



**Inquiries for additional information should be forwarded to the following offices:**

Office of Admission	(717) 358-3951
Office of College Advancement	(717) 358-3975
Office of Communications	(717) 358-3981
Office of Student Affairs	(717) 358-4000
Office of Financial Aid	(717) 358-3991
Office of the President	(717) 358-3971
Office of the Provost & Dean of the Faculty	(717) 358-3986
Office of the Registrar	(717) 358-4168
Office of Student Accessibility Services	(717) 358-3989

**General information:**

Franklin & Marshall College  
P.O. Box 3003  
Lancaster, PA 17604-3003  
(717) 358-3911

**College website: [www.fandm.edu](http://www.fandm.edu)**

**For questions about the admission process**

**call: (717) 358-3951**

**email: [admission@fandm.edu](mailto:admission@fandm.edu)**

*This catalog is intended for current guidance of persons applying for or considering application for admission to Franklin & Marshall College (“College” or “F&M”), and to assist current College students and faculty. Because College curricula, programs, and policies cannot be static in a changing environment, the information in this catalog is subject to change at any time and this catalog is not a contract and should not be relied on as such. The College will make efforts to give notice of all substantive changes as appropriate. However, it is the responsibility of each individual student to become and remain aware of all applicable requirements and provisions that may apply to them at any given time. Students, applicants, and other users of this catalog programs, descriptions of curricula, or other information in this catalog.*

*The College reserves the right, in its sole discretion, to change any aspect of its academic program, including course content, instructor, day/time, location and instructional format. The College cannot guarantee an in-person format even where noted as such in the catalog or during class registration, and reserves the right to present any course in a virtual/remote or hybrid format.*

# GRADUATION REQUIREMENTS

In order to be eligible to graduate, a student must complete requirements defined in a specific catalog. In general, students follow the requirements for graduation listed in the catalog current at the time they matriculate, that is, at the time they first enroll as a degree-seeking student at Franklin & Marshall.

Students returning to the College after an extended period without enrollment should meet with an advisor before selecting courses upon their return or readmission, to confirm which graduation requirements apply to them, because academic policies and procedures may have substantively changed during the period of their absence. When courses required in an older catalog are no longer offered, or in other special cases,

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## **THE INTEGRATION OF ACADEMIC AND RESIDENTIAL LEARNING**

Franklin & Marshall College offers an integrated learning environment where students engage the values of the liberal arts both through the curriculum and in their lives outside the formal classroom. Consistent with the Mission Statement of the College, faculty and administrative offices place student learning at the center of their work. Programs and activities guide and support students as they explore a love of learning, the skills of critical thinking, the role of citizenship in their lives and the values of civility. The College challenges students to make the most of the academic program and other educational opportunities offered by this residential campus, to practice mental and physical wellness and to develop their talents and interests as part of an educated and socially responsible community.

The faculty-led College House system is the keystone of Franklin & Marshall's vision for integrating academic and residential life. While a College House is in a literal sense a student residence, it is more than this. College Houses are led by senior members of the Faculty, the Dons, and by their colleagues, the College House Deans, experienced academic and student life professionals. The Houses foster an environment that infuses student life with thoughtful deliberation and intellectual exploration, habits of thought and analysis that will serve students throughout their personal and professional lives. The Houses are the meeting ground where students can interact and network among the extended College family. Together, Faculty Dons, College House Deans and students create events that bring faculty, students, alumni/ae, distinguished visitors and professional staff together in formal and informal settings to engage in lively discussions and social interactions that break the barrier between classroom and student residence.

Upon matriculation, all students are assigned to membership in a College House. Although students are not required to live in the House for all four years, this affiliation continues through the entire Franklin & Marshall experience and extends beyond graduation. Most students enter the House System as a member of a residential Connections seminar. These courses introduce students to skills of critical reading, critical thinking, written and oral communication and information literacy. At the same time, the students live together in the same area of the College House making it possible for discussions of substance about ideas to move easily between the classroom and the residential environment.

Within Houses, students elect leaders, craft and enforce standards of behavior, manage their own social programs and resolve the problems of living that arise among House residents. The governing structure of each House is based on the explicit acknowledgement that students are adults and should control many aspects of their social and residential life. College Houses are therefore also places where the arts of

democracy are learned and leadership is incubated.

College Houses express the ethos of the College. College Houses are connected communities where all students can find a place. Creating an environment that is neither exclusively academic nor residential, the House environment is sometimes called a "third space," a comfortable and inviting hybrid of classroom and residence hall that exceeds its individual parts. The College Houses model a way of living that makes for a rewarding life: they support a social landscape that integrates work, play, a critical approach to new ideas and the belief that every moment holds the opportunity for discovery and personal satisfaction.

This emphasis on integrating ideas and residential life informs many other areas of the student experience. Both academic and career advising ask students to think about the value of a liberal arts education and the connections among the liberal arts and the world of work. Social and co-curricular programming emphasizes student initiative in planning and organizing events. Students are encouraged to see themselves as citizens informed by an entrepreneurial spirit. The College also provides opportunities for students to explore the meaning of faith, religion and spirituality. Because of its commitment to educating the whole person, the College has a number of programs that emphasize health and wellness, including personal counseling, programs in the residence halls, varsity and intramural sports and workshops on health issues.

In March 2009, the faculty voted to

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The academic year consists of two regular terms (fall and spring), and one summer term (at the discretion of the College). F&M defines a regular semester as 14 weeks and 70 individual days of instruction. When classes have ended, at least two (2) full days are scheduled as the reading-consultation and study period, to allow students time to prepare for final examinations. Final examinations are typically scheduled on five (5) consecutive calendar days. The academic calendar is subject to change without notice.

## F

**August 203VWXKRXW**

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**January 12**

Sunday

College







**EEK J NE J L**

Friday, May 16, 2025	Registration Deadline
Sunday, May 31, 2025	Housing opens for Session I, noon
Monday, June 2, 2025	Session I classes begin
Tuesday, June 3, 2025	Session I deadline for course changes or withdrawing without record by 4:30 p.m.
Friday, June 27, 2025	Session I deadline to withdraw with record
Friday, June 27, 2025	Session I grading option (P/NP) deadline
Tuesday, July 1, 2025	Session I classes end
Wednesday, July 2, 2025	Students in residence must vacate their rooms by 4:00 p.m.

**EEK J L A G**

Friday, June 20, 2025	Registration Deadline
Sunday, July 6, 2025	Housing opens for Session II, noon
Monday, July 7, 2025	Session II classes begin
Tuesday, July 8, 2025	Session II deadline for course changes or withdrawing

# F M C

SEE GRADUATION REQUIREMENTS PAGE 155.

The Franklin & Marshall Curriculum combines a spirit of innovation with a strong sense of tradition, and provides a framework for our students' intellectual development over their four years at Franklin & Marshall College. Called "Connections," our curriculum encourages students to become responsible, creative, ambitious participants in learned discourse and discovery by making connections: connections across disciplines, connections between theory and practice, and connections between their liberal arts education and the world. A liberally educated person is one who is

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In their Exploration courses, students will:

1. Acquire familiarity with broad divisions of knowledge, modes of inquiry, and creative practices characteristic of different intellectual and expressive arenas
2. Develop

## WORLD PERSPECTIVES

(For students entering the College in the Fall of 2021 and following years)

*Goal: Engage with and analyze the diversity of cultures and interrelated historical processes that have shaped the contemporary world; develop the skills to reach beyond and question the historically dominant perspective of European and European-settler societies; and grapple with perspectives originating from outside these dominant traditions, including the perspectives of indigenous, colonized, diasporic, and/or*

A non-F&M course (including one taken abroad) may count toward the WP requirement if that course satisfies the goal described above; such courses will require approval by the appropriate department or program chair. (In cases where a course in question falls outside the domain of a department or program, the decision to approve will be made by the director of International Studies.) This requirement cannot be met via a proficiency exam, but only by earning a course credit for having completed an academic experience after matriculation at a college or university.

## NON-WESTERN CULTURES

(For students entering the College in the Fall of 2020 and preceding years)

*Goal: Gain an understanding of the widely disparate ways in organized through an investigation of non-Western cultures and societies, including indigenous, colonial, and postcolonial West distinction, the limitations of this dichotomy, and the hybridity present in most cultures and societies.*

Courses that meet either or both of these goals are designated (NW) in the catalog and are offered by a variety of programs and departments.

The NW requirement can also be met by achieving linguistic and cultural competence in a non-Western language as demonstrated by the completion of a course in such languages at the 200 level or beyond. (Arabic, Chinese, Hebrew, Japanese)

A non-F&M course (including one taken abroad) may count toward the NW requirement if that course satisfies at least one of the goals described above but requires approval

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4. A student is permitted to continue in College for one







FLM 270, Revolutionary Cinema  
FLM 332, Documentary Film and Video  
MUS 210, Music, Culture, and Society  
MUS 220, Anthropology of Music  
SOC 355, Sociology of Culture,  
TND 110, Global Theatre Perspectives  
TND 331, History of Western Theatre Dance

One course from the following  
(community-based learning):

MUS 291, Music, Education, and Social Change  
TND 495 Community Impact/Outreach

Capstone, .5-credit independent study: a project and presentation as part of the Student New Works Festival

## DIVERSITY AND EQUALITY IN EDUCATION

Contact Person: Lee Franklin, Associate Professor of  
Philosophy

Disciplines: Philosophy, Sociology, and internship for credit in  
Lancaster schools

Pairing philosophy and sociology, this certificate builds a multifaceted foundation in the study of education. Students will philosophically investigate important civic issues while using a sociological lens to analyze the structure and dynamics of educational systems. Hands-on experiences are an important aspect of this certificate. Through a for-credit internship, students will work with students in Lancaster County schools, experiencing firsthand the lived effects of socially patterned inequalities while exploring educational principles regarding learning and equality. Students will then share their valuable insights through a capstone project presented at an annual symposium.

Required elements:

PHI 229, Philosophy of Education  
SOC 384, Urban Education

An experience for credit offering classroom experience in Lancaster City Schools: INT 262, Philosophy at McCaskey, or INT 261, Experiential Elementary Science Teaching  
Capstone presentation at annual Education conference

## FORCED MIGRATION

Contact persons: Giovanna Faleschini Lerner, Professor of  
Italian, and Zeshan Ismat, Professor of Geosciences

According to the UNHCR, more than 120 million people around the world are currently experiencing forced displacement. The reasons that drive forced migration are ever expanding, from war and famine to public health concerns and climate change. Migration is one of the most sensitive global political issues of our time, and migration policies make or break governments. This certificate draws on courses from the social sciences, the arts & humanities, and the natural sciences in order to offer a multi-faceted exploration of global issues connected to transnational migration. The four courses in the certificate are paired with a strong experiential learning component,

developed in collaboration with Lancaster-based migrant-services organizations.

Required elements:

One per division of the following:

Arts and Humanities: AFS/FLM/WGS 214: Race and Gender in Migration Cinema, or ART211: Islamic Art and Architecture

Natural Sciences: ENE 317: Resources, Borders and Globalization

Social Sciences: ECO 181: Inequality, Power, Justice, or GOV 222: Open Doors, Closed Borders, or AMS/PUB 318: Border Law and Policy

One of the following upper-level seminars with field work component:

GOV 425: Human Rights/Human Wrongs, or

IST 489: Global Migration, or

PBH 448: Public Health Practice Seminar

Experiential Learning Experience:

In addition to the four courses, students are expected to design, in consultation with the certificate director(s), an experiential learning experience that takes place for a minimum of one summer or one semester. This may include:

An experience for credit with a Lancaster-based refugee resettlement agency, such as Church World Service, the Refugee Center and Community School at Reynolds Middle School, the Literacy Council, or other pre-approved organizations that work with migrants and refugees.

Leadership in FARR (F&M Action for Refugee Resettlement), the Muslim Student Association, Catastrophic Relief Alliance, or

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## HEALTH HUMANITIES

Contact person: Peter Jaros, Associate Professor of English

Disciplines: Science, Technology and Society; History;  
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This certificate incorporates rich multidisciplinary perspectives on questions of health, illness, medicine, and disability. Health Humanities, a growing field at the intersection of humanistic scholarship and health professions, is a natural fit for F&M's strength across the liberal arts and our students' interest in health professions—and in broader questions of health, including mental health and public health. The certificate includes three key perspectives: historical, ethical, and literary/cultural.

Required elements:

Historical Perspectives on Health: one course from the following:

STS/HIS 311, History of Medicine; ART 275, Architecture and Health; HIS/PBH/STS 314, Reproductive Health and Justice in Latin American History; HIS/STS 377, Medicine and Healing in the Mediterranean; HIS/IST 372, Pandemics in History

Literary and Cultural Perspectives: one course from the following:

ENG 273, Chronic Illness and Self-Care; ENG 379, Theories of the Body; PBH/STS/WGS 222, Narratives of Disability; LIT 27x, Medicine, Health, and Literature; IST/STS/PBH/WGS 278, Disability Across Borders

Ethical Perspectives on Health, Life, and Death: one course from the following:

PHI 223, Biomedical Ethics; PHI 373, End of Life Ethics

## LANGUAGE AND COMMUNICATION

Contact person: Nick Kroll, Associate Professor of Philosophy

Disciplines: Linguistics, Philosophy

Combining linguistics and philosophy, students will explore foundational questions about linguistic structure, meaning, and communication. They will investigate the cognitive dimensions of language, the social-political dimensions of language, and how the study of language connects to philosophical questions concerning the nature of truth, lo] ! lo] lo] of lo] the lo]

## **SOCIAL ENTREPRENEURSHIP**

*Contact Person: Joaquin Villareal, Director of  
Entrepreneurship*

*Disciplines: Interdisciplinary (Entrepreneurship); Earth and  
Environment; Sociology*

Social entrepreneurship leverages best practices in innovation,  
social change, and startups to address social issues. Students  
interested in having a positive S nge

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**CNX 128. Solo Performance Art.**

This course will consider the poetics and politics of solo performance. We will contemplate the spectacle of a lone individual on stage and the ways in which his or her singularity produces a specific mode of theatricality. The course's practical focus will be split between writing/theorizing on solo performance and the creation of original performance pieces. Three distinct methodological approaches will be surveyed, through an examination of performance artists Danny Hoch, Anna Deavere Smith, and Spalding Gray, with the occasion of solo performance allowing us to entertain larger theoretical issues and concerns about the production of subjectivity. Issues of race, gender, and sexuality will also animate our readings and discussions. Our practical and theoretical discussions of these three models will serve to inform the original solo performance writing and practice created in the class itself. Using storytelling, gender deconstruction, automatic writing, and various actorly/writerly tools, each student will create three 8-minute solo performance pieces, to be performed before an audience of the class itself. Cri

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**CNX 178. Progress and Its Critics.**

This course begins with a question: why should we expect life to be better tomorrow than it is today? The idea of progress is embedded in Western life and thought; it informs our politics, economic decisions, educational pursuits, religious beliefs, and personal relationships. We take progress for granted. Even if we are cynical about the future, we still believe our children's lives should be more prosperous, easier, and fulfilling than ours. Why is this? On what grounds do we hold these expectations? Is progress a natural thing? Does it make us freer? We will begin our exploration of progress by

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**NSP 136. Science Revolutions**

This course surveys the question of what constitutes a scientific revolution. Beginning with Thomas Kuhn's famous theory in *The Structure of Scientific Revolutions* (1970), we survey numerous episodes in the development of the sciences, from the seventeenth century to the present. Using case studies from chemistry, physics, life sciences, and the interdisciplinary field of origin of life studies, we try to determine what it would mean for a scientific revolution to occur, would happen, and how to assess whether such a thing might be underway currently. The course in many ways serves as a broad introduction to history and sociology of science. *Strick*

**NSP 137. History of Space and Time.**

This course traces the development of views on space and time, from classical Greece to the modern theory of space and time, relativity. Students will gain a conceptual understanding of relativity as well as use algebra to work out detailed problems. We will discuss some of the revolutionary aspects of relativity such as black holes, the warping of space, time travel and the big bang. We will explore the philosophical implications of relativity, how our modern view of space and v

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## INTERDEPARTMENTAL COURSES

### **INT 261. Experiential Elementary Science Teaching.**

In Experiential Elementary Science Teaching (EEST), F&M students teach pre-K through 5th grade science in a local elementary school classroom, working with the classroom teacher to design engaging, age-appropriate, inquiry-based lesson plans that are compatible with the School District of Lancaster's (SDoL) standards.

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## KEY TO ABBREVIATIONS

- (A) Arts (Distribution requirement)  
 (H) Humanities (Distribution requirement)  
 (S) Social Sciences (Distribution requirement)  
 (N) Natural Sciences with Laboratory (Distribution requirement)  
 (LS) Language Studies requirement  
 (NSP) Natural Science in Perspective  
 (NW) Non-Western Cultures requirement  
 (WP) World Perspectives requirement

Note: Courses with "7" in the middle (for example ENG 179, AFS 370) are special topics courses; titles and course numbers may vary from semester to semester.

## AFRICANA STUDIES

*Professor Doug A. Anthony, Chair*

### MEMBERS OF THE AFRICANA STUDIES PROGRAM COMMITTEE

<i>Doug Anthony</i>	<i>Professor of History</i>
<i>Giovanna Faleschini Lerner</i>	<i>Professor of Italian</i>
<i>Patrick Bernard</i>	<i>Associate Professor of English</i>
<i>Nadra Hebouche</i>	<i>Associate Professor of French and Francophone Studies</i>
<i>Ashley Rondini</i>	<i>Associate Professor of Sociology</i>
<i>Quincy Amoah</i>	<i>Assistant Professor of Anthropology</i>
<i>Ej tkvlpqg" E.j cnkhqwz""</i>	<i>Cuukavcpv"Rtqhguuqt"qhi"Cpv:j tqrqni {</i>
<i>Timothy D. Bechtel</i>	<i>Director of F&amp;M Science Outreach and Senior Teaching Professor of Geosciences</i>

### Additional faculty not on the program committee also contribute to this program.

Africana Studies is an interdisciplinary program combining the study of Africa and the African Diaspora, including the African American experience. Numerous disciplines contribute to Africana Studies at Franklin & Marshall, among them American Studies, Anthropology, Economics, English, French, Government, History, Music, Religious Studies and Sociology.

**A major in Africana Studies** consists of nine courses:

AFS/AMS 150 or AFS/HIS 149

AFS/HIS 141 or 142

AFS/HIS 233

AFS 490

Five electives carrying an AFS designation, at least one of which must be numbered 300 or higher. At least one of these five AFS electives must come from American Studies, Art, English, French, Music or Religious Studies; at least one elective must come from Anthropology,

Economics, Government or Sociology. Prospective majors should take note that some of the electives may have prerequisites (e.g., introductory level courses in Anthropology, Economics or Sociology), such that the number of courses necessary to complete the AFS major may exceed nine.

**A joint major in Africana Studies** consists of eight courses:

AFS/AMS 150 or AFS/HIS 149

AFS/HIS 141 or 142

AFS/HIS 233

Five elective courses carrying an AFS designation, at least one of which must be at the 300 level or above.

**A minor in Africana Studies** consists of six courses:

AFS/AMS 150 or AFS/HIS 149

AFS/HIS 141 or 142

AFS/HIS 233

Three electives carrying an AFS designation, one of which must be numbered 300 or higher.

For further information, students should consult the Africana Studies Program Chair.

Africana Studies students have studied abroad with the following programs in recent years: Arcadia University in Senegal; IES and SIT in South Africa; CET and SIT in Tunisia; CET and SIT in Morocco; SIT in Kenya; and VCU in Barbados. See the International Programs section of the Catalog for further information.

**A list of regularly offered courses follows.** Please note the key for the following abbreviations: (A) Arts; (H) Humanities; (S) Social Sciences; (N) Natural Sciences with Laboratory; (LS) Language Studies requirement; (NSP) Natural Science in Perspective; (NW) Non-Western Cultures requirement; (WP) World Perspectives requirement.

### CORE COURSES

#### 141. History of North and West Africa. (NW) (S) (WP)

This course introduces major themes in the history of North and West Africa from ancient Egypt through decolonization and the early post-colonial period. Emphasis falls on West African political and social formations, domestic and trans-Atlantic slave systems, notions of identity, the role of Islam and the rise and fall of colonialism. Students use primary sources to explore





**366. Race, Ethnicity, and Health. (S)**

The course will utilize a sociological lens to examine the role of race and ethnicity in health outcomes, healthcare experiences, medical research, and clinical practice. Topics will include: socio-historical perspectives on notions of race in relation to biological difference; socio-historical understandings of the health consequences of racialized public health policies and politically sanctioned medical practices; contemporary racial and ethnic disparities in disease morbidity and mortality indicators; the

opic of racial in biological and medical



**167. Spiritual America. (H)**

Surveys the dominant tradition of American religious practice: spirituality. The goals of this course encompass the study of different forms of spirituality in the United States past and present. The course will familiarize you with mainstream as well as alternative spiritual practices, from Puritan Devotions and the Lakota Sundance to evangelicalism, political radicalism and various modes of = time

**302. Bebop. (A)**

A history of the bebop movement in jazz of the 1940s and '50s. Special attention given to the social, economic, and political conditions that led a small handful of musicians to abandon Swing Era big bands in favor of the small combos that formed out of Harlem jam sessions between 1941-1943. Covers distinguishing features of the bebop style through an examination of the music of Charlie Parker, Dizzy Gillespie, Thelonious Monk, and others. Concludes with an evaluation of the social and political meanings of bebop and its historical legacy. *Uc og"cu"CHU|OWU"524" Dwvvgtlgnf*

**307. Reproduction, Law, and Policy in the U.S. (S)**

This course examines laws and policies governing sterilization, abortion, contraception, and fetal rights. We analyze the conflicts over the control of reproduction and government policies that shape who becomes a parent.

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## TOPICS COURSES EXPECTED TO BE OFFERED IN 2024-2025

Cultural History of American Religion.  
Revolutionary America.  
Rights and Representations.  
Outsider Films.  
The Urban Citizen.  
Latinx Representation in U.S. Popular Culture.

## APPROVED COURSES FOR AMERICAN STUDIES ELECTIVES

The courses listed below have been approved as American Studies electives. They have been selected on the basis of being self-conscious about their American subject matter as a problem or issue or because of the questions they raise about American identity. Other courses that meet these criteria, such as topics courses or courses taught by visiting professors, may be approved by the chairperson of American Studies. Students should be aware that some of these courses have prerequisites.

## ARTS AND HUMANITIES

AMS—Other elective American Studies courses, if appropriate.  
HAA 227. Lancaster Architecture.  
HAA 251. Modern Art Since 1900.  
ENG 206. American Literature I.  
ENG 207. American Literature II.  
ENG 208. American Literature III.  
ENG 250. Contemporary American Short Story.  
ENG 265. Contemporary Graphic Novel.  
ENG 461–469. Author seminars, where appropriate.

## SOCIAL SCIENCES

AMS—Other elective American Studies courses, if appropriate.  
BOS 332. Law, Ethics and Society.  
ENE 216. Environmental Policy.  
ENE 245. American Nature Essays.  
ENE 313. Nuclear Power, Weapons and Waste Disposal.  
ENE 320. International Environmental Law.  
GOV 208. American Presidency.  
GOV 219. City and State Gov.  
GOV 305. Public Policy Implementation.  
GOV 309. The Congress.  
GOV 310 Campaigns and Elections.  
GOV 314. American Constitution.  
GOV 315. Civil Rights and Civil Liberties.  
GOV 318. Media and Politics.  
GOV 330 Foreign Policy Analysis  
GOV 370, 470. Topics in American Politics.  
GOV 411. Presidential Character.  
HIS 233. African American History.  
HIS 334. American South.  
HIS 409, 410, 411. Selected Studies/Social and Political History of North America.  
HIS 408, 420. Selected Studies/Intellectual and Cultural History of the United States.  
PBH 303. Problem-Solving Courts/Drug Court.  
PBH 415. Public Health Research: You Are What You Eat?  
PBH 420. Public Health Research: Pregnancy Outcomes in American Women.  
RST 313. African American Religion  
SOC 330. Sociology of Medicine.  
SOC 350. Sociology of Gender.  
SOC 360. Race and Ethnic Relations.  
SOC 364. Sociology of the Family.  
SOC 384. Urban Education.

## ANTHROPOLOGY

*Professor Mary Ann Levine, Chair*

<i>Mary Ann Levine</i>	<i>Professor of Anthropology</i>
<i>Scott C. Smith</i>	<i>Professor of Anthropology</i>
<i>Bridget Guarasci</i>	<i>Associate Professor of Anthropology</i>
<i>Quincy J. Amoah</i>	<i>Assistant Professor of Anthropology</i>
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<i>Adeem Suhail</i> <i>(on leave 2024-25)</i>	<i>Assistant Professor of Anthropology</i>
<i>Christina McSherry</i>	<i>Adjunct Assistant Professor of Anthropology</i>

The study of anthropology leads to a knowledge of the world's cultural, social and biological diversity in the past and present. Although the focus of such knowledge is the entirety of the human experience, students of anthropology apply their comparative perspective to reflect upon their own lives, beliefs and taken-for-granted assumptions. In this sense, anthropology provides a strong foundation for "the examined life," a Socratic ideal that is one of the founding inspirations of the liberal arts.

Anthropology, the study of humanity, is unique among academic disciplines in being simultaneously a ~~to~~ taken of ~~off~~ ~~tof~~ of



**A minor in Anthropology**

**270–279. Topics in Anthropology. (S)**

Lecture courses or seminars on theoretical or ethnographic subjects of current interest.

**290. Independent Study.**

**301. Archaeology of Inequality. (S)**

To what extent are inequality and domination inherent or “natural” characteristics of social life? If these phenomena are not intrinsic then how, and in which contexts, do they arise? What are the implications of these phenomena and how do people resist hierarchies? This course examines the development of economic, gender, and racial hierarchies from an archaeological perspective. Archaeology is well suited to address these questions because it examines change and development in social life over long periods of time. Prerequisite: ANT 200 or permission of instructor.

*Smith*

**335. Power. (NW) (S)**

This seminar investigates the formation of power as an act of creativity. It does so by using the concept of “frontier” to think about power in formation. We will examine three principle frontiers of power: capital, science, and art. Frontiers of power are inchoate spaces, spaces in formation. Because of its liminal nature, wild abuses of power can happen in the frontier, as during the U.S. period of manifest destiny when settler colonists expanded into Native lands. At

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# BIOCHEMISTRY

B.S. / B.A. / B.S. / B.A.

# BIOINFORMATICS

B.S. / B.A. / B.S. / B.A.

## BIOLOGICAL FOUNDATION OF BEHAVIOR

*Professor Ryan T. Lacy, Chair*

### MEMBERS OF THE BIOLOGICAL FOUNDATIONS OF BEHAVIOR COMMITTEE

<i>Daniel R. Ardia</i>	<i>Professor of Biology, Associate Dean of the Faculty</i>
<i>Meredith J. Bashaw (on leave 2024-2025)</i>	<i>Professor of Psychology</i>
<i>Robert N. Jinks</i>	<i>Professor of Biology</i>
<i>Clara S. Moore</i>	<i>Professor of Biology</i>
<i>Joseph T. Thompson</i>	<i>Professor of Biology</i>
<i>Gabriel S. Brandt</i>	<i>Associate Professor of Chemistry</i>
<i>Lauren S. Howard</i>	<i>Associate Professor of Psychology</i>
<i>Ryan T. Lacy</i>	<i>Associate Professor of Psychology</i>
<i>Timothy C. Roth II</i>	<i>Associate Professor of Psychology</i>
<i>Christina M. Weaver</i>	<i>Associate Professor of Mathematics</i>
<i>Aaron F. Howard</i>	<i>Visiting Assistant Professor of Biology</i>

### Additional faculty not on the program committee also contribute to this program.

Behavior is manifest in the function of neurons, the cells that comprise the nervous system. The networks of a few to many million neurons that underlie the simple and complex behaviors exhibited by humans and animals are shaped by biological, environmental, ecological, evolutionary, social and psychological influences. To develop an understanding of the complex interactions among these factors that generate normal and abnormal behavioral states, critical thinking, reading and writing skills across disciplinary boundaries are required. The Biological Foundations of Behavior Program is offered jointly by the departments of Biology and Psychology. It presents students the opportunity to complete an interdisciplinary major with a focus on either animal behavior or neuroscience.

Neuroscience is an integrative discipline that utilizes knowledge and tools from biology, chemistry, physics, mathematics and psychology to study the nervous system across several levels of analysis from molecules to the behavior of individual organisms. Despite the amazing advances that have been made in neuroscience to date, the human brain is a frontier that we've only begun to chart. Understanding how it works, how to protect it from disease and how to fix it when it becomes damaged or diseased is one of humankind's greatest challenges.

Animal Behavior—Behavior is a fundamental property of all living things. Indeed, whether animals survive and reproduce often depends on how they behave. Studying individual variation in behavior can reveal the role of natural selection in shaping behavior. Comparative research with many species provides animal models for studying development, sensation,

perception, life history evolution,

research



**Area 4: Cognate Studies.** These courses complement courses from Areas 1 – 3 and often serve as a pre- or corequisite for other advanced courses.

- PSY 200. Neuroethics
- PSY 202. Developmental Psychology.
- PSY 203. Embodied Cognition.
- PSY 206. Personality Psychology.
- PSY 208. Psychopathology.
- ENE 216. Environmental Policy.
- ENE 250. Environmental Resources & Geographic Information Systems.
- PSY 305. Cognitive Psychology.
- BIO 306. Developmental Biology.
- PSY 309. Social Psychology.
- PSY 311. Origins of Moral Thought.
- ENE 320. International Environmental Law.
- BIO 322. Microbiology.
- BIO 332. Molecular Biology.
- ANT 337. Anthropology of Environment.
- ENE 344. Global Change/Natural Resources
- PSY 355. Face Perception with Lab.
- ENE 405. Marine Protected Areas.

In Area 4, students may, with permission of the BFB Chair, elect to take a course above the introductory level in a cognate area (e.g., Anthropology, Environmental Studies, Philosophy or Computer Science).

**Advanced Research** (Required of all students. Take one of the following.)

- BFB 390. Directed Research.
- BFB 490. Independent Research.
- Psychology Collaborative (PSY 460, 48x)
- Approved 300-level, Research.

**BIO 240. Neuroscience. (N)**

Principles of Neuroscience: From the Molecule to the Organism. This course covers the structure and function of the nervous system, from the molecular level to the system level. Topics include: cell and tissue biology, neuroanatomy, neurophysiology, neurochemistry, and behavior. Prerequisites: BIO 220 ~ BFB/PSY 302. *Jinks*

**PSY 202. Developmental Psychology.**

An examination of the relationship between biological, environmental, and social factors in the development of human behavior. Prerequisites: BIO 220 ~ BFB/PSY 302.

the manifold origins of moral beliefs and behaviors, thus challenging existing values and cultivating improved abilities to create a better futuu



to many other disciplines, including chemistry, psychology, physics, mathematics, environmental science, computer science, and public policy. The department participates in several interdisciplinary programs: Biochemistry and Molecular Biology, Bioinformatics, Biological Foundations of Behavior (Neuroscience and Animal Behavior), Earth and Environmental Science, Environmental Studies and Public Health.

The central goal of the Biology curriculum is to provide students with the essential research and analytical thinking skills needed by practicing biologists and, indeed, by all citizens in a democratic society. Critical reading of journal articles is an important feature of courses. Beginning in introductory courses, laboratory activities often involve

by society





**326. Comparative Physiology. (N)**

Physiological adaptation of animals to the environment, focusing on respiratory, circulatory, digestive and musculoskeletal systems and on the effects of variation in oxygen, temperature and the availability of food and water. Prerequisites: BIO 200 or 220.

*Thompson*

**328. Physical Biology. (N)**

Participants in the course will use the basic principles of fluid and solid mechanics, optics, vibration, and electromagnetic fields to analyze the morphology and function of organisms or parts of organisms. Topics will include vision, transparency, navigating and communicating with sound, circulatory systems, swimming and flying, and the mechanical properties of biomaterials, structures, and movement. Prerequisite: BIO 200 or 220. Corequisite: PHY 101 or PHY 111. Same as BFB 328.

*Thompson*

**330. Advanced Neurobiology. (N)**

Advanced issues in neuroscience will be explored from a comparative perspective in this lecture/seminar hybrid. The major sensory modalities will be studied—from stimulus transduction to perception—as models of neural processing. Current research in cellular, systems-level, integrative/behavioral and cognitive neuroscience will be emphasized. Laboratory includes an independent research project in neuroscience defined, proposed, pursued and disseminated by small research teams. Prerequisite: BIO/BFB 240. Same as BFB 330.

*Jinks*

**331. Evolutionary Developmental Biology.**

Why do animal and plant species look different? What are the developmental mechanisms that generate this morphological diversity? How do modifications of development lead to the production of novel features? How have these processes themselves evolved? The goal of this course is to introduce the students to the concepts and the literature of the recent field of Evo-Devo, the developmental basis of evolutionary change. The course will cover theoretical and experimental aspects, and will use animal and plant case studies. Prerequisite: BIO 305 or 200.

*Jenik*

**333. Evolutionary Disease Ecology. (N)**

This course will focus on the analysis of the ecological dynamics of infectious disease, and the long-term evolutionary consequences for host and pathogen species. Topics covered include evolutionary arms races, variation in life history and virulence, multi-host systems and host shifts, mechanisms of resistance and tolerance. These topics will be examined through lectures, discussion of primary literature and independent research. The lab component will include computer simulations of mathematical models and inquiry-driven experimental projects on a variety of organisms. Prerequisite: BIO 101.

*Mena-Ali*

**334. Metabolic Biochemistry. (N)**

The course focuses on major metabolic pathways and their regulation, with emphasis on flux of metabolites and energy throughout the cell. Topics also include integration of metabolic processes; protein synthesis, modification and degradation; and diseases of metabolism. Presentation and discussion of current primary literature is a key component of the course. The laboratory includes the use of proteomics techniques to examine effects of abiotic stresses on metabolic processes. Prerequisites: BIO 200 or 230, CHM 211. Offered every Spring

*Fields*

**336. Evolution. (N)**

As the unifying principle of biology, evolution integrates levels of biological organization, with a focus on biological changes over time and the evidence of the shared evolutionary history of all living things. Topics include speciation; extinction; population processes of selection and adaptation, genomics and the molecular basis of evolution; evolutionary developmental biology; sexual selection; life history evolution; and the

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system will be explored. Students will then investigate the current status of disorders linked to genetic susceptibility that are less defined or more complex than the selected examples. Prerequisite: BIO220 or 200. *Same as PBH355.* Moore

**360. Wildlife Conservation.**

Working in the field of wildlife conservation requires an understanding of the science underpinning the management of habitats and species as well as the politics affecting the success (or not) of these efforts. This course provides a foundation in understanding the challenges faced by wildlife in the current biodiversity crisis, including the impacts of habitat fragmentation and loss, climate change, invasive species, disease, hunting/overharvesting, tourism, and trade. It then critically examines the tools we have designed to address this crisis, ranging from population management approaches to parks and protected areas, zoos and aquaria, and the controversies surrounding restoration, rewilding, and de-extinction. By the end of this course, students will better understand the complex social, economic, and political forces that must be considered when conserving wildlife and ecosystems (both within the US and abroad). By

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**A joint major in Business, Organizations and Society and a foreign language or International Studies** must include BOS 200, 224, 250 or the equivalent, 350, and 360; ECO 100; MAT 109 or the equivalent; and one additional 300-level BOS course.

**A joint major in Business, Organizations and Society and Public Policy** must include BOS 200, 224, and 360; MAT 109 or the equivalent; and four additional 300-level BOS courses.

**A joint major in Business, Organizations and Society and other subjects not listed above** must include BOS 200, 224, 250 or the equivalent and 360; ECO 100; MAT 109 or the equivalent; and two additional 300-level BOS courses.

Students interested in business are encouraged to consider a study abroad or off-campus study experience to enhance their knowledge of the field. Majors in the Department of Business, Organizations and Society have recently attended universities such as the University of Westminster in London through the Institute for Study Abroad as well as programs such as DIS Study Abroad in Scandinavia; CIEE International Business and Culture in Seville, Spain; IES Abroad programs in locations around the world; and internship programs through Boston University in London.

The writing requirement in the Business, Organizations, and Society major is met by completion of \_\_\_\_\_ and \_\_\_\_\_  
Society the \_\_\_\_\_ may \_\_\_\_\_  
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**332. Law, Ethics and Society. (S)**

Explores the nature of individual obligation and professional accountability in our complex, commercial society. We will begin by examining the minimal social

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**A major in Chemistry** consists of 15 course credits, including at least 10 course credits in chemistry. Required courses are:

CHM 111, 112, 211, 212, 221, 222, 321.

PHY 111, 112; MAT 109, 110.

The chemistry major may be completed with the required courses and the following additional courses:

At least one course selected from CHM 322 or CHM 351.

One credit in Chemistry numbered 410–479.

Two additional course credits in chemistry, or one additional credit in chemistry and one course credit outside chemistry approved by the department. Approved courses outside of chemistry include BIO 305; ENE/GEOL 321; PHY 222, 223.

CHM 390 bio interested in bio

CHM 390 or 490 major encouraged but no more than one such course credit may be applied toward the requirements for the major. A interested 390

A student interested in an emphasis in bio emp

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step syntheses. Organic reactions will also be placed in the context of modern research with reference to the primary chemical literature. Lab work focuses on separation and identification of a series of unknown compounds independently, as well as multi-step synthesis projects. In these projects student independence and decision-making are emphasized. Prerequisite: CHM 211. Offered every Spring.

*Fenlon, Tasker, Thomsen*

### **221. Chemical Analysis. (N)**

Chemical analysis has long played an important role to determine the composition and nature of materials, in order to answer fundamental research questions and solve real-world problems. Its modern importance stems from new applications in and new questions arising from interdisciplinary fields, such as biochemistry ! new questions from problems primarily

! new questions from problems primarily

in communication skills such as oral presentation and visual design. Open to senior Chemistry and Biochemistry and Molecular Biology majors and offered every Spring. Prerequisites: CHM 321, CHM 212 and either CHM 351 or BIO 334.  
*Phillips-Piro*



# CLA IC

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*Cngzku"S0"Ecwqt"*

*Ujktngf"Ycvmkpu"Uvgkpcp"Rtqhguuqt"qh"*  
*Classics*

*Zachary P. Biles*

*Professor of Classics*

*Gretchen E. Meyers*

*Professor of Classics*

*Shawn O'Bryhim*

*Professor of Classics*

The Department of Classics provides instruction in ancient history, classical art and archaeology, Greek, and Latin. Classics is an interdisciplinary area studies program, applying the approaches of humanists and social scientists to the history, art, language, literature, philosophy, religion, social structures, economy, everyday life and government of the ancient Mediterranean. Classics students learn how to weigh and assimilate information from a variety of media and disciplines in order to become productive and thoughtful citizens of a rapidly changing world.

**Students majoring in Classics (in the Class of 2026 and later classes)** can choose their program of study from the courses offered below:

**Four** 100-level CLS, GRK, or LAT courses

**Four** 200-level CLS, GRK, or LAT courses or related courses in other departments (e.g., in philosophy, art history, religious studies or other departments) as approved by the Classics department

**Two** 300-level CLS, GRK, or LAT courses

*One 200- or 300-level course* will be an *gzrgtkgpykcn"ngctpkpi"* course in which students will engage directly with research in Greek or Latin literature or material culture. These courses can include study abroad, archaeological field schools, independent studies, preceptorships, or internships for credit. Such courses will be approved by the Classics department.

## COURSEWORK REQUIRED FOR A MAJOR IN CLASSICS FOR THE CLASS OF 2025

**Classical Languages and Literatures:** 10 courses distributed as follows:

8 courses in Greek and Latin (at least 2 courses must be taken in each language, i.e. to 102 or above depending on point of placement, and 2 courses must be at the 300 level)

2 courses from two of the three subject areas of History (CLS 113, 114), Archaeology (CLS 115, 117), Literature in English translation (CLS 230 and other CLS literature courses)

**Classical Society:** 11 courses distributed as follows:

1 introductory history course (CLS 113 or 114)

1 introductory archaeology course (CLS 115 or 117)

2 courses in Greek or Latin, i.e. either language to the 102 level or from point of placement

1 200-level CLS literature course

3 electives in any 200-level (or above) GRK, LAT, CLS courses or other approved courses (e.g. in philosophy, political science, art history, religious studies)

2 300-level CLS courses

**A minor in Classics** is earned by taking 6 courses, 4 of which must be in one of the three subject areas of Classics coursework, i.e. Greek (GRK), Latin (LAT), Archaeology and History (CLS). Only three 100-level courses may be counted toward the minor, and one course must be at the 300-level.

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## LATIN

### 101. Elementary Latin I.

Introduction to the basic grammar and syntax of Classical Latin. Normally open only to students who have had no prior experience in the formal study of Latin. Offered every Fall. *Biles, O'Bryhim*

### 102. Elementary Latin II.

Continues and completes the study of the basic grammar and syntax of Classical Latin. Prerequisite: LAT 101 or placement. Offered every Spring. *Biles, Meyers, O'Bryhim*

### 201. Introduction to Latin Prose. (LS)

Introduction to Latin prose incorporating a review of forms and structures. Successful completion of the course signifies that the student has mastered the elements of Latin and is prepared to begin the study of Roman texts. Prerequisite: LAT 102 or placement. Offered every Fall. *Biles, Meyers, O'Bryhim*

### 202. Introduction to Latin Poetry. (H)

Introduction to Latin poetry with the goal of developing speed and facility in meter and interpretation. Prerequisite: LAT 201 or placement. Offered every Spring. *Biles, Meyers*

### 311. Latin Historians.\* (H)

An examination of the histories of Tacitus with an emphasis on translation, interpretation, evaluating scholarship and research. *Biles, Meyers, O'Bryhim*

### 312. Latin Oratory.\* (H)

An examination of the speeches of Cicero with an emphasis on translation, interpretation, evaluating scholarship and research. *Staff*

### 313. Latin Epic.\* (H)

An examination of selected Latin epics with an emphasis on translation, interpretation, evaluating scholarship and research. *Biles, Meyers*

### 315. Latin Comedy.\* (H)

An examination of the comedies of Plautus with an emphasis on translation, interpretation, evaluating scholarship and research. *Biles, O'Bryhim*

### 316. Latin Tragedy.\* (H)

An examination of the tragedies of Seneca with an emphasis on translation, interpretation, evaluating scholarship and research. *Staff*

### 318. Latin Satire.\* (H)

An examination of the satires of Horace, Persius and Juvenal with an emphasis on translation, interpretation, evaluating scholarship and research. *Biles*

### 319. Latin Letters.\* (H)

An examination of the letters of Cicero, Pliny and Fronto with an emphasis on translation, interpretation, evaluating scholarship and research. *Staff*

### 320. Latin Philosophy.\* (H)

An examination of the philosophical works of Cicero with an emphasis on translation, interpretation, evaluating scholarship and research. *Staff*

\*Repeatable by permission of department.

## TOPICS COURSES EXPECTED TO BE OFFERED IN 2024-2025

Caesar and Augustus.  
Ancient Laughter.  
Classical Myth.

# COMPARATIVE LITERARY STUDIES

*Professor Giovanna Faleschini Lerner, Chair*

## MEMBERS OF THE COMPARATIVE LITERARY STUDIES PROGRAM COMMITTEE

<i>Scott Lerner</i>	<i>Arthur and Katherine Shadek Professor of Humanities and French and Italian</i>
<i>Tamara Goeglein</i>	<i>Professor of English</i>
<i>Giovanna Faleschini Lerner</i>	<i>Professor of Italian</i>
<i>Richard Kent</i>	<i>Professor of Art History</i>
<i>Patrick Bernard</i>	<i>Associate Professor of English</i>
<i>Peter Jaros</i>	<i>Associate Professor of English</i>
<i>Carrie Landfried</i>	<i>Associate Professor of French and Francophone Studies</i>

## Additional faculty not on the program committee also contribute to this program.

The minor in Comparative Literary Studies investigates the development of literature in an international and historical context. In this program, students study foundational works of literature from a variety of historical periods and national traditions in order to understand the diverse ways in which literary processes unfold in different social milieus and the interrelationships among different literary traditions. The study of genres, periods and themes across diverse cultures promotes "liberal education" in its truest sense, by enabling students to see beyond the parochial constraints of any single literary tradition.

Since antiquity, humanity has produced literary documents that serve as a repository of knowledge and wisdom, offering us the opportunity to reflect on the human experience. In addition to inspiring, literature enables us to see the ways in which other cultures are like our own, since we can discern in their literatures basic commonalities of form and theme that ground and sustain all peoples from otherwise diverse cultural, aesthetic and linguistic backgrounds.

The study of literary works offers a rich field of study for scholars from a broad range of academic disciplines. Because literature has always served as both outlet and inspiration for artists, historians (and makers of history), social thinkers and musicians, understanding literature prepares students in the humanities, social sciences and natural sciences to participate actively in the global exchange of ideas.

**A minor in Comparative Literary Studies** consists of six courses. One of these is the required core course, LIT 101 Introduction to Comparative Literary Studies. The other five are electives; at least two of these must be at the 200 level or higher.

**A list of regularly offered courses follows.** Please note the key for the following abbreviations: (A) Arts; (H) Humanities; (S) Social Sciences; (N) Natural Sciences with Laboratory; (LS) Language Studies requirement; (NSP) Natural Science in Perspective; (NW) Non-Western Cultures requirement; (WP) World Perspectives requirement.

**101. Love: It Can Change Your Life:**

**Introduction to Comparative Literary Studies. (H)**

Study of literature as a common human enterprise from ancient times to the present day, across linguistic and national boundaries. Development of vocabulary and concepts for the analysis of literary genres, themes and historical periods of literary development. Focus on literary texts from various eras, cultures and languages. Readings will be in English. *Lerner*

**220. The World of the Novel. (H)**

Since the time of its rise as a cultural force in the eighteenth century, the novel has changed our sense of reality and ourselves. It became a form that has reshaped the literary universe. Readings in this course will include works by Jane Austen, Gustave Flaubert, Fedor Dostoevsky, Franz Kafka, Willa Cather, and Vladimir Nabokov. *Staff*

**315. Introduction to Literary Theory. (H)**

This course focuses on the big ideas that animate literary criticism, from sexuality to the unconscious, race to colonialism, signification to deconstruction. We study questions such as: What is subjectivity? How do words get  
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Opportunities exist for students to design a joint or special studies major in Bioinformatics in consultation with the Biology and Computer Science chairs.

Due to the overlap of content and required courses, Computer Science cannot be combined in a joint major with Data Science.

Although not required, the co

or of in the  
Science  
studies Data required in the content in joint

patterns, phylogenetic tree and construction algorithms, protein structures and functions, proteomics, application of basic machine learning algorithms, and other commonly used bioinformatics tools and resources. Prerequisites: CPS 222 or CPS 261. *Hu*

**367. Artificial Intelligence.**

An introduction to some of the other tree of software !

ion of some bioinformatics tree into N th into \$2 / 7tho N e tree e #tree of tree \_ to tree m ! #

Inequality; GOV 350. Science Gone Wrong; GOV 372. Global LGBTQ+ Human Rights; GOV 473. Political Theory and Racial Injustice; GOV 477. Global Environmental Health; GOV 352. Global Justice; BOS 335. Business and the Natural Environment; AMS 385. Gender at Work; BIO 362. Data Science in Ecology and the Environment; and other courses by approval.

**A Joint Major in Data Science** consists of 8 courses: MAT 115. Introduction to Data Science; MAT 109. Calculus I (or other calculus course); MAT 215. Introduction to Statistical Modeling; either CPS 173. Introduction to Computer Programming and CPS 111. Computer Science I OR CPS 111. Computer Science I and CPS 112. Computer Science II; a statistics course approved by the Program Chair; and two electives from the pre-approved lists or as approved by the Program Chair. Due to the overlap of content and required courses, Data Science cannot be combined in a joint major with Computer Science.

**A list of regularly offered courses follows.** Please note the key for the following abbreviations: (A) Arts; (H) Humanities; (S) Social Sciences; (N) Natural Sciences with Laboratory; (LS) Language Studies requirement; (NSP) Natural Science in Perspective; (NW) Non-Western Cultures requirement; (WP) World Perspectives requirement.

## **REQUIRED COURSES**

### **CPS 111. Computer Science I.**

Introduces basic concepts in computer science and computational problem solving through the design of algorithms and computational processes, modularization, and abstraction. Also introduces the processes of programming and software development as a means to put solutions into practice. Has a required lab, but does not satisfy the “Natural Science with Laboratory” requirement. *Jensen, Novak*

### **CPS 112. Computer Science II.**

A second course in computer science and computational thinking, focusing on data structures and advanced programming. Topics include implementation and applications of data structures such as stacks, queues, linked

focus on developing a deep understanding of a few important algorithms. This deep exploration will expose some of the principles and challenges that lie



**STS 311. History of Medicine. (S) (NSP)**

The history of medicine with particular attention to American medicine. The relationship between medicine and society is studied in its historical context. We look in detail at some trends in modern medicine and the current debate over national health care policy in light of the history of medicine. *Same as HIS 311.* *Strick*

**TOPICS COURSES EXPECTED TO BE OFFERED  
IN 2024-2025**

PHI 172

M )

**1 quantitative course:**

MAT 109, 110, or 111, OR  
approved Statistics course such as BIO 210

**3 science cognate courses:**

BIO 101 (required), and  
2 courses from the following:

Geoscience

250, BIO 210, or ENE 353 or another approved quantitative or field course. The second quantitative/field skills course can be selected from ENE 250, BIO 210, ENE 353, CHM 211, CHM 221, ENE 321, PHY 111, CPS 111 or another approved quantitative or field course.

**There is no minor in Environmental Science.**

Faculty from other departments affiliated with the Environmental Science curriculum include: Professors Hess, Plass, and Morford (Chemistry); Professors Ardia, Fischer, Fields, Olson (Biology).

**A major in Environmental Studies** consists of 15 courses spread out across a core program, a research methods class, Human Environment courses, Natural Environment courses, and three electives.

The core program includes:

(1) ENE 117 Environment and Human Values, (2) ENE/STS 216 Environmental Policy, and (3) ENE 454 Senior Seminar.

The research methods class is chosen from the following:

BIO 210, BOS 250, ECO 210, ENE 250, ENE 247, MAT 216, PSY 300, SOC 302, or ANT 410.

The Human Environment component includes:

(1) ECO 100 or 103, (2) ANT 100, GOV 101, or SOC 100, and (3) a choice of three courses from the following: ANT/ENE 337, ART 336, ART/ENE 220, BOS/ENE/PUB 335, ECO/ENE 240, ENG/ENE 260, ENE 314/GOV 374, ENE/GOV 320, ENE 218, ENE 244, ENE 317, ENE/HIS/STS 312 or HIS/ENE

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## **GEOSCIENCES**

### **110. The Dynamic Earth. (N)**

From stardust to us, this course explores the evidence for the birth and 4.6 billion-year evolution of our unusual planet. Evidence preserved in rocks and other Earth materials record the passing of time, marking critical events in Earth's history such as the first appearance of water,



property. Topics covered will include energy, agriculture, resource depletion, global climate change, and issues affecting the local environment. Prerequisites: ECO 100 and 103, or permission of the instructor. *Same as ECO/PUB 240.*

implications of this environmental ethos? In this course, students will grapple with such questions to achieve competency in the anthropology of environment. Prerequisite: ANT100. *Same as ENE337.* *Guarasci*

**344. Global Change/Natural Resources. (N)**

The Earth and life on it are being altered by humanity at an unprecedented rate. In this course we will study scientific evidence that tells us how Earth has changed in the geologic and historic record. We will investigate the evidence for contemporary climate change and its impacts on humanity. We will study Earth's climate system and the physical and biological feedbacks that play an important role in climate change. Laboratory exercises will focus on methods used to understand present climates and to reconstruct past climates. We will also evaluate methods of quantifying carbon cycling and sequestration. Finally we will evaluate the ways that humanity might mitigate climate change. Prerequisites: ENE 172 or ENE 114 or ENE 118 or BIO 101/110. Offered every Spring. *Williams*

**350. Landscape Geochemistry. (N)**

Introduction to the theory, practice, and application of geochemistry to Earth's surface: Emphases will be placed on understanding the interplay among Earth systems that influence climate and weathering, and the impacts these processes have on soil formation (the Critical Zone). Students will learn to: (a) conduct field research, (b) collect, process, and analyze samples by a variety of analytical methods, and (c) interpret data. Students will think c! byap (b) c!

# **ECONOMIC**

*Professor Yeva Nersisyan, Chair*

*Professor Leanne Roncolato, Associate Chair*

*David M. Brennan*

*Alan S. Caniglia*

*Eiman Zein-Elabdin*

*Yeva Nersisyan*

*Patrick Fleming*

*Professor of Economics*

*Professor of Economics*

*Professor of Economics*

*Associate Professor of Economics*

*Associate Professor of Economics and*



the minor in Economics. At least four of the credits for the minor must be earned at Franklin & Marshall College.

**A list of regularly offered courses follows.**

sexual orientation. Economic and interdisciplinary approaches are used.  
Prerequisite: ECO 100 and 103, or permission of the instructor. *Same as  
WGS 244.* *Roncolato*

**248. History of Economic Thought. (S)**

The course is a survey of ways of thinking about “economic” issues through

**354. Behavioral Economics. (S)**

The objective of the course is to expose students to the positive (descriptive) side of microeconomic theory, and





**217. Chronic Illness and Self-Care. (H)**

This is a course for and about the chronically ill that welcomes everyone. We will learn about disability studies and care studies, and we will analyze disability and care in illness narratives from the nineteenth and twentieth centuries. We will also be building a classroom community in which chronic illness, rather than health, will be assumed to be “normal.” Our aim is to make care practices, flexibility, and mutual aid part of what it means to learn. (Post-1800) *Goldberg*

**257. African American Literature II:**

**Meaning of the Veil and African American Identity. (H)**

In *The Souls of Black Folk* (1903), the African American writer W. E. B. Du Bois introduces two concepts—the “veil” and “double-consciousness”—to explain the black experience in America. This course, which covers African American literature from Reconstruction to the Harlem Renaissance, the Black Aesthetic/Black Power movement and beyond, will examine the recurrence of the veil metaphor (and its synonyms) generally and engage Du Bois’s formulation of the concept specifically in the cultural and historical contexts that frame this period’s literature. We will explore how writers (Paul Laurence Dunbar, Langston Hughes, Zora Neale Hurston, Ralph Ellison, Toni Morrison, etc.) engage topics (race, gender, music, identity, etc.) that reinforce, expand and/or

expand                      and/or                      reinforce,

and historical context. Among others, we will be reading Jane Austen, Aphra Behn, Anne Bradstreet, the Brontës, George Eliot and Mary Wollstonecraft. *Same as WGS 231.* *Hartman*

**233. Women Writers II. (H)**

A study of the changing world of American and British women in the 20th century as portrayed by women writers. The critical emphasis will be on feminist theory and the political, social and cultural background

**ZORPHQ**

draft of both a “spec” script and an original pilot. Students will dev



to reflective works such as *The Marriage of Heaven and Hell*, to the haunting “Mental Traveler,” to elaborately visionary and apocalyptic pieces, in which Blake created his own complex mythological system, such as *The Book of Urizen*, *America: A Prophecy*, and *Visions of the Daughters of Albion*. Possible twentieth and twenty-first century works include Allen Ginsburg’s “Sunflower Sutra” and “Howl,” David Almond’s *Skellig* (YA fiction), and C. S. Lewis’s *The Great Divorce*, a Christian allegory.

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approval. Possible cognates draw from a number of departments and programs across the College curriculum including, but not limited to: art history, business, comparative literary studies, economics, government, history, international studies, linguistics, philosophy, and theatre.

The **French Studies track** is designed for students with a strong interest in French and Francophone culture but may include fewer courses taught entirely in French than the French track. This track emphasizes the development of upper-intermediate level French language proficiency as well as background and insights into aspects of the French-speaking world. Starting with FRN 102, this major requires a minimum of six courses taught in French, up to three courses taught in English that focus on French and Francophone topics, and a capstone experience at the 400-level comprising a portfolio of work they have created and a longer research project in French or English on a French or Francophone topic of their choice.

The **French Studies track** consists of the following ten courses:

FRN 102, 201, 202, 301 and 302

At least one course numbered 350 or higher or equivalent

Up to three cognate courses to be identified in consultation with the major advisor

A capstone experience (400-level)

Possible cognates draw from a number of departments and programs across the College curriculum including, but not limited to: art history, business, comparative literary studies, economics, government, history, international studies, linguistics, philosophy, and theatre.

A **joint major in French** requires eight courses taught in French starting with FRN 201, and a capstone experience at the 400-level comprising a portfolio of work students have created and a longer research project in French on a French or Francophone topic of their choice.

All French majors work closely with a departmental adviser to ensure the coherence and integrity of their major course of study.

The writing requirement in the French major is met by completion of the regular course sequence required to achieve the major.

A **minor in French** consists of six courses beyond FRN 101. A typical sequence of courses would be FRN 102, 201, 202, 301, 302 and one course numbered 350 or higher or the equivalent. Students must complete all coursework in French.

Most of our majors and minors spend a semester or year abroad. We strongly recommend this immersion experience to all of our students, believing that travel alone is not enough to learn about other cultures. Only by living, working, relaxing and even dreaming in French will students acquire an advanced command of the language and a fuller appreciation of French and Francophone cultures. Students may normally transfer up

to three courses per study abroad experience to their major and up to two courses per study abroad experience to their minor, with approval of the chair.

Majors and minors in the Department of French and Francophone Studies have studied abroad in the following programs in recent years: Institute for Field Education (IFE); Institute for American Universities in Aix-en-Provence (IAU); IES Abroad Paris; IES Center and University of Nantes. See the International Programs section of the Catalog for further information.

**A list of regularly offered courses follows.** Please note the key for the following abbreviations: (A) Arts; (H) Humanities; (S) Social Sciences; (N) Natural Sciences with Laboratory; (LS) Language Studies requirement; (NSP) Natural Science in Perspective; (NW) Non-Western Cultures requirement; (WP) World Perspectives requirement.

## COURSES IN FRENCH

### 101. Elementary French I.

For students with no previous experience with the language. An introduction to grammar, pronunciation and culture, with emphasis on developing communicative skills. No prerequisite. Offered every Fall.

*Staff*

### 102. Elementary French II.

Continuation of French 101. Prerequisite: FRN 101 or placement.

*Hebouche, Landfried*

### 201. Intermediate French I. (LS)

Review and expansion of French language skills. Emphasis on basic language structures, with practice in the active application of these skills to the oral and written production of French. Traditional review of grammar is supplemented by use of current audio, video and digital authentic materials. Prerequisite: FRN 102 or placement.

*Landfried*

### 202. Intermediate French II. (H)

Continuation of FRN 201. Perfection of oral, aural and written language skills. Coursework may include discussion of current events in the Francophone world, based on a variety of texts from both literary and contemporary digital and print sources. Emphasis is on developing linguistic and cultural competence. Prerequisite: FRN 201 or placement.

*Hebouche*

### 301. Engaging with the Francophone World I. (H) (WP)

This course is designed to help students improve oral and written expression as well as aural and textual comprehension in informal, academic, and professional settings. Analysis of model texts, targeted grammar review, and advanced stylistic practice will help students develop the skills necessary to write emails and letters, CVs, film reviews, opinion pieces, and essays. Through practice, they will learn how to engage in informal conversations, job interviews, academic debates and presentations. The use of authentic materials will teach students about contemporary issues within the French-speaking world that may include questions of transnational identity, cross-cultural partnerships and innovations, immigration and acculturation, displacement and exile. Prerequisite: FRN 202, placement or permission of the instructor.

*Hebouche*

### 302. Engaging with the Francophone World II. (H)

This course introduces students to different types of French and Francophone texts. We begin by learning reading strategies and the techniques used in literary and textual analysis, then we learn to produce written and oral analyses of these texts using the forms common to French literary analysis. By the end of the course, students will be able to identify principal characteristics of major genres, write analytical commentaries on prose and poetry, and will be prepared to read unfamiliar French texts critically. Prerequisite: FRN 301 or the equivalent.

*Landfried*





**201. Intermediate German I. What is German? (LS)**

Students further develop their understanding of the question “What is

**454. The Arts in/as German Literature and Culture. (H)**

For centuries, German-speaking artists, musicians, performers, and writers have grappled with the question: what is art? Art works and their creators have inspired works of literature, film, and criticism. In this course, we will further develop toward advanced language proficiency as we employ close reading, analytical writing, discussion, and creative projects to study a selection of literary and film works -- spanning several centuries and genres -- in order to develop an understanding of the place of the arts in German literature and culture. Prerequisite: Two 300-level German courses or permission. *Tripp*

**461. German Cinema. (H)**

This course explores the history of German cinema since its origins in the 1920s. Why do black-and-white silent films like Caligari, Nosferatu, and Metropolis continue to resonate with film enthusiasts in the twenty-first century? What is so visually compelling about a Nazi propaganda film? What happened to German movie production after twelve years of misuse by Hitler's cultural ministry? What marks did the forty-year division of Germany leave on film in the united nation? How has immigration of new populations affected German film? And where, after all, are we in the world? *Tripp*







atmospheric pollution; the law of the sea and protection of the marine environment; international

**TOPICS COURSES EXPECTED TO BE OFFERED  
IN 2024-2025**

Rights and Representations.  
Tackling Inequality: Global South.  
Politics of Terrorism.  
Why Democracy Matters.

**HI O**

*Professor Abby Schrader, Chair*

*Professor Laura Shelton, Associate Chair*

<i>Douglas A. Anthony</i>	<i>Professor of History</i>
<i>Benjamin McRee</i>	<i>Professor of History</i>
<i>Maria D. Mitchell</i>	<i>Professor of History</i>
<i>Richard Reitan</i>	<i>Professor of History</i>
<i>Abby M. Schrader</i>	<i>Professor of History</i>
<i>Ted Pearson</i>	



**141. History of North and West Africa. (NW) (S) ((WP) WH)**

Introduction to major themes in the history of North and West Africa from ancient Egypt through the present crisis in Sudan. Emphasis falls on West African political and social formations, domestic and trans-Atlantic slave systems, notions of identity, the role of Islam, and the rise and fall of colonialism. Students use primary sources to explore historical problems. *Same as AFS 141.* *Anthony*

**142. History of East and Southern Africa. (NW) (S) (WP) (WH)**

Introduction to major themes in the history of East, Central, and Southern Africa from the Bantu migration through the Rwandan genocide. Emphasis falls on social, political, and religious change in pre-colonial Africa and resistance to slavery and colonialism. Students use primary sources to explore historical problems. Final unit explores the legacy of colonialism in the 1994 Rwandan genocide. *Same as AFS 142.* *Anthony*

**149. Africa and the Black World: Concepts and Context. (NW) (S)(WP)**

Explores the emergence of continental (“African”) and racial (“Black”) identities with particular emphasis on the roles of the trans-Atlantic slave trade, the rise of racial thought in Europe and the Americas, and the impact of European imperialism. *Same as AFS 149.* *Anthony*

**312. Environmental History. (S)**

Examination of various approaches to environmental and ecological history. Focuses on ways in which the physical and biological world have affected human history and on ways in which human social and political organization, economic activities, cultural values and scientific theories have shaped our alteration and conservation of nature. Selected case studies from environmental and ecological history, with emphasis on the 17th through the 20th centuries. *Same as ENE/STS 312.* *Strick*

**314. Reproductive Health and Justice in Latin American History.**

**(S) (WP) (WH)**

This course examines the history of reproductive health and the emergence of reproductive rights

and history

**383. Sex, Lies and Book Burning:**

**Life and Work of Wilhelm Reich. (S)**

Upper level seminar: A survey of the life and work of famous psychoanalyst, controversial laboratory scientist Wilhelm Reich. The course reviews a wide range of Reich's writings from psychology, political science, to biology and physics (95% primary source readings). We also survey the

# INTERNATIONAL STUDIES

*Professor Zeshan Ismat, Chair*

## MEMBERS OF THE INTERNATIONAL STUDIES PROGRAM COMMITTEE

<i>Stephanie McNulty</i>	<i>The Honorable &amp; Mrs. John C. Kunkel</i> <i>Professor of Government</i>
<i>Douglas Anthony</i>	<i>Professor of History &amp; Africana Studies</i>
<i>Zeshan Ismat</i>	<i>Professor of Geosciences</i>
<i>Jennifer Kibbe</i>	<i>Professor of Government</i>
<i>Ej tkuvkpg"Ejcnkhq wz"</i>	<i>Cuukuvcpv"Rtqhguaqt"qhi"Cpvj tqrqni {" ( ""</i> <i>Africana Studies</i>
<i>Danish Khan</i>	<i>Assistant Professor of Economics</i>

### Additional faculty not on the program committee also contribute to this program.

The mission of the International Studies Program is to unite a cohort of students who, both individually and in collaboration, will broaden the experience of their various major programs as they develop international and global perspectives and cultivate their ability to move between languages and cultures by immersing themselves in the languages and cultures of non-English-speaking countries. The program prepares students for future study, careers and life in our increasingly unbordered world. The International Studies Program offers two minors: one in International Studies and one in Area Studies. Students may also choose a joint major with International Studies, or earn a concentration.

**A minor in International Studies** requires that a student (1) take IST 200, typically the \_\_\_\_\_ or \_\_\_\_\_ Area \_\_\_\_\_ choice student \_\_\_\_\_ or \_\_\_\_\_ Studies \_\_\_\_\_ M \_\_\_\_\_ or \_\_\_\_\_ with also

\_\_\_\_\_ the \_\_\_\_\_ typically \_\_\_\_\_ the \_\_\_\_\_ or \_\_\_\_\_ the \_\_\_\_\_ or \_\_\_\_\_ Studies \_\_\_\_\_ M \_\_\_\_\_ Studies \_\_\_\_\_ or \_\_\_\_\_ with also

**200. Introduction to International Studies. (NW) (S) (WP)**

Interdisciplinary course required for students with an International Studies minor or concentration. Through coordinated lectures by a team of F&M faculty and guest speakers, students will consider topics such as globalization, security, migration, human rights, sustainability, and consumerism in the light of various disciplines. Offered every Fall.

*Ismat*

**314. Global EnvironmFF0020003>91 (Politics. (S) )04Btj/tualTextEEFF0020>BDC @003FjEMC @003>1955.8 @\_  
DQCFD WLRQGHQWV**









**TOPICS COURSES EXPECTED TO BE OFFERED IN  
2024-2025**

Global Neorealisms.  
Italian Jewish Writers.

**JAPANESE LANGUAGE**

*Ken-ichi Miura, Director of the Japanese Language Program*  
*Professor Jennifer Redmann, Chair, Department of German, Russian &  
East Asian Languages*

*Ken-ichi Miura*                      *Director and Senior Teaching Professor*  
*of the Japanese Language Program*

Franklin & Marshall offers four years of Japanese language  
instruction, with more advanced study available



# **J DAIC DIE**

*Professor Marco Di Giulio, Chair*

## **MEMBERS OF THE JUDAIC STUDIES PROGRAM COMMITTEE**

*Alan Glazer*

life, focusing on a variety of themes: Anti-Semitism; the Holocaust; Jewish mysticism; Israel, Gender,

HIS 235: U.S.-Mexico Borderlands.

HIS 318: Environmental History of Latin America. *Same as ENE 318.*

HIS 407: Sex and Sexuality in Latin America.

SPA 343: Cuentos del Rio de la Plata (requires SPA 321).

SPA 379. Fantasia y Realidad en América Latina (requires SPA 321).

SPA 410: El Boom Latinoamericano (requires SPA 321).

SPA 412: El Exilio Hispanoamericano (requires SPA 321).

SPA 414: El Detective Hispano (requires SPA 321).

SPA 445: Latin America On Stage (requires SPA 321).

SPA 471. Queering Latinoamérica (requires SPA 321).

Independent Study or Directed Reading

With the approval of the program coordinator, electives may also be taken through a study abroad program in Latin America. Latin American Studies courses that require SPA 321 as a prerequisite may be open to students who are not taking Spanish courses, but who are proficient at the level of SPA 321 as determined by the instructor.

**A list of regularly offered courses follows.** Please note the key for the following abbreviations: (A) Arts; (H) Humanities; (S) Social Sciences; (N) Natural Sciences with Laboratory; (LS) Language Studies requirement; (NW) Non-Western Cultures requirement; (WP) World Perspectives requirement.

## CORE COURSES

### AMS 120. Introduction to Latinx Studies. (S)

This course considers key theoretical contributions that speak to the construction, expressions, and representations of Latinx identities in the US. We will take up an intersectional approach, one that emphasizes the diversity of Latinx experiences and the ways they are mediated by US and transnational understandings of race/ethnicity, gender, sexuality, nationality, and class. Of particular interest is how Latinx folks articulate fraught or ambivalent relationships to the US, to larger transnational communities, and to Latinidad itself. By way of method, the course will blend interdisciplinary scholarly and theoretical readings with a range of cultural texts that will allow us to deepen, extend, or complicate our understanding of Latinidad. *Perez*

### ANT 253. Andean Archaeology. (NW) (S) (WP)

This course explores the cultural diversity of the central Andes of South America from the original arrival of migrants over 12,000 years ago to contact with Spanish conquistadors in the early 16th century. Geographically, the course will focus on prehistoric cultures that occupied the modern countries of Peru, Bolivia, and Ecuador. Themes include: debates about the initial migration to the region, early food production, the origins of social complexity, ceremonialism in early of about initial a tion, th n complecomple` ` pr hl th

movements within Latin America. We will explore the origins of major environmental problems and the ways people have responded to these challenges. The course will also address how historians have approached the study of the environment. *Same as ENE 318.* Shelton

**HIS 407. Selected Studies in Latin American History. (NW) (S)**

Readings and research about the political, economic, social, and cultural history of Latin America. Seminar topics include "Sex and Sexuality in Latin America." *Same as WGS 407.* Shelton

**SPA 343. Cuentos del Río de La Plata. (H)**

Argentina and Uruguay are the two countries that have produced the most renowned short story writers in Spanish. It could be said that Jorge Luis Borges and Julio Cortázar constitute the paradigm of the Hispanic short story of the second half of the 20th century and later years. Both writers have set the grounds for the development of the short story as a genre in Latin America. In this course we will explore the influence of Borges and Cortázar in later Argentine and Uruguayan writers. Prerequisite: SPA 321. Tisnado

**SPA 410. Research Seminar: El Boom Latinoamericano. (H)**

The Latin American Boom is a phenomenon in the history of literary movements in the 20th Century. In this course we will read some of the canonical pieces by authors that constitute the "boom." In so doing, we will examine the characteristics of the Latin American literary boom. We will read Alejo Carpentier, Carlos Fuentes, Gabriel García Márquez and Mario Varas Llosa, as the four biggest representatives of this movement. Prerequisite: SPA 321. Tisnado

**SPA 412. Research Seminar: El Exilio Hispanoamericano. (H)**

There is a vast number of Latin Americans living mainly in several European countries, Canada, the United States, Australia and some Asian and African countries. Political turmoil of the Southern cone in the 1970s and 80s and in Central America in the 1980s and 90s, however, created generations of exiles that were political prisoners or even desaparecidos, or whose close relatives disappeared or were killed. Some of these exiles are writers who conveyed their experience in their works. In this course we will read poems, short stories, and novels written by these exiles as well as works by authors who have chosen to live abroad for other reasons. We will examine how the experience of exile shapes and is reflected in their works. Prerequisite: SPA 321. Tisnado

**SPA 414. Research Seminar: El Detective Hispano. (H)**

Why is detective fiction so popular? What makes so many readers or TV/film viewers want to read or watch murder or detective stories? What does the detective genre represent? How do we understand the surprise endings of detective stories? What variations have appeared (especially in Latin America) since the classic detective novel emerged? How can we understand these variations? In this seminar we will attempt to answer these questions through the analysis of detective fiction from Latin America. We will study detective novels in their specific Latin American context. Prerequisite: SPA 321. Tisnado

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# MA HEMA IC

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*Barbara Nimershiem  
Iwan Praton*

*Professor of Mathematics  
Professor of Mathematics*

**111. Calculus III.**  
Vectors and parametric

**445. Geometry.**

Selections from foundations of Euclidean geometry, advanced synthetic geometry, groups of transformations, affine geometry, metric geometry, projective geometry, inversive geometry, non-Euclidian geometry. Prerequisites: MAT 330. *Nimershiem*

**446. Topology.**

An introduction to topological spaces and continuous functions. Prerequisite: MAT 330. Corequisite: MAT 331. *Nimershiem*

**470–479. Selected Topics.**

Study of advanced specialized areas of mathematics.

**490. Independent Study.**

Independent study directed by the Mathematics faculty. Permission of chairperson.

**491. Directed Reading.**

Reading directed by the Mathematics faculty. Permission of chairperson.

**TOPICS COURSES EXPECTED TO BE OFFERED IN 2024–2025**

Origami Math.  
Time Series.

**M IC**

*Rtqhguuqt"Ocwjgy"DwwgtIgnf."Ejckt*

*Professor William Wright, Associate Chair for Music Performance*

*Ocwjgy"DwwgtIgnf""  
Karen Leistra-Jones  
(on leave 2024-25)  
Gwynne Geyer*

*Rtqhguuqt"qh"Owuke  
Associate Professor of Music  
Artist in Residence, Voice and Teaching  
Professor of Music*

*Doris Hall-Gulati*

*Artist in Residence; Senior Adjunct  
Assistant Professor of Music,  
" Enctkpgv"cpf"Uczqrjqpg="Ejcodgt""  
Music Coordinator*

*Brian Norcross*

*Senior Director of Instrumental Music;  
Senior Conducting Studies;*

Culture or Theory and Composition

MUS 490: Independent Study or MUS 38x-48x Senior Recital

Students considering a major in Music are strongly encouraged to design their course of study with the guidance of the Music Department Chair (or other designated advisor from the Music faculty) as early as possible and to pick a selection of electives that provides appropriate breadth and depth.

The major culminates in a recital, research project, or creative project of the student's choosing, typically completed in the student's senior year. Students are strongly encouraged to start discussing the plans for their senior project with their advisors by the spring semester of their junior year. Students who would like to be considered for Honors should begin this process

their advisors for their senior project.

**107. Composing. (A)**

Introduction to musical composition through the study of development and proportion and the creation of three short compositions for small instrumental and/or vocal ensembles culminating in a final project. Faculty performers will read and discuss student works and concert attendance will provide topics for two short research papers centered on aspects of the compositional process. Ability to read music required.

*Staff*

**108. Jazz Theory and Improvisation. (A)**

An introduction to jazz theory and its application in improvisational practice. Emphasis on jazz harmony, including chord-scale theory and its use in selected jazz “standards” and common forms such as 12-bar blues and “rhythm changes”. Exercises in transcription and analysis of classic solos by Lester Young, Charlie Parker, Miles Davis, and others introduce students to a wide variety of approaches to jazz improvisation. Students will apply theoretical concepts learned in class to performance on their own instruments in order to develop improvisational skill and a personalized jazz melodic vocabulary. Ability to read music and competence on a musical instrument (including voice) required. Prerequisite: MUS 100, 200 or 222, or permission of the instructor.

*Staff*

**120. Global Popular Music. (A) (NW) (WP)**

This course will survey selected popular music traditions from around the world, focusing in particular on the musics of the Global South and the way those musics travel around the world. But more than a simple introduction to various global genres, this class will also ask: What gets to be popular? What does not? What are the structures of power that determine popularity? How have people around the world used popular music as a form of agency that they have otherwise been denied? The first portion of the class will consist of an introduction to the theories and ideas that will guide our exploration of the case studies to be examined in the remainder of the semester. Genres under study will include Dancehall, Reggaeton, Afrobeats, Baile funk, and musics of migrant and refugee populations in the West. The class will culminate in a project on a song, genre, or artist of the student’s choosing. No previous music experience required. Same as AFS120 and

wide range of composers, including Beethoven, Schumann, Mahler, Elgar, George Crumb, and Joni Mitchell. Throughout, our emphasis will be on different conceptions of human subjectivity and the relationship between music and poetry. Prerequisite: MUS 100 or equivalent or permission.

*Leistra-Jones*

**239. Hip Hop: The Global Politics of Culture. (H) (NW)**

This course will engage in hip hop's "politics of authenticity" while also offering a primer on the participation and contributions of a variety of transnational, sexual, gender, and racial/ethnic constituents. Rightfully centering and honoring the genre's Afro-diasporic influences, we will examine debates involving transnationalism, gender, sexual, and racial boundaries in hip hop. We will also explore hip hop's global relevance, such as its sonic and cultural presence in reggaeton and its spread as a global dance form. Overall, this class will prompt students to untangle hip hop's seemingly contradictory ethos of "keeping it real" while simultaneously promoting broader ideals of cosmopolitanism and global commodification. *Same as AMS 239.*

*Villegas*

**300. Chromaticism and Post-Tonal Practices. (A)**

An analytical study of the rhythmic, harmonic and formal practices of Debussy, Stravinsky, Bartok, Schoenberg, Messiaen and other composers of the last century. The course covers the compositional practices of atonal and serial music and offers an introduction to pitch-class set theory, as well as jazz harmony. Students will use course materials for composition of short pieces. Prerequisite: MUS 201 or 223 or permission of the instructor. Previously MUS323."

*"Dwvvtgnf*

**301. Pops & Jelly Roll:**

**New Orleans and Its Music in the Early Twentieth Century. (A)**

An examination of Louis Armstrong and Jelly Roll Morton's New Orleans. The course evaluates their music and the more general style of early New Orleans jazz in relation to the geographical, social, political, and economic dynamics of that great American city in the early 20th century. Particular attention will be given to the social and musical interactions among New Orleans' disparate ethnic groups that led to the formation of a unique style of jazz derived from ragtime, blues and the ubiquitous marching band music from that era. *Uc og"cu"CHU"523"cpf"COU"5230"*

*Dwvvtgnf"*

**302. Bebop. (A)**

A history of the bebop movement in jazz of the 1940s and '50s. Special attention given to the social, economic, and political conditions that led a small handful of musicians to abandon Swing Era big bands in favor of the small combos that formed out of Harlem jam sessions between 1941-1943. Covers distinguishing features of the bebop style through an examination of the music of Charlie Parker, Dizzy Gillespie, Thelonious Monk, and others. Concludes with an evaluation of the social and political meanings of bebop and its historical legacy.

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ensembles and percussion ensemble. This ensemble rehearses Monday and Wednesday evenings from 7-10 p.m. Prerequisite: Permission of the director.

*Norcross*

**156, 256. Chamber Music. (A)**

Chamber Music is designed for advanced instrumental music students to experience music written for generally 3 to 8 players. These small ensembles require high artistic demands of all of the ensemble members, as each player is essentially a soloist. Ensembles in this program rehearse a minimum of twice a week for a total of not less than three hours a week. One of the two rehearsals each week is coached by a professional chamber music coach. The ensemble is expected to perform in an appropriate concert at least once a semester. Prerequisite: Permission of the director.

*Hall-Gulati*

In addition to the credit-bearing courses above, faculty-directed, non-credit performance opportunities such as opera workshop and the pep band are also a part of musical life at the College.

Studio lessons receive one half credit per semester at the 200-level and one half credit

credit such as ) such r at lessons ve

# HILO O H

*Professor Stephan Käufer,*

<i>Bennett W. Helm</i>	<i>Dr Elijah E. Kresge Professor of Philosophy</i>
<i>Stephan A. Käufer</i>	<i>John Williamson Nevin Memorial Professor of Philosophy</i>
<i>Lee Franklin</i>	<i>Professor of Philosophy</i>
<i>Nick Kroll</i>	<i>Associate Professor of Philosophy</i>
<i>David Merli</i>	<i>Associate Professor of Philosophy</i>

Most philosophy fits into one of four loose and overlapping groups. The first studies action: What should we do and how can we get ourselves to do it? This group includes ethics and social and political philosophy. A second group studies the nature and reliability of our knowledge. Here you'll find epistemology and philosophy of science. A third group investigates the nature of the world and the self: What does it mean for something to exist? What distinguishes things from their properties? What (besides a body and a social security number) is a person? This group includes metaphysics and the philosophy of mind. A fourth group analyzes symbolic systems through which humans represent meaning to themselves and to each other. These are studied in logic and the philosophy of language.

You could easily narrow these four fields to two, or expand them to 17. Philosophy has no single topic, but at the same time every part of philosophy is connected with every other in countless ways. It is hard to talk about what there is in the world without also analyzing how we can know about it, so metaphysics and epistemology often overlap. Some claim that without language humans can't know anything, so epistemology and philosophy of language come together. If you want to study why people act the way they do, you'll draw on ethics as well as philosophy of mind; the two merge in moral psychology. And so forth. Philosophy also analyzes the social and historical conditions that make it possible to ask such questions in the first place. Philosophy, therefore, always includes a study of its own history.

The Philosophy program at Franklin & Marshall aims to acquaint students with all of these areas of philosophy by examining the great historical traditions in philosophy as well as a broad range of contemporary issues and topics in philosophy. In addition, students are encouraged to cultivate skills in critical thinking and philosophical argument with the goal of helping them to become participants in the philosophical enterprise. Lower-division courses in the department aim to provide students with a broad background in the history of philosophy and contemporary problems in philosophy, while upper-division courses seek to engage students in discussion concerning cutting edge scholarship in the field. The work of philosophy majors culminates in the senior year when students compose a senior thesis in the context of the Senior Research Seminar. Majors have the further option of expanding senior theses with the goal of presenting the project for departmental honors.

**A major in Philosophy** consists of 11 courses. Requirements are:

PHI 130 or PHI 244.

One core history course from PHI 210, 213, 271, 317, 381 or 382.

One value theory course designated (V).

One course in metaphysics, epistemology, philosophy of language, or philosophy of mind designated (ME).

Two semesters of PHI 301 (each semester is .5 credit)

Five electives.

At least four courses besides PHI 301 must be numbered 300 or higher. At most, two courses may be numbered below 200.

Majors considering graduate school in philosophy should take PHI 244 even if they take PHI 130.

The department's program heavily emphasizes critical thinking, logically correct reasoning and clear, concise writing. The writing requirement in the Philosophy major is met by completion of the normal courses required to complete the major.

**A minor in Philosophy** requires six Philosophy courses, which must include: PHI 130 or PHI 244; either PHI 210, 213, or 317; PHI 301 and three other Philosophy electives that are approved by the chairperson or designee. At least two courses total must be numbered 300 or above. At most, one course may be numbered below 200.

Majors in the Department of Philosophy have studied abroad in the following programs in recent years: Sarah Lawrence College Program, Oxford University; F&M in Italy; F&M Travel Course in Tohoku Gakuin, Japan; SEA Semester; Americay ~~Tohoku~~ F&MF ×







# H I C AND A , ONOM

*Professor Etienne Gagnon, Chair*

*Htqpglgnf"Etcyhqtj"KKK" E jctngu"C0"Fcpc"Rtqhguit"qh"Rj{ukeu"*

**Joint Physics major**

A joint major that includes Physics is intended for students that are interested in bringing physics-related content and skills to a different area of study. Students have successfully coupled physics with other topics in the humanities, social sciences, and natural sciences. A joint major that includes Physics must include the following courses:

3 Physics courses: PHY 111, PHY 112, PHY 223.

3 Mathematics courses: MAT 109, MAT 110, MAT 111.

1 of the following pairs of courses: MAT 229 and PHY 226, MAT 229 and PHY 321, MAT 229 and PHY 323, or PHY 321 and PHY 323.

**Minor in Physics**

A minor in Physics is intended for students who already have some Mathematics (and maybe Physics) courses required in their major and want to go deeper. It consists of six courses in the department:

PHY 111, 112, 223 or an approved substitute; 226; 333; and one additional Physics course above the 100-level.

It should be noted that while there are no Mathematics courses in the minor, a number of them are still required for the individual courses. Because of this, the Physics minor is designed for students who have already completed several math courses in the course of a major



# CHOLOG

*Professor Josh Rottman, Chair*  
*Professor Megan Knowles, Associate Chair*

<i>Meredith J. Bashaw</i> <i>(on leave 2024–25)</i>	<i>Professor of Psychology</i>
<i>Michael L. Penn</i>	<i>Professor of Psychology</i>
<i>J. Carlota Batres</i>	<i>Associate Professor of Psychology</i>
<i>Lauren H. Howard</i>	<i>Associate Professor of Psychology</i>
<i>Megan L. Knowles</i>	<i>Associate Professor of Psychology</i>
<i>Ryan T. Lacy</i>	<i>Associate Professor of Psychology</i>
<i>Timothy C. Roth II</i>	<i>Associate Professor of Psychology</i>
<i>Joshua D. Rottman</i>	<i>Associate Professor of Psychology</i>
<i>Elena C. Cuffari</i>	<i>Assistant Professor of Psychology</i>
<i>El-Lim Kim</i>	<i>Assistant Professor of Psychology</i>
<i>Ecƒg"ƒ0"Ocpułgnf"</i>	<i>Cuukwcpv"Rtqhguaqt"qh"Ru{ejqqi{</i>
<i>Christina L. Abbott</i>	<i>Teaching Professor of Psychology</i>
<i>Lucia Q. Parry</i>	<i>Visiting Assistant Professor of Psychology</i>

Psychologists study mind and behavior in both human and non-human animals. They test hypotheses and theories using systematic observations behavior in



**EXP**





**DEVELOPING RESEARCH SKILLS**



**483. Collaborative Research: Human Cognition in Context. (N)**

Students will conduct experimental research to shed new light on the manifold manifestations of human cognition. This will involve an in-depth consideration of empirical and theoretical issues in cognitive science and cognitive psychology, including embodied and enactive approaches. Research topics will be chosen based on student interest. Techniques for designing, conducting, analyzing, and communicating research will be chosen

conducting, analyzing, and communicating research will be chosen



health, the intersections between sexuality and reproduction, and the professions of midwifery and obstetrics

**GOV 305. Public Policy Implementation. (S)**

Focus on national government bureaucracy in the implementation of public policy, including exploration of the role of bureaucracies in contemporary political debate, organizational theory in the problems of governing and administrative politics and administrative due process. *Same as PUB 305.* Prerequisite: GOV 200 *Koenig*

**PHI 223. Biomedical Ethics. (H)**

A survey of ethical issues related to developments in biology and medicine, including controversies at the beginning and end of life, autonomy and informed consent, and limits on medical research. *Merli*

**SOC 100. Introduction to Sociology. (S)**

Introduction to the basic concepts, theories, and methods used to study human social interaction and social structures. Readings and topics vary section to section, but typically address social stratification (primarily by race, class, and gender) and its impact on individual and social life, the sources of social order and social change, deviance and social control, and the interrelations between individuals and society. Prerequisite to all other departmental offerings. *Faulkner, Hodos, Marshall, Shokooh Valle*

**SOC 210. Class, Status, and Power. (S)**

In comparative survey of theories and research on inequality. Geographic patterns of inequality will be a main theme, in addition to

## **PUBLIC POLICY CORE (PPC): EIGHT COURSES**

ECO 100. Introduction to Economic Principles. (S)

ECO 103. Introduction to Economic Perspectives. (S)

GOV 101. Power and Politics. (S)

PHI 122. Introduction to Moral Philosophy (H); PHI 223. Biomedical Ethics (H); PHI 227. Contemporary Political Philosophy (H) (V); or other approved ethics or philosophy course.

GOV 200. Understanding Public Policy. (S)

GOV 305. Public Policy Analysis. (S)

Statistics/Methods Course in department of Joint Major or other department

One additional elective to be chosen in consultation with the Director of the Public Policy Program.

The following courses are offered in support of the Public Policy curriculum:

### **200. Understanding Public Policy. (S)**

Focus on government activity in a variety of public policy areas, the structural and political contexts of debates over alternative policy strategies and approaches to understanding public policy. Policy areas examined include the national budget and entitlements, science and technology and education. Prerequisite: GOV 101/171 or GOV 100 or GOV 120 or PBH 251.

**380. Health Policy. (S)**

This course investigates domestic and global health policy issues. We will survey health care and health systems, focusing on health care spending, insurance, and health outcomes. Students will also examine ethical dilemmas and debates within health policy. We will ask what role health policy can play in addressing health disparities. Two questions infuse our deliberations: what can government do to shape the health of individuals and what should it do? *Same as PBH/GOV 380.* *Meyer, Tripp*

**CROSS-LISTED ELECTIVES TO BE OFFERED IN 2024-2025**

- ENE 216. Environmental Policy. (De Santo)
- ECO 240. Environmental and Natural Resource Economics (Fleming)
- ECO 271. Political Economy of Urban Development. (Khan)
- BOS 332. Law, Ethics & Society. (Staff)
- ECO 342. Race and Inequality in the U.S. (Roncolato)
- SOC 37x. Urban Policy and Politics. (Hodos)
- GOV 380. Health Policy. (Meyer)

**ELIGIO DIE**

*Professor David McMahan, Chair*

*David L. McMahan The Charles A. Dana Professor omBjEMC 002F030003FjE1FEFF002ro-Td(T)Tj/SPAN/L. McMahanThe Charles A. Dana Profes*

*David L. McMahan*

**114. Islam. (H) (NW) (WP)**

This course is an introduction to the intellectual and political history of Islam in both pre-modern and contemporary times. Several major aspects of Islamic religious thought will be covered including the Qur'an and its interpretations, the persona and prophetic authority of Muhammed, law and

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**339. Religion and the Brain. (H)**

What is the epistemic allure of situating the brain at the center of a self-consciously religious or self-consciously scientific worldview? What are the religious roots of the mechanization of psychology and the emergence of the cognitive sciences? How, why, and to what effect has religion become an engineering problem—quite literally a matter of circuits and codes and neural networks—for scientists and supplicants alike? *Same as STS 339.*

*QHX*

~~*QHX*~~ *RI*

*STS 339*

~~*RWHT*~~

*RI*

# IAN

*Professor Jennifer Redmann, Chair, Dept. of German, Russian & East Asian Languages*

*Jonathan Stone*

*Professor of Russian and Russian Studies*

The Russian program is designed to provide students with linguistic and intellectual tools for a deep understanding of Russophone literature, language and culture. It offers minors in Russian language and literature and in Russian studies.

The mission of the Russian program is to expose a broad spectrum of the F&M student body to the language, literature, and culture of Russian-speaking peoples; to facilitate the further exploration of these subjects as complements to many other aspects of the F&M curriculum; and to work actively to foster groups of students with a sustained interest in Russophone culture all in direct contribution to the liberal education of all F&M students and the intellectual development of our college community.

The department offers two minor programs.

**A minor in Russian Language and Literature** consists of six courses: Three Russian language courses from the following: RUS 102, RUS 201, RUS 202, RUS 301, RUS 302; and three Russian literature courses from the following: RUS 214, RUS 217, RUS 219, RUS 401, or topics courses approved by the department chair.

**A minor in Russian Studies** consists of six courses: three Russian language courses from the following: three Russian language courses from the following: RUS 102, RUS 201, RUS 202, RUS 301, RUS 302; one Russian literature course from the following: RUS 214, RUS 217, RUS 219, RUS 401, or topics courses approved by the department chair; one Russian history course from the following: HIS 125, HIS 126, HIS 319, or topics courses approved by the department chair; and one Russian culture course from the following: RUS 179 (summer travel course), RUS 216, or topics courses approved by the department chair.

**A list of regularly offered courses follows.** Please note the key for the following abbreviations: (A) Arts; (H) Humanities; (S) Social Sciences; (N) Natural Sciences with Laboratory; (LS) Language Studies requirement; (NSP) Natural Science in Perspective; (NW) Non-Western Cultures requirement; (WP) World Perspectives requirement.

In 2024-25, the Russian program is offering a limited number of courses. Please contact Prof. Jon Stone (jon.stone@fandm.edu) for information about the program.

## **COURSES TAUGHT IN ENGLISH**

All readings, lectures and discussions in these courses are in English (except for those who wish to read in Russian). There are no prerequisites.

### **125. History of Rus' and Russia: From Kyiv through the Late Imperial Era. (S) (WP)**

This course examines the rise and fall of Kyivan Rus' and the evolution of Muscovite rule from the 15th century through the late imperial era. It emphasizes the interaction of state and society and how social, political, economic, and cultural events influenced rulers' policies, imperial consolidation and expansion, and efforts to reform and revolutionize daily

life. It an , evenfor



listed have prerequisites. Students who do not plan to take those prerequisites in fulfillment of other degree requirements, apart from the STS program, may have to take more than six courses to complete one of the STS minors.

**History and Philosophy of Science.** Core: STS 136; PHI 213; or an introductory course in any of the natural sciences. Methods: PHI 337; HIS 360; or a second course in a natural science.

The history of medicine with particular attention to American medicine. The relationship between medicine and society is studied in its historical context. We look in detail at some trends in modern medicine and the current debate over national health care policy in light of the history of medicine. *Same as HIS 311.* Strick

**312. Environmental History. (S)**

Examination of various approaches to environmental and ecological history. Focuses on ways in which the physical and biological world have affected human history and on ways in which human social and political organization, economic activities, cultural values and scientific theories have shaped our alteration and conservation of nature. Selected case studies from environmental and ecological history, with emphasis on the 17th through the 20th centuries. *Same as ENE/HIS 312.* Strick

**313. Nuclear Weapons, Power and Waste Disposal. (S) (NSP)**

Development of nuclear technology, beginning with the atomic bomb efforts of WW II. The course deals first with the technology itself, as well as with the ways in which it was embedded in and drove American and international politics, including the arms race and the Cold War. Includes postwar development of

# SCIENTIFIC AND PHILOSOPHICAL STUDIES OF MIND

*Professor Bennett Helm, Chair (Fall 2024)*

*Professor Lauren Howard, Chair (Spring 2025)*

## MEMBERS OF SCIENTIFIC AND PHILOSOPHICAL STUDIES OF MIND PROGRAM COMMITTEE

<i>Bennett Helm</i>	<i>Dr. Elijah E. Kresge Professor of Philosophy</i>
<i>Stephan A. Käufer</i>	<i>John Williamson Nevin Memorial Professor of Philosophy</i>
<i>Michael L. Penn</i>	<i>Professor of Psychology</i>
<i>Linguistics</i>	<i>Linguistics</i>
<i>Lauren Howard</i>	<i>Associate Professor of Psychology</i>
<i>Joshua Rottman</i>	<i>Associate Professor of Psychology</i>
<i>Elena Cuffari</i>	<i>Assistant Professor of Psychology</i>

### Additional faculty not on the program committee also contribute to this program.

Scientific and Philosophical Studies of Mind (SPM) seeks to bridge the sciences and the humanities in the study of a common topic: the nature of mind. In order to provide a breadth of perspective as well as depth in an area of special interest, the SPM curriculum divides into two majors: Cognitive Science and Moral Psychology.

Cognitive science is concerned with how minds fit into the natural world. Nature is mechanistic; could the mind be a machine? Can other animals—or even computers or robots—think? What is the (neural?) basis for consciousness? How do minds and mental abilities develop as we mature?

Moral psychology is concerned with what it is for an individual to be a worthwhile and responsible moral agent, and with the psychological processes that lead people to engage in altruistic actions and to evaluate and punish others' behaviors. Can we square our moral assessment of persons with a psychological understanding of the self? What does it take for a life to be significant or meaningful? Are humans primarily motivated toward good or evil? Is a moral sense innate or learned? T

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PHI 362: Love and Friendship; PHI 363: Respect, Responsibility, and Ethics; RST 384: Soul in Search of Selfhood; RST339: Religion and the Brain.

**Off-Campus Study Programs Most Frequently Attended  
by Cognitive Science and Moral Psychology Majors:**

Budapest Semester in Cognitive Science (fall semester)

F&M in Denmark: Child Development in Cultural Context  
(Summer Travel Course)

IFSA direct-enroll semester university programs (Australia  
–Macquarie University and University of Melbourne;  
New Zealand–University of Auckland; Ireland–University  
College Dublin)

DIS Copenhagen (semester); DIS Stockholm (semester)





**486. Collaborative Research: Human Physical and Mental Health. (N, CR)**

Students will work in research teams to generate a research question, design a study, collect and analyze data, and disseminate their findings. Research areas include psychopathology, health psychology, public health, and/or community psychology. Research topics will reflect student interest and the expertise of the course instructor. Projects use a variety of methods - including both quantitative and qualitative approaches. Laboratory research required. Prerequisites: PSY 300/230; and PSY 201/315, PSY 205/317, PSY 208/308, or PSY 357/303; or permission.

*Abbott, Penn*

**2. Humanities**

**LIN 101. Introduction to Linguistics.**

Through course readings, class discussions, problem solving and group work, students will explore the core components of human language; speech sounds, word formation, sentence structure, and meaning. Provides numerous opportunities for students to use theoretical knowledge and apply it to analyzing the structure of other languages. *"Ctowntapi."Eqz"*

**LIN 120. Sociolinguistics.**

An exploration of the relationship between language, culture and society. Special attention will be paid to language variation (styling and codes, dialects, creoles and pidgins) and language in society (multilingualism, language prejudice, identities). Readings, films, discussions and group work will prepare students for field work. *Armstrong*

**LIN/PSY 207. Psycholinguistics.**

This course explores language in the mind and brain, including: How do children learn their first language(s) and why is it such a different experience for an adult to learn a language? What are language disorders? Is spoken language processed differently from written language? What about sign languages? Class will include discussions, presentations, and hands-on analysis of language data. Prerequisite: LIN 101 or PSY 100. Same as LIN 207. Previously PSY 340. *Eqz*

**PHI 236. Knowledge and Reality. (H) (ME)**

This class is an advanced, but accessible, introduction to two central branches of philosophy: epistemology and metaphysics. Epistemology, loosely characterized, is the study of knowledge. Metaphysics, even more loosely characterized, is the study of the general features of reality. We'll work through some of the central topics that fall under these two studies. *Kroll*

**PHI 238. Bad Language: Meaning and Use. (H) (ME)**

Language allows for a cooperative exchange of information. But, as we all know, cooperation is an ideal that is often not met. There is also much more to language than asking and answering questions. Our class will investigate language that doesn't fall into the "cooperative exchange of information" model. Topics include lies, bullshit, slurs, pejoratives, lexical effects, stereotypes, presupposition, linguistic oppression, silencing, consent, and testimony. *Kroll*

**PHI 244. Symbolic Logic. (H)**

Deductive reasoning, emphasizing primarily symbolic techniques; some discussion of issues in the philosophy of logic. *Kroll*

**PHI 331. Free Will. (H)**

An examination of contemporary theories concerning the nature of free choice. Special attention is given to the nature of moral responsibility and the relationship between free choice and determinism. *Kroll*

**PHI 335. Belief and Knowledge. (H)**

Investigation of some issues in contemporary epistemology, including the competing analyses of the concept of justification, the case for

**PSY 208. Psychopathology.**

This course will serve as an introduction to descriptive and theoretical approaches to the study of psychopathology. In addition to the study of disease-related processes, special emphasis will be placed upon developing an understanding of those biological, psychological and social conditions that are essential for healthy psychosocial functioning across the life span. Prerequisite: PSY 100 or SPM 100. Previously PSY 308.

*Penn*

**PSY 309. Social Psychology.**

This course involves the student in exploration of some of the basic topics in experimental approaches to social psychology, such as cognitive and motivational perspectives on social phenomena, the role of affect and emotion in social action and current uses of the concept of self. Issues explored in this context include self-affirmation processes, regulation of social action and the relationship between affect, cognition and action. Research activities and analyses integrated into coursework. Prerequisite: PSY 100 or SPM 100. Corequisite: PSY 300/230.

*Knowles*

**PSY 311. Origins of Moral Thought.**

Moral values define us, unite us, and give meaning to our lives. How have we come to hold our particular moral convictions? We will examine this question on three different timescales: millennia (human evolution), centuries (cultural dynamics), and years (child development). Students will evaluate and synthesize insights from psychology, philosophy, biology, anthropology, economics, and history in order to understand the manifold origins of moral beliefs and behaviors, thus challenging existing values and cultivating improved abilities to create a better future. Prerequisite: PSY 100 or SPM100 or placement. Corequisite: PSY 230.

*W K H Rattman*

the origins of psychology, and the history of psychology in schools of biology.

The historical origins of contemporary psychology in European philosophy, physiology and biology and subsequent development of the schools of structuralism, functionalism and behaviorism.

*W K H Rattman*

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W K H R I H I O R a S P I Q Q \ V F K R R O V a A ` A o A H A

**PHI 220. Moral Theory. (H)**

A careful study of classic texts in moral philosophy, with an emphasis on questions about the foundations of ethics and the objectivity of moral judgement. *Merli*

**PHI 319. 20th-Century Continental Philosophy. (H)**

Close examination of emergence of modern phenomenology and hermeneutics. with particular attention to Heidegger's Being and Time. Prerequisite: one prior course in philosophy or permission of the instructor. *Käufer*

**PHI 323. Philosophy of Law. (H)**

What is law, what does it say, and what reasons do we have for listening? This course surveys central questions in analytic and normative jurisprudence—the analysis of the concept of law, the relationship between law and morality, the authority of law, and questions about what the law should say. We'll read competing views of how to interpret the Constitution. We will end with some challenges to the law from neuroscience, Marxist critics, Critical Legal Studies, and Critical Race Theory. Prerequisite: one prior philosophy course. *Merli*

**PHI 331. Free Will. (H)**

An examination of contemporary theories concerning the nature of free choice. Special attention is given to the nature of moral responsibility and the relationship between free choice and determinism. *Kroll*

**PHI 360. Concept of a Person. (H)**

A careful examination of what it is to be a person, as an autonomous moral agent whose life can be meaningful and of what distinguishes persons from the "lower" animals. Prerequisite: one prior course in philosophy, or permission of the instructor. *Helm*

**PHI 361. Moral Psychology. (H)**

Moral psychology is the study of human moral agency. As such, it is constrained by, and must cohere with, the facts about human psychology; but its primary focus is on human good, an evaluative notion. Central questions include: What are reasons and what role do they play in action? What is character and how is it related to virtue? What is free will, can we have it and how do we best explain weakness of the will? Prerequisite: one prior course in philosophy, or permission of the instructor. *Helm*

**PHI 362. Love and Friendship. (H)**

Investigation of philosophical aspects of love and friendship, examining a variety of accounts of

The writing requirement in the Sociology major is met by completion of the normal courses required to complete the major.

Although SOC 210 and SOC 220 are not required courses, students contemplating a major in Sociology must complete!

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**355. The Sociology of Culture. (S)**

This course considers the place of culture in social life and examines its socially constituted character. Treating culture as sets of distinctive practices, symbolic representations, and domains of creative expression, the course will investigate how these vary across specific social, historical, and institutional locations. Topics will include such matters as the relationship between culture and social inequality, culture and social change, the commoditization of cultural goods, and how cultural forms are used, appropriated, and transformed by social groups. Prerequisite: SOC 100. *Singer*

**360. Race and Ethnic Relations. (S)**

Study of intergroup relations, with an emphasis on processes of racial/ethnic stratification, assimilation and cultural pluralism. Focus is on American society, past and present. Topics include the development and change of race/ethnic identities, intergroup attitudes, racial ideologies, immigration, education and the intersection of race with social class and gender. Prerequisite: SOC 100. *Same as AFS 360. Rondini*

**364. Sociology of the Family. (S)**

Sociologists argue that the family occupies a contradictory location—as both a very private and public institution. In this course, we examine the family and its changing nature through a sociological lens. We focus on the diversity of family forms and family experiences, particularly across race-ethnicity, class, and gender lines. We consider family theories and historical variations in American family forms. We also analyze varieties in childbearing and childrearing experiences both in the U.S. and abroad. Prerequisite: SOC 100. *Same as WGS 364. Faulkner*

**366. Race, Ethnicity, and Health. (S)**

The course will utilize a sociological lens to examine the role of race and ethnicity in health outcomes, healthcare experiences, medical research, and clinical practice. Topics will include: socio-historical perspectives on notions of race in relation to biological difference; socio-historical understandings of the health consequences of racialized public health policies and politically sanctioned medical practices; contemporary racial and ethnic disparities in disease morbidity and mortality indicators; the operationalization of racial categories in epidemiological, public health, and biomedical research and practice; contemporary debates regarding race and genomics; and understandings of racial and ethnic dynamics in relation to health and medicine at the intersections of socioeconomic class, immigration status, gender, sexuality, and other markers of social identity. Prerequisite: SOC 100. *Same as AFS/PBH 366. Rondini*

**370–379, 470–479. Topics in Sociology. (S)**

A single problem area of major importance in sociology. The content may change from semester to semester. Different topics may be taken for credit more than once.

**SEMINARS**

**410. Globalization. (S)**

An in-depth investigation of economic, political and cultural aspects of globalization. Topics include migration, economic inequality, transnational social movements, development and trade, the future of the nation-state, urbanization and culture/media. Students will be expected to write a substantial research paper. Prerequisites: SOC 100 and either SOC 210 or IST 200. *Hodos*

**425. iSoc: The Impact of Technology on Individuals, Relationships, and Society. (S)**

Technology is a part of our daily lives, yet we do not often pause to consider the extent to which we rely on it and the ways in which it has an impact on our identities and our lives as social beings. The goal of this course is to explore how technology, particularly information and communication technology, in the 21st century influences important aspects of our social world, including relationships, work, education, health, music, and social movements. We will explore key concepts, issues, dilemmas, and debates regarding the constantly evolving, complex relationship between human beings and technology. Prerequisite: SOC 100.

**440. Sociology of Food. (S)**

This seminar will investigate a broad and familiar topic—food—through the analysis of its various movements. We will explore the and the the and I] @IP@DROGRA@U

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<i>Kimberly M. Armstrong</i>	<i>Professor of Spanish and Linguistics</i>
<i>Sofía Ruiz-Alfaro</i>	<i>Professor of Spanish</i>
<i>Carmen C. Tisnado</i>	<i>Professor of Spanish</i>
<i>(on leave Fall 2024)</i>	
<i>Beatriz Caamaño Alegre</i>	<i>Associate Professor of Spanish</i>
<i>Lguuqec" I 0"Eqz""</i>	<i>Cuuqekcvg"Rtqhguaqt"qh"Urcpku,j"cpj""</i> <i>Linguistics</i>
<i>M. Elena Aldea Agudo</i>	<i>Senior Teaching Professor of Spanish</i> <i>and Director of the Spanish</i> <i>Language Center</i>
<i>Jialing Liu</i>	<i>Senior Teaching Professor of Spanish</i>
<i>Anne Stachura</i>	<i>Teaching Professor and Coordinator,</i> <i>Spanish Community Based Learning</i> <i>and Community Outreach</i>

Spanish is the second most common spoken language in the world, and its increasing presence in the socioeconomic, political and cultural life of the United States makes the study of Spanish a valuable professional tool and enriching personal experience for those students interested in pursuing a major or minor in the language. #ifemajorp ts

**202. Intermediate Spanish II. (H)**

Following a communicative approach, SPA 202 builds on the skills developed in the SPA 101-201 sequence with an emphasis on oral and written expression. Class discussions go beyond familiar themes to place greater emphasis on cultural topics and current events. The course reviews and practices key grammatical concepts preparing students to support a personal opinion, debate ideas with others and develop hypotheses. Spanish is the primary language of instruction and class time is used for interactive practice in meaningful contexts. Prerequisite: SPA 201 or placement. *Eqz."Ct o wtqpi."Nkw*

**221. Grammar, Conversation and Composition. (H)**

Oral practice directed toward greater fluency in the spoken language. Discussion and reports of current events and literary selections. Emphasis is placed on achieving fluency in the spoken language, with secondary emphasis on reading and writing. Prerequisite: SPA 202 or placement at the Advanced Low or Advanced Mid level.

*Ruiz-Alfaro, Stachura, Tisnado, Aldea Agudo*

**222. Advanced Conversation and Composition. (H)**

A continuation of SPA 221. Practice directed toward greater fluency in the written language. Oral discussion and written reports on current events and contemporary cultural and literary topics. Emphasis is placed on developing students' ability to read and write in Spanish, with a secondary emphasis on aural and oral skills. Prerequisite: SPA 202 or placement at the Advanced Low or Advanced Mid level. *Stachura, Caamaño Alegre*

**291. Directed Reading.**

Tutorial for students having completed SPA 221. Students who have a special interest may arrange a tutorial with a faculty member. Enrollment is conditional on instructor's permission.

**301. Spanish Grammar. (H)**

An in-depth study of the more subtle nuances of Spanish grammar including narration in the past and the subjunctive with a strong emphasis on oral and written practice. The course includes readings about the grammatical system. Prerequisite: SPA 221 and SPA 222, or placement in Advanced Mid and either SPA 221 or 222, or placement in 321.

*Armstrong*

**305. Business Spanish. (H)**

This course aims at preparing students to conduct commercial operations in today's Spanish-speaking world and the Hispanic/Latinx community in the U.S. Students will learn about key business topics and terminology and engage in situational practices commonly used in the Spanish-speaking countries. They will also examine critically case studies and discuss discuss

as works by authors who have chosen to live abroad for other reasons. We will examine how the experience of exile



**486. Research Seminar: Erotismo y modernidad (Eroticism and Modernity).**

This course explores cultural modernity in Latin America at the turn of the 20th century, focusing on the representation of masculinity, femininity and sexuality in literature in order to better understand the transforming social, cultural and aesthetic values of the period. Prerequisite: SPA 321. Same as WGS 486.

**490. Independent Study.**

A major research project to be carried out under the supervision of a member of the department.

**TOPICS COURSES EXPECTED TO BE OFFERED IN 2024-2025**

Spanish for Health Professions.

**THEATRE AND DANCE**

*Professor Rachel Anderson-Rabern, Chair*

<i>Brian T. Silberman</i>	<i>Professor of Theatre</i>
<i>Pamela Vail</i>	<i>Professor of Dance</i>
<i>Rachel Anderson-Rabern</i>	<i>Associate Professor of Theatre</i>
<i>Jennifer L. Conley</i>	<i>Associate Professor of Dance</i>
<i>Julia Kamanda</i>	<i>Adjunct Instructor of Theatre</i>
<i>Emily Liberatore</i>	<i>Resident Costume Designer</i>
<i>Robert Marenick</i>	<i>Resident Technical Director</i>
<i>Jacob Sikorski</i>	<i>Resident Scenic and Lighting Designer</i>
<i>Joanna Underhill</i>	<i>Adjunct Instructor of Theatre</i>

The studies offered by the Department of Theatre and Dance (TND) include acting, design, and writing for performance; dramatic literature, history, and criticism; and dance studies and performance. Courses in theatre making, dramatic literature, and dance meet distribution requirements either for Arts, Humanities, Non-Western, or World Perspectives.

**THEATRE**

The study of theatre at Franklin & Marshall College embraces all aspects of dramatic art as part of a liberal arts education. Interdisciplinary by nature, theatre studies allow all students to develop aesthetic responses and abilities in understanding and making dramatic works of art. The collective aesthetic and intellectual activities that make up the work of theatre, including reading, writing, discussing, creating and performing, help students develop skills necessary for useful, collaborative, and productive participation in society.

The theatre program at F&M integrates theory and practice as students develop historical knowledge, creative and critical thinking skills and combine them with current practices in performance, playwriting, dramatic writing, design, and studies in drama.

Introductory courses, as well as departmental productions, are open to all College students. Dramatic arts are @ M

open



technique and research in achieving their own designs. *Same as ART228.*  
*Staff*

**229. Applied Technologies of Theatre. (A)**

An introduction to the backstage technology of the world of theatre and dance including the areas of stage management and stage technologies, multimedia, sound, lighting, and scenic construction.  
*Staff*

**283. Playwriting I. (A)**

Combining workshop, lecture, readings, class discussion, and writing exercises, this course explores the fundamentals of the art and craft of writing for the stage. Over the course of the semester students will continually investigate, analyze, and probe the nature and meaning of “drama” and “theatricality,” working out definitions of words/concepts such as character, spectacle, dialogue/diction, thought, sound, and plot/structure/action in both theory and practice. Students will complete the first draft of a one-act play. *Same as ENG 283.*  
*Silberman*

**285. Acting II: Special Topics. (A)**

Rotating subjects, for example: Musical Theatre, Acting for the Camera, Mime and Mask Work, Stage Combat, Devised Performance or Character-based Improvisation. Prerequisite: TND/TDF 186: Acting I.  
*Anderson-Rabern, Staff*

**287. Acting IIa: Shakespeare. (A)**

Theory and practice of acting techniques focused on skills necessary to understand and perform Shakespeare’s classical verse and action-based acting. Students will cultivate an understanding of their unique vocal and physical instrument. Audition techniques will be introduced. Prerequisite: TND/TDF 186: Acting I.  
*Staff*

**288. Acting IIb: Realism. (A)**

Theory and practice of Stanislavski-based realism as explored through script analysis and performance of selected scenes and monologues. Students will cultivate an understanding of their unique vocal and physical instrument. Audition techniques will be introduced. Prerequisite: TND/TDF 186: Acting I.  
*Staff*

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performance participation are mandatory. For TND 200, students receive no credit, but .5 credit is awarded with the completion of TND 201. Prerequisites: is



A **minor** in the Visual Arts Department consists of six courses.

### **FILM AND MEDIA ARTS**

- One 100-level course in Film and Media Arts (FLM)
- One 200-level course in Film and Media Arts (FLM)
- One 300-level elective in Film and Media Arts (FLM)
- One elective in Film and Media Arts (FLM)
- One course in History of Art and Architecture (HAA) or Studio Art (ART)
- One elective in Film and Media Arts (FLM), or History of Art and Architecture (HAA), or Studio Art (ART)

### **HISTORY OF ART AND ARCHITECTURE**

- One 100-level course in the History of Art and Architecture (HAA)
- One 200-level course in the History of Art and Architecture (HAA)
- One 300-level course in the History of Art and Architecture (HAA)
- One elective in the History of Art and Architecture (HAA)
- One course in Film and Media Arts (FLM) or Studio Art (ART)
- One elective in Film and Media Arts (FLM), or History of Art and Architecture (HAA), or Studio Art (ART)

### **STUDIO ART**

- One 100-level course in Studio Art (ART)
- One 200-level course in Studio Art (ART)
- One 300-level course in Studio Art (ART)
- One elective in Studio Art (ART)
- One course in History of Art and Architecture (HAA) or Film and Media Arts (FLM)
- One elective in Film and Media Arts (FLM), or History of Art and Architecture (HAA), or Studio Art (ART)

To be considered for departmental honors in the Visual Arts Department, graduating seniors, besides meeting the College's general requirements for honors, must complete a substantial project, usually evolving from a fall semester independent study and continuing with an independent study in the spring. Students interested in pursuing departmental honors should consult with their academic adviser in the spring semester of their junior year.

Majors in the Visual Arts Department have studied abroad in the following programs in recent years: Butler University England and Scotland; IAU France; IES Austria and Spain; Syracuse University Italy and Spain; Temple University in Rome; SACI Academic Semester Abroad Program; Film and TV School of the Academy of Performing Arts (FAMU) in Prague, Czech Republic (CET Czech Republic Film Production or CIEE Prague Film Studies). See the International Programs section of the Catalog for further information.

**A list of regularly offered courses follows.** Please note the key for the following abbreviations: (A) Arts; (H) Humanities; (S) Social Sciences; (N) Natural Sciences with Laboratory; (LS) Language Studies requirement; (NSP) Natural Science the+  
(LS) Natural

**ART 236. Introduction to Print Making. (A)**

This course will survey a variety of printmaking methods, ranging from the historical to the contemporary. Solar plate, screen-printing and wood/linoleum block, as well as newer technologies such as xerography and laser and inkjet printing, will be explored. Artists, past and present, whom have worked in this genre will be studied; aesthetic concepts of composition and color will be considered; and the implications of producing multiple images will be addressed. Students will be required to complete a series of assigned projects as well as to create a final project. A Materials fee of \$75 is required.

*Staff*

**ART 314. Advanced Drawing. (A)**

Advanced Drawing is a studio class that explores a variety of materials and evolving practices in drawing. The class provides a venue for students to collectively and individually expand their understanding of these concepts and integrate them into their drawing process. Lectures, museum visits, research presentations, group critiques, and regular one-on-one feedback help students develop and clarify their methods and personal language in drawing. This is a 300-level class designed for students interested in expanding their knowledge of what drawing can be and exploring a wide range of ideas, materials, and content. Advanced Drawing is offered every other year. Students will be charged a fee for materials in this course.

*Laurie*

**ART 322. Advanced Painting. (A)**

An exploration of technical and expressive skills with complex painting and mixed-media techniques. This course will also develop critical thinking, aesthetic values and an awareness of contemporary issues in painting and their relationship to individual student work.

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modernity. In addition to learning the



**HAA 343. London & Paris, 1850–1890. (A)**

A study of the artistic cultures of the two capitals of imperial power in the 19th century, London and Paris, including the architecture and urban design of the two cities as well as the decorative arts, fashion, and fine art of the period. Prerequisite: ART 103, ART 241, ART 243, or permission of the instructor. *Same as WGS 343.* *Rauser*

**HAA 353. American Photography. (A)**

Soon after the invention of photography, photographic images quickly constituted much of visual culture—either national or global. Sometimes photographs were made with high artistic intention, but, far more often, not. This seminar will examine diverse topics in 19th and 20th-century American photographic history, from vernacular images produced for the masses (daguerreotypes, tintypes, snapshots) to what have now become nearly iconic photographs produced either for documentary purposes or to make artistic, self-expressive statements. We will consider the work of unknown makers as well as that produced by celebrated photographers such as Alfred Stieglitz, Edward Weston, Walker Evans, Ansel Adams, Dorothea Lange, Robert Frank, and Robert Adams. *Same as ART 353.* *Kent*

**HAA 383. Landscape in Chinese Poetry, Painting and Gardens. (A) (NW) (WP)**

An examination of the most enduring theme in both the literary and visual arts of China from the Han dynasty to the modern period. An introductory unit explores the philosophical foundations for later cultural development. The course then investigates the theme of landscape as it is expressed in









conducting research on humans and other animals. Prerequisites: PSY 100 or BIO 101/110; and PSY 300/230 or BIO 210 or SOC 302. *Same as BIO*

**462. Toni Morrison. (H)**

This seminar will focus on Toni Morrison as a major African American and American writer. We will examine Morrison’s oeuvre in both fiction and criticism, and explore how her aesthetics and vision, and her analyses of them, are informed by historical contexts and their racial, sexual, gendered, class, etc. impulses. Permission of the instructor required. *Same as AFS/ENG 462.* Bernard

**467. Virginia Woolf. (H)**

In her essay “Modern Fiction,” Virginia Woolf wrote, “let us record the atoms as they fall upon the mind in the order in which they fall, let us trace the pattern, however disconnected and incoherent in appearance, which each sight or incident scores upon the consciousness.” This proposition reflects Woolf’s turn from realism to a modernist style devoted to interiority, impressionism, wordplay, and what she called “breaking the sentence and the sequence.” At the same time, Woolf, an ardent feminist, wrote compellingly about the politics and culture of the early twentieth century. This course will consider Woolf’s major works alongside excerpts from the letters and diaries, charting her formal innovations as well as her social critiques. Through an examination of literary criticism, we will explore the main tendencies in Woolf studies from the 1970s to the present day. *Same as ENG 467.* Abravanel

**480. Issues Facing Organizations in the 21st Century. (S)**

This course is a senior seminar for BOS majors. Various course sections use a different multi-disciplinary “theme.” All sections require that students undertake a semester long project as the culmination of their academic program. Projects may be individual or group based. Contemporary issues are used to create discussion and debate. Permission to enroll is determined by the student’s adviser and the instructor. *Same as BOS 480.* Young

**484. “Verde que te quiero verde”: Federico Garcia Lorca. (H)**

This course explores Spanish author Federico Garcia Lorca’s works. Through his art, Lorca was able to create a literary world that feels both personal and universal. By analyzing a number of his best-known poems and plays, we will study his typical innovations and alliance with the avant-garde, as well as situate him within his historical context. We will also *Wf =utpã*

The College has found many ways to recognize, encourage and reward special talents and to help students extend their academic interests into the realms of research, the arts, internships, educational travel, public service and employment.

### **STUDENT-FACULTY COLLABORATION**

F&M prides itself on creating opportunities that allow students to convert theory into practice and enjoy hands-on experience. While most undergraduate institutions reserve research opportunities for students in their graduate programs, we engage students now by allowing them to work side by side with faculty. These [programmatic opportunities](#) include the Summer Research Scholars Program, independent student research projects, the preceptor program, and many other academic year and summer research opportunities made available through departmental and faculty grants.

### **TUTORIALS**

A Tutorial is a regular course (either is opportun

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## **ACADEMIC ADVISING**

Franklin & Marshall College emphasizes an approach to advising that takes seriously the College's mission to foster in its students a love of learning, to educate them about the natural, social and cultural worlds in which we live, and to encourage them to become citizens who contribute productively to their professions, communities and world. Academic advisers guide students as they learn to make decisions about intellectual interests, course selection, a Major and ultimately, the meaning of a liberal arts education.

Faculty members from across the curriculum advise incoming students. Faculty in the academic departments advise their majors as well as offer advice to all students about pursuing graduate study in their disciplines. The College views academic advising as a natural extension of the faculty's teaching role, and it is supplemented and supported by Dons and College House Deans, who work within the College House System. Health professions advising and legal professions advising are also available. More information about these special advising options can be found at

[fandm.edu/academics/student-resources/academic-advising](http://fandm.edu/academics/student-resources/academic-advising).

## **HE H B**

### **STUDENT ACCESSIBILITY SERVICES**

In accordance with equal education opportunity laws, Franklin & Marshall College provides reasonable academic accommodations.

## **ADMISSION OF THE COLLEGE**

Franklin & Marshall College welcomes applications from students who seek to participate in an engaging liberal arts community. Students most competitive for admission are those who, in the judgment of the Admission Committee, will benefit from and contribute to both the academic and co-curricular programs of the College.

## **ELECTION**

Selection is based upon several criteria, with the quality of the with a selection benefit

may receive federal or state aid for the



In order to permit student participation in extracurricular activities, attendance at regularly scheduled classes or labs is not usually required after 4:20 p.m. on Mondays, Wednesdays and Fridays or after 6:05 p.m. on Tuesdays and Thursdays, except for regularly scheduled evening classes.

Some courses involve field trips, lectures, or other activities scheduled outside of regular class hours. These experiences are \_\_\_\_\_ and on \_\_\_\_\_ courses

## WITHDRAWING FROM COURSES AND PART-TIME STATUS

When withdrawing from a course (or courses) will result in a student being enrolled in fewer than three course credits, the student's status changes from full-time to part-time.

1. A student wishing to drop courses and assume part-time status must petition the Committee on Academic Status. Students should not assume that the Committee's approval is automatic.
2. Dropping to part-time status is an unusual step, and Committee approval depends upon the existence of extenuating circumstances such as health problems or unusual personal difficulties.
3. The deadline for submitting a petition for part-time status is the last day of classes in that semester.

## PASS/NO PASS OPTION

The College encourages students to broaden their educational experience by taking courses across many different disciplines and following their interests into new arenas. To facilitate this exploration, students may take one course each semester P/NP in a four course semester, up to a maximum of six credits over their career at F&M. This means that their transcript will record a "P" for that class rather than a letter grade, as long as the student successfully completes the course. The student gets credit toward graduation for the course, but there is no impact on the cumulative GPA.

How to use the P/NP option:

1. A student may take up to six credits Pass/No Pass in their F&M career.
2. A student may elect one credit of coursework per semester as P/NP. If a student is enrolled for five or more course credits in a single semester, two credits may be elected on a Pass/ No Pass basis that semester.
  - a. Note that students concurrently enrolled in a credit that is non-optional as a P/NP (for example, an experience for credit, precepting, or other course automatically designated as P/NP) still have the option to elect P/NP for one of their other credits of coursework.
3. A student may not take more than two credits of coursework on a P/NP basis in any semester, including both optional and non-optional P/NP coursework.
4. The Pass/No Pass option may not be elected by a student for a course that satisfies a requirement for a major, minor, or special studies area of concentration (including specified related courses), nor may it be used for Connections seminars.
  - a. Note that departments may designate some courses as automatically P/NP and may choose to count those courses for a major or minor. But students may not elect P/NP for any major or minor courses that ordinarily carry a regular grade
5. Students may use the P/NP option for classes that satisfy the Explorations phase of the curriculum (that is, courses that meet the Arts, Humanities, Social Sciences, Natural Sciences, Language Study, and World Perspectives or Non-Western requirements), with a limit of one use for each individual Explorations requirement. For three-credit certificates, students may

use the PNP option once. For four- and five-credit certificates, students may use the P/NP option twice.

6. Students may retroactively uncover the grade of a course that they originally took P/NP, but now wish to count toward a major, minor, or special studies area of concentration, or for any other reason. Uncovering a grade from a course elected as Pass/No Pass does not allow for an additional (i.e., seventh) P/NP course.
7. Students may select the P/NP option for a class at any point until the deadline for course withdrawal with record, which is typically 10-14 calendar months after the end of the semester.

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7. A student may not use the repeat option more than three times.
  8. An allowable repeat of a course must be taken at the same institution where the course was originally taken. In particular, courses originally taken at Franklin & Marshall with a grade of “D+,” “D,” “D-,” “F,” or “NP” may only be repeated at Franklin & Marshall. Students may petition the Committee on Academic Status for exceptions to this policy.
  9. As clarification, if a course for which the original grade was “D-” or higher is repeated, and if a withdrawal (“W”) occurs in the repeat, then the original grade and credit are retained. If, however, the course is failed when repeated, the original credit is lost. If a course for which the original grade was “F” is repeated, and if a withdrawal (“W”) occurs in the repeat, then the original grade remains for grade point average calculations.
  10. Election of the repeat option requires the submission of a form to the Office of the Registrar.
  11. It is the student’s responsibility to verify that repeated courses ar
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cumulative advisory” status. Students on “advisory” status will be informed of this in writing, and a College House Dean will meet with these students to discuss academic conce



2. Plagiarism—reproducing the work or ideas of others and claiming them as your own, for example:
  - a. claiming authorship of a piece of writing or artwork created by someone else,
  - b. making use of ideas obtained from other sources (including classmates) without clearly acknowledging the source, or
  - c. incorporating verbatim passages or elements from an existing work into one’s own work without quotation marks or otherwise clear indication of authorship.
3. Falsifying information—making false statements or fabricating information in an academic exercise, for example:
  - a. providing false data or sources for an assignment,
  - b. requesting an extension or other favorable consideration, or
  - c. submitting work completed in another class for credit without the express permission of the instructor.

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Incomplete grades are to be replaced by permanent grades no later than thirty days after the end of the final examination period in any semester. This deadline is subject to appeal to the Vice President and Dean of Student Affairs. In cases in which the course work is not completed by the assigned deadline, and an extension has not been requested and granted, the grade of "I" may be automatically converted to an "F" in the Registrar's office.

## GRADE REPORTS

Grades are reported to students through their transcripts through myDiplomat. In compliance with the Family Educational Rights and Privacy Act of 1974, Franklin & Marshall College does not automatically send grades to parents. Students may authorize the regular release of grades to their parents by signing a formal release form available in the Registrar's Office.

## TRANSCRIPTS

Official transcripts are released by the Registrar's Office to designated parties upon formal request by the student. Current and former students may make these requests through Parchment Exchange, or in person in the Registrar's Office. Transcripts are generally mailed within three working days of the receipt of the request. Students requiring same day service may be charged a fee. Instructions for requesting a transcript can be found at [fandm.edu/registrar/managing-credits/transcript-requests](http://fandm.edu/registrar/managing-credits/transcript-requests).

There is no fee for this service if fewer than ten transcripts per academic year are requested. This service may be denied if there is a pending disciplinary matter.

## CHANGES IN A RECORDED GRADE

After a student's course grade is officially recorded, a change may be made only with the approval of the Committee on Academic Status through a petition from the faculty member stating good and sufficient reason for the change. Grade changes may not be requested on the basis of student work submitted after the official grading deadline.

A significant part of the Committee on Academic Status' rationale is that a change in a student's grade should be made only after grades for all students enrolled in that course have been reviewed, and the instructor is reasonably sure that no other student is affected unjustly by not having had an equivalent review of his or her reported grade.

The petition submitted by an instructor should include both an explanation of the reasons why the change is required and a description of how discrimination against other students has been prevented. A grade change petition form is available from the Registrar's Office.

## APPEAL OF A GRADE BY STUDENTS

Students are entitled to objective, professional evaluation of their academic work and to fair, equitable treatment in the course of their academic relationships with members of the faculty. These criteria are observed by members of the Franklin & Marshall faculty as a part of their professional responsibilities. Misunderstandings have traditionally been resolved by direct discussion between students and professors, and this

manner of resolving problems is normally both appropriate and sufficient. Should a student believe that he or she has a legitimate grievance regarding his or her grade for a course, the first step is thus to consult directly with the instructor for the course. Instructors may have explicit guidelines for how these appeals are to be registered, and students should follow those guidelines if they exist.

If the student then believes that the grievance has not been reconciled by this direct communication, he or she may pursue the matter by consultation with the department or program chair. In these instances, the student shall in a written statement provide a full, fair account of the incident or circumstances giving rise to the grievance. The chair shall review the statement, talk or meet with the student, and talk with the professor. (Note: if the department or program chair is also the instructor for the course, the student should consult directly with the Office of the Provost.) If, after this review, the chair finds that the matter does not merit further consideration, the chair shall inform the student and the professor of this conclusion.

If, however, the chair finds that the matter is not comprehended in established College regulations or for other reason merits further consideration, the chair will bring the matter to the Provost (or Provost's designee). If an instructor is no longer employed by the College, and does not respond to inquiries from the student and the department chair in a reasonable amount of time, the chair shall automatically bring the matter to the attention of the Provost (or designee). In addition, a student may appeal the department chair's decision not to pursue a complaint to the Office of the Provost.

In all cases where such a complaint about a grade reaches the Office of the Provost, the following procedure shall apply. The Provost (or his/her designee) shall consult with the department chair, and together they will review the student's statement, the conversations, and any other materials they deem necessary. The Provost (or designee) will also hold a direct conversation with the student, if the student so wishes, and with the professor if deemed necessary. The chair and the Provost (or designee) shall then jointly determine a resolution of the matter (which shall be submitted to the Provost in cases where the Provost him- or herself was not a party to the discussions). In all such cases, only the Provost has the ultimate authority to approve grade changes, and the Provost's decision shall be considered final. The Office of the Provost shall in all cases be mindful of the principles contained in the College's Statement of Academic Freedom and Tenure. If, in the judgment of the Provost, the grievance is of such gravity that its resolution would have an impact on the welfare of students generally or on the conduct of professional responsibilities in the College, she or he may consult with the Professional Standards Committee and/or the College's General Counsel.







**COMMENCEMENT**

The annual Commencement ceremony is held at the end of each spring semester and recognizes students who received degrees the preceding summer and winter as well as those students receiving degrees on the day of the the

## **TRANSFER OF CREDIT PRIOR TO MATRICULATION (TRANSFER STUDENT)**

College credit earned prior to matriculation at Franklin & Marshall College is transferred on the basis of courses in which the student has earned grades of “C-” or better. The total amount of Franklin & Marshall transfer credit is determined by dividing the total semester hours of approved credit by four (the number of credit hours per course at Franklin & Marshall College). (Transfers from a quarter-hour system divide total quarter hours by six.)

A student must complete a minimum of 16 course credits at Franklin & Marshall College regardless of the amount of credit transferred and even if all other degree requirements can be met with fewer than 16 course credits.

Grades in transferred courses are not included in the Franklin & Marshall grade point average. Thus, they are not taken into account in the determination of College honors. Grades in transferred courses taken prior to matriculation are not posted on a student’s Franklin & Marshall transcript. Transfer credit for graded college courses will count toward the requirement that a student must pass 21 regularly graded credits to graduate from Franklin & Marshall College.

Online courses taken prior to matriculation may transfer upon approval of the appropriate academic department  
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credit will satisfy a major or minor requirement if the course is listed in the Catalog as satisfying that requirement. Whether a student is awarded credit for more than one semester's work in a single subject is determined by the department concerned.

These procedures do not permit the granting of two college credits for the same work (e.g., introductory calculus taken in high school and repeated at Franklin & Marshall College). If a student is officially enrolled at the end of the second week of classes for a course at Franklin & Marshall College for which Advanced Placement credit has been awarded, the student forfeits the awarding of this credit.

There is no limit on the number of Advanced Placement course credits a student may receive, but these credits cannot count toward the 16 course credits that must be earned at Franklin & Marshall College nor toward the 21 course credits that must be earned with standard grades.

## COLLEGE CREDITS TAKEN IN HIGH SCHOOL

Franklin & Marshall College will normally accept, in transfer, only those college credits taken while the student attended high school that are earned under all of the following conditions:

1. The course was taught on the campus of a college accredited by one of the regional accrediting associations;
2. The course was taught by a regular member of the college faculty;
3. The student was enrolled in a course with degree candidates of that college; and
4. The course was a regular part of the curriculum of the college.

Students wishing to appeal these policies may do so to the Associate Dean of the Faculty. All other policies listed under "Transfer Credit Prior to Matriculation" apply.

## CREDIT BASED ON INTERNATIONAL ACADEMIC CREDENTIALS

International Baccalaureate (IB) diploma recipients with a total score of 30 or more are awarded eight course credits (one full year) toward the Franklin & Marshall degree. Subjects not eligible for credit are those for which the diploma recipient has earned a grade of C or below.

## **W ITHDRAWAL FROM THE COLLEGE**

Students who withdraw voluntarily from the College (including those who transfer to another institution) must notify their College House Dean in writing. Students who withdraw from the College are expected to complete an Exit Survey.

The deadline for withdrawal from the College to exclude grades for the current semester is the last day of classes. All other withdrawals become effective with the beginning of the next semester.

## **LEAVES OF ABSENCE**

There are five types of Leaves of Absence subject to the various conditions described in the following sections. Enrolled students may view the full details of this policy at [inside.fandm.edu/office-of-student-affairs/leave-of-absence/index.php](https://inside.fandm.edu/office-of-student-affairs/leave-of-absence/index.php).

### **LEAVES OF ABSENCE**

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3. Students on a leave for financial reasons must request a return to campus through the Reinstatement Committee.

Additional information about financial aid can be found by contacting the [Office of Financial Aid](#).

### Academic Suspension

In cases where a student has an academically unsuccessful semester, the student may be suspended and the College may require the student to take a Leave of Absence. This leave is not meant to be punitive; instead, it is intended to provide the student an opportunity to assess their academic progress to date and to allow the student to return to campus after showing appropriate readiness to return.

The conditions governing an academic suspension are as follows:

1. Students on a leave for an academic suspension are not considered enrolled at Franklin & Marshall and are required to leave the College community and may not remain in College or College affiliated housing. Exceptions may be granted by the Dean of Students.
2. Students on academic suspension are required to enroll in at least one course at another institution during the period of suspension. Successful completion of at least one course to prove demonstrated readiness is required to return to F&M. Successful completion is achieved with a C or higher on the official transcript or certificate of completion from the course taken. The transfer of academic credit to Franklin & Marshall for course work taken while on leave is subject to the approval of the academic department and the College Registrar.
3. Students on a leave for an academic suspension must request a return to campus through the Reinstatement Committee.

Detailed information on Academic Suspension can be found under Academic Standards, pages 149-150.

### Disciplinary Suspension

A student who is found responsible for academic misconduct or conduct in violation of the Student Code may be suspended from the College for a set period of time and required to take a Leave of Absence. Students are permitted to return to the College after meeting the conditions of their suspension and showing appropriate readiness to return.

The conditions governing a disciplinary suspension are as follows:

1. Students on a leave for a disciplinary suspension are not considered enrolled at Franklin & Marshall and are required to leave the College community immediately and may not remain in College or College affiliated housing. Exceptions for timing may be granted by the Dean of Students. Office of
2. Students on leave are not permitted to take academic courses at another institution for transfer credit without prior approval by the Dean of Students or designee. The transfer of academic credit to Franklin & Marshall for course work taken while on leave is subject to the

approval of the academic department and the College Registrar.

3. Students on a leave for a disciplinary suspension must request a return to campus through the Leave of Absence Reinstatement Committee.

Additional information may be found in the [Student Code](#).

### Health Leave of Absence

For a variety of reasons, students may find it beneficial to request a Leave of Absence to address a health condition. In limited circumstances, the College may deem it necessary to require a student to take a Health Leave of Absence. The Health Leave status will continue until the student is prepared to return to the College and is approved by the Reinstatement Committee.

A student is encouraged to request a voluntary Health Leave in the event that they believe that their physical and/or mental health concerns are significantly interfering with their ability to succeed at Franklin & Marshall and/or that the demands of college life are interfering with their recovery, treatment, or safety. A student who, in consultation with either the medical or counseling staff at the Student Wellness Center or their personal health care provider, determines that they need to request a voluntary Health Leave should contact their House Dean to discuss the terms of the leave as determined by the College. Whenever possible, students intending to go on a Health Leave from the College should complete a Leave of Absence Request Form.

The conditions governing a health leave are as follows:

1. Students on a health leave are not considered enrolled at Franklin & Marshall and are required to leave the College community and may not remain in College or College affiliated housing. Exceptions may be granted by the Dean of Students.
2. Students on leave are not permitted to take academic courses at another institution for transfer credit without approval by the Dean of Students or designee. The transfer of academic credit to Franklin & Marshall for course work taken while on leave is subject to the approval of the academic department and the College Registrar.
3. Students on a health leave must request a return to campus through the Reinstatement Committee.

## READMISSION TO THE COLLEGE

Any person who has resigned or withdrawn from Franklin & Marshall College and wishes to be readmitted should contact the [Office of Admissions](#) in order to apply to return. Readmission is

# FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

Students at Franklin & Marshall College have rights according to the [Family Educational Rights and Privacy Act](#) (FERPA) of 1974. FERPA was designed to protect the privacy of educational records, to establish the right of students to inspect and review their educational records, and to provide guidelines for the correction of inaccurate or misleading data. A FERPA annual notice is emailed

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