

This addendum is effective January 3, 2023

Program changes/additions

- **MTH 245 Statistics and Data Analysis in R** has been added to the Applied Mathematics B.S. degree requirements as a Statistic Focus elective. This course may be used as an elective only if it has not been used to fulfill another requirement for the major.
- The following update has been made to the Sociology B.A. major requirements:

...and, three or more additional sociology courses.

- one course numbered between 200 and 299,
- one course numbered between 400 and 499
- *and, at least one other sociology course.

*This additional course may be satisfied by a combination of courses that are less than 3 credit hours under the following circumstances. A student may take a combination of two 2-credit May Experience courses taught by a Sociology faculty member or 2-credit **IGD-101 Introduction to Intergroup Dialogue** courses to potentially satisfy this additional SOC course requirement. After successfully completing the two courses the student must apply in writing to the SOC faculty to use this substitution. The application should indicate the courses taken, grade received, and an explanation of how the courses related to Sociological concepts and topics.

- **IGD 101 Introduction to Intergroup Dialogue** has been added as a possible elective to the Public Health B.A. and B.S. major requirements.
- The Guest Learner program has been discontinued.

Academic Regulation updates

Changes are highlighted

Advising and Registration

Students are assigned academic advisors with whom they should meet regularly to plan educational programs based on their interests, aptitudes, and educational goals. Advisors play an important role by offering informed advice about course selections, by providing information about co-curricular and extracurricular educational opportunities such as study away, internships, and undergraduate research, and by referring the student to campus support services. Students must consult with their academic advisor before registering for courses each term. Registration priority is based on **class standing as determined by credits earned** and CLP events attended. Detailed information about advising and registration can be obtained at enroll.furman.edu.

Failure to Progress

Students must make meaningful progress towards completion of the bachelor's degree during each semester in which they are enrolled at the university. For this reason, students who do not demonstrate sustained patterns of completion may be withdrawn from the university. A "failure to progress" designation will be applied and notification sent to any student who attempts at least 4 credits but completes fewer than 12 credits in any fall or spring semester, including such a semester in which a student withdraws from all courses. Semesters in which students are placed on a leave of absence without attempting any credits will not be designated as a failure to progress.

Any student who receives this "failure to progress" designation in two consecutive semesters (fall to spring, or spring to fall) may be administratively withdrawn from the university. Students withdrawn from the university for failure to progress may only return to enrollment through applying for admission through the **Associate Academic Dean's office**. Students who wish to appeal their administrative withdrawal for failure to progress may petition the **Awards and Financial Aid Committee** for permission to remain enrolled; if such petitions are granted, the Committee will establish the terms that will define adequate progress in the upcoming semester, and failure to comply with those terms could result in immediate administrative withdrawal. **Appeals must be submitted in writing to the committee no later than two weeks from the notice of withdraw.**

New Courses

EDU 337, Early Childhood Curriculum: Content and Resources

This course covers the integration of curriculum and learning principles to promote appropriate practices in the early grades. Candidates will observe and explore ways in which effective teachers create engaging learning environments; plan culturally and linguistically relevant lessons in all content areas; and communicate with other school personnel, families, and community agencies. Class discussions will include use and adaptation of relevant print and digital resources, and ways that teachers can meet required mandates and standards. 4 credits.

EDU 339, Methods, Materials, and Assessment: Early Childhood

In this course, candidates will engage in a study of evidence-based, student-centered, and developmentally appropriate instruction to support children in the early grades. Class discussions will include classroom management practices, assessment strategies, and methodologies that encourage children to think critically and creatively in challenging and culturally inclusive learning environments. Working with children who reflect diverse family systems, candidates will implement instructional strategies; select appropriate materials; and assess the effectiveness of instruction. Candidates will examine ways to adjust instructional decisions after critical reflection on student learning outcomes. 4 credits.

POL 253, Great Power Conflict (*counts as a course in the “International Relations” subfield*)

Investigation of the nature, causes, and consequences of great power conflict, culminating in an examination of great power conflict during the 21st century. 4 credits.

PSY 219, Stereotyping, Prejudice, & Discrimination (*counts as a course in the “Social” subarea of Psychology B.A. and B.S. major requirements and as an elective course for both Africana Studies B.A. major tracks*)

Groups are a fundamental organizing feature of all social life. Although groups can promote human flourishing, they can also serve as the basis of marginalization or unearned advantage in some instances. What are the social psychological factors explaining the causes and consequences of stereotyping, prejudice, and discrimination? By the end of this course, students will understand the empirical approaches to these issues in social psychology. In addition, students will examine the ways that everyday systems, practices, and artifacts in our lives can reproduce these harmful processes, even within an egalitarian, well-meaning society. Finally, students will evaluate and propose interventions to reduce stereotyping, prejudice, and discrimination based on the research literature. 4 credits.

ANT 305, Practicing Anthropology

GER: HB (Empirical Study of Human Behavior)

Prerequisite: Two or more 200 or 300 level courses in Anthropology

Practicing Anthropology provides a focused introduction to ethnographic research methods and design. Students will use anthropological research methods to examine a real-world problem in our community. The course is intended to provide students with a range of research experiences and techniques that can be used in future long-term research endeavors. 4 credits.

ANT 401, Anthropological Theory

GER: WR (Writing-Research Intensive)

Prerequisite: ANT 101 or ANT 105 and two anthropology courses numbered 200 - 299

This course provides an historical and contemporary exploration of theory in cultural and archaeological anthropology. Students will be introduced to major trends and debates in anthropological theory and explore examples of theoretical application in ethnographic research. We will analyze each theoretical argument by exploring its historical and social context of its origin, understanding how it is used to explain human behavior, and examine its contributions to contemporary arguments in anthropology. The course will examine theoretical arguments on such topics as history, memory, power, social change, agency, culture and society, as well as conflict and resistance. As a Writing/Research Intensive (WR) course, students are required write a critical literature review on a topic of their choosing that draws on theoretical concepts/perspectives in anthropology. The goal of this course is to give students practice in applying anthropological theory to their own anthropological research. 4 credits.

ART 265 Museums are not Neutral

GER: WR (Writing-Research Intensive)

This course interrogates the myth of museum neutrality and examines cultural institutions—museums of art, history, natural history, science, ethnography as well as libraries and archives—as spaces for socially-engaged activity in our communities. It does so by tracing the development of the “national museum,” while also debating the purpose of museums and public art installations in the twenty-first century. We will look at a variety of case studies using primary and secondary sources that explore how

collecting practices, exhibition organizing, and community protests have reconstituted the museum space into a site for activism and resistance in contemporary society. 4 credits.

IDS 201, Imagining Nationhood: Bede to the Bill of Rights

GER: TA (Critical, Analytical Interpretation of Texts)

Explores the cultural construction of British and American nationhood by tracing institutions and myths from the Anglo-Saxon invasions to the American Revolution, alongside visits to sites associated with this literature and history. 8 credits.

New May Experience Courses

MLL 160, Mapping Culture and Identity in Quebec (Travel Study)

This course studies the evolution of Quebec's Francophone community's identity from the 17th to the 21st century through the visit/study of the province's 3 major cities: Québec City, Trois-Rivières, Montréal. We will study this Francophone community's identity evolution from "les Habitants" (First French settlers) to the "French Canadians" (19th century) to "les Québécois" (since the 1960s), while following the course of the Saint Lawrence River as the first settlers did. The course will be organized chronologically, and by following the river, we will also experience the various First Nations' strong presence and diversity, as well as their major influence/role in the success of the original French colony of "la Nouvelle France". While in Trois-Rivières, we will explore the role of the wood industry and the immigration patterns that the Industrial Revolution generated; Finally, we will explore contemporary Montréal and its incredible diversity, while remaining the most Francophone city in the world, after Paris. 2 credits.

MXP 116, Art & Empires (Travel Study)

This course combines the study of art history and drawing through group trips to major European museums, religious spaces, and political and civic landmarks. Through discussions and reflective drawing exercises, we will examine how European collecting practices, building campaigns, and museum displays constructed cultural identities and narratives about different societies, especially those outside of the "Western" tradition. May Experience only. 2 credits.

MXP 211, Thinkertoys: Co-Ed Scrapbooks as Alternative Histories

This course that will intersect the historical scholarship on scrapbooking as democratic resistance with the Furman archival ephemera in order to document Greenville Women's College students' experience and reflect on current Furman student memory. We will read secondary sources on commonplace books and scrapbooks especially as it pertains to marginalized people's memories and comb through the archive for similar clues. May Experience only. 2 credits.

MXP 206, Queer Histories: San Francisco (Travel Study)

Queer Histories: San Francisco explores archives, stories, and contemporary LGBTQIA+ communities through an interdisciplinary lens in national and global settings. The class allows students to study and

analyze historical and current experiences, stories, and spaces of LGBTQIA+ communities in one of the crucial locations for LGBTQIA+ communities, San Francisco. During a three-week-long program in San Francisco, students will work on visual and textual documents housed in the GLBT Museum & Archives and Hormel LGBTQIA Center of San Francisco Public library. May Experience only. 2 credits.

MPX 222, Spatial Inspiration: Musical Awareness in Italy

This course explores various natural and architectural venues in Italy as inspirations for musical development through the centuries. These spaces [several of which have been designated as UNESCO World Heritage sites], as well as the artists and musicians who worked there, have had a significant effect on compositional style, performance practice, and instrumental development. May Experience only. 2 credits.

LAS 222 Screening Social Justice in Chilean TV and Film

This course will examine recent Chilean television, film, and street art dealing with various social justice issues. Students will study these cultural artifacts within the context of social movement theory and will study how these cultural texts relate to the 2019 social upheaval in Chile, either by helping to foreshadow it or by reflecting on its aftermath. In addition, students will compare how social issues regarding healthcare, gender-based violence, abortion, income inequality, and the education system are treated in Chile and the United States. 2 credits.

MPX 142 Improv for Life, Love, and Business

The purpose of this course is to allow student to develop transferable skills of active listening, trust, creative problem solving, and other traits that will serve them well in multiple contexts beyond the theatre. The students in the course will learn the fundamental concepts of improv through a variety of improv games and exercises. The course will culminate in a performance in the playhouse for the Furman community. 2 credits.

MPX 236 Nature in Art: Botanical Form and Function in Clay

This May Experience brings together interdisciplinary approaches in understanding and comprehending the natural world through the fields of biology and visual art. Students develop an awareness and appreciation of botanical forms through the study of local and regional plant life, field observations, and creation of ceramic work that engages in a formal and functional dialogue with the natural world. 2 credits.

MPX 271 Knit and Purl: History and Practice of Knitting

This course will explore the history and culture of knitting and yarncrafts, particularly in America, through an anthropological lens and by learning how to knit and/or crochet small projects. The course will explore how material culture such as knitted artifacts are used to communicate identity and group belonging on individual, social, and political levels. Course topics include: the physical and historical development of the craft as known archaeologically and anthropologically; stereotypes and changing views of knitting in culture and popular culture; family and generational stories of knitted items; and the exploration of the question: what makes someone “a knitter?” By physically learning and practicing the craft of knitting or crochet alongside readings, in-class activities, and discussions, students will gain a new perspective on the relationship between material culture and human social behavior. 2 credits.

MXP 318 Read like a Healthcare Pro

In this May Experience course, we will breakdown research studies that inform the clinical practice of healthcare practitioners, including physicians, physical therapists, occupational therapists, social workers, counselors, nurses, psychologists, dentists, etc. This course is designed for students who are interested in working with patients in a healthcare setting to teach them how to be informed consumers of clinical research (specifically randomized controlled trials—RCTs and meta-analyses). Evidence-based practice is considered the current gold standard of healthcare, but what does that actually look like in the careers of practitioners? In order to practice connecting clinical research to practice, we will explore how to critically review the methodology of RCTs and meta-analyses, how to interpret results (e.g., graphs, tables, figures, statistics), and how to explain study findings in terms appropriate for future clients/patients. 2 credits.

REL 280 Live like a Monk: Ascetic Practice Across Cultures

In this class, we will explore ascetic practices from a diversity of religious traditions including Buddhism, Christianity, Jainism, Islam, Hinduism, Judaism, and Daoism. The 3 course elements are 1. Study of global monastic practices in antiquity and the present day. 2. Experiencing a variety of practices such as meditation, fasting, "technology sabbath," and monastic daily routines. 3. Individual and group reflection. We will also be able to visit a local monastic communities and engage with full time monastic practitioners. 2 credits.

GER changes

- SUS 220 Mineral Resources and Sustainable Development – added WR GER (Writing-Research Intensive)
- AST 470 Seminar in Asian Studies – added WR GER (Writing-Research Intensive)
- CLS 214 Law and Order: Greece & Rome – added HA GER (Historical Analysis)
- CLS 232 Guide to the Good Life – added UQ GER (Ultimate Questions)
- CLS 331 Constructing Identities – added UQ GER (Ultimate Questions)
- ECN 224 Law and Economics – added HB GER (Empirical Study of Human Behavior)

Course changes

The prerequisites for LNG 220 Linguistic Analysis have changed. The prerequisites for the course are now any FYW and LNG 210 General Linguistics.

Corrections

REL 263 The Bible in Modern Culture is numbered incorrectly. The correct course number is REL 218 The Bible in Modern Culture. The following course is missing from the 2022 - 2023 catalog:

REL 263 Murder, Mystery, and Mayhem

GER: TA (Critical, Analytical Interpretation of Texts)

A study of modern and contemporary murder mystery/detective narrative fiction. The course gives special attention to questions about the construction of stories/narratives and how that involves interpretations of the meaning of human experience. 4 credits.

Program Addition

Post Baccalaureate Certificate

Furman's Post Baccalaureate Certificate (PBC) program offers interested students who have already earned a bachelor's degree the opportunity to enhance their educational and career trajectories through participation in the Furman academic community, while also providing an additional credential in a specific subject area. Furman offers Post Baccalaureate Certificates in all of its major fields of study and interdisciplinary minors. PBC students enroll in Furman undergraduate day courses, receive traditional grades based on their performance, and acquire an official transcript recording all credits attempted and earned. Students must apply for a specific certificate program, and admission is dependent on available space.

To earn a Post Baccalaureate Certificate (PBC) from Furman University students must:

- Have completed the specific requirements for a major field of study or an interdisciplinary minor.
- Have earned a minimum of at least 28 credits of approved and applicable coursework.
- Satisfied no less than 50% of the credits required for major field of study or an interdisciplinary minor through courses completed at Furman.
- Maintain a grade point average of at least 2.00 in all course work completed as a PBC student.

PBC students are subject to all Furman academic regulations and student conduct policies, except for those that outline specific requirements for attaining a Bachelor's degree. PBC students may submit previously completed courses from an accredited four year-institution for transfer credit towards the fulfillment of their certificate. Transfer courses will be evaluated in line with existing transfer course procedures and policy.

Post Baccalaureate students must have earned a Bachelor's degree from an accredited four year institution. PBC applications are considered for both fall and spring semesters. Application review for fall semester begins March 30. Initial offers of admission are released by May 1, and will continue on a rolling basis. Applications for fall semester are accepted through July 31 and are considered until all available spaces are filled. Post Baccalaureate students may apply for spring semester by completing the application for admission by December 1 and will be notified of their decision on a rolling basis. Accepted students who wish to enroll must submit a non-refundable enrollment deposit of \$500 before being enrolled in courses for the specified term.

The Admissions Committee, in consultation with the Chair of the program to which the student is applying, uses the following criteria in its decisions for accepting students in the PBC program:

College Transcript

An evaluation of college courses completed and grades earned. All students seeking admission into the PBC program must submit an official transcript verifying the attainment of a Bachelor's degree from an accredited four year institution.

College Official's Report

A college official's report, found on the Common Application website, must be received by the application deadline.

Available Space

Post Baccalaureate students are enrolled into courses after all Furman undergraduate regular registration window has passed. Therefore, admissions will be dependent on an assessment of the available space in the courses required to complete the desired certificate and the overall capacity of that program to manage additional students.

Post Baccalaureate students will be charged tuition on a per-credit basis or may opt to pay the comprehensive fee, as set for the given academic year. PBC students are not subject to Furman's residential requirement. Institutional aid may be provided to PBC students based on availability and the determination of the Office of Admissions and Financial Aid Office.