOS L. ARTEAGA, Professor of Medicine; Professor of Cell and Developmental Biology; Ingram Professor of Cancer Research; Professor of Cancer Biology  
M.D. (Guayaquil 1979) [1988]
- ALFREDO J. ARTILES, Associate Professor of Special Education  
Licenciatura (Universidad Rafael Landívar [Guatemala] 1983); M.Ed., Ph.D. (Virginia 1989, 1992) [2001]
- JOHN R. ASHFORD, Assistant Clinical Professor of Hearing and Speech Sciences  
B.S., M.S. (Southern Mississippi 1967, 1968) [1985]
- DANIEL H. ASHMEAD, Associate Professor of Hearing and Speech Sciences; Associate Professor of Psychology, College of Arts and Science; Investigator, John F. Kennedy Center for Research on Human Development  
Sc.B. (Brown 1976); Ph.D. (Minnesota 1983) [1984]
- JEREMY ATACK, Professor of Economics; Professor of History  
B.A. (Cambridge 1971); Ph.D. (Indiana 1976) [1993]
- JAMES B. ATKINSON III, Professor of Pathology  
B.A., M.D., Ph.D. (Vanderbilt 1973, 1981, 1981) [1985]

- THOMAS M. AUNE, Associate Professor of Medicine; Associate Professor of Microbiology and Immunology  
B.S. (Rhodes 1973); Ph.D. (Tennessee 1976) [1995]
- MICHAEL L. AURBACH, Professor of Art  
B.A., B.S.J., M.A., B.F.A. (Kansas 1974, 1976, 1979, 1981); M.F.A. (Southern Methodist 1983) [1986]
- LINDA L. AUTHER, Adjunct Assistant Professor of Hearing and Speech Sciences  
B.S., M.Ed. (James Madison 1986, 1988); Ph.D. (Vanderbilt 1996) [1997]
- WILLIAM AVILÉS, Assistant Professor of Political Science  
B.A. (Florida International 1993); M.A., Ph.D. (California, Riverside 1997, 2001) [2001]
- JOHN C. AYERS, Associate Professor of Geology  
B.S. (SUNY, College at Fredonia 1985); M.S. (Pennsylvania State 1988); Ph.D. (Rensselaer Polytechnic Institute 1991) [1991]
- CAROLE ANN BACH, Assistant Professor of Nursing  
B.S.N. (Indiana 1966); M.S.N. (Washington University 1968); Ph.D. (Texas 1988); R.N. [1995]
- BRIAN O. BACHMANN, Assistant Professor of Chemistry  
B.S. (Virginia Polytechnic Institute 1992); M.S. (Southern Methodist 1994); M.A., Ph.D. (Johns Hopkins 1997, 2000) [2003]
- JO-ANNE BACHOROWSKI, Associate Professor of Psychology, College of Arts and Science; Member, John F. Kennedy Center for Research on Human Development  
A.B. (Holy Cross 1980); M.S., Ph.D. (Wisconsin 1986, 1991) [1995]
- DAVID M. BADER, Gladys Parkinson Stahlman Professor of Cardiovascular Research; Professor of Medicine; Professor of Cell and Developmental Biology  
B.A. (Augustana 1974); Ph.D. (North Dakota 1978) [1995]
- MALCOLM E. BAIRD, Research Professor of Civil and Environmental Engineering  
B.E. (Vanderbilt 1969); M.Sc., Master of City Planning (Georgia Institute of Technology 1971, 1971); Ph.D. (Vanderbilt 1999) [2001]
- R. ROBERT BALCARCEL, Assistant Professor of Chemical Engineering  
B.S. (California, Berkeley 1993); Ph.D. (Massachusetts Institute of Technology 1999) [1999]
- LEWIS V. BALDWIN, Professor of Religious Studies  
B.A. (Talladega 1971); M.A., M.Div. (Rochester 1973, 1975); Ph.D. (Northwestern 1980) [1984]
- CLIFFORD A. BALL, Associate Professor of Management (Finance and Statistics)  
B.Sc., M.Sc. (Nottingham 1974, 1975); Ph.D. (New Mexico 1980) [1990]
- DEAN WILLIAMS BALLARD, Professor of Microbiology and Immunology  
B.S. (Marshall 1978); M.S., Ph.D. (Illinois 1981, 1984) [1992]
- JEFFREY R. BALSER, Associate Dean for Physician-Scientist Development; James Taloe Gwathmy Clinician-Scientist; Professor of Anesthesiology and Chair of the Department; Professor of Pharmacology  
B.S.E. (Tulane 1984); M.D., Ph.D. (Vanderbilt 1990, 1990) [1998]
- THEODORE BAPT, Research Assistant Professor of Electrical Engineering  
B.S. (Pennsylvania 1985); M.S., Ph.D. (Vanderbilt 1995, 1995) [1992]
- KATHERINE BARBIERI, Assistant Professor of Political Science (On leave fall 2003)  
B.A., M.A. (Clark 1987, 1988); Ph.D. (Binghamton 1996) [1998]
- JOEY V. BARNETT, Associate Professor of Pharmacology; Associate Professor of Medicine; Associate Professor of Microbiology and Immunology  
B.S. (Indiana State [Evansville] 1980); Ph.D. (Vanderbilt 1986) [1992]
- ROBERT J. BARRETT, Associate Professor of Psychology, College of Arts and Science; Associate Professor of Pharmacology  
B.A. (Lycoming 1963); M.A., Ph.D. (Southern Illinois 1966, 1967) [1970]

- BRUCE BARRY, Associate Professor of Management (Organization Studies); Director of the Ph.D. Program  
B.A., M.A. (Virginia 1980, 1981); Ph.D. (North Carolina 1991) [1991]
- ROBERT F. BARSKY, Assistant Professor of French and Comparative Literature  
B.A. (Brandeis 1984); M.A., Ph.D. (McGill 1987, 1992) [2003]
- ERIC J. BARTH, Assistant Professor of Mechanical Engineering  
B.S. (California, Berkeley 1994); M.S., Ph.D. (Georgia Institute of Technology 1996, 2000) [2002]
- PRODYOT K. BASU, Professor of Civil and Environmental Engineering  
B.S. (Lucknow 1957); B.S. (Jadavpur 1961); M.S. (Calcutta 1963); D.S. (Washington University 1977); P.E. [1984]
- FRANZ JOSEF BAUDENBACHER, Assistant Professor of Biomedical Engineering  
B.Sc. (Tübingen [Germany] 1985); Ph.D. (Technical University of Munich 1994) [1997]
- R. DANIEL BEAUCHAMP, John C. Foshee Distinguished Professor of Surgery;  
Chair of the Section of Surgical Sciences; Professor of Surgery; Professor of Cell and Developmental Biology; Professor of Cancer Biology  
B.S. (Texas Tech 1978); M.D. (Texas 1982) [1994]
- GEORGE BECKER, Associate Professor of Sociology  
B.A. (SUNY, College at New Paltz 1964); M.A. (Columbia 1968); M.S., Ph.D. (SUNY, Stony Brook 1972, 1976) [1977]
- VEREEN M. BELL, Professor of English  
B.A. (Davidson 1955); Ph.D. (Duke 1959) [1961]
- FRANCISCO ESTRADA BELLI, Assistant Professor of Anthropology (On leave spring 2004)  
Laurea (Università di Roma 1991); Ph.D. (Boston University 1998) [2000]
- CAMILLA P. BENBOW, Patricia and Rodes Hart Dean of Education and Human Development, Peabody College; Professor of Psychology, Peabody College; Investigator, John F. Kennedy Center for Research on Human Development  
B.A., M.A., M.S., Ed.D. (Johns Hopkins 1977, 1978, 1980, 1981) [1998]
- MARK BERENDS, Associate Professor of Public Policy and Education  
B.A. (Calvin 1985); M.S., Ph.D. (Wisconsin 1988, 1992) [2002]
- M. FRÂNCILLE BERGQUIST, Associate Dean of the College of Arts and Science;  
Assistant Professor of Spanish  
B.A., M.A., Ph.D. (Texas Tech 1968, 1970, 1977) [1977]
- LOUISE BERNARD, Assistant Professor of English  
B.A. (Manchester [England] 1993); M.A., M.A. (Indiana 1995, 1997) [2003]
- FRED H. BESS, Professor of Hearing and Speech Sciences and Chair of the Department;  
Professor of Otolaryngology; Member, John F. Kennedy Center for Research on Human Development  
A.B. (Carthage 1962); M.S. (Vanderbilt 1964); Ph.D. (Michigan 1970) [1976]
- MICHAEL D. BESS, Associate Professor of History  
B.A. (Reed 1979); M.A., Ph.D. (California, Berkeley 1983, 1989) [1989]
- ALBERT H. BETH, Professor of Molecular Physiology and Biophysics  
B.S. (Murray State 1974); Ph.D. (Vanderbilt 1977) [1978]
- BHARAT L. BHUVA, Associate Professor of Electrical Engineering; Associate Professor of Computer Engineering  
B.Sc. (Maharaja Sayajirao University of Baroda 1982); M.S., Ph.D. (North Carolina State 1984, 1987) [1987]
- LEONARD BICKMAN, Professor of Psychology, Peabody College; Professor of Psychiatry;  
Director, Mental Health Policy Center, Institute for Public Policy Studies; Member,  
John F. Kennedy Center for Research on Human Development  
B.S. (City College of New York 1963); M.A. (Columbia 1965); Ph.D. (City University of New York 1969) [1981]

- DIETMAR BISCH, Professor of Mathematics  
Hauptdiplom (Universität Karlsruhe [Germany] 1987); Ph.D. (California, Los Angeles 1991) [2002]
- GAUTAM BISWAS, Associate Professor of Computer Science; Associate Professor of Computer Engineering; Associate Professor of Management of Technology  
B.Tech. (Indian Institute of Technology, Bombay 1977); M.S., Ph.D. (Michigan State 1980, 1983) [1987]
- JOSEPH D. BLACKBURN, JR., James A. Speyer Professor of Production Management (Operations); Professor of Management (Operations Management)  
B.E. (Vanderbilt 1963); M.S. (Wisconsin 1964); Ph.D. (Stanford 1971) [1979]
- RICHARD BLACKETT, Andrew Jackson Professor of American History; Professor of History  
B.A. (Keele [England] 1969); M.A. (Manchester [England] 1973) [2002]
- TIMOTHY S. BLACKWELL, Associate Professor of Medicine; Assistant Professor of Cell and Developmental Biology  
B.A. (Vanderbilt 1983); M.D. (Alabama 1988) [1995]
- RANDOLPH BLAKE, Centennial Professor of Psychology, College of Arts and Science; Investigator, John F. Kennedy Center for Research on Human Development  
B.A. (Texas 1967); M.A., Ph.D. (Vanderbilt 1969, 1972) [1988]
- RANDY D. BLAKELY, Allan D. Bass Chair in Pharmacology; Professor of Pharmacology; Director, Center for Molecular Neuroscience; Investigator, John F. Kennedy Center for Research on Human Development  
B.S. (Emory 1981); Ph.D. (Johns Hopkins 1987) [1995]
- ROBERT W. BLANNING, Professor of Management (Telecommunications and Electronic Commerce)  
B.S. (Pennsylvania State 1958); M.S. (Case Western Reserve 1964); Ph.D. (Pennsylvania 1971) [1980]
- MARK J. BLITON, Assistant Professor of Medicine; Assistant Professor of Philosophy; Assistant Professor of Obstetrics and Gynecology; Chief, Clinical Ethics Consultation Service, VUMC  
B.A. (Allegheny 1984); Ph.D. (Vanderbilt 1993) [1996]
- DAVID M. BLOOME, Professor of Education  
B.A. (Connecticut 1972); M.A. (SUNY, Albany 1975); Ph.D. (Kent State 1981) [1995]
- PAUL E. BOCK, Associate Professor of Pathology; Associate Professor of Medicine  
B.A. (California, San Diego 1971); Ph.D. (Washington University 1976) [1991]
- ERIK M. BOCZKO, Assistant Professor of Biomedical Informatics  
B.A. (Manhattanville 1998); Ph.D. (Carnegie Mellon 1995); Ph.D. (Georgia Institute of Technology 2002) [2002]
- ROBERT E. BODENHEIMER, JR., Assistant Professor of Computer Science  
B.S., B.A., M.S. (Tennessee 1986, 1987); Ph.D. (California Institute of Technology 1995) [2000]
- GERMAIN B. BÖER, Professor of Management (Accounting)  
B.S. (Saint Edwards 1960); M.B.A. (Texas Tech 1961); Ph.D. (Louisiana State 1964); C.P.A. [1977]
- NICHOLAS P. B. BOLLEN, Assistant Professor of Management (Finance)  
B.A. (Cornell 1988); M.B.A., Ph.D. (Duke 1993, 1997) [2001]
- ERIC W. BOND, Joe L. Roby Professor of Economics; Professor of Economics  
B.S. (Lehigh 1974); M.A., Ph.D. (Rochester 1977, 1979) [2003]
- L. SUSAN BOND, Assistant Professor of Homiletics  
B.A. (Purdue 1975); M.Div. (Christian Theological Seminary 1988); M.A., Ph.D. (Vanderbilt 1994, 1996) [1995]



- A. B. BONDS, Professor of Electrical Engineering; Professor of Computer Engineering and Director of the Program; Professor of Biomedical Engineering  
A.B. (Cornell 1968); M.S., Ph.D. (Northwestern 1972, 1974) [1980]
- WILLIAM JAMES BOOTH, Professor of Political Science; Professor of Philosophy  
(On leave 2003/2004)  
B.A., M.A. (McGill 1975, 1978); Ph.D. (Harvard 1982) [1996]
- MARK R. BOOTHBY, Associate Professor of Microbiology and Immunology; Associate Professor of Medicine  
B.S. (Wisconsin 1976); M.D., Ph.D. (Washington University 1983, 1983) [1992]
- JASON BORGE, Assistant Professor of Spanish  
B.A. (Pomona 1987); M.A. (Columbia 1991); M.A. (California, Santa Barbara 1997);  
Ph.D. (California, Berkeley 2002) [2002]
- ALAN RAY BOWERS, Associate Professor of Civil and Environmental Engineering  
B.C.E., M.C.E., Ph.D. (Delaware 1976, 1978, 1982); P.E. [1982]
- FRANK M. BOWMAN, Assistant Professor of Chemical Engineering  
B.S. (Brigham Young 1991); Ph.D. (California Institute of Technology 1997) [1998]
- LEONARD ALAN BRADSHAW, Research Assistant Professor of Physics  
B.S. (Abilene Christian 1990); M.S., Ph.D. (Vanderbilt 1992, 1995) [2003]
- STEPHEN J. BRANDT, Associate Professor of Medicine; Associate Professor of Cancer Biology; Associate Professor of Cell and Developmental Biology  
B.S. (Duke 1976); M.D. (Emory 1981) [1990]
- JOHN D. BRANSFORD, Centennial Professor of Psychology, College of Arts and Science; Professor of Education; Director, Learning Technology Center; Member, John F. Kennedy Center for Research on Human Development  
B.A. (Hamline 1966); Ph.D. (Minnesota 1970) [1973]
- ALAN R. BRASH, Professor of Pharmacology  
B.A. (Cambridge 1970); Ph.D. (Edinburgh 1973) [1977]
- GENE W. BRATT, Associate Professor of Hearing and Speech Sciences  
B.A. (Calvin 1969); M.A. (Michigan State 1975); Ph.D. (Vanderbilt 1980) [1980]
- CHARLES A. BRAU, Professor of Physics  
B.S. (Cornell 1961); A.M., Ph.D. (Harvard 1962, 1965) [1988]
- JOHN M. BRAXTON, Professor of Education  
B.A. (Gettysburg 1967); M.A. (Colgate 1968); D.Ed. (Pennsylvania State 1980) [1992]
- MATTHEW D. BREYER, Professor of Medicine; Associate Professor of Molecular Physiology and Biophysics  
B.S. (Michigan 1975); M.D. (Harvard 1979) [1985]
- RICHARD M. BREYER, Associate Professor of Medicine; Associate Professor of Pharmacology  
B.S. (Michigan 1978); M.S., Ph.D. (Massachusetts Institute of Technology 1982, 1988) [1991]
- ROBERT C. BRIGGS, Associate Professor of Pathology  
B.S., M.A. (Northern Michigan 1966, 1972); Ph.D. (Vermont 1976) [1976]
- KENDAL SCOT BROADIE, Professor of Biological Sciences; Professor of Pharmacology  
B.S. (Oregon 1989); Ph.D. (Cambridge [England] 1994) [2002]
- H. ALEX BROWN, Associate Professor of Pharmacology  
B.S. (Florida Institute of Technology 1983); M.S. (Syracuse 1986); Ph.D. (North Carolina 1992) [2002]
- STEVEN HOLLOWAY BROWN, Associate Professor of Biomedical Informatics  
A.B., M.D. (Brown 1981, 1987) [1994]
- TONY N. BROWN, Assistant Professor of Sociology; Fellow, Institute of Public Policy Studies  
B.S. (Maryland, Eastern Shore 1991); M.A., Ph.D. (Michigan 1993, 1998) [2001]

- PHILIP J. BROWNING, Assistant Professor of Medicine; Assistant Professor of Cell and Developmental Biology; Assistant Professor of Cancer Biology  
B.A. (Fisk 1975); M.D. (Tufts 1980) [1994]
- PETER BUERHAUS, Valere Potter Chair in Nursing; Senior Associate Dean for Research, School of Nursing; Professor of Nursing  
B.S.N. (Mankato State 1976); M.S.N. (Michigan 1981); Ph.D. (Wayne State 1990); R.N. [2000]
- JAMES P. BYRD, JR., Senior Lecturer in American Religious History  
B.A. (Gardner-Webb 1988); M.Div. (Duke 1991); M.A., Ph.D. (Vanderbilt 1997, 1999) [1999]
- M. CANDICE BURGER, Assistant Professor of Hearing and Speech; Assistant Professor of Psychiatry  
B.S. (Tennessee 1974); Ph.D. (Washington University 1985) [1985]
- RAYMOND F. BURK, Professor of Medicine; Professor of Pathology; Member, John F. Kennedy Center for Research on Human Development  
B.A. (Mississippi 1963); M.D. (Vanderbilt 1968) [1987]
- JOHN M. BURKE, Assistant Professor of Biological Sciences  
B.S. (Minnesota 1993); Ph.D. (Georgia 1999) [2002]
- J. PATOUT BURNS, Edward A. Malloy Professor of Catholic Studies; Professor of Religious Studies  
B.A., M.A. (Spring Hill 1963, 1964); M.Div. (Regis [Canada] 1970); M.Th. (University of St. Michael's College [Canada] 1971); Ph.D. (Yale 1974) [1999]
- VICTORIA A. BURRUS, Associate Professor of Spanish  
B.S., M.A., Ph.D. (Wisconsin 1974, 1976, 1985) [1986]
- JAMES A. CADZOW, Centennial Professor of Electrical Engineering; Professor of Computer Engineering  
B.S. (Buffalo 1958); M.S. (SUNY, Buffalo 1963); Ph.D. (Cornell 1964) [1988]
- WILLIAM CAFERRO, Associate Professor of History (On leave 2003/2004)  
B.A. (Haverford 1984); Ph.D. (Yale 1992) [1998]
- MARY N. CAMARATA, Assistant Professor of Hearing and Speech Sciences  
B.A. (San Diego State 1979); M.S. (Purdue 1983) [1998]
- STEPHEN M. CAMARATA, Professor of Hearing and Speech Sciences; Associate Professor of Special Education; Deputy Director for Behavioral Research, John F. Kennedy Center for Research on Human Development  
B.A., M.A. (San Diego State 1979, 1981); Ph.D. (Purdue 1984) [1990]
- KAREN E. CAMPBELL, Associate Professor of Sociology (On leave 2003/2004)  
A.B. (Randolph-Macon Woman's 1977); M.A., Ph.D. (North Carolina 1982, 1985) [1985]
- RICHARD CAPRIOLI, Stanley Cohen Professor of Biochemistry; Professor of Pharmacology; Professor of Chemistry  
B.S., Ph.D. (Columbia 1965, 1969) [1998]
- DAVID P. CARBONE, Professor of Medicine; Professor of Cell and Developmental Biology; Ingram Professor of Cancer Research  
B.A. (Amherst 1977); M.D., Ph.D. (Johns Hopkins 1985, 1985) [1996]
- DAVID LEE CARLTON, Associate Professor of History  
B.A. (Amherst 1970); M.A., M.Phil., Ph.D. (Yale 1974, 1974, 1977) [1983]
- GRAHAM F. CARPENTER, Professor of Biochemistry; Professor of Medicine (Dermatology); Ingram Professor of Cancer Research  
B.S., M.S. (Rhode Island 1966, 1969); Ph.D. (Tennessee 1974) [1974]
- JANET CARPENTER, Associate Professor of Nursing  
B.S.N. (Oakland 1988); M.S.N., Ph.D. (Kentucky 1992, 1996); R.N. [1998]
- LAURA M. CARPENTER, Assistant Professor of Sociology  
B.S., B.A. (Boston University 1991); M.A., Ph.D. (Pennsylvania 1995, 1999) [2002]

- BRUCE CARTER, Assistant Professor of Biochemistry  
B.S. (Alma 1986); Ph.D. (Michigan 1992) [1997]
- CLINT E. CARTER, Professor of Biological Sciences  
B.A., M.A. (Loma Linda 1965, 1967); Ph.D. (California, Los Angeles 1971) [1973]
- VIVIEN A. CASAGRANDE, Professor of Cell and Developmental Biology; Professor of Psychology, College of Arts and Science; Professor of Ophthalmology; Investigator, John F. Kennedy Center for Research on Human Development  
B.A. (Colorado 1964); Ph.D. (Duke 1973) [1976]
- KENNETH C. CATANIA, Assistant Professor of Biological Sciences  
B.S. (Maryland 1989); M.S., Ph.D. (California, San Diego 1992, 1994) [1997]
- G. ROGER CHALKLEY, Senior Associate Dean, Biomedical Research, Education, and Training; Professor of Molecular Physiology and Biophysics; Professor of Biochemistry  
B.A., M.A., D.Phil. (Oxford 1961, 1962, 1964) [1986]
- PAUL K. CHANEY, Associate Professor of Management (Accounting)  
B.S. (Indiana, Fort Wayne 1975); M.B.A., Ph.D. (Indiana 1977, 1983); C.P.A., C.M.A. [1983]
- CHARLES RICHARD CHAPPELL, Research Professor of Physics  
B.A. (Vanderbilt 1965); Ph.D. (Rice 1968) [1997]
- RAVI S. CHARI, Associate Professor of Surgery; Associate Professor of Cancer Biology  
M.D. (Saskatchewan 1989) [2001]
- VERA A. STEVENS CHATMAN, Professor of the Practice of Human and Organizational Development; Professor of Medical Administration  
B.A., M.A. (Fisk 1970, 1972); Ph.D. (Vanderbilt 1976) [1994]
- WALTER J. CHAZIN, Professor of Biochemistry; Professor of Physics  
B.Sc. (McGill 1975); Ph.D. (Concordia 1983) [1999]
- JIN CHEN, Assistant Professor of Medicine; Assistant Professor of Cell and Developmental Biology; Assistant Professor of Cancer Biology  
M.D. (Shanghai Medical [China] 1984); Ph.D. (Harvard 1991) [1997]
- TINA YIH-TING CHEN, Assistant Professor of English  
B.A., M.A. (Georgetown 1992, 1993); Ph.D. (California, Berkeley 1998) [1998]
- ALAN D. CHERINGTON, Charles H. Best Professor of Diabetes Research; Professor of Molecular Physiology and Biophysics and Chair of the Department; Professor of Medicine  
B.Sc. (New Brunswick 1967); M.Sc., Ph.D. (Toronto 1969, 1972) [1974]
- MICHAEL SHAI CHERRY, Mellon Assistant Professor of Jewish Studies  
B.A. (Claremont McKenna 1991); Ph.D. (Brandeis 2001) [2001]
- CHIN CHIANG, Associate Professor of Cell and Developmental Biology; Investigator, John F. Kennedy Center for Research on Human Development  
B.S. (SUNY, Buffalo 1984); M.D., Ph.D. (Washington State 1986, 1990) [1997]
- WILLIAM G. CHRISTIE, Dean of the Owen Graduate School of Management; Ralph Owen Professor of Management (Finance)  
B.Com. hons. (Queen's [Ontario] 1978); M.B.A., Ph.D. (Chicago 1980, 1989) [1989]
- CHANG YONG CHUNG, Assistant Professor of Pharmacology  
B.S., M.S. (Seoul National [Korea] 1986, 1988); Ph.D. (Duke 1995) [2001]
- LARRY R. CHURCHILL, Ann Geddes Stahlman Professor of Medical Ethics; Professor of Medicine; Professor of Religion; Professor of Philosophy  
B.A. (Rhodes 1967); M.Div., Ph.D. (Duke 1970, 1973) [2002]
- JAMES H. CLARKE, Professor of the Practice of Civil and Environmental Engineering  
B.A. (Rockford 1967); Ph.D. (Johns Hopkins 1972) [1989]
- JAY CLAYTON, Professor of English and Chair of the Department  
B.A. (Yale 1974); Ph.D. (Virginia 1979) [1988]
- DAVID E. CLIFFEL, Assistant Professor of Chemistry  
B.S./B.E.E. (Dayton 1992); Ph.D. (Texas 1998) [2000]

- R. WILBURN CLOUSE, Associate Professor of Education  
B.A. (David Lipscomb 1959); M.A. (Middle Tennessee State 1968); Ph.D. (Peabody 1977) [1969]
- CHARLES E. COBB, Research Assistant Professor of Molecular Physiology and Biophysics  
B.S., M.S. (Michigan Technological 1980, 1981); Ph.D. (Vanderbilt 1986) [1986]
- PAUL A. COBB, Professor of Education  
B.Sc. (Bristol 1975); M.A., Ed.D. (Georgia 1980, 1983) [1992]
- ROBERT J. COFFEY, JR., Professor of Medicine; Professor of Cell and Developmental Biology; Ingram Professor of Cancer Research  
A.B. (Princeton 1970); M.D. (Georgetown 1976) [1986]
- CHARLES WILLIAM COFFEY II, Professor of Radiation Oncology; Associate Professor of Physics  
B.S., M.S. (Kentucky 1971, 1972); Ph.D. (Purdue 1975) [1993]
- MARK A. COHEN, Associate Professor of Management (Economics); Co-Director, Center for Environmental Management Studies, Institute for Public Policy Studies  
B.S.F.S. (Georgetown 1978); M.A., Ph.D. (Carnegie-Mellon 1983, 1985) [1986]
- ROGER J. COLBRAN, Associate Professor of Molecular Physiology and Biophysics; Investigator, John F. Kennedy Center for Research on Human Development  
B.Sc. (Bristol 1982); Ph.D. (Newcastle upon Tyne 1985) [1986]
- DAVID A. COLE, Professor of Psychology, Peabody College; Investigator, John F. Kennedy Center for Research on Human Development  
B.A. (St. Olaf 1976); M.A., Ph.D. (Houston 1980, 1983) [2001]
- SIMON COLLIER, Professor of History (Died 20 February 2003)  
B.A., M.A., Ph.D. (Cambridge 1961, 1965, 1965) [1991]
- ROBERT D. COLLINS, John L. Shapiro Professor of Pathology  
B.A., M.D. (Vanderbilt 1948, 1951) [1959]
- WILLIAM J. COLLINS, Assistant Professor of Economics  
B.A., M.A., Ph.D. (Harvard 1993, 1995, 1998) [1998]
- BRUCE E. COMPAS, Professor of Psychology, Peabody College  
B.A., M.A., Ph.D. (California, Los Angeles 1973, 1975, 1980) [2002]
- DONALD L. COMPTON, Assistant Professor of Special Education; Investigator, John F. Kennedy Center for Research on Human Development  
B.S. (Michigan 1983); M.S., Ph.D. (Northwestern 1986, 1993) [2000]
- BETH ANN CONKLIN, Associate Professor of Anthropology  
A.B. (Colorado College 1976); Ph.D. (California, San Francisco 1980) [1991]
- JOHN P. CONLEY, Professor of Economics  
B.A. (Chicago 1984); M.A., Ph.D. (Rochester 1987, 1990) [2002]
- ALAIN CONNES, Distinguished Professor of Mathematics  
B.S., Ph.D. (École Normale Supérieure [Paris] 1970, 1973) [2003]
- EDWARD GAGE CONTURE, Professor of Hearing and Speech Sciences; Investigator, John F. Kennedy Center for Research on Human Development  
B.S. (Emerson 1967); M.S. (Northwestern 1968); Ph.D. (Iowa 1972) [1997]
- COLLEEN CONWAY-WELCH, Nancy and Hilliard Travis Professor of Nursing; Dean of the School of Nursing; Professor of Nursing  
B.S. (Georgetown 1965); M.S.N. (Catholic 1969); Ph.D. (New York 1973); R.N., C.N.M. [1984]
- BRUCE COOIL, Associate Professor of Management (Statistics)  
B.S., M.S. (Stanford 1975, 1976); Ph.D. (Pennsylvania 1982) [1982]
- GEORGE E. COOK, Professor of Electrical Engineering  
B.E. (Vanderbilt 1960); M.S. (Tennessee 1961); Ph.D. (Vanderbilt 1965); P.E. [1963]

- THOMAS H. COOK, Assistant Professor of Nursing  
B.S.N. (Loyola [Chicago] 1968); M.S.N. (Saint Louis 1972); Ph.D. (Vanderbilt 1994);  
R.N. [1992]
- JACKIE D. CORBIN, Professor of Molecular Physiology and Biophysics  
B.S. (Tennessee Technological 1963); Ph.D. (Vanderbilt 1968) [1971]
- DAVID S. CORDRAY, Professor of Public Policy; Professor of Psychology, Peabody  
College; Co-Director, Center for Evaluation Research and Methodology, Institute for  
Public Policy Studies  
B.A., M.A. (California State, Northridge 1972, 1974); Ph.D. (Claremont 1979) [1989]
- ANNE L. CORN, Professor of Special Education; Professor of Ophthalmology and Visual  
Sciences; Member, John F. Kennedy Center for Research on Human Development  
B.S. (Syracuse 1972); M.A. (California State, San Francisco 1973); Ed.M., Ed.D.  
(Columbia 1978, 1980) [1992]
- DANIEL B. CORNFIELD, Professor of Sociology; Senior Fellow, Institute for Public Policy  
Studies (On leave spring 2004)  
A.B., A.M., Ph.D. (Chicago 1974, 1977, 1980) [1980]
- DAVID CORTEZ, Assistant Professor of Biochemistry  
B.S. (Illinois 1993); Ph.D. (Duke 1997) [2002]
- TIMOTHY L. COVER, Associate Professor of Medicine; Assistant Professor of Microbiology  
and Immunology  
B.S. (Muhlenberg 1980); M.D. (Duke 1984) [1990]
- KATHERINE B. CRAWFORD, Assistant Professor of History  
B.A. (Columbia College 1988); M.S., Ph.D. (Chicago 1991, 1997) [1999]
- PHILIP S. CROOKE III, Professor of Mathematics; Professor of Education  
B.S. (Stevens Institute of Technology 1966); Ph.D. (Cornell 1970) [1970]
- JAMES E. CROWE, JR., Associate Professor of Pediatrics; Assistant Professor of  
Microbiology and Immunology  
B.S. (Davidson 1983); M.D. (North Carolina 1987) [1995]
- ROBERT L. CROWSON, JR., Professor of Education  
A.B., M.A.T. (Oberlin 1961, 1962); Ph.D. (Chicago 1974) [1993]
- MARIO CRUCINI, Associate Professor of Economics and Vice Chair of the Department  
B.A. (Western Ontario 1985); M.A., Ph.D. (Rochester 1989, 1991) [1999]
- STEVEN E. CSORNA, Associate Professor of Physics  
B.S. (New York 1968); M.A., Ph.D. (Columbia 1970, 1974) [1978]
- PETER T. CUMMINGS, John R. Hall Professor of Chemical Engineering  
B. Math. (Newcastle 1976); Ph.D. (Melbourne 1980) [2002]
- JOSEPH J. CUNNINGHAM, Associate Professor of Special Education; Chair, Department  
of Human and Organizational Development  
B.S., M.S. (Syracuse 1963, 1965); Ed.D. (Illinois 1970) [1969]
- KEVIN P. M. CURRIE, Assistant Professor of Anesthesiology  
B.Sc. (Edinburgh 1990); Ph.D. (London 1994) [2002]
- KAREN D'APOLITO, Assistant Professor of Nursing  
B.S.N. (Trenton State 1979); M.S.N. (Case Western Reserve 1981); Ph.D. (University of  
Washington 1994); R.N. [1998]
- RICHARD T. D'AQUILA, Addison B. Scoville Professor of Medicine; Professor of  
Microbiology and Immunology  
B.A. (Yale 1975); M.D. (Albert Einstein 1979) [2001]
- RICHARD L. DAFT, Brownlee O. Currey Jr. Professor of Management (Organization Studies)  
B.S.B.A. (Nebraska 1967); M.B.A., Ph.D. (Chicago 1971, 1974) [1989]
- ARTHUR FREDERICK DALLEY II, Professor of Cell and Developmental Biology  
B.S., Ph.D. (Utah 1970, 1975) [1998]

- WILLIAM W. DAMON, Professor of Economics and Business Administration; Professor of Management; Director, Managerial Studies  
B.S. (Purdue 1965); M.B.A., Ph.D. (Cornell 1967, 1970) [1976]
- THAO P. DANG, Assistant Professor of Medicine; Assistant Professor of Cancer Biology  
B.S. (Chestnut Hill 1988); M.D. (Medical College of Pennsylvania 1993) [2000]
- KATE DANIELS, Associate Professor of English (On leave fall 2003)  
B.A., M.A. (Virginia 1975, 1977); M.F.A. (Columbia 1980) [1995]
- PRAN KRISHNA DATTA, Assistant Professor of Surgery; Assistant Professor of Cancer Biology  
B.Sc., M.Sc. (Burdwan [India] 1979, 1982); Ph.D. (Bose Institute [India] 1987) [2000]
- ANDREW F. DAUGHETY, Professor of Economics; Professor of Law  
B.S. (Case Institute of Technology 1969); M.S., Ph.D. (Case Western Reserve 1971, 1972); M.A. (Southern California 1975) [1995]
- JEFFREY MARK DAVIDSON, Professor of Pathology  
B.S. (Tufts 1967); M.S., Ph.D. (Stanford 1969, 1975) [1986]
- JIMMY L. DAVIDSON, Professor of Electrical Engineering; Professor of Materials Science and Engineering;  
B.A. (Hendrix 1962); M.S., Ph.D. (Columbia 1965, 1967) [1989]
- DENISE D. DAVIS, Assistant Professor of Psychology, College of Arts and Science  
B.S. (Florida State 1977); Ph.D. (South Carolina 1982) [1988]
- MARSHA DAVIS, Associate Clinical Professor of Human and Organizational Development  
A.B. (Duke 1977); M.A. (Columbia 1981); Ph.D. (Minnesota 1987) [2002]
- STEPHEN NEIL DAVIS, Rudolph H. Kampmeier Professor of Medicine; Professor of Molecular Physiology and Biophysics  
M.B., B.S., Ph.D. (London 1979, 1991) [1988]
- THADIOUS M. DAVIS, Gertrude Conaway Vanderbilt Professor of English  
B.S. (Southern 1966); M.A. (Atlanta 1968); Ph.D. (Boston 1976) [1995]
- VICTORIA J. DAVIS, Assistant Clinical Professor of Human and Organizational Development  
B.A. (Illinois, Springfield 1988); M.Ed., Ed.D. (Vanderbilt 1993, 1999) [2001]
- BENOIT DAWANT, Professor of Electrical Engineering; Professor of Computer Engineering; Professor of Radiology and Radiological Sciences  
M.S. (Université catholique de Louvain 1982); Ph.D. (Houston 1987) [1988]
- SHEILA PATRICIA DAWLING, Associate Professor of Pathology  
B.Sc. (Surrey 1976); Ph.D. (London 1981) [1995]
- MARK P. DE CAESTECKER, Assistant Professor of Medicine; Assistant Professor of Cancer Biology; Assistant Professor of Cell and Developmental Biology  
M.B.B.S. (London 1980); Ph.D. (Manchester 1994) [2000]
- MARÍA JOSÉ DE LA FUENTE, Assistant Professor of Spanish (On leave fall 2003)  
Licenciatura, Facultad de Lengua y Literatura Española, M.A. (Salamanca [Spain] 1988, 1990, 1992); Ph.D. (Georgetown 1998) [2001]
- KENNETH A. DEBELAK, Associate Professor of Chemical Engineering  
B.S. (Dayton 1969); M.S., Ph.D. (Kentucky 1973, 1977) [1977]
- NATHALIE A. DEBRAUWERE-MILLER, Assistant Professor of French  
Ph.D. (Emory 2000) [2001]
- LOUIS J. DEFELICE, Professor of Pharmacology; Professor of Physics  
B.S., M.S. (Florida State 1962, 1964); Ph.D. (Calgary 1967) [1995]
- PAUL J. DEHART, Assistant Professor of Theology  
A.B. (Chicago 1987); M.A.R. (Yale 1990); Ph.D. (Chicago 1997) [1997]
- ERIC DELPIRE, Associate Professor of Anesthesiology; Associate Professor of Molecular Physiology and Biophysics; Investigator, John F. Kennedy Center for Research on Human Development  
B.S., M.S., Ph.D. (Liège [Belgium] 1981, 1983, 1989) [1997]

- ARTHUR A. DEMAREST, Ingram Professor of Anthropology (On leave spring 2004)  
B.A. (Tulane 1974); A.M., Ph.D. (Harvard 1977, 1981) [1983]
- MARK R. DENISON, Associate Professor of Pediatrics; Associate Professor of Microbiology and Immunology  
B.S., M.D. (Kansas 1977, 1980) [1991]
- TERENCE S. DERMODY, Professor of Pediatrics; Professor of Microbiology and Immunology  
B.S. (Cornell 1978); M.D. (Columbia 1982) [1990]
- CHAND DESAI, Assistant Professor of Pharmacology; Assistant Professor of Cell and Developmental Biology  
A.B. (California 1980); Ph.D. (Massachusetts Institute of Technology 1989) [1997]
- LAURA M. DESIMONE, Assistant Professor of Public Policy and Education  
B.A. (Wesleyan 1990); M.P.A. (American 1991); Ph.D. (North Carolina 1996) [2001]
- ARIEL Y. DEUTCH, Professor of Psychiatry; Professor of Pharmacology; Investigator, John F. Kennedy Center for Research on Human Development  
B.A. (Vanderbilt 1973); Ph.D. (Georgia 1983) [1996]
- CAROLYN DEVER, Associate Professor of English; Acting Director, Women's Studies Program  
A.B. (Boston College 1988); A.M., Ph.D. (Harvard 1990, 1993) [1999]
- EMMANUELE DIBENEDETTO, Centennial Professor of Mathematics  
B.A. (Università di Firenze 1975); Ph.D. (Texas 1979) [2000]
- DENNIS C. DICKERSON, Professor of History (On leave 2003/2004)  
B.A. (Lincoln 1971); M.A., Ph.D. (Washington University 1974, 1978) [1999]
- ANDRE MICHAEL DIETRICH, Research Assistant Professor of Medicine;  
Research Assistant Professor Biomedical Engineering  
M.D. (Second Medical Institute [Moscow] 1985); Ph.D. (Humboldt [Germany] 1991) [2000]
- DAVID M. DILTS, Professor of Management of Technology; Professor of Management  
B.S. (California Polytechnic State 1972); M.B.A., Ph.D. (Oregon 1973, 1983) [2000]
- DAN ALAN DIXON, Assistant Professor of Surgery; Assistant Professor of Cancer Biology  
B.A. (Augustana 1987); Ph.D. (Northwestern 1994) [2001]
- IDIT DOBBS-WEINSTEIN, Associate Professor of Philosophy  
B.A., M.A. (York [Canada] 1981, 1982); M.A., Ph.D. (Toronto 1983, 1987) [1987]
- PAUL R. DOKECKI, Professor of Psychology, Peabody College; Member, John F. Kennedy Center for Research on Human Development  
B.A. (Manhattan 1962); M.A., Ph.D. (Peabody 1963, 1968) [1970]
- LAWRENCE W. DOWDY, Professor of Computer Science; Professor of Computer Engineering  
B.S. (Florida State 1974); A.M., Ph.D. (Duke 1976, 1977) [1981]
- DON H. DOYLE, Nelson Tyrone Jr. Professor of History (On leave 2003/2004)  
B.A. (California, Davis 1967); Ph.D. (Northwestern 1973) [1974]
- ANDREW W. DOZIER, Professor of the Practice of Electrical Engineering  
B.S., M.S., Ph.D. (Vanderbilt 1969, 1972, 1974) [1996]
- ROBERT DREWS, Professor of Classics  
B.A. (Northwestern College 1956); M.A. (Missouri 1957); Ph.D. (Johns Hopkins 1960) [1961]
- ROBERT A. DRISKILL, Professor of Economics (On leave fall 2003)  
B.S. (Michigan State 1973); Ph.D. (Johns Hopkins 1978) [1992]
- DANIELA DRUMMOND-BARBOSA, Assistant Professor of Cell and Developmental Biology  
B.S. (Universidade Federal de Minas Gerais [Brazil] 1991); M.Phil., Ph.D. (Yale 1993, 1995) [2002]
- RAYMOND N. DUBOIS, JR., Mina Cobb Wallace Professor of Gastroenterology and Cancer Prevention; Professor of Medicine; Professor of Cell and Developmental Biology; Professor of Cancer Biology  
B.S. (Texas A & M 1977); Ph.D. (Texas, Dallas 1981); M.D. (Texas Health Science Center, San Antonio 1985) [1991]

- DENNIS MICHAEL DUGGAN, Associate Professor of Radiation Oncology; Assistant Professor of Physics  
B.A. (California State 1979); A.M., M.D. (Southern California 1982, 1986) [1994]
- KATHLEEN A. DWYER, Associate Professor of Nursing  
B.S.N. (Akron 1979); M.S.N. (Case Western Reserve 1982); Ph.D. (Pittsburgh 1993); R.N. [1992]
- MARSHALL C. EAKIN, Professor of History and Chair of the Department  
B.A., M.A. (Kansas 1975, 1977); Ph.D. (California, Los Angeles 1981) [1983]
- TONY LEE EARLEY, Samuel Milton Fleming Associate Professor of English; Associate Professor of English  
B.A. (Warren Wilson 1983); M.F.A. (Alabama 1992) [1997]
- FORD F. EBNER, Professor of Psychology, College of Arts and Science; Professor of Cell and Developmental Biology  
D.V.M. (Washington State 1958); Ph.D. (Maryland 1965) [1991]
- PAUL H. EDELMAN, Professor of Mathematics; Professor of Law  
B.A. (Swarthmore 1976); Ph.D. (Massachusetts Institute of Technology 1980) [2000]
- BENJAMIN EDEN, Professor of Economics  
B.S. (Hebrew 1971); Ph.D. (Chicago 1975) [2002]
- MARY E. EDGERTON, Assistant Professor of Pathology; Assistant Professor of Biomedical Informatics  
B.S. (Texas 1976); Ph.D. (East Anglia 1979); M.D. (Medical College of Pennsylvania 1994) [2000]
- MARTIN EGLI, Associate Professor of Biological Sciences  
B.S., M.S., Ph.D. (ETH Zürich 1984, 1988, 1988) [2000]
- ROBERT R. EHMAN, Associate Professor of Philosophy  
B.A. (Pomona 1957); M.A., Ph.D. (Yale 1959, 1961) [1967]
- JOSIANE EID, Assistant Professor of Cancer Biology  
B.S., M.D. (American University of Beirut 1979, 1983) [2002]
- SARA PAULSON EIGEN, Assistant Professor of German  
B.A. (Yale 1987); A.M., Ph.D. (Harvard 1995, 2001) [2001]
- PAUL ELLEDGE, Associate Provost for Faculty Actions; Professor of English; Director, Honors Scholarships  
B.A. (Missouri 1960); M.A., Ph.D. (Tulane 1962, 1965) [1964]
- MARK N. ELLINGHAM, Associate Professor of Mathematics  
B.S., M.S. (Melbourne 1981, 1983); Ph.D. (Waterloo 1986) [1986]
- RONALD B. EMESON, Joel C. Hardman Associate Professor of Pharmacology and Assistant Director of Graduate Studies; Associate Professor of Molecular Physiology and Biophysics  
B.A. (Johns Hopkins 1980); Ph.D. (Colorado 1986) [1991]
- LYNN E. ENTERLINE, Professor of English (On leave spring 2004)  
B.A. (Vanderbilt 1978); B.A. (Oxford 1981); M.A., Ph.D. (Cornell 1986, 1989) [1998]
- JAMES A. EPSTEIN, Professor of History  
B.A. (Sussex 1970); Ph.D. (Birmingham [England] 1977) [1986]
- DAVID J. ERNST, Professor of Physics and Chair of the Department of Physics and Astronomy  
S.B., Ph.D. (Massachusetts Institute of Technology 1965, 1970) [1992]
- DALE W. EVERTSON, Research Associate Professor of Mechanical Engineering; Senior Research Associate in Physics  
B.S.Mech.E., M.S., Ph.D. (Texas 1954, 1959, 1975) [1987]
- JOHN H. EXTON, Professor of Molecular Physiology and Biophysics; Professor of Pharmacology; Investigator, Howard Hughes Medical Institute  
B.Med.Sc., M.B.,Ch.B. (New Zealand 1955, 1958); Ph.D., M.D. (Otago 1963, 1984) [1964]
- JANET S. EYLER, Professor of the Practice of Education  
B.A., M.Ed. (University of Washington 1966, 1970); Ph.D. (Indiana 1977) [1981]



- MICHAEL E. EZELL, Assistant Professor of Sociology  
B.A. (California, Davis 1996); M.A., Ph.D. (Duke 1999, 2002) [2002]
- YANQIN FAN, Professor of Economics  
B.Sc. (Jilin [China] 1985); M.A., Ph.D. (Western Ontario 1987, 1990) [2001]
- HONG FANG, Assistant Professor of Microbiology and Immunology  
B.Sc. (Fudan [Shanghai] 1982); Ph.D. (Illinois 1988) [1990]
- ELLEN H. FANNING, Stevenson Professor of Biological Sciences  
B.S. (Wisconsin 1968); Dr.rer.nat. (Cologne 1977) [1995]
- JONATHAN DAVID FARLEY, Assistant Professor of Mathematics (On leave fall 2003)  
A.B. (Harvard 1991); D.Phil. (Oxford 1995) [1996]
- DALE C. FARRAN, Professor of Education; Professor of Psychology, Peabody College;  
Member, John F. Kennedy Center for Research on Human Development  
B.A. (North Carolina 1965); Ph.D. (Bryn Mawr 1975) [1996]
- SERGIO FAZIO, Professor of Medicine; Professor of Pathology  
M.D. (Rome 1983); Ph.D. (Siena [Italy] 1989) [1993]
- LEONARD C. FELDMAN, Stevenson Professor of Physics (On leave fall 2003)  
B.A. (Drew 1961); M.S., Ph.D. (Rutgers 1963, 1967) [1996]
- DEVIN FERGUS, Assistant Professor of History  
B.A., M.A. (North Carolina State 1992, 1994); M.A., M.Phil., Ph.D. (Columbia 1997,  
1997, 2002) [2002]
- CHRISTOPHER D. FERRIS, Assistant Professor of Medicine; Assistant Professor of Cell  
and Developmental Biology  
A.B. (Wabash 1986); M.D., Ph.D. (Johns Hopkins 1993, 1993) [2000]
- GERALD FIGAL, Associate Professor of East Asian Studies; Associate Professor of History  
B.A. (California, Santa Barbara 1985); M.A., Ph.D. (Chicago 1987, 1992) [2003]
- STUART G. FINDER, Assistant Professor of Medicine; Assistant Professor of Philosophy;  
Director, Center for Clinical and Research Ethics  
B.S. (Allegheny 1983); M.A. (Colorado 1985); M.A. (Wisconsin 1988); Ph.D. (Utah 1991)  
[1991]
- MARY SUE FINO-SZUMSKI, Assistant Professor of Hearing and Speech Sciences  
B.S. (Marywood 1986); M.S., Ph.D. (Vanderbilt 1987, 1997) [1997]
- EDWARD F. FISCHER, Associate Professor of Anthropology; Director, Center for Latin  
American and Iberian Studies  
B.A. (Alabama, Birmingham 1989); M.A., Ph.D. (Tulane 1995, 1995) [1996]
- DOUGLAS H. FISHER, Associate Professor of Computer Science; Associate Professor of  
Computer Engineering  
B.S., M.S., Ph.D. (California, Irvine 1980, 1983, 1987) [1987]
- EARL E. FITZ, Professor of Portuguese, Spanish, and Comparative Literature; Director of  
Comparative Literature  
B.A., M.A. (Iowa 1968, 1970); M.A. (CUNY, Queens 1973); Ph.D. (CUNY 1977) [1998]
- J. MICHAEL FITZPATRICK, Professor of Computer Science; Professor of Computer  
Engineering; Professor of Radiology and Radiological Sciences; Professor of  
Neurological Surgery  
B.S. (North Carolina 1967); Ph.D. (Florida State 1972); M.S. (North Carolina 1982) [1982]
- KATHLEEN FLAKE, Assistant Professor of American Religious History  
B.A. (Brigham Young 1974); J.D. (Utah 1980); M.A. (Catholic 1995); Ph.D. (Chicago  
2000) [2000]
- DANIEL M. FLEETWOOD, Associate Dean for Research, School of Engineering; Professor  
of Electrical Engineering; Professor of Physics; Chair of the Department of Electrical  
Engineering and Computer Science  
B.S., M.S., Ph.D. (Purdue 1980, 1981, 1984) [1999]
- AGNES B. FOGO, Professor of Pathology; Professor of Pediatrics; Professor of Medicine  
B.A. (Tennessee, Chattanooga 1976); M.D. (Vanderbilt 1981) [1987]

- LEONARD FOLGARAIT, Professor of Art History  
B.A., M.A., Ph.D. (California, Los Angeles 1972, 1975, 1980) [1981]
- JAMES E. FOSTER, Professor of Economics; Director, Graduate Program in Economic Development; Senior Fellow, Institute for Public Policy Studies  
B.A. (New College [Florida] 1977); M.A., Ph.D. (Cornell 1980, 1982) [1990]
- WILLIAM R. FOWLER, JR., Associate Professor of Anthropology  
B.A. (University of the Americas 1972); M.A., Ph.D. (Calgary 1977, 1982) [1987]
- ROBERT FOX, Professor of Psychology, College of Arts and Science; Professor of Biomedical Engineering; Member, John F. Kennedy Center for Research on Human Development  
B.A., Ph.D. (Cincinnati 1957, 1963) [1963]
- KENNETH D. FRAMPTON, Assistant Professor of Mechanical Engineering  
B.S., M.S. (Virginia Polytechnic Institute 1988, 1991); Ph.D. (Duke 1996) [1998]
- SHARRON H. FRANCIS, Research Professor of Molecular Physiology and Biophysics  
B.S. (Western Kentucky 1965); Ph.D. (Vanderbilt 1970) [1976]
- WILLIAM FRANKE, Associate Professor of Comparative Literature and Italian  
B.A. (Williams 1978); M.A. (Oxford 1980); M.A. (California, Berkeley 1988); Ph.D. (Stanford 1991) [1991]
- JEFFERY J. FRANKS, Professor of Psychology, College of Arts and Science  
B.S. (Michigan State 1966); Ph.D. (Minnesota 1970) [1970]
- MICHAEL L. FREEMAN, Associate Professor of Radiation Oncology; Associate Professor of Radiology and Radiological Sciences; Associate Professor of Cancer Biology  
B.S., Ph.D. (Colorado State 1974, 1978) [1983]
- EDWARD H. FRIEDMAN, Professor of Spanish; Professor of Comparative Literature  
B.A. (Virginia 1970); M.A., Ph.D. (Johns Hopkins 1971, 1974) [2000]
- KATHERINE L. FRIEDMAN, Assistant Professor of Biological Sciences  
B.A. (Carleton 1990); Ph.D. (University of Washington 1996) [2001]
- RAYMOND A. FRIEDMAN, Associate Professor of Management (Organization Studies)  
B.A. (Yale 1980); A.M., Ph.D. (Chicago 1983, 1987) [1994]
- LUKE M. FROEB, Associate Professor of Management (Managerial Economics)  
A.B. (Stanford 1978); Ph.D. (Wisconsin 1983) [1993]
- MARC FROMENT-MEURICE, Professor of French (On leave 2003/2004)  
M.A. (Paris X 1975); Ph.D. (Paris VIII 1979); Doctorat d'Etat (Nice, Sophia-Antipolis 1992) [1996]
- VIVIEN GREEN FRYD, Professor of Art History (On leave 2003/2004)  
B.A., M.A. (Ohio State 1974, 1977); Ph.D. (Wisconsin 1984) [1985]
- DOUGLAS FUCHS, Professor of Special Education; Co-Director, Research Program on Learning Accommodations for Individuals with Special Needs, John F. Kennedy Center for Research on Human Development  
B.A. (Johns Hopkins 1971); M.S. (Pennsylvania 1973); Ph.D. (Minnesota 1978) [1985]
- LYNN S. FUCHS, Professor of Special Education; Co-Director, Research Program on Learning Accommodations for Individuals with Special Needs, John F. Kennedy Center for Research on Human Development  
B.A. (Johns Hopkins 1972); M.S. (Pennsylvania 1973); Ed.S., Ph.D. (Minnesota 1977, 1981) [1985]
- DANIEL J. FUNK, Assistant Professor of Biological Sciences  
B.S. (Notre Dame 1989); Ph.D. (SUNY, Stony Brook 1996) [1999]
- DAVID JON FURBISH, Professor of Geology and Chair of the Department  
B.S. (North Carolina 1978); M.S. (California State 1981); Ph.D. (Colorado 1985) [2003]
- WILLIAM GABELLA, Research Assistant Professor of Physics; Associate Director, W. M. Keck Free-Electron Laser Center  
B.S. (Colorado School of Mines 1984); M.S., Ph.D. (Colorado 1987, 1991) [1994]

- KATHY L. GACA, Assistant Professor of Classics  
B.A., M.A. (Illinois 1982, 1984); Ph.D. (Toronto 1996) [1997]
- DAVID GAILANI, Associate Professor of Pathology; Associate Professor of Medicine  
B.A. (Cornell 1980); M.D. (Illinois 1984) [1995]
- AURELIO GALLI, Assistant Professor of Molecular Physiology and Biophysics  
B.A., Ph.D. (Milan [Italy] 1988, 1992) [2002]
- KENNETH F. GALLOWAY, Dean of the School of Engineering; Professor of Electrical Engineering  
B.A. (Vanderbilt 1962); Ph.D. (South Carolina 1966) [1996]
- ROBERT L. GALLOWAY, JR., Professor of Biomedical Engineering; Professor of Surgery  
B.S.E. (Duke 1977); M.E. (Virginia 1979); Ph.D. (Duke 1983) [1987]
- AMAR GANDE, Assistant Professor of Management (Finance)  
B.Tech. (Indian Institute of Technology 1986); M.B.A. (Indian Institute of Management 1988); Ph.D. (New York 1997) [1997]
- MAUREEN ANNE GANNON, Assistant Professor of Medicine; Assistant Professor of Molecular Physiology and Biophysics  
B.S. (Molloy 1985); M.S. (Adelphi 1988); Ph.D. (Cornell 1995) [2001]
- JUDY GARBER, Professor of Psychology, Peabody College; Professor of Psychiatry; Associate Professor of Psychology, College of Arts and Science; Senior Fellow, Institute for Public Policy Studies; Investigator, John F. Kennedy Center for Research on Human Development  
B.A. (SUNY, Buffalo 1973); Ph.D. (Minnesota 1987) [1985]
- ISABEL GAUTHIER, Assistant Professor of Psychology, College of Arts and Science; Investigator, John F. Kennedy Center for Research on Human Development (On leave fall 2003)  
B.A. (Université du Québec à Montréal 1993); M.S., Ph.D. (Yale 1995, 1998) [1999]
- VOLNEY P. GAY, Professor of Religious Studies and Chair of the Department; Professor of Psychiatry; Professor of Anthropology  
B.A. (Reed 1970); M.A., Ph.D. (Chicago 1973, 1976) [1979]
- JOHN G. GEER, Professor of Political Science  
B.A. (Franklin and Marshall 1980); M.A., Ph.D. (Princeton 1982, 1986) [1995]
- JAY GELLER, Senior Lecturer in Modern Jewish Culture; Lecturer in Religious Studies  
B.A. (Wesleyan 1975); A.M., Ph.D. (Duke 1980, 1985) [1994]
- ALFRED L. GEORGE, JR., Grant W. Liddle Professor of Medicine; Professor of Medicine; Associate Professor of Pharmacology  
B.A. (Wooster 1978); M.D. (Rochester 1982) [1996]
- MALCOLM GETZ, Associate Professor of Economics  
B.A. (Williams 1967); Ph.D. (Yale 1973) [1973]
- JONATHAN M. GILLIGAN, Senior Lecturer in Earth and Environmental Sciences  
B.A. (Swarthmore 1982); Ph.D. (Yale 1991) [1995]
- MARY JO GILMER, Assistant Professor of Nursing  
B.S.N. (Michigan State 1971); M.S.N. (Illinois, Chicago 1978); M.B.A. (Queens 1989); Ph.D. (North Carolina 1997); R.N. [1998]
- TODD D. GIORGIO, Associate Professor of Biomedical Engineering; Associate Professor of Chemical Engineering  
B.S. (Lehigh 1982); Ph.D. (Rice 1986); P.E. [1987]
- SAM B. GIRGUS, Professor of English  
A.B. (Syracuse 1962); M.A. (Iowa 1963); Ph.D. (New Mexico 1972) [1990]
- DARIO GIUSE, Associate Professor of Biomedical Informatics  
M.S., Ph.D. (Carnegie-Mellon 1993, 1979) [1999]

- NUNZIA B. GIUSE, Associate Professor of Biomedical Informatics; Director, Eskind Biomedical Library  
M.D. (Brescia [Italy] 1985); M.L.S. (Pittsburgh 1992) [1994]
- TERESA A. GODDU, Associate Professor of English  
B.A. (Yale 1986); M.A., Ph.D. (Pennsylvania 1988, 1991) [1991]
- MICHAEL GOLDFARB, Associate Professor of Mechanical Engineering  
B.S. (Arizona 1988); S.M., Ph.D. (Massachusetts Institute of Technology 1992, 1994) [1994]
- ELLEN B. GOLDRING, Professor of Education Policy and Leadership  
B.S. (Wisconsin 1978); M.A. (Tel Aviv 1982); Ph.D. (Chicago 1985) [1991]
- LEE ANN C. GOLPER, Associate Professor of Hearing and Speech Sciences  
B.S. (Indiana 1971); M.S. (Portland State 1976); Ph.D. (Oregon 1982) [1999]
- LENN E. GOODMAN, Professor of Philosophy  
A.B. (Harvard 1965); D.Phil. (Oxford 1968) [1994]
- JOHN C. GORE, Chancellor's University Professor of Biomedical Engineering and Radiology; Professor of Radiology and Radiological Sciences; Professor of Molecular Physiology and Biophysics; Professor of Physics; Director of the Vanderbilt University Institute of Imaging Science  
B.Sc. (Manchester 1972); Ph.D. (London 1976); B.A. (Ealing 1983) [2002]
- ROY K. GOTTFRIED, Professor of English (On leave fall 2003)  
B.A., M.A. (Brown 1970, 1970); Ph.D. (Yale 1976) [1975]
- SEAN X. GOUDIE, Assistant Professor of English  
B.A. (Davidson 1986); M.A. (North Carolina State 1993); Ph.D. (California, Berkeley 1999) [1998]
- KATHLEEN L. GOULD, Professor of Cell and Developmental Biology; Investigator, Howard Hughes Institute  
A.B. (California, Berkeley 1981); Ph.D. (California, San Diego 1987) [1991]
- MATTHEW GOULD, Professor of Mathematics  
B.S. (City University of New York, Brooklyn College 1963); M.A., Ph.D. (Pennsylvania State 1965, 1967) [1966]
- WILLIAM M. GRADY, Assistant Professor of Medicine; Assistant Professor of Cancer Biology  
B.S., M.D. (Michigan 1987, 1990) [2000]
- GEORGE J. GRAHAM, JR., Professor of Political Science  
A.B. (Wabash 1960); Ph.D. (Indiana 1965) [1965]
- TODD R. GRAHAM, Associate Professor of Biological Sciences  
B.S. (Maryville 1984); Ph.D. (Saint Louis 1988) [1992]
- DARYL K. GRANNER, Professor of Molecular Physiology and Biophysics; Joe C. Davis Professor of Biomedical Science; Professor of Medicine; Director, Vanderbilt Diabetes Center  
B.A., M.D., M.S. (Iowa 1958, 1962, 1962) [1984]
- D. WESLEY GRANTHAM, Professor of Hearing and Speech Sciences  
Ph.D. (Indiana 1975) [1980]
- G. NEIL GREEN, Associate Professor of Microbiology and Immunology  
B.S. (Tennessee 1979); Ph.D. (Illinois 1985) [1990]
- SENTA VICTORIA GREENE, Associate Professor of Physics  
A.B. (Tennessee 1984); M.Phil., M.S., Ph.D. (Yale 1987, 1987, 1993) [1994]
- DAVID I. GREENSTEIN, Associate Professor of Cell and Developmental Biology  
B.A. (Pennsylvania 1983); Ph.D. (Rockefeller 1989) [1994]
- THOMAS A. GREGOR, Professor of Anthropology and Chair of the Department  
B.A. (Chicago 1962); Ph.D. (Columbia 1969) [1975]
- LARRY J. GRIFFIN, Professor of Sociology; Professor of History  
B.S. (Delta State 1969); M.A. (Mississippi 1973); Ph.D. (Johns Hopkins 1977) [1990]

- GUOQIANG GU, Assistant Professor of Cell and Developmental Biology  
B.S. (Ji Lin [China] 1988); M.S. (Chinese Academy of Science 1991); Ph.D. (Columbia 1998) [2002]
- F. PETER GUENGERICH, Professor of Biochemistry; Director, Center in Molecular Toxicology  
B.S. (Illinois 1970); Ph.D. (Vanderbilt 1973) [1975]
- VSEVOLOD V. GUREVICH, Associate Professor of Pharmacology  
B.S., M.S. (Moscow State 1980); Ph.D. (Shemyakin Institute 1990) [2001]
- JAMES W. GUTHRIE, Professor of Public Policy and Education; Director, Peabody Center for Education Policy; Chair, Department of Leadership, Policy, and Organizations  
A.B., M.A., Ph.D. (Stanford 1958, 1960, 1968) [1994]
- RAUL J. GUZMAN, Assistant Professor of Surgery; Assistant Professor of Cell and Developmental Biology  
Sc.B. (Brown 1982); M.D. (Johns Hopkins 1986) [1997]
- DAVID L. HACHEY, Professor of Pharmacology; Professor of Biochemistry  
B.A. (Oakland 1967); Ph.D. (California, Santa Barbara 1972) [1998]
- TROY ALAN HACKETT, Research Assistant Professor of Hearing and Speech Sciences; Investigator, John F. Kennedy Center for Research on Human Development  
B.A., M.A. (Indiana 1987, 1989); Ph.D. (Vanderbilt 1996) [1999]
- RICHARD F. HAGLUND, JR., Professor of Physics  
B.A. (Wesleyan 1967); M.A. (SUNY, Stony Brook 1968); Ph.D. (North Carolina 1975) [1984]
- MAUREEN KAY HAHN, Instructor in Pharmacology  
B.A. (Pennsylvania 1987); M.S. (Pittsburgh 1993); Ph.D. (Wayne State 1999) [2002]
- JONATHAN LEE HAINES, Professor of Molecular Physiology and Biophysics; Director, Research Program on Genetics, Brain, and Behavioral Development, John F. Kennedy Center for Research on Human Development  
B.A. (Colby 1979); Ph.D. (Minnesota 1984) [1997]
- DENNIS G. HALL, Associate Provost for Research; Professor of Physics; Professor of Electrical Engineering; Acting Associate Provost for Graduate Education  
B.S. (Illinois 1970); M.S. (Southern Illinois 1972); Ph.D. (Tennessee 1976) [2000]
- DOUGLAS S. HALL, Professor of Physics and Astronomy, Emeritus  
B.A. (Swarthmore 1962); M.A., Ph.D. (Indiana 1964, 1967) [1967]
- ROGERS P. HALL, Professor of Mathematics Education  
B.A., M.A. (Houston 1976, 1978); M.S., Ph.D. (California, Irvine 1983, 1990) [2002]
- DENNIS E. HALLAHAN, Professor of Radiation Oncology and Chair of the Department; Professor of Biomedical Engineering; Professor of Cancer Biology  
B.S. (Illinois 1980); M.D. (Rush 1984) [1998]
- JOHN HALPERIN, Centennial Professor of English (On leave fall 2003)  
A.B. (Bowdoin 1963); M.A. (New Hampshire 1966); M.A., Ph.D. (Johns Hopkins 1968, 1969) [1983]
- JOSEPH H. HAMILTON, Landon C. Garland Distinguished Professor of Physics; Director, Joint Institute for Heavy Ion Research  
B.S. (Mississippi College 1954); M.S., Ph.D. (Indiana 1956, 1958); D.Sc. (hon., Mississippi College 1982); Dr.Phil.Nat.Hon.Causa (hon., Johann Wolfgang Goethe Universität 1992) [1958]
- HEIDI ELIZABETH HAMM, Earl W. Sutherland Jr. Professor of Pharmacology and Chair of the Department; Professor of Ophthalmology and Visual Sciences  
B.A. (Atlantic Union 1973); Ph.D. (Texas 1980) [2000]
- M. DONALD HANCOCK, Professor of Political Science  
B.A. (Texas 1961); M.A., Ph.D. (Columbia 1962, 1966) [1979]

- STEVEN K. HANKS, Professor of Cell and Developmental Biology; Associate Professor of Medicine  
B.S. (Utah 1977); Ph.D. (Texas Health Science Center, Houston 1982) [1990]
- STEPHEN R. HANN, Professor of Cell and Developmental Biology  
A.B. (California, Berkeley 1974); Ph.D. (California, Riverside 1981) [1986]
- TIMOTHY P. HANUSA, Associate Professor of Chemistry  
A.B. (Cornell College 1978); Ph.D. (Indiana 1983) [1985]
- MICHAEL A. HARALSON, Associate Professor of Pathology  
B.A. (McMurry 1967); Ph.D. (Texas 1974) [1975]
- DOUGLAS P. HARDIN, Associate Professor of Mathematics (On leave spring 2004)  
B.E.E. (Georgia Institute of Technology 1980); M.E.E. (Stanford 1982); Ph.D. (Georgia Institute of Technology 1985) [1986]
- CHRISTOPHER F. J. HARDY, Associate Professor of Cell and Developmental Biology  
B.A. (SUNY 1980); Ph.D. (Columbia 1991) [2002]
- JOEL F. HARRINGTON, Associate Professor of History; Director, European Studies Program  
B.A. (Notre Dame 1981); A.M., Ph.D. (Michigan 1983, 1989) [1989]
- THOMAS R. HARRIS, Orrin H. Ingram Distinguished Professor of Engineering; Professor of Biomedical Engineering and Chair of the Department; Professor of Chemical Engineering; Professor of Medicine  
B.S., M.S. (Texas A & M 1958, 1962); Ph.D. (Tulane 1964); M.D. (Vanderbilt 1974) [1964]
- FREDERICK R. HASELTON, Associate Professor of Biomedical Engineering; Associate Professor of Ophthalmology and Visual Sciences  
A.B. (Haverford 1969); Ph.D. (Pennsylvania 1981) [1989]
- ALYSSA H. HASTY, Assistant Professor of Molecular Physiology and Biophysics  
B.S. (Tennessee Technological 1994); Ph.D. (Vanderbilt 1998) [2001]
- JACEK HAWIGER, Oswald T. Avery Distinguished Chair in Microbiology and Immunology; Professor of Microbiology and Immunology and Chair of the Department  
M.D. (Copernicus School of Medicine 1962); Ph.D. (National Institute of Hygiene [Warsaw] 1967); M.A. (hon., Harvard 1987); M.D. (hon., Copernicus School of Medicine 1992) [1990]
- DAVID S. HAYNES, Associate Professor of Otolaryngology; Associate Professor of Hearing and Speech Sciences  
A.B. (Tennessee 1983); M.D. (Tennessee, Memphis 1987) [1995]
- SIMON WILLIAM HAYWARD, Assistant Professor of Urologic Surgery; Assistant Professor of Cancer Biology  
B.Sc., M.Sc., Ph.D. (London 1981, 1984, 1991) [2001]
- DAVID R. HEAD, Professor of Pathology  
B.A. (Rice 1964); M.D. (Texas 1968) [2000]
- ANNABETH HEADRICK, Assistant Professor of Art History  
B.A. (Colorado College 1985); M.A., Ph.D. (Texas 1991, 1996) [1997]
- JAMES C. HEARN, Professor of Public Policy and Higher Education  
A.B. (Duke 1968); M.B.A. (Pennsylvania 1970); M.A., Ph.D. (Stanford 1976, 1978) [2002]
- CRAIG ANNE HEFLINGER, Associate Professor of Human and Organizational Development; Senior Fellow, Institute for Public Policy Studies  
B.A. (Vanderbilt 1973); M.A. (Peabody 1975); Ph.D. (Vanderbilt 1989) [1992]
- CARL G. HELLERQVIST, Professor of Biochemistry; Associate Professor of Medicine  
fil. dr. docent (Stockholm 1971) [1974]
- JOSEPH T. HEPWORTH, Research Associate Professor of Nursing  
B.A. (San Diego State 1975); Ph.D. (Arizona State 1986) [1996]
- DAVID M. HERCULES, Centennial Professor of Chemistry  
B.S. (Juniata 1954); Ph.D. (Massachusetts Institute of Technology 1957) [1994]

- SUSAN HESPOS, Assistant Professor of Psychology, Peabody College; Member, John F. Kennedy Center for Research on Human Development  
B.A. (Reed 1990); M.A., Ph.D. (Emory 1993, 1996) [2001]
- B. ANDES HESS, JR., Professor of Chemistry  
B.A. (Williams 1962); M.S., Ph.D. (Yale 1963, 1966) [1968]
- STEPHEN P. HEYNEMAN, Professor of International Educational Policy  
B.A. (California, Berkeley 1964); M.A. (California, Los Angeles 1965); M.A., Ph.D. (Chicago 1973, 1975) [2000]
- GERALD B. HICKSON, Professor of Pediatrics; Clinical Associate Professor of Nursing; Associate Professor of Hearing and Speech Sciences; Professor of Psychiatry; Senior Fellow, Institute for Public Policy Studies  
B.S. (Georgia 1973); M.D. (Tulane 1978) [1982]
- SCOTT W. HIEBERT, Professor of Biochemistry; Associate Professor of Medicine  
B.S. (Bethel 1982); Ph.D. (Northwestern 1987) [1997]
- JAMES A. HILL, JR., Assistant Professor of Management (Operations)  
M.B.A. (Case Western Reserve 1991); Ph.D. (Ohio State 1999) [1999]
- MICHAEL P. HODGES, Professor of Philosophy and Chair of the Department  
B.A. (William and Mary 1963); M.A., Ph.D. (Virginia 1966, 1967) [1970]
- DONNA L. HOFFMAN, Professor of Management (Marketing)  
A.B. (California, Davis 1978); M.A., Ph.D. (North Carolina 1980, 1984) [1993]
- CLIFFORD A. HOFWOLT, Associate Professor of Science Education  
B.A., M.A. (Colorado State College 1964, 1968); Ed.D. (Northern Colorado 1971) [1972]
- JAMES H. HOGGE, Associate Dean for Faculty and Programs, Peabody College; Professor of Psychology, Peabody College  
B.A., Ph.D. (Texas 1964, 1966) [1967]
- STEVEN D. HOLLON, Professor of Psychology, College of Arts and Science; Professor of Psychology, Peabody College; Associate Professor of Psychiatry; Investigator, John F. Kennedy Center for Research on Human Development  
B.A. (George Washington 1971); M.S., Ph.D. (Florida State 1974, 1977) [1985]
- W. TIMOTHY HOLMAN, Research Associate Professor of Electrical Engineering  
B.S. (Tennessee 1986); M.S., Ph.D. (Georgia Institute of Technology 1988, 1994) [2000]
- HANS-WILLI HONEGGER, Professor of Biological Sciences  
Dr.rer.nat (Eberhard-Karls-Universität Tübingen 1967) [1995]
- RICHARD L. HOOVER, Professor of Pathology; Associate Professor of Pediatrics  
B.A. (Ohio State 1966); M.S. (Kentucky 1969); Ph.D. (Michigan State 1972) [1985]
- KATHLEEN V. HOOVER-DEMPSEY, Associate Professor of Psychology, Peabody College, and Chair of the Department of Psychology and Human Development; Associate Professor of Education  
A.B. (California, Berkeley 1964); M.A., Ph.D. (Michigan State 1969, 1974) [1973]
- MARY ANN HORN, Associate Professor of Mathematics  
B.S. (Pennsylvania State 1987); M.S., Ph.D. (Virginia 1989, 1992) [1994]
- GREGG M. HOROWITZ, Associate Professor of Philosophy  
B.A. (Sarah Lawrence 1980); A.M. (Boston University 1983); Ph.D. (Rutgers 1992) [1993]
- MARK HOSFORD, Assistant Professor of Art and Art History  
B.F.A. (Kansas 1998); M.F.A. (Tennessee 2001) [2001]
- BILLY GERALD HUDSON, Professor of Medicine; Professor of Biochemistry  
B.S. (Henderson State Teachers 1962); M.S. (Tennessee 1963); Ph.D. (Iowa 1966) [2002]
- GREGORY W. HUFFMAN, Professor of Economics  
Bachelor of Commerce (Saskatchewan 1979); Ph.D. (Minnesota 1983) [2001]

- C. BRUCE HUGHES, Professor of Mathematics  
A.B. (Guilford 1976); M.A., Ph.D. (Kentucky 1979, 1981) [1985]
- CAROLYN HUGHES, Associate Professor of Special Education; Investigator, John F. Kennedy Center for Research on Human Development  
A.B. (California, Berkeley 1969); M.S. (Eastern Montana 1985); Ph.D. (Illinois 1990) [1991]
- LEONARD M. HUMMEL, Assistant Professor of Pastoral Counseling and Pastoral Theology  
B.A. (Haverford 1974); M.Div., S.T.M. (Yale 1977, 1980); Ph.D. (Boston University 1999) [1999]
- ERIC J. HUSTEDT, Research Assistant Professor of Molecular Physiology and Biophysics  
B.A. (Reed 1981); Ph.D. (University of Washington 1989) [1995]
- M. SHANE HUTSON, Assistant Professor of Physics  
B.A., M.S. (Wake Forest 1992, 1993); Ph.D. (Virginia 2000) [2003]
- NANCY LEA HYER, Associate Professor of Management (Operations)  
B.A. (Richmond 1977); M.B.A., Ph.D. (Indiana 1981, 1982) [1992]
- YOSHIKUNI IGARASHI, Associate Professor of History; Director, East Asian Studies Program  
B.A. (International Christian University [Tokyo] 1985); M.A. (California, Berkeley 1989); Ph.D. (Chicago 1993) [1993]
- TOSHIAKI IIZUKA, Assistant Professor of Management (Economics/Strategy)  
B.E., M.E. (Tokyo 1987, 1989); Master of International Affairs (Columbia 1996); Ph.D. (California, Los Angeles 2001) [2001]
- TADASHI INAGAMI, Stanford Moore Professor of Biochemistry; Professor of Medicine; Director, Specialized Center of Research in Hypertension  
B.S. (Kyoto 1953); M.S., Ph.D. (Yale 1955, 1958); D.Sc. (Kyoto 1963) [1966]
- ROBERT B. INNES, Associate Professor of Psychology, Peabody College; Director, Program in Human and Organizational Development  
B.A., M.A. (Michigan State 1963, 1965); Ph.D. (Michigan 1971) [1971]
- E. DUCO JANSEN, Assistant Professor of Biomedical Engineering; Assistant Professor of Neurological Surgery  
Drs. (M.Sc.) (Utrecht 1990); M.S., Ph.D. (Texas 1992, 1994) [1997]
- JOHN WAYNE JANUSEK, Assistant Professor of Anthropology  
B.A., M.A. (Illinois, Chicago 1986, 1987); Ph.D. (Chicago 1994) [1998]
- MARK JARMAN, Professor of English  
A.B. (California, Santa Cruz 1974); M.F.A. (Iowa 1976) [1983]
- CARLOS JÁUREGUI, Assistant Professor of Spanish  
Licenciado en Leyes (Universidad Externado de Colombia 1993); M.A. (West Virginia 1997); Ph.D. (Pittsburgh 2001) [2001]
- G. KANE JENNINGS, Assistant Professor of Chemical Engineering  
B.S. (Auburn 1993); M.S., Ph.D. (Massachusetts Institute of Technology 1996, 1998) [1998]
- GARY F. JENSEN, Professor of Sociology and Chair of the Department  
B.S. (Portland State 1966); M.A., Ph.D. (University of Washington 1968, 1972) [1989]
- ROY ANDREW JENSEN, Associate Professor of Pathology; Assistant Professor of Cell and Developmental Biology; Associate Professor of Cancer Biology  
B.S. (Pittsburgh 1980); M.D. (Vanderbilt 1984) [1991]
- WALTER GRAY JEROME III, Associate Professor of Pathology; Associate Professor of Cancer Biology  
B.A. (St Andrews 1971); Ph.D. (Virginia 1981) [2001]
- DEBRA C. JETER, Professor of Management (Accounting)  
B.S., M.B.A. (Murray State 1975, 1981); Ph.D. (Vanderbilt 1990) [1994]
- NEVILLE NIEN-HUEI JIANG, Assistant Professor of Economics  
B.A., M.A. (National Taiwan 1988, 1990); Ph.D. (Chicago 2000) [2000]



- CHRISTOPHER JOHNS, Norman L. and Roselea J. Goldberg Professor of Art History; Professor of Art History  
B.A. (Florida State 1977); M.A., Ph.D. (Delaware 1980, 1985) [2003]
- WILL E. JOHNS, Assistant Professor of Physics (On leave 2003/2004)  
B.S. (Illinois 1987); Ph.D. (Colorado 1995) [1999]
- CARL H. JOHNSON, Professor of Biological Sciences; Investigator, John F. Kennedy Center for Research on Human Development  
B.A. (Texas 1976); Ph.D. (Stanford 1982) [1987]
- DALE A. JOHNSON, Drucilla Moore Buffington Professor of Church History  
B.A. (Colgate 1957); B.A. (Oxford 1959); B.D. (Lutheran School of Theology at Chicago 1962); M.A. (Oxford 1963); Th.D. (Union Theological Seminary [New York] 1967) [1969]
- JOYCE E. JOHNSON, Associate Professor of Pathology  
B.A. (Rice 1979); M.D. (Vanderbilt 1986) [1992]
- KEVIN B. JOHNSON, Associate Professor of Biomedical Informatics  
B.S. (Dickinson 1983); M.D. (Johns Hopkins 1987); M.S. (Stanford 1992) [2002]
- MAHLON D. JOHNSON, Associate Professor of Pathology  
A.B., M.D., Ph.D. (Tennessee 1977, 1981, 1984) [1987]
- ROLANDA JOHNSON, Assistant Professor of Nursing  
B.S.N. (Tuskegee Institute 1985); M.S.N. (Troy State 1989); Ph.D. (Vanderbilt 1998); R.N. [1998]
- SEBASTIAN JOYCE, Associate Professor of Microbiology and Immunology  
B.Sc. (Bangalore [India] 1971); M.Sc. (Saurashtra [India] 1981); Ph.D. (Medical College of Virginia 1988) [1999]
- CATHY LOGIN JRADE, Professor of Spanish and Chair of the Department of Spanish and Portuguese  
B.A. (City University of New York, Queens 1969); A.M., Ph.D. (Brown 1971, 1974) [1987]
- JON H. KAAS, Distinguished Professor of Psychology, College of Arts and Science; Professor of Cell and Developmental Biology; Investigator, John F. Kennedy Center for Research on Human Development  
B.A. (Northland 1959); Ph.D. (Duke 1965) [1972]
- ANN P. KAISER, Professor of Special Education; Professor of Psychology, Peabody College; Director, Research Program on Communication, Cognitive, and Emotional Development, John F. Kennedy Center for Research on Human Development  
B.S. (Kansas State 1970); M.A., Ph.D. (Kansas 1973, 1974) [1982]
- THOMAS J. KALAKAY, Assistant Professor of Earth and Environmental Sciences  
B.Sc. (Montana State 1992); M.Sc., Ph.D. (Wyoming 1996, 2001) [2003]
- WENG POO KANG, Professor of Electrical Engineering; Professor of Computer Engineering; Associate Professor of Materials Science and Engineering  
B.S. (Texas 1981); M.S., Ph.D. (Rutgers 1983, 1988) [1988]
- CHRISTINA KARAGEORGOU-BASTEA, Assistant Professor of Spanish  
B.A. (Athens 1988); M.A. (Universidad Veracruzana 1994); M.A., Ph.D. (El Colegio de México 1996, 1998) [2002]
- GÁBOR KARSAL, Associate Professor of Electrical Engineering; Associate Professor of Computer Engineering  
B.E.E., M.E.E., University Doctorate (Technical University of Budapest 1982, 1984, 1988); Ph.D. (Vanderbilt 1988) [1990]
- SUSAN KASPER, Assistant Professor of Urologic Surgery; Research Assistant Professor of Cell and Developmental Biology; Assistant Professor of Cancer Biology  
B.Sc., M.Sc., Ph.D. (Manitoba 1978, 1981, 1984) [1996]
- PIOTR KASZYNSKI, Associate Professor of Chemistry  
M.Sc. (Technical University of Warsaw 1985); Ph.D. (Texas 1991) [1993]

- KAZUHIKO KAWAMURA, Professor of Electrical Engineering; Professor of Computer Engineering; Professor of Management of Technology  
B.E. (Waseda 1963); M.S. (California, Berkeley 1966); Ph.D. (Michigan 1972) [1981]
- DIANE S. KEENEY, Assistant Professor of Medicine; Assistant Professor of Biochemistry  
B.S. (Pennsylvania State 1978); M.S. (Iowa State 1983); Ph.D. (Johns Hopkins 1989) [1992]
- CRAIG HALL KENNEDY, Associate Professor of Special Education; Associate Professor of Pediatrics; Investigator, John F. Kennedy Center for Research on Human Development  
B.A. (California, Santa Barbara 1987); M.S. (Oregon 1988); Ph.D. (California, Santa Barbara 1992) [1997]
- ANNE K. KENWORTHY, Assistant Professor of Molecular Physiology and Biophysics; Assistant Professor of Cell and Developmental Biology  
B.A. (Kenyon 1989); Ph.D. (Duke 1994) [2001]
- THOMAS W. KEPHART, Associate Professor of Physics  
B.S. (Virginia Polytechnic 1971); M.S. (North Texas State 1975); Ph.D. (Northeastern 1981) [1985]
- ROBERT ALLEN KESTERSON, JR., Assistant Professor of Molecular Physiology and Biophysics  
B.A. (Hendrix 1983); Ph.D. (Baylor 1993) [1997]
- DENNIS DEAN KEZAR, JR., Assistant Professor of English  
B.A. (University of the South 1990); M.A., Ph.D. (Virginia 1993, 1997) [1997]
- WASIF NOOR KHAN, Assistant Professor of Microbiology and Immunology  
B.S., M.S. (Karachi, Pakistan 1978, 1980); Ph.D. (Stockholm and Umeå [Sweden] 1990) [1997]
- RICHARD B. KIM, Associate Professor of Medicine; Associate Professor of Pharmacology  
M.D. (Saskatchewan 1987) [1994]
- DONALD L. KINSER, Professor of Mechanical Engineering; Professor of Materials Science and Engineering  
B.S., Ph.D. (Florida 1964, 1968); P.E. [1968]
- CHARLES K. KINZER, Associate Professor of Education  
B.A., M.A. (British Columbia 1972, 1976); C.Phil., Ph.D. (California, Berkeley 1980, 1981) [1981]
- AMY HELENE KIRSCHKE, Assistant Professor of Art History  
B.A. (Loyola [Louisiana] 1980); M.A., Ph.D. (Tulane 1983, 1992) [1990]
- HOWARD S. KIRSHNER, Professor of Neurology and Vice Chair of the Department; Professor of Speech (Language Pathology); Professor of Psychiatry; Member, John F. Kennedy Center for Research on Human Development  
B.A. (Williams 1968); M.D. (Harvard 1972) [1978]
- DOUGLAS A. KNIGHT, Professor of Hebrew Bible and Chair of the Graduate Department of Religion  
B.A. (Ottawa [Kansas] 1965); M.Div. (California Baptist Theological Seminary 1968); Dr.theol. (Georg-August-Universität Göttingen 1973) [1973]
- ROBERT A. KNOP, JR., Assistant Professor of Physics and Astronomy  
B.S. (Harvey Mudd 1990); M.S., Ph.D. (California Institute of Technology 1992, 1997) [2001]
- PETER A. KOLODZIEJ, Assistant Professor of Cell and Developmental Biology  
B.A. (Harvard 1983); Ph.D. (Massachusetts Institute of Technology 1991) [1995]
- DAVID S. KOSSON, Professor of Civil and Environmental Engineering and Chair of the Department; Professor of Chemical Engineering  
B.S., M.S., Ph.D. (Rutgers 1983, 1984, 1986) [2000]

- XENOPHON D. KOUTSOUKOS, Assistant Professor of Computer Science  
Diploma (National Technical University of Athens 1993); M.S. in Applied Mathematics,  
M.S. in Electrical Engineering, Ph.D. (Notre Dame 1998, 1998, 2000) [2002]
- WILLIAM J. KOVACS, Professor of Medicine; Professor of Molecular Physiology and  
Biophysics  
A.B., M.D. (Chicago 1973, 1977) [1985]
- MICHAEL KREYLING, Professor of English  
B.A. (Thomas More 1970); M.A., Ph.D. (Cornell 1974, 1975) [1985]
- ANDRZEJ M. KREZEL, Assistant Professor of Biological Sciences  
M.Sc. (Warsaw 1986); Ph.D. (Wisconsin 1991) [1996]
- TSUTOMU KUME, Assistant Professor of Medicine; Assistant Professor of Cell and  
Developmental Biology  
B.A., M.A., Ph.D. (Tokyo 1991, 1993, 1996) [2000]
- SABINA KUPERSHMIDT, Assistant Professor of Anesthesiology; Assistant Professor of  
Pharmacology  
B.S. (Middle Tennessee State 1984); Ph.D. (Vanderbilt 1990) [1998]
- KONSTANTIN V. KUSTANOVICH, Associate Professor of Slavic Languages and Literatures  
Engineering Diploma (Leningrad Polytechnical Institute 1969); M.A. (New York 1977);  
M.Phil., Ph.D. (Columbia 1983, 1986) [1987]
- JOHN LACHS, Centennial Professor of Philosophy; Senior Fellow, Institute for Public Policy  
Studies (On leave fall 2003)  
B.A., M.A. (McGill 1956, 1957); Ph.D. (Yale 1961) [1967]
- SHAFALI LAL, Assistant Professor of History  
B.A. (Chicago 1992); M.Phil., M.A. (Yale 1999, 2002) [2002]
- JONATHAN LAMB, Andrew W. Mellon Professor of Humanities; Professor of English  
B.A., D.Phil. (York [Canada] 1966, 1971) [2002]
- LYNDA L. LAMONTAGNE, Professor of Nursing  
B.S. (California State, Los Angeles 1970); M.S., D.N.S. (California, San Francisco 1972,  
1982); R.N. [1989]
- LARRY E. LANCASTER, Professor of Nursing  
B.S.N. (Evansville 1970); M.S.N., Ed.D. (Vanderbilt 1971, 1982); R.N. [1973]
- JANE GILMER LANDERS, Associate Dean, College of Arts and Science; Associate  
Professor of History  
A.B., M.A. (Miami [Florida] 1968, 1974); Ph.D. (Florida 1988) [1992]
- JAMES J. LANG, Associate Professor of Sociology  
B.A. (Canisius 1966); M.A., Ph.D. (Michigan 1969, 1974) [1974]
- JOSEPH S. LAPPIN, Professor of Psychology, College of Arts and Science; Member,  
John F. Kennedy Center for Research on Human Development  
B.A. (Cincinnati 1962); Ph.D. (Illinois 1966) [1968]
- MICHAEL A. LAPRÉ, Assistant Professor of Management (Operations Management)  
Doctorandus (Erasmus University [Rotterdam] 1991); Ph.D. (Institut Européen  
d'Administration des Affaires [France] 1997) [2001]
- RICHARD J. LARSEN, Associate Dean, College of Arts and Science; Associate Professor  
of Mathematics  
B.S. (Case Institute of Technology 1964); M.S., Ph.D. (Rutgers 1966, 1970) [1970]
- ALEXANDER R. LAWTON III, Edward Claiborne Stahlman Professor of Pediatric Physiology  
and Cell Metabolism; Professor of Pediatrics; Professor of Microbiology and Immunology  
B.A. (Yale 1960); M.D. (Vanderbilt 1964) [1980]
- GEOFFREY C. LAYMAN, Associate Professor of Political Science  
B.A. (Virginia Polytechnic Institute 1990); M.A., Ph.D. (Indiana 1992, 1995) [1996]
- MANUEL LEAL, Assistant Professor of Biological Sciences  
B.S., M.S. (Puerto Rico 1990, 1994); Ph.D. (Washington University 2000) [2003]

- KEVIN M. LEANDER, Assistant Professor of Language and Literacy  
B.A. (Colorado, Boulder 1985); M.A., Ph.D. (Illinois 1995, 1999) [1999]
- LARRY J. LEBLANC, Professor of Management (Operations Management)  
B.S. (Loyola [Louisiana] 1969); M.S., Ph.D. (Northwestern 1971, 1973) [1980]
- EUGENE J. LEBOEUF, Assistant Professor of Civil and Environmental Engineering  
B.S. (Rose-Hulman Institute of Technology 1985); M.S. (Northwestern 1986); M.S. (Stanford 1993); Ph.D. (Michigan 1997); P.E. [1997]
- AKOS LEDECZI, Research Assistant Professor of Electrical Engineering  
Diploma (Technical University of Budapest 1989); Ph.D. (Vanderbilt 1995) [1996]
- RICHARD LEHRER, Professor of Science Education  
B.S. (Rensselaer Polytechnic Institute 1973); M.S., Ph.D. (SUNY, Albany 1976, 1983) [2002]
- JENNIFER C. LENA, Assistant Professor of Sociology  
A.B. (Colcage 1996); M.A., M.Phil. (Columbia 1999, 1999) [2003]
- WALLACE M. LESTOURGEON, Professor of Biological Sciences  
B.S., Ph.D. (Texas 1966, 1970) [1974]
- M. DOUGLAS LEVAN, Centennial Professor of Chemical Engineering and Chair of the Department  
B.S. (Virginia 1971); Ph.D. (California, Berkeley 1976) [1997]
- AMY-JILL LEVINE, Carpenter Professor of New Testament Studies; Director, Carpenter Program in Religion, Gender, and Sexuality  
A.B. (Smith 1978); A.M., Ph.D. (Duke 1981, 1984) [1994]
- PAT R. LEVITT, Professor of Pharmacology; Director, John F. Kennedy Center for Research on Human Development  
B.A. (Chicago 1975); Ph.D. (California, Berkeley 1978) [2002]
- CRAIG M. LEWIS, Associate Professor of Management (Finance)  
B.S. (Ohio State 1978); M.S., Ph.D. (Wisconsin 1982, 1986); C.P.A. [1986]
- TINGYU LI, Assistant Professor of Chemistry  
B.Sc. (Lanzhou [China] 1984); Ph.D. (Harvard 1991) [1996]
- PENG LIANG, Associate Professor of Cancer Biology  
B.S. (Beijing 1982); Ph.D. (Illinois 1990) [1995]
- LEE E. LIMBIRD, Associate Vice Chancellor for Research; Professor of Pharmacology; Investigator John F. Kennedy Center for Research on Human Development  
B.A. (Wooster 1970); Ph.D. (North Carolina 1973) [1979]
- ANGELA H. LIN, Assistant Professor of German (On leave 2003/2004)  
B.A. (Pennsylvania 1991); Ph.D. (Princeton 1999) [2000]
- P. CHARLES LIN, Assistant Professor of Radiation Oncology; Assistant Professor of Cell and Developmental Biology; Assistant Professor of Cancer Biology  
B.S. (Beijing Normal [China] 1983); Ph.D. (Peking Union Medical College 1988) [1999]
- ANDREW J. LINK, Assistant Professor of Microbiology and Immunology; Ingram Assistant Professor of Cancer Research; Assistant Professor of Biochemistry; Member, John F. Kennedy Center for Research on Human Development  
B.A., B.S., M.A. (Washington University 1987); Ph.D. (Harvard 1994) [1999]
- MACRAE F. LINTON, Professor of Medicine; Professor of Pharmacology  
B.S. (Tulane 1978); M.D. (Tennessee 1985) [1993]
- RICHARD DOUGLAS LLOYD, Assistant Professor of Sociology  
B.A. (California, Berkeley 1991); M.A., Ph.D. (Chicago 1995, 2002) [2003]
- GORDON DENNIS LOGAN, Centennial Professor of Psychology, College of Arts and Science  
B.A., M.Sc. (Alberta 1969, 1972); Ph.D. (McGill 1975) [2000]
- ANTHONY A. LOH, Assistant Professor of Political Science  
B.A. (McGill 1985); M.A. (Toronto 1988); Ph.D. (Hebrew University of Jerusalem 1999) [2002]

- LORRAINE M. LOPEZ, Assistant Professor of English  
B.A. (California State 1989); M.A., Ph.D. (Georgia 1997, 2000) [2002]
- NANCY M. LORENZI, Assistant Vice Chancellor for Health Affairs; Professor of Biomedical Informatics; Clinical Professor of Nursing  
A.B. (Youngstown State 1966); M.S. (Case Western Reserve 1968); M.A. (Louisville 1975); Ph.D. (Cincinnati 1980) [2000]
- DAVID MICHAEL LOVINGER, Professor of Molecular Physiology and Biophysics;  
Professor of Pharmacology; Professor of Anesthesiology; Deputy Director for Biomedical Sciences, John F. Kennedy Center for Research on Human Development (On leave from 3/1/02 to 2/28/03)  
B.A. (Arizona 1981); M.S., Ph.D. (Northwestern 1984, 1987) [1991]
- DAVID A. LOWE, Associate Professor of Slavic Languages and Literatures  
B.A. (Macalester 1969); A.M., Ph.D. (Indiana 1972, 1977) [1979]
- DAVID LUBINSKI, Professor of Psychology, Peabody College; Investigator, John F. Kennedy Center for Research on Human Development  
B.A., Ph.D. (Minnesota 1981, 1987) [1998]
- WILLIAM LUIS, Professor of Spanish  
B.A. (SUNY, Binghamton 1971); M.A. (Wisconsin 1973); M.A., Ph.D. (Cornell 1979, 1980) [1991]
- CHARLES M. LUKEHART, Professor of Chemistry  
B.S. (Pennsylvania State 1968); Ph.D. (Massachusetts Institute of Technology 1972) [1973]
- MELANIE LUTENBACHER, Associate Professor of Nursing  
B.S.N. (Texas 1974); M.S.N. (California State 1986); Ph.D. (Kentucky 1994); R.N.–C.S., F.N.P., P.N.P. [1993]
- TERRY P. LYBRAND, Professor of Chemistry; Professor of Pharmacology  
B.S. (South Carolina 1980); Ph.D. (California, Berkeley 1984) [2000]
- ROBERT L. MACDONALD, Professor of Neurology and Chair of the Department;  
Professor of Pharmacology; Professor of Molecular Physiology and Biophysics  
S.B. (Massachusetts Institute of Technology 1966); Ph.D., M.D. (Virginia 1969, 1973) [2001]
- MARK A. MAGNUSON, Assistant Vice Chancellor for Research; Professor of Molecular Physiology and Biophysics; Professor of Medicine  
B.A. (Luther 1975); M.D. (Iowa 1979) [1987]
- CHARLES F. MAGUIRE, Professor of Physics  
B.S. (Iona 1966); Ph.D. (Yale 1973) [1975]
- SANKARAN MAHADEVAN, Professor of Civil and Environmental Engineering  
B.Tech. (Indian Institute of Technology 1982); M.S. (Rensselaer Polytechnic Institute 1985); Ph.D. (Georgia Institute of Technology 1988) [1988]
- ANITA MAHADEVAN-JANSEN, Assistant Professor of Biomedical Engineering; Assistant Professor of Neurological Surgery  
B.Sc., M.Sc. (Bombay 1988, 1990); M.S., Ph.D. (Texas 1993, 1996) [1997]
- WILLIAM RAYMOND MAHAFFEY, Professor of Management of Technology and Director of the Program; Professor of Electrical Engineering and Computer Science  
B.Sc., Ph.D. (Alabama 1964, 1970) [2001]
- ANDREA MANESCHI, Professor of Economics  
B.A. (Oxford 1958); Ph.D. (Johns Hopkins 1964) [1969]
- SALVATORE T. MARCH, David K. Wilson Professor of Management (Information Technology)  
B.S., M.S., Ph.D. (Cornell 1972, 1975, 1978) [2000]
- LEAH S. MARCUS, Edwin Mims Professor of English  
B.A. (Carleton 1967); M.A., Ph.D. (Columbia 1968, 1971) [1998]

- ROBERT A. MARGO, Professor of Economics; Professor of History  
A.B. (Michigan 1976); A.M., Ph.D. (Harvard 1978, 1982) [1989]
- LAWRENCE J. MARNETT, Mary Geddes Stahlman Professor of Cancer Research;  
Professor of Biochemistry; Professor of Chemistry  
B.S. (Rockhurst 1969); Ph.D. (Duke 1973) [1989]
- RENÉ MAROIS, Assistant Professor of Psychology, College of Arts and Science;  
Investigator, John F. Kennedy Center for Research on Human Development  
B.Sc. (McGill 1986); M.Sc. (Dalhousie 1989); Ph.D. (Yale 1996) [1999]
- LLOYD W. MASSENGILL, Professor of Electrical Engineering; Professor of Computer  
Engineering; Associate Department Chair, Department of Electrical Engineering and  
Computer Science  
B.S., M.S., Ph.D. (North Carolina State 1982, 1984, 1987) [1987]
- RONALD W. MASULIS, Frank K. Houston Professor of Finance  
B.A. (Northeastern 1971); M.B.A., Ph.D. (Chicago 1974, 1978) [1990]
- LYNN M. MATRISIAN, Professor of Cancer Biology and Chair of the Department; Associate  
Professor of Obstetrics and Gynecology; Ingram Professor of Cancer Research  
B.S. (Bloomsburg State 1975); Ph.D. (Arizona 1982) [1986]
- ROBERT J. MATUSIK, Professor of Urologic Surgery; Professor of Cell and Developmental  
Biology; Professor of Cancer Biology  
B.S. (Loyola 1970); Ph.D. (Rochester 1976) [1996]
- JAMES M. MAY, Professor of Medicine; Professor of Molecular Physiology and Biophysics  
B.S. (Yale 1969); M.D. (Vanderbilt 1973) [1986]
- HOLLY J. MCCAMMON, Associate Professor of Sociology (On leave 2003/2004)  
B.A. (Purdue 1982); A.M., Ph.D. (Indiana 1986, 1990) [1990]
- JOHN A. MCCARTHY, Professor of German; Professor of Comparative Literature  
B.A. (Oakland 1964); M.A., Ph.D. (SUNY, Buffalo 1967, 1972) [1991]
- DEVIN LOCHLAN MCCASLIN, Assistant Professor of Hearing and Speech Sciences  
B.S. (Northern Michigan 1992); M.S. (Wayne State 1995); Ph.D. (Ohio State 1999) [2002]
- DAVID E. MCCAULEY, Professor of Biological Sciences  
B.S. (Maryland 1972); Ph.D. (SUNY, Stony Brook 1976) [1980]
- KAY JOHNSON MCCLAIN, Assistant Professor of Mathematics Education  
B.S., M.Ed. (Auburn 1974, 1975); Ed.D. (Vanderbilt 1995) [1996]
- THOMAS L. MCCURLEY III, Associate Professor of Pathology  
B.E., M.D. (Vanderbilt 1970, 1974) [1983]
- MICHAEL P. MCDONALD, Assistant Professor of Pharmacology; Investigator, John F.  
Kennedy Center for Research on Human Development  
B.A. (Arizona State 1985); M.A. (New York 1990); Ph.D. (Minnesota 1994) [1999]
- THOMAS A. J. MCGINN, Associate Professor of Classics (On leave spring 2004)  
A.B. (Harvard 1978); M.A. (Cambridge 1980); Ph.D. (Michigan 1986) [1986]
- RICHARD MCGREGOR, Assistant Professor of Religious Studies  
B.A. (Toronto 1990); M.A., Ph.D. (McGill 1993, 2001) [2003]
- OWEN PATRICK MCGUINNESS, Associate Professor of Molecular Physiology and  
Biophysics  
B.S. (SUNY, Stony Brook 1978); Ph.D. (Louisiana State 1983) [1984]
- HASSANE S. MCHAOURAB, Associate Professor of Molecular Physiology and Biophysics  
B.S., M.S. (American University of Beirut 1987, 1989); Ph.D. (Medical College of  
Wisconsin 1993) [2000]
- RALPH MCKENZIE, Distinguished Professor of Mathematics  
B.A., Ph.D. (Colorado 1963, 1966) [1994]
- MICHAEL K. MCLENDON, Assistant Professor of Public Policy and Higher Education  
B.A. (Baylor 1991); M.S. (Florida State 1994); Ph.D. (Michigan 2000) [1999]

- DOUGLAS G. MCMAHON, Professor of Biological Sciences (On leave spring 2004)  
B.A., Ph.D. (Virginia 1980, 1986) [2002]
- TIMOTHY P. MCNAMARA, Professor of Psychology, College of Arts and Science, and  
Chair of the Department  
B.G.S. (Kansas 1979); M.S., M.Phil., Ph.D. (Yale 1981, 1982, 1984) [1983]
- JOSÉ MEDINA, Assistant Professor of Philosophy  
B.A. (Universidad de Sevilla 1991); M.A., Ph.D. (Northwestern 1995, 1998) [1999]
- M. DOUGLAS MEEKS, Cal Turner Chancellor's Professor of Wesleyan Studies; Professor of  
Wesleyan Studies and Theology  
B.A. (Rhodes 1963); B.D., Ph.D. (Duke 1966, 1971) [1998]
- CHARLES K. MEGIBBEN, Professor of Mathematics  
B.S. (Southern Methodist 1959); Ph.D. (Auburn 1963) [1967]
- ARTHUR M. MELLOR, Centennial Professor of Mechanical Engineering  
B.S.E., M.A., Ph.D. (Princeton 1963, 1965, 1968) [1988]
- MICHAEL H. MELNER, Professor of Obstetrics and Gynecology; Professor of Cell and  
Developmental Biology  
B.S., M.S. (Nevada 1974, 1976); Ph.D. (Medical College of Georgia 1980) [1993]
- HERBERT Y. MELTZER, Bixler/Johnson/Mays Professor of Psychiatry; Professor of  
Psychiatry; Professor of Pharmacology  
B.A. (Cornell 1958); M.A. (Harvard 1959); M.D. (Yale 1963) [1996]
- BARBARA O. MEYRICK-CLARRY, Professor of Pathology; Professor of Medicine  
M.Phil., Ph.D. (London 1974, 1976) [1981]
- MICHAEL I. MIGA, Assistant Professor of Biomedical Engineering  
B.S., M.S. (Rhode Island 1992, 1994); Ph.D. (Dartmouth 1998) [2000]
- MICHAEL L. MIHALIK, Professor of Mathematics and Chair of the Department  
B.S. (California State College [Pennsylvania] 1973); M.A., Ph.D. (SUNY, Binghamton  
1977, 1979) [1982]
- CALVIN F. MILLER, Professor of Geology  
B.A. (Pomona 1969); M.S. (George Washington 1973); Ph.D. (California, Los Angeles  
1977) [1977]
- GERALDINE G. MILLER, Professor of Medicine; Associate Professor of Microbiology and  
Immunology  
S.B. (Massachusetts Institute of Technology 1969); M.D. (California, San Diego 1973)  
[1990]
- MOLLY FRITZ MILLER, Professor of Geology  
B.A. (Wooster 1969); M.S. (George Washington 1971); Ph.D. (California, Los Angeles  
1977) [1977]
- RANDOLPH A. MILLER, Professor of Biomedical Informatics and Chair of the Department;  
Professor of Medicine  
A.B. (Princeton 1971); M.D. (Pittsburgh 1976) [1994]
- TRACY G. MILLER, Assistant Professor of Art History (On leave 2003/2004)  
B.A. (Arizona State 1991); M.A., Ph.D. (Pennsylvania 1996, 2000) [2000]
- DAVID M. MILLER III, Associate Professor of Cell and Developmental Biology  
B.S. (Southern Mississippi 1973); Ph.D. (Rice 1981) [1994]
- BONNIE J. MILLER-MCLEMORE, Professor of Pastoral Theology and Counseling  
B.A. (Kalamazoo 1977); M.A., Ph.D. (Chicago 1980, 1986) [1995]
- WILLIAM M. MITCHELL, Professor of Pathology  
B.A., M.D. (Vanderbilt 1957, 1960); Ph.D. (Johns Hopkins 1966) [1966]
- ROBERT L. MODE, Associate Professor of Art History; Chair of the Department of Art and  
Art History  
B.A. (Rochester 1962); M.A., Ph.D. (Michigan 1964, 1970) [1967]

- GILBERT W. MOECKEL, Assistant Professor of Pathology  
M.D., Ph.D. (Ludwig Maximilians [Germany] 1989, 1993) [2000]
- LUIGI MONGA, Professor of French and Italian  
Maturità Classica (Lecco 1960); M.A., Ph.D. (SUNY, Buffalo 1970, 1972) [1976]
- JASON HALL MOORE, Assistant Professor of Molecular Physiology and Biophysics  
B.S. (Florida State 1991); M.S., Ph.D. (Michigan 1994, 1998) [1999]
- CHARLES E. MORRIS III, Assistant Professor of Communication Studies (On leave fall 2003)  
B.A. (Boston College 1991); M.A. (Pennsylvania 1994); Ph.D. (Pennsylvania State 1998)  
[2000]
- JASON D. MORROW, F. Tremaine Billings Professor of Medicine; Professor of Pharmacology  
B.A. (Vanderbilt 1979); M.D. (Washington University 1983) [1994]
- DOUGLAS PAUL MORTLOCK, Assistant Professor of Molecular Physiology and Biophysics  
B.A. (Cornell 1990); Ph.D. (Michigan 1997) [2002]
- HAROLD L. MOSES, Benjamin F. Byrd Jr. Professor of Clinical Oncology; Professor of  
Cancer Biology; Professor of Pathology; Professor of Medicine; Director of the Ingram  
Cancer Center  
B.A. (Berea 1958); M.D. (Vanderbilt 1962) [1985]
- CHARLES H. MULLIN, Assistant Professor of Economics; Fellow, Institute for Public Policy  
Studies  
B.A. (California, Berkeley 1992); Ph.D. (Chicago 1998) [1998]
- DEBORAH G. MURDOCK, Assistant Professor of Pediatrics; Assistant Professor of  
Pharmacology  
B.S. (Georgia 1988); Ph.D. (Carnegie Mellon 1996) [2002]
- JOSEPH F. MURPHY, Professor of Education; Associate Dean, Peabody College  
B.A. (Muskingum 1971); M.S.T. (Chicago 1974); Ph.D. (Ohio State 1980) [2002]
- MARILYN L. MURPHY, Professor of Art  
B.F.A. (Oklahoma State 1972); M.F.A. (Oklahoma 1978) [1980]
- KATHERINE T. MURRAY, Associate Professor of Medicine; Associate Professor of  
Pharmacology  
B.S., M.D. (Duke 1976, 1980) [1989]
- DRAYTON NABERS, Assistant Professor of English  
B.A. (Princeton 1991); Ph.D. (Oxford 1996); Ph.D. (Johns Hopkins 1999) [1999]
- LILLIAN B. NANNEY, Professor of Plastic Surgery; Professor of Cell and Developmental  
Biology  
B.A. (Vanderbilt 1973); M.S. (Austin Peay State 1977); Ph.D. (Louisiana State 1980)  
[1980]
- MAURY NATION, Assistant Professor of Human and Organizational Development  
B.A. (Georgia State 1992); Ph.D. (South Carolina 1999) [2003]
- MARIAN NEAMTU, Associate Professor of Mathematics  
C.Sc. (Slovak Technical University of Bratislava 1988); Drs. (Twente University of Tech-  
nology 1991) [1992]
- ERIC G. NEILSON, Hugh J. Morgan Professor of Medicine and Chair of the Department;  
Professor of Cell and Developmental Biology  
B.S. (Denison 1971); M.D. (Alabama 1975); M.S. (Pennsylvania 1987) [1998]
- KALLIOPi NIKOLOPOULOU, Mellon Assistant Professor of Comparative Literature  
B.A. (Hobart and William Smith Colleges 1989); M.A., Ph.D. (Rochester 1993, 1998)  
[2000]
- DAVID C. NOELLE, Assistant Professor of Computer Science  
B.S. (California, Los Angeles 1987); M.S., Ph.D. (California, San Diego 1992, 1997)  
[2001]



- JEANETTE J. NORDEN, Professor of Cell and Developmental Biology; Professor of Neuroscience  
B.A. (California, Los Angeles 1970); Ph.D. (Vanderbilt 1975) [1978]
- LINDA D. NORMAN, Senior Associate Dean of Academics, School of Nursing; Assistant Professor of Nursing  
B.S.N., M.S.N. (Virginia 1969, 1981); D.S.N. (Alabama, Birmingham 2001); R.N. [1988]
- THOMAS P. NOVAK, Professor of Management (Marketing)  
A.B. (Oberlin 1977); M.A., Ph.D. (North Carolina 1980, 1984) [1993]
- LAURA R. NOVICK, Associate Professor of Psychology, Peabody College; Associate Professor of Psychology, College of Arts and Science  
B.S. (Iowa 1981); Ph.D. (Indiana 1986) [1988]
- ANTHÈRE NZABATSINDA, Assistant Professor of French  
B.A. (Université nationale du Rwanda, Butare 1978); M.A., Ph.D. (Montréal 1986, 1993) [1996]
- RICHARD M. O'BRIEN, Associate Professor of Molecular Physiology and Biophysics  
B.Sc. (Bristol 1984); Ph.D. (Cambridge 1988) [1988]
- JOHN A. OATES, Thomas F. Frist Professor of Medicine; Professor of Pharmacology; Director, Center for Pharmacology and Drug Toxicology  
B.A., M.D. (Wake Forest 1953, 1956) [1963]
- VOLKER E. OBERACKER, Professor of Physics  
Ph.D. (Johann Wolfgang Goethe Universität Frankfurt 1977) [1980]
- JOSIAH OCHIENG, Associate Professor of Biochemistry at Meharry; Associate Professor of Cancer Biology  
B.Sc. (Nairobi 1979); M.Sc., Ph.D. (Ohio State 1982, 1988) [1995]
- RICHARD D. ODOM, Professor of Psychology, College of Arts and Science  
B.A., M.A. (Texas 1956, 1960); Ph.D. (Minnesota 1963) [1964]
- THOMAS N. OELTMANN, Associate Professor of Medicine; Associate Professor of Biochemistry; Associate Professor of Biological Sciences  
B.S. (Georgia State 1963); Ph.D. (Georgia 1967) [1979]
- RALPH N. OHDE, Professor of Hearing and Speech Sciences; Member, John F. Kennedy Center for Research on Human Development  
A.B. (Carthage 1966); M.Ed. (Virginia 1968); Ph.D. (Michigan 1978) [1981]
- ALEXANDER OL'SHANSKII, Centennial Professor of Mathematics  
B.S., Ph.D., D.Sc. (Moscow State 1968, 1971, 1979) [1998]
- ROWENA OLEGARIO, Assistant Professor of History  
B.A. (Yale 1983); Ph.D. (Harvard 1998) [2001]
- EMANUELLE K. F. OLIVEIRA, Assistant Professor of Portuguese  
B.A. (Pontificia Universidade Católica [Brazil] 1988); B.A. (Universidade do Estado do Rio de Janeiro 1989); M.A., Ph.D. (California, Los Angeles 1994, 2001) [2002]
- RICHARD L. OLIVER, Valere Blair Potter Professor of Management (Marketing)  
B.S.M.E. (Purdue 1967); M.B.A., Ph.D. (Wisconsin 1969, 1973) [1990]
- NANCY J. OLSEN, Professor of Medicine; Associate Professor of Microbiology and Immunology  
Sc.B. (Brown 1973); M.D., M.S. (Chicago 1977, 1977) [1985]
- GARY E. OLSON, Professor of Cell and Developmental Biology  
B.S., M.S. (Oregon 1967, 1968); Ph.D. (Washington University 1974) [1977]
- EUGENE M. OLTZ, Associate Professor of Microbiology and Immunology  
A.B. (Cornell 1982); Ph.D. (Columbia 1987) [1993]
- DAVID E. ONG, Professor of Biochemistry  
B.A. (Wabash 1965); Ph.D. (Yale 1970) [1970]
- BRUCE I. OPPENHEIMER, Professor of Political Science  
A.B. (Tufts 1967); M.A., Ph.D. (Wisconsin 1968, 1973) [1993]

- MARIE-CLAIRE ORGEBIN-CRIST, Lucius E. Burch Professor of Reproductive Physiology and Family Planning; Professor of Obstetrics and Gynecology; Director, Center for Reproductive Biology Research; Professor of Cell and Developmental Biology Licence ès Lettres (Paris 1956); Ph.D. (Lyons 1961) [1963]
- BRIDGET ORR, Associate Professor of English  
B.A. (Victoria University of Wellington [New Zealand] 1979); Ph.D. (Cornell 1995) [2002]
- NEIL OSHEROFF, Professor of Biochemistry; Professor of Medicine  
B.A. (Hobart 1974); Ph.D. (Northwestern 1979) [1983]
- ROBERT H. OSSOFF, Guy M. Maness Professor of Otolaryngology and Chair of the Department; Professor of Hearing and Speech Sciences  
A.B. (Bowdoin 1969); D.M.D., M.D. (Tufts 1973, 1975); M.S. (Northwestern 1981) [1986]
- KEVIN G. OSTEEEN, Professor of Obstetrics and Gynecology; Professor of Pathology  
B.S. (South Carolina 1972); Ph.D. (Medical College of Georgia 1980) [1983]
- LUCIUS TURNER OUTLAW, JR., Professor of Philosophy; Director of African American Studies Program; Associate Provost for Undergraduate Education  
B.A. (Fisk 1967); Ph.D. (Boston College 1972) [2000]
- K. ARTHUR OVERHOLSER, Senior Associate Dean of the School of Engineering; Professor of Biomedical Engineering and Chemical Engineering  
B.E. (Vanderbilt 1965); M.S., Ph.D. (Wisconsin 1966, 1969); P.E. [1971]
- JUDY G. OZBOLT, Independence Foundation Professor of Nursing; Professor of Nursing; Professor of Biomedical Informatics  
B.S.N. (Duke 1967); M.S., Ph.D. (Michigan 1974, 1976); R.N. [1998]
- JAMES CONLIN PACE, Professor of Nursing  
B.S.N. (Florida State 1978); M.S.N. (Vanderbilt 1981); D.S.N. (Alabama, Birmingham 1986); M.Div. (Vanderbilt 1988); R.N., A.N.P. [2002]
- DAVID L. PAGE, Professor of Pathology; Professor of Preventive Medicine  
B.A. (Yale 1962); M.D. (Johns Hopkins 1966) [1972]
- TERRY L. PAGE, Professor of Biological Sciences; Director of the Neuroscience Studies Program  
B.A., M.A., Ph.D. (Texas 1970, 1971, 1974) [1980]
- THOMAS J. PALMERI, Associate Professor of Psychology, College of Arts and Science  
B.S. (Carnegie Mellon 1987); Ph.D. (Indiana 1995) [1995]
- BRADLEY PALMQUIST, Assistant Professor of Political Science  
A.B. (Stanford 1976); M.A., Ph.D. (California, Berkeley 1981, 1993) [1998]
- SOKRATES THEODORE PANTELIDES, William A. and Nancy F. McMinn Professor of Physics  
B.S. (Northern Illinois 1969); M.S., Ph.D. (Illinois 1970, 1973) [1994]
- ROBERT S. PANVINI, Professor of Physics  
Sc.B. (Rensselaer Polytechnic Institute 1958); Ph.D. (Brandeis 1965) [1971]
- JANE H. PARK, Professor of Molecular Physiology and Biophysics  
B.S., Ph.D. (Washington University 1946, 1952) [1954]
- SOHEE PARK, Associate Professor of Psychology, College of Arts and Science; Investigator, John F. Kennedy Center for Research on Human Development  
B.A. (Cambridge 1982); M.A. (Columbia 1985); Ph.D. (Harvard 1991) [2000]
- FRANK L. PARKER, Distinguished Professor of Environmental and Water Resources Engineering; Professor of Management of Technology  
S.B. (Massachusetts Institute of Technology 1948); M.S., Ph.D. (Harvard 1950, 1955); P.E. [1967]
- FRITZ F. PARL, Professor of Pathology  
M.D. (Georg-August-Universität Göttingen 1968); Ph.D. (New York Medical 1978) [1980]
- DAVID C. PARSLEY, Associate Professor of Management (Managerial Economics)  
B.S. (Kentucky 1977); A.M. (Indiana 1979); Ph.D. (California, Berkeley 1990) [1990]

- WILLIAM L. PARTRIDGE, Associate Dean for Research and Graduate Education; Professor of Human and Organizational Development; Professor of Anthropology  
B.A., M.A., Ph.D. (Florida 1966, 1969, 1974) [2001]
- CYNTHIA B. PASCHAL, Associate Professor of Biomedical Engineering; Associate Professor of Radiology and Radiological Sciences  
S.B., S.M. (Massachusetts Institute of Technology 1986, 1986); Ph.D. (Case Western Reserve 1992) [1992]
- DANIEL M. PATTE, Professor of Religious Studies; Professor of New Testament and Early Christianity  
B.A. (Grenoble 1958); B.D. (Montpellier 1960); Th.M. (Geneva 1964); Th.D. (Chicago Theological Seminary 1971) [1971]
- JAMES A. PATTON, Professor of Radiology and Radiological Sciences; Professor of Physics  
B.S., Ph.D. (Western Kentucky 1966, 1972) [1973]
- JAMES G. PATTON, Associate Professor of Biological Sciences; Associate Professor of Biochemistry  
B.A. (College of Saint Thomas 1980); Ph.D. (Mayo Graduate 1988) [1993]
- BARBARA F. PEEK, Adjunct Assistant Professor of Hearing and Speech Sciences  
B.A., M.A., M.A., Ph.D. (Northwestern 1965, 1966, 1968, 1982) [1985]
- RICHARD M. PEEK, JR., Associate Professor of Medicine; Associate Professor of Cancer Biology  
B.S. (Davidson 1984); M.D. (North Carolina 1988) [1995]
- JOHN S. PENN, Professor of Ophthalmology and Visual Sciences and Interim Chair of the Department; Professor of Cell and Developmental Biology  
B.A. (University of the South 1978); M.S. (West Florida 1981); Ph.D. (Florida State 1984) [1998]
- DOUGLAS D. PERKINS, Associate Professor of Human and Organizational Development  
B.A. (Swarthmore 1980); M.A., Ph.D. (New York 1985, 1990) [2000]
- DIANE PERPICH, Assistant Professor of Philosophy (On leave 2003/2004)  
B.A. (Bryn Mawr 1984); M.A., Ph.D. (Chicago 1987, 1997) [2001]
- RICHARD ALAN PETERS II, Associate Professor of Electrical Engineering  
A.B. (Oberlin 1979); M.S., Ph.D. (Arizona 1985, 1988) [1988]
- CATHLEEN C. PETTEPHER, Associate Professor of Cancer Biology  
B.S., B.S., Ph.D. (South Alabama 1985, 1987, 1990) [1990]
- HELMUT F. PFANNER, Professor of German (On leave fall 2003)  
M.A., Ph.D. (Stanford 1961, 1965) [1990]
- F. CARTER PHILIPS, Associate Professor of Classics  
B.A. (Vanderbilt 1965); A.M., Ph.D. (Pennsylvania 1966, 1969) [1969]
- JOHN A. PHILLIPS III, David T. Karzon Professor of Pediatrics; Professor of Biochemistry; Professor of Medicine; Professor of Pathology; Investigator, John F. Kennedy Center for Research on Human Development  
B.S. (North Carolina 1965); M.D. (Wake Forest 1969) [1984]
- JENNIFER A. PIETENPOL, Associate Professor of Biochemistry  
B.A. (Carleton 1986); Ph.D. (Vanderbilt 1990) [1994]
- BONITA PILON, Senior Associate Dean for Practice Management; Professor of Nursing  
B.S.N. (Barry 1972); M.S.N. (Florida 1975); D.S.N. (Alabama 1988); R.N. [2000]
- ELLEN E. PINDERHUGHES, Research Assistant Professor of Psychology, Peabody College; Investigator, John F. Kennedy Center for Research on Human Development  
B.A. (Colorado 1976); Ph.D. (Yale 1986) [1992]
- DAVID W. PISTON, Professor of Molecular Physiology and Biophysics; Professor of Physics; Director, W. M. Keck Free-Electron Laser Center; Investigator, John F. Kennedy Center for Research on Human Development  
B.A. (Grinnell 1984); M.S., Ph.D. (Illinois 1986, 1989) [1992]

- RICHARD N. PITT, JR., Assistant Professor of Sociology  
B.S., M.Ed. (Pennsylvania State 1991, 1994); M.A., Ph.D. (Arizona 1999, 2003) [2003]
- ROBERT W. PITZ, Professor of Mechanical Engineering and Chair of the Department  
B.S. (Purdue 1973); M.S., Ph.D. (California, Berkeley 1975, 1981); P.E. [1986]
- ROBERT T. PLANTS, Research Associate in the Learning Technology Center  
B.A.E., M.Ed. (Mississippi 1980, 1981); Ed.D. (Memphis 2000) [2001]
- JOHN F. PLUMMER III, Professor of English  
B.A. (Northern Illinois 1966); M.A. (Indiana 1968); Ph.D. (Washington University 1971) [1971]
- MICHAEL D. PLUMMER, Professor of Mathematics (On leave fall 2003)  
B.A. (Wabash 1959); M.S., Ph.D. (Michigan 1961, 1966) [1970]
- PRASAD L. POLAVARAPU, Professor of Chemistry  
B.Sc. (Andhra 1970); M.Sc. (Birla Institute of Technology and Science 1972); Ph.D. (Indian Institute of Technology 1977) [1980]
- DAVID BRENT POLK, Associate Professor of Pediatrics; Associate Professor of Cell and Developmental Biology  
B.S. (Ouachita Baptist 1980); M.D. (University of Arkansas for Medical Sciences 1984) [1990]
- LJUBICA D. POPOVICH, Associate Professor of Art History  
Diploma of Philosophy (Belgrade 1955); Ph.D. (Bryn Mawr 1963) [1966]
- NED ALLEN PORTER, Stevenson Professor of Chemistry and Chair of the Department  
B.S.Ch.E. (Princeton 1965); Ph.D. (Harvard 1970) [1998]
- ALVIN C. POWERS, Associate Professor of Medicine; Associate Professor of Molecular Physiology and Biophysics  
B.A. (Virginia 1976); M.D. (Tennessee 1979) [1988]
- AMBRA POZZI, Assistant Professor of Medicine; Assistant Professor of Cancer Biology  
Ph.D. (Florence [Italy] 1996) [2000]
- JAMES O. PRICE, Associate Professor of Pathology  
B.S., M.S., Ph.D. (Memphis State 1968, 1974, 1982) [1994]
- RONALD R. PRICE, Professor of Radiology and Radiological Sciences and Director of the Division of Radiological Sciences; Professor of Physics; Member John F. Kennedy Center for Research on Human Development  
B.S. (Western Kentucky 1964); Ph.D. (Vanderbilt 1971) [1973]
- RICHARD A. PRIDE, Associate Professor of Political Science  
B.A. (Stanford 1964); M.A. (California, Santa Barbara 1965); Ph.D. (Minnesota 1970) [1968]
- RENÉ PRIETO, Professor of Spanish (On leave 2003/2004)  
B.A., M.A. (Sorbonne 1973, 1974); B.A. (Institut des Langues Orientales 1974); Ph.D. (Stanford 1980) [2002]
- ISAAC PRILLELTENSKY, Professor of Human and Organizational Development  
B.A. (Bar-Ilan 1980); M.A. (Tel Aviv 1983); Ph.D. (South Carolina 1999) [2003]
- LAURENT PUJO-MENJOUET, Assistant Professor of Mathematics  
M.S., Ph.D. (Pau [France] 1996, 2001) [2003]
- DAVID L. RADOS, Professor of Management (Marketing)  
B.S. (Massachusetts Institute of Technology 1955); M.B.A. (Harvard 1960); Ph.D. (Stanford 1968) [1977]
- VIJAY RAGHAVAN, Associate Professor of Computer Science  
B.Tech. (Indian Institute of Technology, New Delhi 1980); M.S., Ph.D. (Minnesota 1983, 1988) [1989]
- CHARU G. RAHEJA, Assistant Professor of Management (Finance)  
B.S. (Florida 1994); M.Phil., Ph.D. (New York 1997, 2001) [2001]

- AKUNURI V. RAMAYYA, Professor of Physics  
B.Sc. hons., M.Sc. (Andhra 1957, 1958); Ph.D. (Indiana 1964) [1964]
- LYNN TARTE RAMEY, Assistant Professor of French (On leave 2003/2004)  
B.A.S., B.A. (Pennsylvania 1986); M.A. (Indiana 1991); Ph.D. (Harvard 1997) [2001]
- MATTHEW RAMSEY, Associate Professor of History  
A.B., A.M., Ph.D. (Harvard 1969, 1971, 1978) [1984]
- RANDOLPH F. R. RASCH, Professor of Nursing  
B.S.N. (Andrews 1974); M.S.N. (Vanderbilt 1979); R.N., F.N.P. [2002]
- PHILIP D. RASICO, Professor of Spanish and Portuguese (On leave fall 2003)  
A.B. (Xavier 1974); A.M., Ph.D. (Indiana 1975, 1981) [1984]
- JOHN G. RATCLIFFE, Professor of Mathematics  
B.S., A.M., Ph.D. (Michigan 1970, 1973, 1977) [1985]
- JAMES LEE RAY, Professor of Political Science  
B.A., M.A. (Ohio State 1966, 1968); Ph.D. (Michigan 1974) [1996]
- JENNIFER F. REINGANUM, Bronson Ingram Professor of Economics; Professor of Law  
B.A. (Oberlin 1976); M.A., Ph.D. (Northwestern 1978, 1979) [1995]
- DANIEL J. RESCHLY, Professor of Education; Professor of Psychology, Peabody College;  
Chair, Department of Special Education; Investigator, John F. Kennedy Center for  
Research on Human Development  
B.S. (Iowa State 1966); M.A. (Iowa 1968); Ph.D. (Oregon 1971) [1998]
- ALBERT B. REYNOLDS, Professor of Cancer Biology  
B.A. (Kenyon 1978); Ph.D. (Virginia 1985) [1996]
- J. ANN RICHMOND, Professor of Cell and Developmental Biology; Professor of Medicine  
(Dermatology)  
B.S. (Northeast Louisiana 1966); M.N.S. (Louisiana State 1972); Ph.D. (Emory 1979)  
[1989]
- TODD A. RICKETTS, Assistant Professor of Hearing and Speech Sciences  
B.A., M.A., Ph.D. (Iowa 1989, 1991, 1995) [1999]
- JOHN J. RIESER, Professor of Psychology, Peabody College; Member, John F. Kennedy  
Center for Research on Human Development  
A.B. (Harvard 1971); Ph.D. (Minnesota 1978) [1977]
- VICTORIA J. RISKO, Professor of Education  
B.S. (Pittsburgh 1966); M.A., Ed.D. (West Virginia 1969, 1971) [1975]
- BETHANY RITTLE-JOHNSON, Assistant Professor of Psychology, Peabody College  
B.A. (Virginia 1994); M.S., Ph.D. (Carnegie Mellon 1996, 1999) [2002]
- CARMELO JOSEPH RIZZO, Associate Professor of Chemistry  
B.S. (Temple 1984); Ph.D. (Pennsylvania 1990) [1992]
- L. JACKSON ROBERTS II, Professor of Pharmacology; Professor of Medicine  
B.A. (Cornell 1965); M.D. (Iowa 1969) [1977]
- DAVID ROBERTSON, Professor of Medicine; Elton Yates Professor of Autonomic Disorders;  
Professor of Pharmacology; Professor of Neurology; Director, Clinical Research Center;  
Director, Medical Science Training Center  
B.A., M.D. (Vanderbilt 1969, 1973) [1978]
- DAN M. RODEN, William Stokes Professor of Experimental Therapeutics; Professor of  
Medicine; Professor of Pharmacology  
B.Sc., M.D., C.M. (McGill 1970, 1974) [1981]
- ANNA WANG ROE, Associate Professor of Psychology, College of Arts and Science  
B.A. (Harvard 1984); Ph.D. (Massachusetts Institute of Technology 1991) [2003]
- RUTH ROGASKI, Associate Professor of History  
B.A. (Pennsylvania 1984); M.A., Ph.D. (Yale 1990, 1996) [2003]
- BRIDGET R. ROGERS, Assistant Professor of Chemical Engineering  
B.S. (Colorado 1984); M.S., Ph.D. (Arizona State 1990, 1998) [1998]

- GALE HAROLD ROID, Dunn Family Chair in Educational and Psychological Assessment; Professor of Special Education  
B.A. (Harvard 1965); M.A., Ph.D. (Oregon 1967, 1969) [2003]
- LOUISE A. ROLLINS-SMITH, Associate Professor of Microbiology and Immunology; Assistant Professor of Pediatrics  
B.A. (Hamline 1969); M.S., Ph.D. (Minnesota 1972, 1977) [1984]
- ROBERT J. ROSELLI, Professor of Biomedical Engineering; Professor of Chemical Engineering  
B.S., M.S., Ph.D. (California, Berkeley 1969, 1972, 1975) [1976]
- SANDRA J. ROSENTHAL, Associate Professor of Chemistry; Associate Professor of Physics  
B.S. (Valparaiso 1987); Ph.D. (Chicago 1992) [1996]
- NORBERT ROSS, Assistant Professor of Anthropology  
M.A., Ph.D., Habilitation (Freiburg[Germany] 1995, 1998, 2002) [2003]
- ANDREW F. ROSSI, Assistant Professor of Psychology, College of Arts and Science  
B.A. (California, Berkeley 1987); Ph.D. (Brown 1996) [2003]
- JOHN A. ROTH, Professor of Chemical Engineering; Professor of Environmental Engineering  
B.Ch.E., M.Ch.E., Ph.D. (Louisville 1956, 1957, 1961); P.E. [1962]
- PETER L. ROUSSEAU, Associate Professor of Economics (On leave 2003/2004)  
B.A., M.S. (Iona 1983, 1986); Ph.D. (New York 1995) [1995]
- DEBORAH W. ROWE, Associate Professor of Early Childhood Education  
B.S. (Kentucky 1976); M.A.Educ. (Wake Forest 1982); Ph.D. (Indiana 1986) [1986]
- CAROL RUBIN, Professor of Mechanical Engineering  
B.S. (Columbia 1966); M.S., Ph.D. (Kansas State 1969, 1971) [1980]
- DONALD H. RUBIN, Professor of Medicine; Professor of Microbiology and Immunology  
B.A. (SUNY, Stony Brook 1969); M.D. (Cornell 1974) [1992]
- HENRY EARL RULEY, Professor of Microbiology and Immunology; Ingram Professor of Cancer Research  
A.B. (Stanford 1974); Ph.D. (North Carolina 1980) [1992]
- WILLIAM EVANS RUSSELL, Associate Professor of Pediatrics; Associate Professor of Cell and Developmental Biology  
B.S. (Michigan 1972); M.D. (Harvard 1976) [1990]
- EDWARD B. SAFF, Professor of Mathematics  
B.S. (Georgia Institute of Technology 1964); Ph.D. (Maryland 1968) [2001]
- MICHELE S. SALISBURY, Assistant Professor of Nursing; Lecturer in Women's Studies  
M.S.N. (Vanderbilt 1985); Ph.D. (Texas 1993); R.N., W.H.N.P. [1994]
- SHAWN SALVANT, Assistant Professor of English  
B.A. (Duke 1996) [2003]
- FLORENCE SANCHEZ, Research Assistant Professor of Civil and Environmental Engineering  
D.E.A., Ph.D. (National Institute of Applied Sciences 1992, 1995) [2000]
- CHARLES R. SANDERS II, Associate Professor of Biochemistry  
B.S. (Milligan 1983); Ph.D. (Ohio State 1988) [2002]
- ELAINE SANDERS-BUSH, Professor of Pharmacology; Professor of Psychiatry; Investigator, John F. Kennedy Center for Research on Human Development  
B.S. (Western Kentucky 1962); Ph.D. (Vanderbilt 1967) [1968]
- HOWARD M. SANDLER, Professor of Psychology, Peabody College  
B.A. (Johns Hopkins 1967); M.A., Ph.D. (Northwestern 1969, 1971) [1970]
- SAMUEL ANDREW SANTORO, Dorothy B. and Theodore R. Austin Professor of Pathology; Professor of Pathology and Chair of the Department  
B.S. (Emory 1972); M.D., Ph.D. (Vanderbilt 1979, 1979) [2003]
- MARK V. SAPIR, Centennial Professor of Mathematics; Professor of Mathematics (On leave fall 2003)  
Diploma (Ural State 1978); Ph.D. (Moscow Pedagogical Institute 1983) [1997]

- NILANJAN SARKAR, Assistant Professor of Mechanical Engineering; Assistant Professor of Computer Engineering  
B.E. (Calcutta 1985); M.E. (Indian Institute of Science 1988); Ph.D. (Pennsylvania 1993) [2000]
- JACK M. SASSON, Mary Jane Werthan Professor of Jewish Studies and Hebrew Bible; Professor of Classics  
B.A. (Brooklyn 1962); Ph.D. (Brandeis 1966) [1999]
- DIDIER SAUMON, Research Assistant Professor of Physics and Astronomy  
B.Sc. (Montreal 1983); M.S. (Illinois 1985); Ph.D. (Rochester 1990) [1996]
- KAYE SAWYER SAVAGE, Assistant Professor of Geology; Assistant Professor of Civil and Environmental Engineering  
B.A. (Pomona 1989); B.S. (Portland State 1993); Ph.D. (Stanford 2001) [2001]
- MEGAN M. SAYLOR, Assistant Professor of Psychology, Peabody College; Member, John F. Kennedy Center for Research on Human Development  
B.A. (California, Berkeley 1996); M.S., Ph.D. (Oregon 1997, 2001) [2001]
- STEPHEN R. SCHACH, Associate Professor of Computer Science; Associate Professor of Computer Engineering  
B.Sc., B.Sc. hons, M.Sc. (Cape Town 1966, 1967, 1969); M.Sc. (Weizmann Institute of Science 1972); Ph.D. (Cape Town 1973) [1983]
- MARY A. SCHAFFER, Assistant Professor of Hearing and Speech Sciences  
B.S. (Mankato State 1978); M.S. (Wisconsin 1982) [1986]
- JEFFREY D. SCHALL, Professor of Psychology, College of Arts and Science  
B.S. (Denver 1982); Ph.D. (Utah 1986) [1989]
- LEONA SCHAUBLE, Professor of Science Education  
A.B. (Bates 1968); Ph.D., M.A. (Columbia 1989, 1996) [2002]
- ERIC SCHECHTER, Associate Professor of Mathematics  
B.S. (Maryland 1973); M.S., Ph.D. (Chicago 1975, 1978) [1980]
- DAVID T. SCHEFFMAN, Adjunct Professor of Management (Policy and Strategy)  
B.A. (Minnesota 1967); Ph.D. (Massachusetts Institute of Technology 1971) [1989]
- DAVID G. SCHLUNDT, Associate Professor of Psychology, College of Arts and Science; Assistant Professor of Medicine  
A.B. (Indiana 1976); M.S. (Wisconsin 1979); Ph.D. (Indiana 1982) [1985]
- DOUGLAS C. SCHMIDT, Professor of Computer Science  
B.A., M.A. (William and Mary 1984, 1986); M.S., Ph.D. (California, Irvine 1990, 1994) [2002]
- KARL B. SCHNELLE, JR., Professor of Chemical Engineering; Professor of Environmental Engineering  
B.S., M.S., Ph.D. (Carnegie Institute of Technology 1952, 1957, 1959); P.E. [1967]
- H. LORRAINE SCHNIEDERS, Assistant Clinical Professor of Human and Organizational Development  
B.A. (Northern Kentucky 1975); M.Ed. (Xavier 1985); Ed.D. (Louisville 1999) [2002]
- MARK L. SCHOENFIELD, Associate Professor of English  
B.A. (Yale 1981); A.M., M.P.W., Ph.D. (Southern California 1986, 1986, 1989) [1990]
- RONALD D. SCHRIMPF, Professor of Electrical Engineering  
B.E.E., M.S.E.E., Ph.D. (Minnesota 1981, 1984, 1986) [1996]
- KENNETH E. SCHRIVER, Research Assistant Professor of Physics  
B.A. (Reed 1985); Ph.D. (California, Los Angeles 1990) [2001]
- C. MELANIE SCHUELE, Assistant Professor of Hearing and Speech Sciences  
B.S.Ed. (Miami 1981); M.A. (Texas 1985); Kansas (1995) [2002]
- LARRY L. SCHUMAKER, Stevenson Professor of Mathematics (On leave fall 2003)  
B.S. (South Dakota School of Mines 1961); M.S., Ph.D. (Stanford 1962, 1966) [1988]

- JESSE A. SCHWARTZ, Assistant Professor of Economics  
 B.A. (North Carolina, Charlotte 1992); M.A. (North Carolina, Greensboro 1994); Ph.D. (Maryland 1999) [1999]
- THOMAS ALAN SCHWARTZ, Associate Professor of History  
 A.B. (Columbia 1976); M.A. (Oxford 1978); A.M., Ph.D. (Harvard 1979, 1985) [1990]
- KATHRYN SCHWARZ, Associate Professor of English  
 A.B., M.A., Ph.D. (Harvard 1988, 1990, 1994) [1996]
- VIRGINIA M. SCOTT, Associate Professor of French; Chair, Department of French and Italian  
 B.A. (Eckerd 1973); M.A. (Florida State 1975); Ph.D. (Emory 1987) [1988]
- GARY D. SCUDDER, Professor of Management (Operations Management)  
 B.S., M.S. (Purdue 1974, 1975); Ph.D. (Stanford 1981) [1990]
- LINDA SEALY, Associate Professor of Molecular Physiology and Biophysics; Associate Professor of Cell and Developmental Biology  
 B.A. (Illinois Wesleyan 1976); Ph.D. (Iowa 1980) [1986]
- FERNANDO F. SEGOVIA, Professor of New Testament and Early Christianity  
 B.A. (Pontifical College Josephinum 1970); M.A., Ph.D. (Notre Dame 1976, 1978) [1984]
- GREGORY C. SEPHEL, Associate Professor of Pathology  
 B.S. (California, Irvine 1973); Ph.D. (Utah 1986) [1988]
- DIETER H. O. SEVIN, Professor of Germanic Languages and Literatures and Chair of the Department  
 B.A. (San Jose State 1963); M.A., Ph.D. (University of Washington 1964, 1967) [1968]
- PAUL D. SHELDON, Associate Professor of Physics  
 A.B., Ph.D. (California, Berkeley 1980, 1986) [1991]
- RICHARD C. SHELTON, Professor of Psychiatry; Professor of Pharmacology; Investigator, John F. Kennedy Center for Research on Human Development  
 B.S. (East Tennessee State 1975); M.D. (Louisville 1979) [1985]
- VIRGINIA L. SHEPHERD, Professor of Pathology; Associate Professor of Biochemistry; Professor of Medicine  
 B.S., M.S., Ph.D. (Iowa 1970, 1972, 1975) [1988]
- ROBERT D. SHERWOOD, Associate Professor of Education  
 B.S., M.S. (Purdue 1971, 1973); Ph.D. (Indiana 1980) [1983]
- RICHARD G. SHIAMI, Professor of Biomedical Engineering and Electrical Engineering; Assistant Professor of Orthopaedics and Rehabilitation  
 B.S. (Villanova 1965); M.S., Ph.D. (Drexel Institute of Technology 1969, 1972) [1972]
- BIH-HWA SHIEH, Associate Professor of Pharmacology  
 B.S., M.S. (National Taiwan 1979, 1981); Ph.D. (SUNY, Stony Brook 1986) [1991]
- MOTOTSUGU SHINTANI, Assistant Professor of Economics  
 B.A., M.A. (Osaka 1991, 1993); M.Phil., Ph.D. (Yale 1998, 2000) [2000]
- MIKHAEL SHOR, Assistant Professor of Management (Economics)  
 B.A. (Virginia 1994); M.A., Ph.D. (Rutgers 1997, 2001) [2001]
- KENNETH E. SHRIVER, Research Assistant Professor of Physics  
 B.A. (Reed 1985); Ph.D. (California, Los Angeles 1990) [2001]
- EDWARD K. SHULTZ, Associate Professor of Biomedical Informatics; Associate Professor of Pathology  
 B.S. (Oregon 1975); M.D. (Yale 1979); M.S. (Minnesota 1984) [1997]
- JOHN J. SIEGFRIED, Professor of Economics  
 B.S. (Rensselaer Polytechnic Institute 1967); M.A. (Pennsylvania State 1968); M.S., Ph.D. (Wisconsin 1971, 1972) [1972]
- WILLIAM G. SIESSER, Professor of Geology  
 B.S. (Kansas 1962); M.S. (Louisiana State 1967); Ph.D. (Cape Town 1971) [1979]
- GIERI SIMONETT, Associate Professor of Mathematics (On leave spring 2003)  
 M.S., Ph.D. (Universität Zürich 1988, 1992) [1995]



- CHARLES K. SINGLETON, Professor of Biological Sciences and Chair of the Department; Investigator, John F. Kennedy Center for Research on Human Development  
B.S. (Georgia 1976); Ph.D. (Purdue 1980) [1984]
- JAMES E. SLIGH, JR., Assistant Professor of Medicine; Assistant Professor of Cell and Developmental Biology  
A.B. (Washington University 1986); Ph.D., M.D. (Baylor 1993, 1995) [2000]
- JOHN M. SLOOP, Associate Professor of Communication Studies  
B.S. (Appalachian State 1985); M.A. (Georgia 1988); Ph.D. (Iowa 1992) [1995]
- CRAIG A. SMITH, Associate Professor of Psychology, Peabody College; Investigator, John F. Kennedy Center for Research on Human Development  
A.B. (Dartmouth 1980); Ph.D. (Stanford 1986) [1988]
- HELMUT WALSER SMITH, Professor of History  
A.B. (Cornell 1984); M.Phil., Ph.D. (Yale 1988, 1992) [1991]
- JEFFREY ROSER SMITH, Assistant Professor of Medicine; Assistant Professor of Cancer Biology  
A.B. (Harvard 1985); M.D., Ph.D. (Texas Southwestern Medical School 1992) [1999]
- THOMAS M. SMITH, Assistant Professor of Public Policy and Education  
B.A. (California, Los Angeles 1988); M.A. (Columbia 1991); M.A. (Catholic 1995); Ph.D. (Pennsylvania State 2000) [2001]
- WILLIAM P. SMITH, Professor of Psychology, College of Arts and Science  
B.A. (Duke 1958); M.A., Ph.D. (North Carolina 1962, 1963) [1965]
- CLAIRE E. SMREKAR, Associate Professor of Public Policy and Education; Assistant to the Provost  
B.A. (California, Los Angeles 1982); M.A., M.A., Ph.D. (Stanford 1986, 1989, 1991) [1991]
- LILIANNA SOLNICA-KREZEL, Associate Professor of Biological Sciences  
Magister (Warsaw 1985); Ph.D. (Wisconsin 1991) [1996]
- E. MICHELLE SOUTHWARD-SMITH, Assistant Professor of Medicine; Assistant Professor of Cell and Developmental Biology  
Ph.D. (Texas Southwestern Medical Center 1992) [1999]
- ANDRE PORTELA SOUZA, Adjoint Assistant Professor of Economics  
B.A. (Federal University of Bahia [Brazil] 1990); M.A. (São Paulo 1995); M.A., Ph.D. (Cornell 1999, 2001) [2001]
- PAUL W. SPEARMAN, Associate Professor of Pediatrics; Associate Professor of Microbiology and Immunology  
B.A. (Austin 1982); M.D. (Texas Southwestern Medical School 1986) [1994]
- PAUL W. SPEER, Associate Professor of Human and Organizational Development  
B.S. (Baker 1982); Ph.D. (Missouri, Kansas City 1992) [2001]
- JEREMY P. SPINRAD, Associate Professor of Computer Science  
B.S. (Yale 1978); M.S.E., M.A., Ph.D. (Princeton 1979, 1980, 1982) [1985]
- KARTHIK K. SRINIVASAN, Assistant Professor of Civil and Environmental Engineering  
B.Tech. (Indian Institute of Technology 1992); M.S. (California, Davis 1995); Ph.D. (Texas 2000) [2000]
- SUBRAMANIAM SRIRAM, William C. Weaver Professor of Experimental Neurology; Professor of Neurology; Professor of Microbiology and Immunology  
M.B., B.S. (Madras 1973) [1993]
- ROBERT E. STAMMER, JR., Associate Professor of Civil Engineering; Director, Engineering Science Program; Assistant Provost for Academic Affairs in Athletics  
B.S. (Middle Tennessee State 1971); B.E. (Vanderbilt 1972); M.S. (Georgia Institute of Technology 1974); Ph.D. (Tennessee 1981); P.E. [1981]
- KEIVAN GUADALUPE STASSUN, Assistant Professor of Astronomy  
A.B. (California, Berkeley 1994); Ph.D. (Wisconsin 2000) [2003]

- WILLIAM W. STEAD, Associate Vice Chancellor for Health Affairs; Professor of Medicine; Professor of Biomedical Informatics  
A.B., M.D. (Duke 1970, 1973) [1991]
- RICHARD A. STEIN, Research Instructor in Molecular Physiology and Biophysics  
B.A. (California, San Diego 1986); M.Sc., Ph.D. (Minnesota 1989, 1992) [1997]
- ROLAND W. STEIN, Professor of Molecular Physiology and Biophysics; Professor of Cell and Developmental Biology  
B.A. (California, Los Angeles 1975); M.A., Ph.D. (Albert Einstein 1980, 1981) [1986]
- RONNIE J. STEINBERG, Professor of Sociology  
B.A. (Bennington 1969); M.A., Ph.D. (New York 1973, 1977) [1997]
- PHOEBE L. STEWART, Research Associate Professor of Molecular Physiology and Biophysics  
A.B. (Harvard 1984); Ph.D. (Pennsylvania 1987) [2002]
- HANS R. STOLL, Anne Marie and Thomas B. Walker Jr. Professor of Finance; Director, Financial Markets Research Center  
B.A. (Swarthmore 1961); M.B.A., Ph.D. (Chicago 1963, 1966) [1980]
- MICHAEL P. STONE, Professor of Chemistry  
B.S. (California, Davis 1977); Ph.D. (California, Irvine 1981) [1984]
- WENDY L. STONE, Professor of Pediatrics; Professor of Psychology, Peabody College; Investigator, John F. Kennedy Center for Research on Human Development  
B.A. (Williams 1975); M.S., Ph.D. (Miami [Florida] 1981, 1981) [1988]
- KEVIN STRANGE, Professor of Anesthesiology; Professor of Pharmacology; Professor of Molecular Physiology and Biophysics  
B.S., M.A. (California 1977, 1978); Ph.D. (British Columbia 1983) [1997]
- CHARLES W. STRATTON, Associate Professor of Pathology; Associate Professor of Medicine  
B.S. (Bates 1967); M.D. (Vermont 1971) [1979]
- ALVIN M. STRAUSS, Professor of Mechanical Engineering  
B.A. (City University of New York, Hunter College 1964); Ph.D. (West Virginia 1968) [1982]
- ARNOLD W. STRAUSS, James C. Overall Professor of Pediatrics and Chair of the Department; Professor of Molecular Physiology and Biophysics; Investigator, John F. Kennedy Center for Research on Human Development  
B.A. (Stanford 1966); M.D. (Washington University 1970) [2000]
- MARK A. STREMLER, Assistant Professor of Mechanical Engineering  
B.S. (Rose-Hulman Institute of Technology 1993); M.S., Ph.D. (Illinois 1995, 1998) [2000]
- GERALD J. STUBBS, Professor of Biological Sciences; Professor of Molecular Biology  
B.Sc. (Australian National 1968); D.Phil. (Oxford 1972) [1983]
- JOHN J. STUHR, W. Alton Jones Professor of Philosophy; Professor of Philosophy  
B.A. (Carleton 1973); M.A., Ph.D. (Vanderbilt 1975, 1976) [2003]
- MARSHALL LYNN SUMMAR, Associate Professor of Pediatrics; Associate Professor of Molecular Physiology and Biophysics  
B.S. (Vanderbilt 1981); M.D. (Tennessee 1985) [1990]
- JAMES S. SUTCLIFFE, Assistant Professor of Molecular Physiology and Biophysics; Investigator, John F. Kennedy Center for Research on Human Development  
B.S. (Auburn 1986); Ph.D. (Emory 1992) [1997]
- CAROL M. SWAIN, Professor of Political Science; Professor of Law; Senior Fellow, Institute for Public Policy Studies  
B.A. (Roanoke 1983); M.A. (Virginia Polytechnic and State 1984); Ph.D. (North Carolina 1989) [1999]

- GEORGE H. SWEENEY, Associate Dean of the College of Arts and Science; Associate Professor of Economics  
B.S. (Massachusetts Institute of Technology 1972); M.A., Ph.D. (Northwestern 1973, 1977) [1976]
- LARRY L. SWIFT, Professor of Pathology  
B.S. (Indiana Central 1967); Ph.D. (Vanderbilt 1971) [1971]
- JANOS SZTIPANOVITS, E. Bronson Ingram Distinguished Professor of Engineering; Professor of Electrical Engineering; Professor of Computer Engineering  
Diploma, Ph.D. (Technical University of Budapest 1970, 1980) [1983]
- ALAN R. TACKETT, Research Assistant Professor of Physics and Astronomy  
B.S. (Henderson State 1990); M.S., Ph.D. (Wake Forest 1998) [2002]
- ROBERT BASIL TALISSE, Assistant Professor of Philosophy  
B.A. (William Paterson 1993); M.A. (New York 1995); M.Phil., Ph.D. (City University of New York 1998, 2000) [2001]
- JAMES P. TAM, Professor of Microbiology and Immunology; Professor of Biochemistry  
B.S. (Wisconsin, Eau Claire 1971); Ph.D. (Wisconsin 1976) [1992]
- YI-WEI TANG, Associate Professor of Medicine; Associate Professor of Pathology  
M.Sc., M.D. (Shanghai 1985, 1982); Ph.D. (Vanderbilt 1995) [1998]
- ROBERT D. TANNER, Professor of Chemical Engineering  
B.S.E., B.S.E., M.S.E. (Michigan 1961, 1962, 1963); Ph.D. (Case Western Reserve 1967) [1972]
- C. NEAL TATE, Professor of Political Science and Chair of the Department  
B.A. (Wake Forest 1965); M.A., Ph.D. (Tulane 1968, 1971) [2003]
- JOEL TELLINGHUISEN, Professor of Chemistry  
B.A. (Cornell 1965); Ph.D. (California, Berkeley 1969) [1975]
- HENRY A. TELOH, Professor of Philosophy; Professor of Classics  
B.A. (Illinois 1967); M.A., Ph.D. (Wisconsin 1971, 1972) [1972]
- ANNE MARIE THARPE, Associate Professor of Hearing and Speech Sciences; Member, John F. Kennedy Center for Research on Human Development  
B.S. (Arizona 1979); M.S., Ph.D. (Vanderbilt 1980, 1994) [1986]
- PEGGY A. THOITS, Professor of Sociology  
B.A., M.A. (Colorado 1971, 1973); M.A., Ph.D. (Stanford 1976, 1978) [1990]
- JAMES WARD THOMAS II, Professor of Medicine; Professor of Microbiology and Immunology  
B.A. (Southwestern at Memphis 1970); M.D. (Tennessee 1973) [1990]
- PATRICK W. THOMPSON, Professor of Mathematics Education  
B.Sc. (Central Washington State 1972); M.Ed., Ed.D. (Georgia 1977, 1982) [1997]
- REID CARLETON THOMPSON, Associate Professor of Neurological Surgery; Associate Professor of Biomedical Engineering  
B.A. (Maryland 1985); M.D. (Johns Hopkins 1989) [2002]
- CECELIA TICHI, William R. Kenan Jr. Professor of English  
B.A. (Pennsylvania State 1964); M.A. (Johns Hopkins 1965); Ph.D. (California, Davis 1968) [1987]
- JEFFREY S. TLUMAK, Associate Professor of Philosophy  
B.A. (City University of New York, Brooklyn College 1969); M.A., Ph.D. (Massachusetts 1972, 1975) [1973]
- NORMAN H. TOLK, Professor of Physics; Director, Center for Molecular and Atomic Studies at Surfaces; Professor of Radiology and Radiological Sciences  
A.B. (Harvard 1960); Ph.D. (Columbia 1966) [1984]
- ANDREW J. TOMARKEN, Associate Professor of Psychology, College of Arts and Science; Investigator, John F. Kennedy Center for Research on Human Development  
A.B. (Harvard 1977); M.S., Ph.D. (Wisconsin 1982, 1988) [1989]

- PATRICIA TRANGENSTEIN, Professor of Nursing  
B.S.N. (Vanderbilt 1975); M.S.N. (Saint Louis 1979); Ph.D. (New York 1988); R.N. [2002]
- GEORGENE L. TROSETH, Assistant Professor of Psychology and Human Development;  
Member, John F. Kennedy Center for Research on Human Development  
B.S. (Wyoming 1994); M.A., Ph.D. (Illinois 1997, 2000) [2000]
- LORI TROXEL, Assistant Professor of Civil and Environmental Engineering  
B.S. (Purdue 1984); M.S., Ph.D. (Vanderbilt 1990, 1994); P.E. [1997]
- CRISTINA I. TRUICA, Assistant Professor of Medicine; Assistant Professor of Cancer Biology  
B.S. (Cimpina [Romania] 1983); M.D. (University of Medicine and Pharmacy 'Carol Davila' Bucharest 1989) [2002]
- BARBARA TSAKIRGIS, Associate Professor of Classics; Associate Professor of Art History  
B.A. (Yale 1976); M.A., Ph.D. (Princeton 1979, 1984) [1984]
- IOANNIS TSAMARDINOS, Assistant Professor of Biomedical Informatics  
B.Sc. (Crete [Greece] 1995); M.Sc., Ph.D. (Pittsburgh 1998, 2001) [2001]
- STEVEN T. TSCHANTZ, Associate Professor of Mathematics  
A.B., Ph.D. (California, Berkeley 1979, 1983) [1984]
- KEVIN KUANG-HUI TSENG, Assistant Professor of Civil and Environmental Engineering  
B.S. (National Taiwan University 1986); M.A., Ph.D. (Princeton 1991, 1994) [2001]
- CONSTANTINE TSINAKIS, Professor of Mathematics; Executive Dean, College of Arts and Science  
B.S. (Thessalonika 1970); M.S. (Houston 1975); Ph.D. (California, Berkeley 1979) [1980]
- KAREN D. TSUCHIYA, Assistant Professor of Medicine; Assistant Professor of Pathology  
B.S., M.D. (Michigan 1985, 1990) [2000]
- ARLEEN M. TUCHMAN, Associate Professor of History (On leave 2003/2004)  
B.S. (Marlboro 1977); M.A., Ph.D. (Wisconsin 1980, 1984) [1986]
- HOLLY A. TUCKER, Associate Professor of French; Director, Vanderbilt in France Program  
B.A. (Indiana 1989); M.A., Ph.D. (Wisconsin 1991, 1995) [1995]
- RICHARD H. TUCKER, Instructor in Political Science  
B.A. (Rochester 1989); M.A. (Pennsylvania State 1992) [1999]
- DAVID L. TULEEN, Vice Chancellor for Academic Affairs; Special Assistant to the Provost;  
Associate Professor of Chemistry  
B.S. (Wittenberg 1958); Ph.D. (Illinois 1962) [1963]
- TIFFINY A. TUNG, Assistant Professor of Anthropology  
B.A. (California, Santa Barbara 1995); M.A. (North Carolina 1998) [2003]
- SAIT A. UMAR, Professor of Physics (On leave fall 2003)  
B.S. (Bogazici [Turkey] 1979); M.Phil., M.S., Ph.D. (Yale 1985, 1985, 1985) [1986]
- DERYA UNUTMAZ, Assistant Professor of Microbiology and Immunology  
M.D. (Marmara [Turkey] 1991) [1999]
- MARTINA URBAN, Assistant Professor of Religious Studies and Jewish Studies  
M.A. (Freir Universität Berlin 1993) [2003]
- DANIEL H. USNER, JR., Holland M. McTyeire Professor of History; Professor of History  
(On leave 2003/2004)  
B.A. (Johns Hopkins 1975); M.A., Ph.D. (Duke 1976, 1981) [2002]
- WILLIAM M. VALENTINE, Associate Professor of Pathology  
B.A. (Lakeland 1976); B.S. (Illinois 1983); Ph.D. (Illinois, Chicago 1983); D.V.M. (Illinois 1985) [1995]
- LUC VAN KAER, Professor of Microbiology and Immunology  
Ph.D. (Rijksuniversiteit Gent 1989) [1993]
- DOUGLAS E. VAUGHAN, C. Sidney Burwell Professor of Medicine; Professor of Medicine;  
Professor of Pharmacology  
B.A. (Oklahoma 1976); M.D. (Texas Southwestern Medical School 1980) [1993]

- JULIA APOSTOLOVA VELKOVSKA, Assistant Professor of Physics  
M.S. (Sofia University [Bulgaria] 1988); Ph.D. (SUNY, Stony Brook 1997) [2003]
- BART VICTOR, Cal Turner Professor of Moral Leadership (Organization Studies)  
A.B. (California, Berkeley 1977); M.S. (Bank Street College of Education 1979); Ph.D. (North Carolina 1985) [1999]
- CINDY L. VNENCAK-JONES, Associate Professor of Pathology; Associate Professor of Pediatrics  
B.S. (South Carolina 1980); Ph.D. (Virginia Commonwealth 1985) [1988]
- BRIAN E. WADZINSKI, Associate Professor of Pharmacology  
B.S., Ph.D. (Wisconsin 1984, 1989) [1993]
- CONRAD WAGNER, Professor of Biochemistry  
M.S., Ph.D. (Michigan 1952, 1956) [1961]
- LEMUEL RUSSELL WAITMAN, Assistant Professor of Biomedical Informatics  
B.S. (Washington University 1990); M.S., Ph.D. (Vanderbilt 1998, 2001) [2002]
- TEDRA ANN WALDEN, Professor of Psychology, Peabody College; Member, John F. Kennedy Center for Research on Human Development; Senior Fellow, Institute for Public Policy Studies  
B.A., M.A., Ph.D. (Florida 1974, 1976, 1978) [1981]
- GREG WALKER, Assistant Professor of Mechanical Engineering  
B.S., M.S. (Auburn 1990, 1994); Ph.D. (Virginia Polytechnic 1997) [1999]
- NIELS G. WALLER, Professor of Psychology, Peabody College; Member, John F. Kennedy Center for Research on Human Development  
B.Mus. (New England Conservatory of Music 1982); M.D.A. (Harvard 1989); Ph.D. (Minnesota 1990) [1999]
- KENNETH A. WALLSTON, Professor of Psychology in Nursing; Professor of Psychology, Peabody College; Professor of Psychology, College of Arts and Science; Member, John F. Kennedy Center for Research on Human Development  
A.B. (Cornell 1964); M.A., Ph.D. (Connecticut 1965, 1968) [1971]
- PING WANG, Professor of Economics and Chair of the Department; Senior Fellow, Institute for Public Policy Studies  
B.S. (National Chiao Tung [Taiwan] 1979); M.A. (National Chengchi [Taiwan] 1981); M.A., Ph.D. (Rochester 1986, 1987) [1999]
- TAYLOR G. WANG, Centennial Professor of Materials Science and Engineering  
B.S., M.S., Ph.D. (California, Los Angeles 1967, 1968, 1971) [1988]
- VIVIAN OTA WANG, Assistant Professor of Human and Organizational Development  
B.A. (Colorado College 1983); M.S. (Colorado 1988); M.Phil., Ph.D. (Columbia 1994, 1995) [2003]
- PATRICIA A. WARD, Professor of French; Professor of Comparative Literature; Director, W. T. Bandy Center for Baudelaire and Modern French Studies  
A.B. (Eastern Nazarene 1962); M.A., Ph.D. (Wisconsin 1964, 1968) [1993]
- DAVID H. WASSERMAN, Professor of Molecular Physiology and Biophysics  
B.S., M.S. (California, Los Angeles 1979, 1981); Ph.D. (Toronto 1985) [1985]
- MICHAEL R. WATERMAN, Natalie Overall Warren Distinguished Professor of Biochemistry and Chair of the Department  
B.A. (Willamette 1961); Ph.D. (Oregon 1969) [1992]
- FRANCIS W. WCISLO, Associate Professor of History  
A.B. (Michigan 1974); M.A., Ph.D. (Columbia 1977, 1984) [1984]
- GLENN F. WEBB, Professor of Mathematics  
B.S. (Georgia Institute of Technology 1965); M.S., Ph.D. (Emory 1966, 1968) [1968]
- WANDA G. WEBB, Assistant Professor of Speech (Language Pathology); Assistant Professor of Neurology  
B.S. (Middle Tennessee State 1970); M.S. (Eastern Illinois 1971); Ph.D. (Vanderbilt 1979) [1978]

- MEDFORD S. WEBSTER, Professor of Physics  
 B.S. (Union College [New York] 1953); Ph.D. (Washington University 1959) [1967]
- RENITA J. WEEMS, Associate Professor of Hebrew Bible  
 B.A. (Wellesley 1976); M.Div., Ph.D. (Princeton Theological Seminary 1983, 1989) [1987]
- JOSEPH H. WEHBY, Assistant Professor of Special Education; Investigator, John F. Kennedy Center for Research on Human Development  
 B.S. (Memphis State 1982); M.Ed., Ph.D. (Vanderbilt 1987, 1990) [1990]
- P. ANTHONY WEIL, Professor of Molecular Physiology and Biophysics  
 B.S. (Northern Illinois 1972); Ph.D. (Texas Health Science Center, Houston 1976) [1986]
- THOMAS JOSEPH WEILER, Professor of Physics (On leave 2004/2004)  
 B.S. (Stanford 1971); Ph.D. (Wisconsin 1976) [1984]
- ELIZABETH E. WEINER, Senior Associate Dean for Educational Informatics; Professor of Nursing  
 B.S.N. (Kentucky 1975); M.S.N. (Cincinnati 1978); Ph.D. (Kentucky 1982); R.N. [2000]
- BARBARA P. WEINLICH, Mellon Assistant Professor of Classics  
 D.phil. (Frankfurt [Germany] 1999) [2002]
- DAVID A. WEINTRAUB, Associate Professor of Astronomy  
 B.S. (Yale 1980); M.S., Ph.D. (California, Los Angeles 1982, 1989) [1991]
- BAHR WEISS, Associate Professor of Psychology, Peabody College; Investigator, John F. Kennedy Center for Research on Human Development; Co-Director, Center for Psychotherapy Research and Policy, Institute for Public Policy Studies  
 A.B. (Michigan 1974); Ph.D. (North Carolina 1988) [1988]
- GAY HOUSE WELCH, University Chaplain; Assistant Professor of Religious Studies  
 B.A. (Southwestern at Memphis 1970); M.A., Ph.D. (Vanderbilt 1976, 1980) [1990]
- ROBERT A. WELLER, Professor of Electrical Engineering; Associate Professor of Physics; Associate Professor of Materials Science and Engineering  
 B.S. (Tennessee 1971); Ph.D. (California Institute of Technology 1978) [1987]
- FRANCIS M. WELLS, Associate Professor of Electrical Engineering  
 B.E., M.S., Ph.D. (Vanderbilt 1965, 1967, 1970); P.E. [1969]
- NANCY WELLS, Research Associate Professor of Nursing; Director of Nursing Research, Vanderbilt University Medical Center  
 B.A., B.S.N. (Windsor 1976, 1976); M.N. (University of Washington 1981); D.N.S. (Boston University 1988); R.N. [1992]
- QUAN WEN, Associate Professor of Economics (On leave fall 2003)  
 B.Sc. (Jilin [China] 1985); M.A., Ph.D. (Western Ontario 1988, 1991) [2001]
- SUSAN RAE WENTE, Professor of Cell and Developmental Biology and Chair of the Department  
 B.S. (Iowa 1984); Ph.D. (California, Berkeley 1988) [2002]
- MEIKE G. J. WERNER, Assistant Professor of German; Director, Vanderbilt in Germany Program  
 M.A. (Washington University 1980); Staatsexamen (Tübingen [Germany] 1984); M.Phil., Ph.D. (Yale 1991, 1995) [1997]
- ROBERT T. WERTZ, Professor of Hearing and Speech Sciences  
 A.B. (Long Beach State 1959); A.M., Ph.D. (Stanford 1964, 1967) [1992]
- DIANA N. WEYMARK, Assistant Professor of Economics  
 B.A., M.A. (Dalhousie 1978, 1980); Ph.D. (British Columbia 1990) [1999]
- JOHN WEYMARK, Professor of Economics  
 B.A. (British Columbia 1972); M.A., Ph.D. (Pennsylvania 1973, 1977) [1999]

- ROBERT WHITEHEAD, Research Associate Professor of Medicine; Research Associate Professor of Cell and Developmental Biology; Research Associate Professor of Cancer Biology  
B.Sc. (Queensland 1965); M.Sc. (Queensland [Australia] 1968); Ph.D. (Wales 1975) [1999]
- JOHN P. WIKSWO, JR., Gordon A. Cain University Professor; Professor of Physics; Professor of Biomedical Engineering; Professor of Molecular Physiology and Biophysics  
B.A. (Virginia 1970); M.S., Ph.D. (Stanford 1973, 1975) [1977]
- RONALD G. WILEY, Professor of Neurology; Professor of Pharmacology  
B.S., M.D., Ph.D. (Northwestern 1972, 1975, 1975) [1982]
- D. MITCHELL WILKES, Associate Professor of Electrical Engineering; Associate Professor of Computer Engineering  
B.S.Eng. (Florida Atlantic 1981); M.S., Ph.D. (Georgia Institute of Technology 1984, 1987) [1987]
- GRANT R. WILKINSON, Professor of Pharmacology  
B.Sc. (Manchester [England] 1963); Ph.D. (London 1966); D.Sc. (Manchester [England] 2002) [1971]
- BRIAN N. WILLIAMS, Assistant Clinical Professor of Human and Organizational Development  
A.B., M.P.A., D.P.A. (Georgia 1988, 1991, 1995) [2002]
- SUSAN FORD WILTSHIRE, Professor of Classics and Chair of the Department of Classical Studies  
B.A. (Texas 1963); M.A., Ph.D. (Columbia 1964, 1967) [1971]
- DANNY G. WINDER, Assistant Professor of Molecular Physiology and Biophysics; Investigator, John F. Kennedy Center for Research on Human Development  
B.S. (North Georgia College and State University 1990); Ph.D. (Emory 1995) [1999]
- JAMES E. WITTIG, Associate Professor of Materials Science and Engineering  
B.S. (Wisconsin, Milwaukee 1978); M.S., Ph.D. (Stanford 1980, 1985) [1987]
- MARK WOLERY, Professor of Special Education; Member, John F. Kennedy Center for Research on Human Development  
B.A. (Tennessee Temple 1969); M.Ed. (Virginia Commonwealth 1975); Ph.D. (University of Washington 1980) [2000]
- MARK A. WOLLAEGER, Associate Professor of English  
A.B. (Stanford 1979); M.Phil., Ph.D. (Yale 1984, 1986) [1994]
- KENNETH K. WONG, Professor of Public Policy and Education  
B.A., M.A., Ph.D. (Chicago 1977, 1980, 1993) [2001]
- DAVID CHARLES WOOD, Professor of Philosophy  
B.A. (Manchester [England] 1968); Ph.D. (Warwick 1985) [1994]
- CHRISTOPHER V. E. WRIGHT, Professor of Cell and Developmental Biology and Vice Chair of the Department  
B.Sc. (Warwick 1980); D.Phil. (Oxford 1984) [1990]
- DAVID W. WRIGHT, Assistant Professor of Chemistry  
B.A., B.S. (Tulane 1988); Ph.D. (Massachusetts Institute of Technology 1993) [2001]
- NICHOLAS JOHN WRIGHT, Assistant Professor of Mathematics  
Ph.D. (Pennsylvania State 2002) [2002]
- PETER F. WRIGHT, Professor of Pediatrics; Professor of Microbiology and Immunology; Professor of Pathology  
B.A. (Dartmouth 1964); M.D. (Harvard 1967) [1974]
- DAOXING XIA, Professor of Mathematics (On leave fall 2003)  
Undergraduate (Sangton 1950); Graduate (Jijian 1952) [1984]

- LUOYU ROY XU, Assistant Professor of Civil and Environmental Engineering  
B.S., M.S. (Beijing University of Aeronautics and Astronautics 1987, 1991);  
Ph.D. (California Institute of Technology 2001) [2001]
- WEIHONG XU, Assistant Professor of Management  
B.A., M.A. (Zhongshan [China] 1993, 1996); M.S., Ph.D. (Washington University 2001,  
2001) [2001]
- ELIZABETH YANG, Assistant Professor of Pediatrics; Assistant Professor of Cell and  
Developmental Biology; Assistant Professor of Cancer Biology  
A.B., M.S. (Chicago 1980, 1980); M.D., Ph.D. (Stanford 1987, 1987) [1997]
- WENDELL GRAY YARBROUGH, Associate Professor of Otolaryngology; Associate  
Professor of Cancer Biology  
A.B., M.D. (North Carolina 1985, 1989) [2003]
- PAUL J. YODER, Professor of Special Education; Investigator, John F. Kennedy Center for  
Research on Human Development  
B.S. (Louisiana State 1978); M.S. (Peabody 1979); Ph.D. (North Carolina 1985) [1987]
- PAMPEE YOUNG, Assistant Professor of Pathology  
B.A. (Rice 1990); Ph.D., M.D. (Texas, Southwestern 1996, 1998) [2003]
- PAUL YOUNG, Assistant Professor of English  
B.A. (Iowa 1990); M.A., Ph.D. (Chicago 1992, 1998) [2003]
- CHAO-LAN YU, Assistant Professor of Molecular Physiology and Biophysics  
B.S. (Taipei Medical 1985); Ph.D. (Michigan 1995) [2001]
- GUOLIANG YU, Associate Professor of Mathematics  
Ph.D. (SUNY, Stony Brook 1991) [2000]
- DAVID H. ZALD, Assistant Professor of Psychology, College of Arts and Science; Member,  
John F. Kennedy Center for Research on Human Development  
B.A. (Michigan 1989); Ph.D. (Minnesota 1997) [2000]
- ANDRES ZAMORA, Associate Professor of Spanish; Director, Vanderbilt in Spain Program  
B.A. (Universidad Complutense de Madrid 1984); M.A. (Auburn 1986); Ph.D. (Southern  
California 1994) [1998]
- DAVID L. ZEALEAR, Associate Professor of Otolaryngology  
B.S. (California, Davis 1970); Ph.D. (California, San Francisco 1979) [1986]
- ROY ZENT, Assistant Professor of Medicine; Assistant Professor of Cancer Biology  
Ph.D. (Toronto 1997) [2000]
- DECHAO ZHENG, Associate Professor of Mathematics  
B.S. (Chongqing [China] 1982); M.S. (Sichuan [China] 1985); Ph.D. (SUNY, Stony Brook  
1992) [1996]
- TAO PETER ZHONG, Assistant Professor of Medicine; Assistant Professor of Cell and  
Developmental Biology; Assistant Professor of Pharmacology  
B.S. (Shanghai Medical 1987) [2001]
- BENJAMIN C. ZISSIMOS, Assistant Professor of Economics  
B.Sc. (London School of Economics and Political Science 1992); M.Sc. (Warwick [Eng-  
land] 1993) [2003]
- MARY M. ZUTTER, Professor of Pathology  
B.S. (Tulane 1976); M.D. (Tulane 1981) [2003]
- LAURENCE J. ZWIEBEL, Assistant Professor of Biological Sciences  
B.S. (SUNY, Stony Brook 1980); M.S. (Michigan 1982); Ph.D. (Brandeis 1992) [1997]



# Index



- Academic probation 30
- Academic programs 15
- Academic regulations 21
- Academic requirements 21
- Accident and sickness insurance 35, 38, 50
- Accounting 204
- Accreditation 8
- Activities fee 38, 40
- Address change 46
- Administration, Graduate School 335
- Administration, University 333
- Admission requirements 33
- Admission to candidacy 24
- American and Southern studies 58
- Anthropology 58
- Application fee 33, 38
- Application procedure 33
- Arabic 65
- Archaeology—see Anthropology, Classical studies 58, 108
- Art and Art History 66
- Assistantships 41
- Astronomy 249, 255
- Audiology, Doctorate of 165
- Auditing 30, 38
- Awards 41
  
- Bicycle registration 53
- Bill Wilkerson Center 9, 165
- Binding, thesis and dissertation 23, 27, 28
- Biochemistry 70
- Biological Sciences 73
- Biology—see Biological Sciences 73
- Biomedical Engineering 77
- Biomedical Informatics 81
- Biomedical Sciences, Interdisciplinary Graduate Program in 84
- Biophysics—see Molecular Physiology and Biophysics, Physics and Astronomy 231, 249
- Bishop Joseph Johnson Black Cultural Center 53
- Board of Trust 332
- Branscomb Professorship 336
- Buckley Amendment 47
- Business Administration 126
  
- Calendar 6
- Campus Security Report 52
- Cancer Biology 85
  
- Candidacy 24, 26
- Card 46
- Career Center 49
- Carpenter Certificate 277
- Cell and Developmental Biology 87
- Cellular and Molecular Pathology 90
- Centennial Professorships 340
- Center for Environmental Management Studies 150
- Center for Latin American and Iberian Studies 17, 187
- Center for Teaching 10
- Changes in registration 29
- Chaplain 55
- Chemical and Physical Biology 93
- Chemical Engineering 94
- Chemistry 98
- Child Care Center 51
- Chinese 102
- Civil Engineering 103, 147
- Classical Studies 108
- Classics 111
- Commencement 32
- Commencement, deadlines for 32
- Community Research and Action 113
- Comparative Literature 115
- Computer resources 10
- Computer Science 120
- Conduct Council, Graduate Student 21
- Confidentiality of student records 47
- Continuous registration 37
- Copyright, dissertation 27, 38
- Counseling Center 48
- Course work requirements 22, 24
- Courses 57
- Credit 30, 32
- Crime Prevention, Office of 52
- Crime statistics 52
  
- Deferred payment 40
- Degree requirements 21, 22, 24
- Degrees awarded by Graduate School 15, 16
- Degrees awarded by University 8
- Dining 46
- Directory listings 47
- Disabilities, services for students with 51
- Dissertation Abstracts* 27
- Dissertation copyright 27
- Dissertation publishing and binding 27, 38
- Dissertation requirement for Ph.D. 26
- Distinguished Professorships 339
- Dyer Observatory 9
  
- East Asian studies 125
- Eating on campus 46

- Economic development, program in 16, 38, 127
- Economics 126, 127, 205
- Education 323
- Education records 47
- Electrical Engineering 134
- Emergency medical care 50
- Emergency telephones 52
- English 141
- English education 327
- English instruction 34
- English Language Center 34
- English language proficiency 34
- Enrollment 8
- Environmental Engineering 146, 148
- Environmental Management 150
- Escort service 52
- Examinations 23, 25, 27
- Expenses 38
- Extension of candidacy 26
- Extracurricular activities 55
- Facilities 8
- Faculty 340
- Faculty Council 335
- Family Educational Rights and Privacy Act (FERPA) 47
- Family housing 46
- Family insurance coverage 50
- Fees 37, 38, 39, 40
- Fellowships 41, 42, 43
- Final examination 23, 27
- Finance 206
- Financial aid 33, 41, 42, 43
- Financial clearance 40
- Financial information 34, 37
- Fine Arts—see Art and Art History 66
- Food services 46
- Foreign language education 328
- Foreign language requirements 28
- Formal course work 22, 24, 37, 57
- Free Application for Federal Student Aid (FAFSA) 43
- French 150, 151
- French and Italian 150
- Full-time status 25, 28, 38
- Future Faculty Preparation Program (F2P2) 11
- Gender studies—see Women's studies 331
- Geology 155
- German 157, 159
- Germanic and Slavic Languages 157
- Grading system 29
- GradSTEP 11
- Graduate credit earned as undergraduate 32
- Graduate faculty 340
- Graduate Faculty Council 335
- Graduate Record Examination (GRE) 33, 34
- Graduate School history and statistics 7
- Graduate Student Conduct Council 21
- Graduate Student Council 40, 45
- Graduate Honor Council 21, 45
- Graduate Teaching Fellows and Teaching Affiliates program 11
- Greek 109, 277
- Half-time students 28
- Harold Stirling Vanderbilt scholarships 41
- Health insurance 35, 38, 50
- Health services 49
- Heard, Jean and Alexander, Library 9
- Heard Professorship 337
- Hearing and Speech Sciences 164
- Hebrew 277
- Hillel 54
- History 171
- History, Graduate School 7
- Honors held by graduate faculty 336
- Honor scholarships 41
- Honor System 21
- Hospitalization insurance 35, 38, 50
- Housing for graduate students 38, 45, 46
- I (Incomplete) 29
- Identification cards 46
- Immunology—see Microbiology and Immunology 228
- Individualized programs 19
- Information Technology Services 10
- Information technology specialization in Management 208
- Institute for Public Policy Studies 13
- Insurance 35, 38, 50
- Intent to graduate, notification of 22
- Interdisciplinary Graduate Program in Biomedical Sciences 84
- Interdisciplinary Materials Science 180
- Interdisciplinary Social and Political Thought 186
- International Student and Scholar Services 22, 35, 53
- International students 22, 34, 50
- International Teaching Assistant Program (ITAP) 11
- Japanese 186
- Joint Master of Arts in Latin American Studies and Master of Law 18
- Kennedy Center 11

- Language requirements 24, 28  
 Late registration 29, 38  
 Late payment fees 38, 39  
 Latin 110  
 Latin American and Iberian Studies 17, 187  
 Leadership and Policy Studies 190  
 Learned, A. B., Laboratories 9  
 Leave of absence 31, 37  
 Liberal Arts and Science, Master of 18, 24, 34, 37, 202  
 Libraries 9  
 Licensure for teaching 17  
 Loan programs 43  
 Lost and found 52
- Management 203  
 Management of Technology 214  
 Margaret Cuninggim Women's Center 54  
 Marketing 209  
 Married student housing 46  
 Master of Arts in Latin American Studies and Master of Law, Joint 18  
 Master of Arts in Teaching program 17, 43  
 Master of Liberal Arts and Science 18, 24, 34, 37, 202  
 Master's degree in passing 23  
 Master's degree requirements 22  
 Materials Science 180  
 Mathematics 217  
 Mathematics education 328  
 Mechanical Engineering 224  
 Medical Scientist Training Program (M.D./Ph.D. program) 18  
 Microbiology and Immunology 228  
 Microfilming of dissertation 27, 38  
 Minimum tuition charge 37  
 Minor subjects 22, 25  
 Molecular Biology—see Biological Sciences 73  
 Molecular Physiology and Biophysics 231
- Named professorships 339  
 Neuroscience 234  
 Non-credit courses 30  
 Non-degree students 31  
 Non-thesis master's degree programs 23  
 Nursing Science 238
- OASIS 10, 29  
 Observatory 9  
 Off-campus housing 46  
 Operations 210  
 Opportunity Development Center 51  
 Organization Studies 212
- Parking on campus 53  
 Part-time students 18, 28, 40
- Pass/Fail 30  
 Pathology—see Cellular and Molecular Pathology 90  
 PeopleFinder directory 48  
 Perkins Loan program 43  
 Pharmacology 241  
 Ph.D. degree requirements 24  
 Philosophy 244  
 Physics 249, 250  
 Physics and Astronomy 249  
 Physiology—see Molecular Physiology and Biophysics 231  
 Police Department 51  
 Political Science 256  
 Portuguese 310, 314  
 Probation, academic 30  
 Professional degree courses 19  
 Professorships 338  
 Provost's Graduate Fellowships 41  
 Psychological and Counseling Center 48  
 Psychology 263  
 Psychology and Human Development 269
- Qualifying examination for Ph.D. degree 25
- Readmission 26  
 Recreation and sports 56  
 Recreation center 40, 56  
 Recreation fee 38, 40  
 Refunds, tuition and housing 38, 39  
 Register-by-mail list 37  
 Registration 28, 37, 38  
 Reinstatement 31, 38  
 Religion 274  
 Religious life 55  
 Repeated courses 29  
 Requirements for master's degree 22  
 Requirements for M.L.A.S. degree 24  
 Requirements for Ph.D. degree 24  
 Research assistantships 42  
 Residence requirements 22, 24  
 ResNet 10  
 Russian 157, 163
- SafeTrips program 52  
 Sarratt Student Center 40, 46, 55  
 Scholarships 41  
 Schulman Center for Jewish Life 54  
 Science education 329  
 Security, campus 51  
 Services to students 47  
 Social Psychology 303  
 Social studies education 330  
 Sociology 304  
 Southern studies—see American and Southern studies 58  
 Spanish 310, 311

- Spanish and Portuguese 310  
 Special Education 316  
 Special programs 16  
 Special students 31  
 Sports and recreation 56  
 Spring semester, admission for 33  
 Stafford Loan program 43  
 Statistics 214  
 Stevenson Center 9  
 Student center 40, 55  
*Student Handbook* 4, 40, 48  
 Student Health 35, 49, 50  
 Student records 47  
 Student status 37, 38  
 Summer session 20  
 Supplemental tuition 37  
 Sutherland Prize for Research 337  
 Symbols, explanation of 57
- Teacher education 17  
 Teacher training awards 43  
 Teaching and Learning 322  
 Teaching assistantships 11, 42  
 Teaching, Master of Arts in 17, 43  
 Telephone directory 48  
 Test of English as a Foreign Language  
 (TOEFL) 34  
 Theatre 330  
 Theology—see Religion 274  
 Thesis requirements for master's degree 23  
 Time limit for degree completion 22, 24, 26  
 Traineeships 42  
 Transcripts 21, 38, 40
- Transfer credit 22, 24, 28, 30, 32, 37  
 Transient students 19, 31  
 Transinstitutional initiatives 11  
 Tuition 37  
 Tuition payment programs 39  
 Tuition scholarships 42
- Undergraduate, credit for courses taken as  
 32  
 University, the 7  
 University fellowships 42  
 University graduate fellowships 41  
 University Professorships 338
- Vanderbilt Brain Institute 12  
 Vanderbilt card 46  
 Vehicle registration 53  
 VIPPS 13  
 VUnet 10
- Waiver of fees 40  
 W grade notation 29  
 Wilkerson Center 9, 165  
 Withdrawal from courses 29  
 Withdrawal from the University 31, 38, 39  
 Women's Center 54  
 Women's studies 331  
 Wyatt Distinguished University Professorship  
 338
- Zerfoss Student Health Center 49  
 Zoology—see Biological Sciences 73