Directions for Correspondence

Requests for specific information on the following topics should be directed to the individuals named below at the following address: 1200 Academy Street, Kalamazoo, Michigan 49006. The general information telephone number for the College is (269) 337-7000. For admission information, call (800) 253-3602 or (269) 337-7166.

President
Eileen Wilson-Oyelaran

Academic Affairs
Michael A. McDonald, Provost

Admission of Students
Eric Staab, Dean of Admission

Advancement
Victoria Gorrell, Vice President for College Advancement

Alumni Relations
Kim Aldrich, Director of Alumni Relations

Business Matters
James Prince, Vice President for Business and Finance

Career and Professional Development
Joan Hauxhurst, Director, Center for Career and Professional Development

Enrollment
Joellen L. Silberman, Dean of Enrollment

Financial Aid
Marian Stowers, Director of Financial Aid

Registration, Records, and Transcripts
Alyce Brady, Registrar

Student Affairs
Sarah Westfall, Vice President for Student Development and Dean of Students

Study Abroad
Joseph L. Brockington, Director of the Center for International Programs

Kalamazoo College is fully accredited by the North Central Association of Colleges and Secondary Schools. It is an institutional member of the American Council on Education, the College Entrance Examination Board, and the Association of American Colleges.

The College is a member of the Great Lakes Colleges Association (GLCA), the Michigan Intercollegiate Athletic Association (MIAA), and the National Collegiate Athletic Association (NCAA) Division III.

An equal opportunity employer, Kalamazoo College is committed to equal rights, equal opportunities, and equal protection under the law. The College administers its programs without regard to race, creed, religion, age, sex, national origin, height, weight, marital status, physical disability as protected by law, or sexual orientation. The College’s definition of sexual orientation proscribes discrimination based on a person’s heterosexuality, homosexuality, bisexuality, or gender identity, actual or presumed. Inquiries should be addressed to the Human Resources Manager, Laura Andersen.

The Academic Catalogue contains the most accurate information available at the time of publication. The online version of the Academic Catalogue can be seen at http://www.kzoo.edu/regist/. Statements contained herein or on the online version are not contractual obligations, and verbal or other representations that are inconsistent with or not contained within the catalogue’s offerings or policies are not binding. Kalamazoo College reserves the right to change, without specific notice, offerings, policies, procedures, qualifications, fees, and other conditions.
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The Campus Map

1. Anderson Athletic Center
2. Athletics Complex
   • Angell Football Field/Caulder Fieldhouse
   • MacKenzie Soccer Field
   • Softball Field
   • Woodworth Baseball Field
3. Crissey Residence Hall
4. DeWaters Residence Hall
5. Dewing Hall
   • Center for Career and Professional Development
   • Center for International Programs
   • First Year Experience
   • Records Office/Registrar
   • Mary Jane Underwood Stryker Institute for Service-Learning
6. Dow Science Center
7. Facilities Management
8. Harmon Residence Hall
9. Weimer K. Hicks Center
   • Banquet Rooms
   • Bookstore
   • Counseling Center
10. Mail Center
11. Hoben Residence Hall
12. Hodge House
    President's residence
13. Humphrey House
14. Light Fine Arts Building
   • Dalton Theatre
   • Dungeon Theatre
   • Connable Recital Hall
15. Living/Learning Houses
16. Mandelle Hall
   • Business Office
   • Financial Aid
   • Human Resources
   • Kalamazoo College Fund
   • Office of Admission
   • Office for College Advancement
   • Olmsted Room
   • Office of the President
   • Office of the Provost
17. Marken Racquet Center
18. Natatorium
19. Nelda K. Balch Playhouse
20. Olds-Upton Science Hall
21. Severn Residence Hall
22. Stetson Chapel
23. Stowe Tennis Stadium
24. Stryker Center
25. Trowbridge Residence Hall
26. Upjohn Library Commons
   • Audio/Visual/Production Studios
   • Biggby Coffee
   • Information Services
27. Old-Wells Hall
   • Student Dining Hall
   • Stone Room
28. Lillian Anderson Arboretum

is approximately two miles west of the intersection of M-43 and Highway 131. The hidden driveway is on the south (left) side of the road.
Kalamazoo College Academic Calendar

Fall Quarter · 2009

Orientation Program  September 16-20
Classes Begin  September 21
Classes End  November 25
Thanksgiving (Holidays)  November 26-27
Reading Day  November 30
Final Exams  December 1-4

Winter Quarter · 2010

Classes Begin  January 4
Martin Luther King Jr. Holiday  January 18
Classes End  March 12
Final Exams  March 15-18

Spring Quarter · 2010

Classes Begin  March 29
Memorial Day (Holiday)  May 31
Classes End  June 4
Final Exams  June 7-10
Commencement  June 13
Kalamazoo College

Our Mission
The mission of Kalamazoo College is to prepare its graduates to better understand, live successfully within, and provide enlightened leadership to a richly diverse and increasingly complex world. As a highly selective, nationally renowned, and internationally oriented four-year college of arts and sciences, Kalamazoo College has developed a tradition of excellence in the fulfillment of this mission.

The College offers the Kalamazoo Plan (K-Plan), an undergraduate experience of rigorous liberal arts scholarship and opportunities for experiential education in both domestic and international settings. The K-Plan includes classroom and laboratory explorations in a learning environment in which teachers know and attend to their students personally; career development experiences; study abroad; service learning; and an in-depth senior individualized project. This distinctive combination of opportunities and expectations contributes to the development of self-reliant, mature individuals of principle and character—individuals well equipped to discharge their duties as citizens and to fulfill their aspirations both for careers and for further learning.

The College, through this K-Plan, is especially dedicated to students’ cultivation of five key dimensions of intellectual and personal growth:

1. Lifelong learning is the passion for exploring new ideas through sustained engagement with the liberal arts and sciences and for reflection on ever-changing experiences that such engagement affords. One end of formal education should be an eager curiosity and the skills and knowledge that will give direction to that curiosity.

2. Career readiness includes hands-on explorations—through internships, externships, and other field experiences—based on the student’s combination of interests, values, and capabilities. These explorations help the student form career goals that have high potential for providing career satisfaction and fulfillment.

3. Intercultural understanding is an awareness of the different ways that people experience and organize the world and an openness to learning from those who differ from one’s own self and culture. By studying and experiencing other cultures, students expand their consideration of events, ideas, and beliefs beyond the filter of their own culture.

4. Social responsibility is a commitment to community service and a willingness to take on roles for the common good. By voluntarily accepting responsibilities that transcend individual self-interest, students learn that contributions to community well-being enhance individual growth.

5. Leadership is the ability to envision new possibilities and the capacity to motivate, organize, and empower oneself and others to achieve those possibilities. In its most effective form, leadership springs from democratic principles, such as the free consent of others, and therefore requires skills such as listening, engaging in effective dialogue, and consensus building.

Our History
“We do not want a college here that is as good as any one of a hundred similar schools, we intend to have a small college that is better than any of them.”

— Kalamazoo College President Allan Hoben, 1922-35

Founded by visionary Baptists in 1833 as The Michigan and Huron Institute, the institution changed its name to Kalamazoo College in 1855. From its earliest days, the College has demonstrated a commitment to the liberal arts and academic excellence. Drawing from the Baptist tradition, Kalamazoo has also emphasized experiential learning, freedom of individual conscience, and appreciation of difference.

James and Lucinda Stone, who led the College from 1842 to 1863 and who were primarily responsible for the academic reputation that gained the College its charter in 1855, embodied and extended those values. In their teaching and leadership, the Stones sustained their vision of a college that transcended barriers between faculty and students, between intellectual pursuits and moral values, and between campus life and the larger life of American society and world events.

This vision was carried forward in the next century by President Allan Hoben (1922–35). This era was characterized by Dr. Hoben’s concept of the College as a “Fellowship in Learning,” an academic village whose members collaborate in the project of education. Dr. Hoben encouraged the high level of faculty involvement in campus life that distinguishes the College today. He also made Stetson Chapel a meeting house where community members could share opinions, insights, and concerns.

During the administration of President Weimer Hicks (1954–71) the “Kalamazoo Plan” was born, combining rigorous academics with career internships, senior independent study, and a pioneering study abroad program begun in 1958. Dr. Hicks also enlarged and strengthened the Kalamazoo College faculty, raising the level of intellectual leadership and personal commitment to values that sustained the College through its transition to a “global campus.”

**Kalamazoo College Today**

Today Kalamazoo operates as an independent college while acknowledging its strong and proud link with the American Baptist Churches, USA. Some 1,350 students from across the United States and more than a dozen countries study here. Kalamazoo’s Center for International Programs now sends more than 85 percent of students to some 50 programs in 25 countries and serves as a model for colleges nationwide.

The entire “K” community works to sustain its legacy through a continued emphasis on academic excellence, expanded opportunities for service learning, a “Guilds” program that links students with alumni, and the creation of a modern sustainable campus that is a true center of living and learning.

Parallel to these efforts runs a dedication to an education that calls upon community members to make informed judgments and to take responsibility for translating learning into life—an education that produces confidence in approaching the complexity and plurality of a changing nation and a global society. The College’s goal is to achieve unity and diversity in a cooperative and challenging community where each member is encouraged to realize his or her full potential.
GENERAL INFORMATION

The College’s Location
Admission
Expenses
Financial Assistance
Location

The College is located in a quiet residential section of Kalamazoo, a city with a metropolitan population of more than 240,000. The city's downtown district is within easy walking distance from the campus, and other shopping malls, as well as movies and restaurants, are a short bike or bus ride away. Western Michigan University is only a few blocks from the campus. The College maintains a close and active involvement with the Kalamazoo community, which supports, among other cultural activities, a symphony, a chamber music society, an art institute, professional baseball and hockey teams, a nature center, and several theatres.

The cultural offerings of the College, the city, and other colleges in the area, together with the natural beauty of southwest Michigan's lakes and rolling hills, give Kalamazoo residents and students an enviable quality of life.

Kalamazoo College offers an excellent learning environment. Its hilltop campus covers nearly 60 acres. At the heart of the campus is the quadrangle (fondly known as the Quad), bordered by academic and administrative buildings, the student center, and Stetson Chapel. Beyond the Quad are the fine arts facilities, including theatres and recital halls; the nationally recognized Dow Science Center; the newly renovated Upjohn Library Commons; classrooms; offices; living/learning houses; residence halls; an athletic center; a racquet center; tennis courts; a swimming pool; and playing fields.

Admission

Kalamazoo College seeks talented students from diverse backgrounds who are looking for the academic and personal challenges that are offered in a Kalamazoo College education. In determining admission, consideration is given to many different expressions of a student's qualities and abilities: scholastic achievements, performance on standardized tests, extracurricular activities, and other experiences. Admission is very selective and is offered to those applicants whose academic and personal qualities promise success.

First-Year Students

Kalamazoo College operates under a traditional admission calendar and offers three different admission programs for First-Year Students. For deadline and notification dates, please contact the Office of Admission. Admission is to the fall term only.

Early Decision

This program is designed only for those whose clear first-choice college is Kalamazoo. Students who are admitted under this program will be offered an estimate of financial assistance at the same time they learn of admission. This is a binding program, so the students admitted to Kalamazoo College under this program must pay a commitment deposit no later than January 15 or forfeit their offer of admission for the fall.

Early Action

This program offers the opportunity to learn of admission status early, but enables students to pay commitment deposits at any time up to May 1. Offers of financial aid will be mailed to these applicants in mid-March.
Regular Decision
This program is designed for students who do not wish to be part of the early programs. Notification of admission decisions will be mailed at least 4 weeks in advance of the May 1 deadline for commitment deposits.

Application Components
Applicants should note that all components of the application packet must be postmarked by the application deadlines in order to be considered on time. Only those files that are completed will be reviewed for decisions.

1. Application Form
Students must use the on-line Common Application. Kalamazoo College requires a supplement to the Common Application that may be obtained from the College website or the Common Application web site.

2. High School Transcript
An official high school transcript should be furnished by the secondary school at the time the student applies for admission. A final transcript will be required at the end of the senior year.

The secondary school report form must be submitted by the applicant to the secondary school counselor, who should send the completed form and a letter of recommendation to Kalamazoo College. In addition, a midyear report is required.

4. Essay
The essay helps us to become acquainted with a student in ways different from courses, grades, test scores, and other objective data. It enables students to demonstrate their ability to organize thoughts and express themselves.

5. Teacher Evaluation
The teacher evaluation form should be given to a teacher who has taught the applicant in an academic subject within the last two years. The completed form and a letter of recommendation should be returned by the teacher to Kalamazoo College.

6. Application Fee
Applications must be submitted with a nonrefundable $40 fee, payable on-line with a credit card when using the Kalamazoo College on-line application or the on-line Common Application. The application fee may also be paid by check or money order payable to Kalamazoo College and mailed directly to the Office of Admission.

7. Standardized Tests
Scores from either the Scholastic Aptitude Test (SAT) of the College Board or the ACT are required of all applicants. It is recommended that all applicants take one or both of these tests in their junior year, but no later than December of the senior year. The writing section of the chosen test is required.
8. **Financial Aid**
Candidates applying for financial aid should note this in the appropriate space on the admission application form. Applicants for financial aid based on need must submit the CSS PROFILE Form plus the Free Application for Federal Student Aid (FAFSA).

**Campus Tour and Visit**
Prospective students and their families are invited to visit the campus. Appointments may be made through the Office of Admission during regular business hours (8 a.m. to 5 p.m. Eastern Time) Monday through Friday. From October to May, the office is open Saturday mornings by appointment. To arrange a visit, call the Office of Admission toll-free at (800) 253-3602 or locally at (269) 337-7166; visit our web site at www.kzoo.edu/admissions; or send an e-mail, including your full name, address, and telephone number, to admission@kzoo.edu.

**Transfer Students**
Kalamazoo College welcomes transfer students each fall. Kalamazoo College subscribes, in general, to the Michigan Association of Collegiate Registrars and Admission Officers (MACRAO) agreement concerning general education requirements at participating colleges. Some restrictions, however, do apply. Please see the section below on Transfer Credit. Because of the varied co-curricular opportunities at Kalamazoo, it is essential that students interested in transferring do so as early as possible to take advantage of the many options available. Transfer student applications must be completed by no later than May 1.

**International Students**
International students should write to or e-mail the Office of Admission regarding admission. To be eligible for admission, international students must be competent in the use of the English language. The Test of English as a Foreign Language (TOEFL) or the Michigan English Language Assessment Battery (MELAB) is required. On-line application is required. International students may choose to apply as Early Decision, Early Action, or Regular Decision candidates.

**Dual Enrollment for High School Students**
Kalamazoo College has a dual enrollment program for those high school students who, with the approval of their principal, wish to enroll for college credit while still in high school. Students are asked to call the Office of Admission for a dual enrollment application, course information, and information about costs. Enrollment in courses is predicated on availability and prerequisites. High school students may not enroll in first-year seminars.

**Transfer Credit**

**New Transfer Students**
Determination of transfer credit will be made at the time of enrollment. All credit is awarded by the Registrar in consultation with departmental faculty. Transfer students must meet all Kalamazoo College degree requirements, including the Residency Requirement. See page 31 for more information.
Transfer Credit Policies
All transfer credits must be earned from a regionally accredited institution with a grade of C or above (C- is not acceptable). Credit transferred in from other institutions is not used in the calculation of the Kalamazoo College cumulative grade point average (GPA).

Transfer units may be used to satisfy the language and physical education requirements. Transfer students who have, prior to admission, already taken a first-year seminar or English composition course similar in content to the first-year seminar at Kalamazoo College may apply that course toward the first-year seminar requirement. Transfer units may not be used to satisfy the sophomore or senior Shared Passage Seminar or cultures requirements. Transfer units may be used toward majors, minors, and concentrations at the discretion of the faculty in the associated department or program.

All work to be considered for transfer credit must be submitted on an official transcript sent directly from the transfer institution to Kalamazoo College or in a sealed envelope with the registrar's signature across the seal. The College reserves the right to deny transfer, Advanced Placement, or International Baccalaureate credit not reported within the first year of enrollment.

Advanced Placement (AP)/International Baccalaureate (IB)/A-Level Credit
Upon enrollment at Kalamazoo College, students will be granted one unit of credit toward graduation for each subject area in which they earn a score of 4 or 5 on the College Board Advancement Placement Examination or a score of 5 or higher on the Higher Level examinations of the International Baccalaureate. Credit may also be granted by the Registrar at the time of enrollment for General Certification of Education, Advanced Level (A-Level) examinations with grades of C or better. Placement or credit toward a major, minor, or concentration may also be granted at the discretion of the department or program; a table of examples for various subject areas may be found online under Academics and Admission. No placement or transfer credits may be used to satisfy Shared Passage Seminar or cultures requirements.

Dual Enrollment Credit
Dual enrollment credit is credit taken at a regionally accredited institution of higher education while a student is still in high school. While this credit may have been used to satisfy high school diploma requirements, it must have been taken at an accredited institution of higher education. All general transfer credit policies apply to dual enrollment credit. Students bringing dual enrollment credit into Kalamazoo College will be classified as first-year students for the entire first academic year and will be required to follow all policies in effect for first-year students.

Expenses
The tuition and fees listed represent the charges for the 2009-2010 academic year. In planning for the following year, students should expect an increase in line with rises in institutional costs.
Charges Per Quarter
NOTE: The Board of Trustees reserves the right to change fees prior to the opening of any quarter.

<table>
<thead>
<tr>
<th></th>
<th>Resident Student</th>
<th>Commuter Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$ 10,881</td>
<td>$ 10,881</td>
</tr>
<tr>
<td>Room</td>
<td>1,264</td>
<td>0</td>
</tr>
<tr>
<td>Full Board Plan</td>
<td>1,328</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>13,473</td>
<td>10,881</td>
</tr>
</tbody>
</table>

Rather than the full 20-meal-per-week carte blanche board plan, students may elect a 15- or 10-meal plan for $1,251 or $1,049 respectively.

A normal course load at Kalamazoo College is three units. If a student takes two or four courses, the tuition cost remains the same.

Of particular significance to those students participating in the study abroad program is the subsidy repayment that is required should they withdraw from the College. The Board of Trustees has designated $1,300 as the amount that must be repaid to the College before a transcript may be released for those who consider transferring from the College after having participated in study abroad. This fee is payable at the time a transcript is requested and is refundable upon completion of the degree if the student remains at or returns to the college. (Further information regarding penalties for withdrawal from the study abroad program may be found in the “Center for International Programs” section of this catalogue.)

Entering students will pay a fee deposit of $350 to reserve a place in the class; this also reserves space in a residence hall. It is credited against the bill for tuition and fees. New students will be notified of the due date for the fee when they are admitted to the College. Other students will pay the fee deposit upon notification from the business office. All drafts and checks should be made payable to Kalamazoo College.

Quarterly payments are due approximately three weeks prior to the opening of the quarter. Bills not paid by the due date will be considered past due; students will be assessed a late charge of 1.5 percent per month on any past due bills. An additional $15-per-day charge is levied for anyone who has not made financial arrangements (including the signing of Perkins Loan promissory notes) at the business office by the end of the second day of the quarter.

Transcripts cannot be released until all financial obligations are met.

The College offers a tuition payment plan is offered through ECSI, (888) 549-3274, Web Site: www.reason.kzoo.edu/studentaccts

Kalamazoo College Refund Policy
When a student chooses to withdraw from the College, we recommend the student start the withdrawal process with the Dean of Students. In either case, the student will be asked to complete a withdrawal application in order to collect pertinent information. The student will receive useful information about separating from the College and in some cases will be advised to meet with a staff person from the Office of Financial Aid.

Tuition Room & Board: The refunding of tuition and room and board charges will be based on the official date of withdrawal. Charges are pro-rated based on the number of days enrolled to the number of days in the term, including weekends and holidays. At the point where the number of days enrolled is at or
greater than 60 percent of the term, there will be no refund of charges.

**Financial Aid:** The effect that a withdrawal has on financial aid varies with the provider of the financial aid. Federal, Title IV financial aid will be returned to the U.S. Department of Education according to federal regulation. This regulation uses a daily pro-ration of financial aid earned based on the number of days enrolled to the number of days in the term, including weekends and holidays. At the point where the number of days enrolled is at or greater than 60 percent of the term, there will be no return of federal funds. Institutionally funded scholarships and grants will use this same pro-ration method. Financial aid from the State of Michigan will be returned to the Michigan Department of Treasury according to the formula specified by the state. The state's refund is based on percentage of tuition paid by the program to the percentage of tuition refunded back to the student. (The Michigan Promise Scholarship is not subject to this policy.)

Any students who received excess federal funds from their accounts following the assessment of institutional charges for the term and subsequently withdraws before 60 percent of the term is over will be subject to federal return of funds policy on a portion of the funds they received back as a credit on their account.

Any student receiving financial aid and withdrawing from the institution is encouraged to consult with staff in the Office of Financial Aid whenever possible. A student who wishes to return to the College after a withdrawal must apply for re-admission. Reinstatement of federal and state aid is subject to application requirements and availability of funds. Reinstatement of institutional financial aid and scholarships is also subject to application requirements and availability of funds. The student must send the Director of Financial Aid a letter for request of reinstatement, and the student must have been in good academic standing and campus citizenship at the time they withdrew from the College.

**Fees**

<table>
<thead>
<tr>
<th>Fee Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special Secondary School Fee (per course)</td>
<td>$1,012</td>
</tr>
<tr>
<td>One Unit of Course Work</td>
<td>3,627</td>
</tr>
<tr>
<td>Physical Education Activity Course</td>
<td>157</td>
</tr>
<tr>
<td>(during quarter when student is not enrolled for credit)</td>
<td></td>
</tr>
<tr>
<td>On-line Admission Application (nonrefundable)</td>
<td>40</td>
</tr>
<tr>
<td>Matriculation Fee</td>
<td>100</td>
</tr>
<tr>
<td>Advance Deposit</td>
<td></td>
</tr>
<tr>
<td>First-Time Students</td>
<td>350</td>
</tr>
<tr>
<td>Returning Students</td>
<td>200</td>
</tr>
<tr>
<td>Study Abroad</td>
<td>300</td>
</tr>
<tr>
<td>LandSea Program</td>
<td>2,032</td>
</tr>
<tr>
<td>Late Validation Fee (per day)</td>
<td>15</td>
</tr>
<tr>
<td>Returned Check</td>
<td>25</td>
</tr>
<tr>
<td>Applied Music Fee Tuition Per Quarter</td>
<td></td>
</tr>
<tr>
<td>Half-hour private lesson per week for 10 weeks</td>
<td>246</td>
</tr>
<tr>
<td>One-hour private lesson per week for 10 weeks</td>
<td>492</td>
</tr>
<tr>
<td>One-hour group lesson per week for 10 weeks</td>
<td>162</td>
</tr>
<tr>
<td>Official Transcript Fee</td>
<td>3</td>
</tr>
</tbody>
</table>

The College reserves the right to pro-rate the refund of room and board based on the actual date of usage.
Financial Assistance

In a sense, every Kalamazoo College student receives a scholarship. Tuition and fees at the College cover only about two-thirds of the cost of an education. The remainder is made up from funds from endowments, gifts to the College, the Annual Fund, and other sources.

Additionally, through the generosity of alumni and friends, many named scholarships have been endowed to support students at Kalamazoo College. The Office of Financial Aid awards these funds, matching students with the criteria established by each donor.

Kalamazoo College believes in both financial aid based on promise and ability and financial aid based on need. For information about merit scholarships, contact the Office of Admission. For information about need-based awards, contact the Office of Financial Aid. Both offices are located on the first floor of Mandelle Hall.

Merit-Based Aid Programs

The College offers three programs based on merit criteria: Kalamazoo College Honors Awards, Kalamazoo College Competitive Scholarships, and National Merit Scholarships. The College sponsors National Merit Scholars who are selected as finalists by the National Merit Scholarship Corporation. Finalists must be admitted to the College by March 1 and must have listed Kalamazoo as their first college choice.

The Kalamazoo College Honors Awards are scholarships ranging from $3,000 to $13,000 (renewable for four years). These awards are given to students who combine strong academic achievement with significant engagement in cocurricular, work, and voluntary activities. For priority consideration for scholarships, follow the calendar provided in the admission application process. It is possible to combine this award with other merit-based scholarships offered by the College.

The faculty awards Kalamazoo College Competitive Scholarships on the basis of the results of competitive exams given on campus. Awards are $2,000 annually (renewable for four years). Candidates must be admitted to the College and must apply and be selected for the competition by the deadlines established. Competitions are offered in math/science, history/social sciences, foreign languages (French, Spanish, Japanese, Chinese, Latin, and German), English writing, art and photography, music performance, and theatre. Student participation in the competitions is limited, and no student can be awarded more than one such scholarship.

Heyl Scholarship Program

Kalamazoo College has long been respected for the strength of its science program, and this is reflected in the Heyl Scholarship Program.

A science scholarship fund established by Dr. Frederick W. Heyl and Elsie L. Heyl provides scholarship support for students graduating from the Kalamazoo Public Schools to attend Kalamazoo College and major in one of the departments in the Division of Natural Sciences and Mathematics.

The scholarships are highly competitive and are renewed annually, provided the recipient maintains a grade point average of 3.0 or better while
making normal progress toward a major in one of the above departments. A Heyl Scholarship covers full tuition and fees plus room charges and a book allowance. A student cannot simultaneously hold another scholarship awarded by the College and a Heyl Scholarship. However, scholarships offered by agencies outside of the College may be held concurrently, unless the combined scholarships exceed the “total cost of attendance,” as defined by the Office of Financial Aid. Heyl Scholarships are not based on financial need, and some students may qualify for additional need-based financial aid from the College. Heyl Scholarships also cover tuition and fees for study abroad programs. Any situations that require a student to spend extra quarters on campus require a request for additional financial support. Students should direct this request to the Executive Director of the Heyl Scholarship Fund.

The Heyl Scholarship Fund also provides fellowships to any student graduating from Kalamazoo College who wishes to pursue graduate study in selected science fields at Yale University. Students who are interested in this program are encouraged to contact the Executive Director of the Heyl Scholarship Fund early in their senior year. Students should provide notice of their intent to apply and verify that their field of interest qualifies for Heyl support.

Postgraduate Fellowships
Many Kalamazoo College students compete for assistance in financing postgraduate education. The College specifically administers the Herbert Lee Stetson Fellowship, which was established by President Stetson’s will to assist with graduate work at Harvard, Yale, or Johns Hopkins Universities, the University of Chicago, or at a European university. College faculty members act as coordinators for the application process for a number of other fellowship programs including, but not limited to, the following: Fulbright, Goldwater, James Madison, Mellon, Rhodes, Marshall, Truman, teaching assistantships in France, and the German University fellowships. Interested students should contact Diane Kiino, Director of Health Sciences and Chair of the Graduate Fellowship Committee. As noted above, the Heyl Scholarship Fund provides fellowships for graduate study in selected science fields at Yale University.

Need-Based Aid Programs

In addition, the College is committed to the provision of Kalamazoo College Grants and the many endowed and annually funded scholarships that are based on financial need.

Within its resources, the College strives to meet the financial needs of its students. These are the steps that a student must follow to apply for need-based financial aid at Kalamazoo College:
1. Apply and be accepted for admission to the College.

2. A. Submit a completed Free Application for Federal Student Aid (FAFSA) via the web at FAFSA.ed.gov or by sending a paper application to the address in the FAFSA instructions. Be sure to list Kalamazoo College (code 002275) as one of the schools to receive your data. This form is used to determine eligibility for federal and state awards.

B. Submit a completed Kalamazoo College Supplemental Form or CSS PROFILE if you wish to apply for College funds in addition to federal and state dollars. The Kalamazoo College Supplemental Form may be accessed on the College's Web site. The PROFILE may be used in place of this supplement, if preferred. If using the PROFILE, be sure to list Kalamazoo College (code 1365) as one of the schools to receive your data. The Kalamazoo College Supplemental Form has no processing fee.

C. First time applicants who are awarded financial aid based on need are asked to submit a copy of the parent(s)' federal tax return (including all schedules and W2s) and a copy of the student's federal tax return to the Kalamazoo College Office of Financial Aid. Please do not send copies of tax returns unless you are requested to do so by the Office of Financial Aid.

3. If you are a Michigan resident, take the ACT test before December of your senior year in high school and arrange to send scores to the State of Michigan for Michigan Competitive Scholarship consideration. High school counselors have information about test dates.

Financial Aid Policies
The following policies affect the amount of, and eligibility for, financial aid at Kalamazoo College:

1. College financial aid is awarded to those students participating as regular students in the normal academic program for the purposes of obtaining a first bachelor's degree.

2. College funded aid is awarded on an academic-year basis for those quarters in which the student is enrolled as at least a three-quarter time student. Enrollment in a course as a repeat of a first attempt cannot be counted toward enrollment for financial aid eligibility unless the original grade was a D, F, NC, or NG.

3. The type, amount, and composition of the financial aid package will vary from year to year according to family circumstances and funds available to the College for distribution. If the family encounters a change in its financial situation after the application materials have been filed, they should contact the Office of Financial Aid.

4. Incoming students should apply by February 15th for first priority funding. Continuing students should file as close to March 1st as possible. Continuing students complete only the FAFSA. If selected for verification, we request copies of tax returns and the completion of a verification worksheet. Continuing students who are residents of the state of Michigan risk reduced funding from state need based program if they file later than March 1st. Otherwise, the College considers students who file by April 1st to be on time.
5. Financial aid will be credited to each student’s account on the first day of classes each quarter. Aid items that arrive from external sources in the form of a check will be deposited to the student’s account for the student’s use and will not be available until the first day of classes.

6. All aid awarded by sources other than Kalamazoo College must be reported to the Office of Financial Aid. The financial aid package will then be re-evaluated to incorporate these resources.

7. Priority for campus jobs is given to financial aid recipients who have been designated as eligible to earn funds under the Federal Work/Study program.

8. Kalamazoo College wants to assure that its students progress toward graduation in a timely and successful fashion, therefore financial aid provided from institutional, federal, and state funds is offered only to students who are making Financial Aid Satisfactory Academic Progress.

It is important to note that the Financial Aid Satisfactory Academic Progress Policy is separate and distinct from the College’s academic probation policies that are administered by the Committee on Academic Standards.

**Who determines if a student is making Financial Aid Satisfactory Academic Progress?**

The Committee on Financial Aid Satisfactory Academic Progress (CFASAP) shall include the Dean of Enrollment (Chair), the Director of Financial Aid, the Registrar, the Dean of Students, and the Dean of First-Year and Advising.

**How often is Financial Aid Satisfactory Academic Progress measured?**

CFASAP meets every quarter following the Committee on Academic Standards’ review of student grades to measure progress through that quarter. At the meeting following Spring Quarter, CFASAP reviews academic year closing cumulative GPAs as well as quarterly activity.

**What are the five criteria and standards used to measure progress?**

Financial Aid Satisfactory Academic Progress will be measured on the following five criteria:

1. **Grade Point Average (GPA):** The Committee on Academic Standards finds the student GPA sufficient for continued enrollment at the College. **STANDARD:** The Committee on Academic Standards has not academically dismissed the student.

2. **Length of time:** The maximum duration (number of quarters) of financial aid eligibility permitted to achieve graduation. **STANDARD:** The student will be eligible for financial aid only for those quarters which constitute a part of his/her program leading to graduation. Assistance will be limited to a maximum of 12 quarters (which will include study abroad quarters). **NOTE:** Transfer student records will be reviewed by the Registrar and the Director of Financial Aid, and a decision will be made as to the appropriate maximum number of on-campus quarters for each transfer student.

   In some circumstances, a single additional quarter of limited funding for on-campus study may be granted with special approval of the Director of Financial Aid. Such a quarter must be necessary to
graduation and may not be the result of failures, underloads, and poor planning or affect the availability of aid for other Kalamazoo College students.

Students who require full financial aid funding beyond the basic standard of twelve quarters may appeal in writing to CFASAP. In very unusual circumstances, CFASAP may authorize up to two additional quarters of assistance from sources for which the student is eligible which do not affect the availability of aid for other Kalamazoo College students. The additional quarters granted may never be extended to permit a student to obtain aid for a period that exceeds six years of full time study or a similarly prorated time period for study that is not full time.

3. **Grades of “F” or “NC”**: A limit to the number of grades of F or NC received in a given quarter. **STANDARD**: Any quarter in which 2 F’s or NC’s are accumulated will not meet the standard for number of F’s. **Students who fail to meet this standard will be placed on Financial Aid Satisfactory Academic Progress Probation.**

4. **Ratio of attempted to completed units**: The ratio is a comparison of the cumulative number of units attempted by each student to the units successfully completed by that student, as a measure of progress toward timely completion of the program. **STANDARD**: The standard for timely completion will be a ratio of cumulative units attempted to units completed as follows:

<table>
<thead>
<tr>
<th>Units Attempted</th>
<th>Units Successfully</th>
<th>Units Attempted</th>
<th>Units Successfully Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>2</td>
<td>21</td>
<td>18</td>
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<td>6</td>
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<td>33</td>
<td>29</td>
</tr>
<tr>
<td>18</td>
<td>15</td>
<td>36*</td>
<td>32</td>
</tr>
</tbody>
</table>

The following grades indicate units not passed successfully: **F, NC, W**.

**Note that CFASAP will first review all grades of W to determine whether such grades are awarded due to severe health problems, death in the family, or other mitigating circumstances. W’s which are so designated will not be counted on either side of the ratio.**

In addition, when a student repeats a course, the removal of the first grade earned will yield an unsuccessful unit. Students who fail to meet the above standard will be placed on Financial Aid Satisfactory Academic Progress Probation.

*If you need more than 36 attempts to complete your degree, you may petition CFASAP for permission to have an additional quarter of funding. Refer to item #2, Length of Time.*

5. **End-of-year Cumulative GPA**: The end-of-year cumulative GPA is measured against a standard at the end of each academic year, excluding
the freshman year. STANDARD: Every student must achieve a 2.0 cumulative GPA by the end of the sophomore year (close of Spring Quarter), and by the end of each academic year thereafter.

Failure to meet this standard will result in immediate cancellation of all future financial aid eligibility. However, when it appears there are mitigating circumstances, CFASAP reserves the authority to change the timing of cancellation.

What are the conditions associated with financial aid probation?
During the probationary period the student must:
• register for and complete 3 full units in courses other than those numbered as a 200
• earn no grade of F, I, W, or NC
• earn no more than one grade of D

If the above conditions are not met, all financial aid for future quarters will be cancelled. When it appears there are mitigating circumstances, CFASAP reserves the authority to change the timing of cancellation.

When is my Financial Aid Satisfactory Academic Progress probationary status cleared?
In addition to meeting the conditions of financial aid probation, your record must meet all five of the criteria and standards listed earlier in this policy statement.

What is the process to appeal a cancellation?
Since the Financial Aid Satisfactory Academic Progress Probation system allows every student at least one quarter to meet the terms of Financial Aid Satisfactory Academic Progress, cancellation should not be a surprise to any student. Appeals will only be heard by CFASAP and its decision will be final. Appeals must be in writing and sent to the Office of Financial Aid. Consider the following when petitioning for appeal to cancellation of financial aid.

• Content: The appeal must state the reason the student believes s/he deserves reinstatement, what has been accomplished in the interim between cancellation and proposed reinstatement, and a commitment to maintain Financial Aid Satisfactory Academic Progress in the future. It may also include any other information the student feels is relevant to the case.
• Timing of Reinstatement: CFASAP will normally require one full academically successful quarter to be paid entirely by the student before considering reinstatement. Only in rare cases will an exception to this expectation be made. CFASAP will normally require a minimum of one academic quarter before reinstatement of financial aid.
• Conditions: Students who are reinstated will be placed on Financial Aid Satisfactory Academic Progress probation and must meet the standards of such probation during the first quarter following reinstatement. CFASAP may elect to set a higher or longer standard in any individual case.
• Subsequent Cancellation and/or Appeal: Only in unusual cases will a student be reinstated following a second cancellation. Third cancellations are always final.
• Responsibility for Notifying Students: The Office of Financial Aid shall notify the student of CFASAP’s decision in writing. All communication to
CFASAP should be sent to the Director of Financial Aid.

NOTE: Since all Kalamazoo College students are considered to be full-time, the standards within this policy are set for full-time enrollment. All standards will, however, function properly in the occasional term in which a student is not enrolled for three units.

If you find you still have questions or concerns about Financial Aid Satisfactory Academic Progress after reviewing this policy, please contact the Office of Financial Aid for assistance.

6. If for any reason the student withdraws from the College, a portion of tuition, room, and board may be refunded unless the student completed more than 60 percent of the term. If the student is receiving financial aid, funds are returned to the source according to the federal refund policy as defined in the 1998 Reauthorization of the Higher Education Act. See the College’s refund policy in the “Expenses” section of this catalog for complete details on refunds and return of financial aid funds.

7. If the student does not meet the conditions for renewal of their Kalamazoo College Honors Scholarship, consideration of reinstatement will take place upon written appeal by the student after the completion of a full academic year (end of the following spring term). The student must have obtained the required cumulative GPA for such consideration to take place. Additionally, the student must have maintained good campus citizenship. When a student withdraws from the College, all institutional merit-based aid is forfeited. If the student is re-admitted to the College, the student must write a letter to the Director of Financial Aid asking for reinstatement of such merit-based scholarships.

8. The terms of student loans and student employment are available from the Office of Financial Aid.

9. Campus employment assignments are made without regard to race, creed, age, sex, sexual orientation, national origin, or physical disability.
THE KALAMAZOO CURRICULUM

Curriculum
Degree Requirements
Academic Policies and Procedures
Academic Freedom
The Kalamazoo Curriculum

Kalamazoo College's unique K-Plan encourages students to become “At Home in the World” by providing a curriculum that allows them to:

- develop life-long learning and communication skills;
- explore disciplinary and interdisciplinary fields;
- identify and pursue an intellectual passion, personal aspiration, or career path; and
- forge a customized, coherent education by integrating classroom and experiential learning, study abroad, and co-curricular activities into a unified whole.

The general education curriculum that supports the K-Plan features breadth across the liberal arts, a strong global and intercultural focus, widespread participation in meaningful study abroad and service-learning, rigorous majors, capstone experiences including Senior Individualized Projects for all students, and a dedication to integration of the entire “K” experience. Three Shared Passages Seminars serve as both preparation for and integration of the rich, transformational components of the K-Plan. Emphasizing student ownership of the educational experience, this curriculum encourages students to develop both an ability to think creatively and analytically about a variety of issues and ideas, as well as to bring unusual depth and passion to their particular field of interest.

The rich and multifaceted Kalamazoo curriculum is balanced by a set of graduation requirements designed to encourage student agency and intentionality in students' curricular exploration and integration.

Degree Requirements

<table>
<thead>
<tr>
<th># Units</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 Units</td>
<td>Shared Passages Seminars</td>
</tr>
</tbody>
</table>
| 1 unit  | First-Year Seminar (WRIT 130 or SEMN 100-199)  
First-Year Seminars do not satisfy major, minor, or concentration requirements. |
| 1 unit  | Sophomore Seminar (SEMN 200-299)  
May be used to satisfy major, minor, or concentration requirements at the discretion of departments and programs.  
Students may substitute two cultures courses for the sophomore seminar. |
| 1 unit  | Disciplinary or Interdisciplinary Senior Seminar (SEMN 400-499)  
May be used to satisfy major, minor, or concentration requirements at the discretion of departments and programs. |
| Up to 3 Units | Second Language  
Demonstrated proficiency through the Intermediate Level (103 or 201, depending on the language). |
| Up to 2 Units | Senior Individualized Project  
1 unit minimum. |
1 Unit  **Physical Education (5 activities)**
May be satisfied by completing five activities, each equal to 0.2 units, selected from physical education activity classes taken on campus or while on study abroad, intercollegiate sports, and Land/Sea. (PED 101 counts for two activities of the five required.)

8-12 Units  **Major**
Every student must complete a major. Some students also choose to declare a minor, concentration, or second major, although those are optional. Some departments may require majors to pass a comprehensive exam to complete the major or graduate with honors. Majors, minors, and concentrations are described on pages 78-244. Please consult those descriptions for requirements in those programs.

**Residency, Unit, and GPA Requirements**

36 Units  **Minimum Required for Graduation**, not including PE activities
A minimum of 18 full-unit courses must be completed at Kalamazoo College, including 6 of the last 12 courses*. These minimum units exclude units earned on Study Abroad, study away (including GLCA programs), and inter-institutional registration.

1 Unit  **PE/Wellness activities (5 activities)**
2.00 Cumulative GPA

*Students on approved programs for 3/2 engineering or health professions early entry programs are not subject to the requirement that 6 of the last 12 courses must be at Kalamazoo College.

**Additional Key Curricular Components**
Students should choose a wide-ranging set of courses, in consultation with their advisors, to expand their horizons and complement their major. Students are also encouraged to integrate the following key elements of the K Plan into their own learning experience:

- Study abroad
- Service-learning
- Disciplinary and integrated, interdisciplinary minors
- Student research
- Career and Professional Development internships and externships
- Guild participation
- Land/Sea
- Involvement in student activities and athletics

**Note about Skills:**
Development of skills such as writing, oral communication, cultural understanding, critical thinking, creative expression, reflection, quantitative
reasoning, information literacy, and research skills will take place across the
curriculum: in seminars, in many general education courses, and in the major.
Majors may require liberal arts cognates to supplement or complement the
learning that happens within the major, whether that be skill development,
concept understanding, or related content.

**Curriculum Details and Policies**

**Shared Passage Seminars**

All students take three Shared Passage Seminars. First-year seminars, completed
during the fall quarter of the first year in residence, prepare students for further
work at the College by focusing on foundational skills, such as writing, oral
expression, information literacy, and critical thinking; introducing global or
intercultural ideas; and encouraging students to reflect on and integrate their high
school experiences and transition to college. While diverse with regard to topic,
these seminars are intentionally comparable in terms of the amount of written
work expected, the importance of feedback on and regular revision of written
work, and the maintenance of a participatory, discussion-oriented atmosphere.

Sophomore (or sophomore/junior) seminars delve more deeply into cultural
issues and intercultural understanding, preparing students for study abroad and
living in a global world. Students may substitute two cultures courses for the
sophomore seminar.

Senior seminars, whether disciplinary or interdisciplinary, focus on integrating
students’ Kalamazoo College experiences and preparing them for future lives
beyond “K.” Disciplinary seminars integrate students’ experiences inside and
outside a particular major, while interdisciplinary seminars allow students from
a variety of majors to apply diverse aspects of their Kalamazoo education to an
interesting topic or problem.

Transfer students who have, prior to admission, already taken a first-year
seminar or English composition course similar in content to the first-year seminar
at Kalamazoo College may apply that course toward the first-year seminar
requirement. The Registrar makes this determination as part of regular transcript
analysis. Other transfer students should satisfy the requirement by taking a first-
year seminar (if they qualify as a first-year student) or an approved substitute
course. Students who do not pass the first-year seminar must substitute another
writing-intensive course, which must be approved by the Dean of First-Year before
the start of the sophomore year.

Sophomore and senior seminars must be taken on the Kalamazoo College
campus. Cultures courses taken as a substitute for the sophomore seminar may be
taken on campus or on College approved off-campus programs. Students who do
not pass the senior seminar must work with the chair of their major department
or with the Dean of the Senior Class to identify an appropriate disciplinary or
interdisciplinary substitution.

Students on approved programs for 3/2 engineering or health professions early
entry programs are required to meet the senior seminar requirement by working
with the director of their program at Kalamazoo College to identify a single
capstone course at the approved school that reasonably fits the published senior
seminar guidelines. Upon transfer of the credit for this course back to Kalamazoo
College, the student will have completed the senior seminar requirement.
Exploration Across the Liberal Arts
The K-Plan and its general education curriculum encourage student exploration within the liberal arts through a variety of unique opportunities, both on campus and off. Students engage with new ideas, new experiences, new perspectives, and new places as they explore diverse disciplines, a variety of cultures, and possible careers. This exploration enables them to expand their intellectual horizons and to broaden their perspective on their particular field of interest. Before each registration period, students meet with their academic advisors to discuss their plans for pursuing an education that balances pursuing new interests, further developing and integrating existing interests, and studying at least one discipline in depth through a major. Students may also broaden their learning experience by studying a second discipline or an interdisciplinary field in depth through a major or minor.

Phi Beta Kappa
Students who wish to be considered for election to Phi Beta Kappa must demonstrate a knowledge of mathematics, take a wide variety of courses outside the major, and must include courses in the natural sciences, social sciences, and humanities.

Foreign Language Proficiency
At an institution dedicated to international education and study abroad, proficiency in a second language is essential. All students are required to achieve proficiency in a language other than English through the intermediate level; some study abroad programs require that students demonstrate higher language proficiency as a prerequisite for participation. Proficiency through the intermediate level can be demonstrated by completing the third language course in any language sequence offered at Kalamazoo College (numbered 103 or 201, depending on the language) or by an appropriate level of achievement on an examination developed or approved by the College. Credit earned from College Board Advanced Placement examinations, International Baccalaureate examinations, and dual enrollment or transfer units at the appropriate level may be used to satisfy the language proficiency requirement. See page 15 of the Academic Catalogue for specific information on earning units of credit for examinations or work completed elsewhere.

Languages offered regularly include Chinese, French, German, Greek, Japanese, Latin, and Spanish. Students wishing to satisfy the College language requirement in a language other than those taught on campus in regularly scheduled courses should contact the Registrar for information concerning certification of “intermediate proficiency” (the College language requirement). Certification is most typically demonstrated by successful completion of an intermediate level course or a professionally administered proficiency examination. Students should note the cost of proficiency testing to determine “intermediate proficiency” is the responsibility of the student.

Senior Individualized Project
The SIP is an occasion for independent scholarship, often in conjunction with an internship or other creative activity, that results in a written report, performance, or exhibit. The College considers such independent work a significant part of the education of all Kalamazoo College students. Therefore, every student must complete a SIP of at least one unit.
The SIP requirement is usually completed in the major department, although a SIP may be completed in any department of the College with the approval of the department and an advisor in that department. Each department sets its own requirements for senior projects done in that department, including the range of acceptable projects, the required background of students doing projects, the format of the SIP, and the expected scope and depth of projects. The amount of SIP credit (one or two units) is determined by the student and the SIP department at the beginning of the project. A student may also conduct a two-unit SIP split between two departments, with the approval of both departments. Before registering for a SIP, a student should work closely with a faculty member to plan the type, topic, scope, and depth of the project.

To register for a SIP, a student must turn in a completed SIP registration form to the Registrar’s Office. No student will be registered for a SIP until the registration form, with appropriate signatures, is received in the Registrar’s Office. A SIP unit for work completed over the summer will appear on the student’s schedule for the fall (part of an “extended fall” term). SIP units for work completed over the fall or winter terms will be considered as part of a student’s full-time load in those terms. A student may not overload with 4 units during a SIP quarter. Work completed over the summer as part of an extended fall SIP is the exception; the unit for work completed before the normal fall term begins does not count toward the normal course load for the fall. No student may register for a spring SIP. Further details of the SIP registration, drop/add, withdrawal, and incomplete policies are documented in the SIP Handbook.

The SIP will receive a grade of “honors” (H), “pass” (CR), or “fail” (NC). An “in progress” (IP) notation indicates that a SIP is continuing beyond the end of the quarter. The SIP grade is not included in the cumulative GPA calculation; however, it is recorded on the official academic transcript along with the title of the project. If a student fails a SIP, the student must undertake a new SIP with the same or a different department.

During students’ senior spring, a number of departments host symposia, recitals, exhibitions, or theatrical productions in which results of research or creative work are featured. The College reserves the right to place any or all Senior Individualized Projects within academic departments, the Upjohn Library Commons, and/or an online digital archive, and to publish SIP titles and the titles of SIP presentations.

PE/Wellness Unit

The College requires all students to successfully complete one unit of physical education or wellness activity classes (typically five classes). PED 101 (Mind/Body) counts as two activities and may not be repeated. PE/Wellness activities are graded CR/NC. Only one unit of PE/Wellness activities may be counted toward graduation; students may participate in additional activities but will not earn additional units towards graduation.

Full-unit, credit-bearing courses such as PED 210 are separate from the PE/Wellness activities; they apply as separate units toward graduation rather than toward the five activities requirement.

Transfer credit may be applied toward the PE/Wellness unit requirement.

Completion of Major

Each student is expected to pursue a passion and develop expertise in at least one academic discipline or interdisciplinary area. A major is required for graduation; students may supplement this by completing a second disciplinary
major or minor or by integrating courses from several disciplines.

Majors programs are designed to move from the broad to the specific through a sequence of core and elective courses. Upper-level majors courses usually delve deeply into a specific topic, and students can shape a particular emphasis within a major through their choice of upper-level courses. No matter what the discipline, all majors programs build skills in written and oral expression, information literacy, critical thinking and analysis, creative problem-solving, and independent scholarship.

Each major consists of a minimum of eight units plus cognates. The specific requirements for all major programs are documented in the Academic Programs section of this catalogue (79-247). Students are required to declare a major during the winter of their sophomore year. The major program of study may be changed thereafter by filing a Change of Major form in the Registrar’s office. If a double major is chosen, students must meet the requirements of both programs, including comprehensive examinations (if required). The number of units from study abroad that may count toward the major is determined by the department or program. See the Requirements for the Major for the specific departmental requirements.

- Students may not double count a single course to meet multiple major or minor requirements (two different requirements for a single major or minor, requirements for two different majors or minors, or requirements for a major and a minor) except that requirements for the IAS major may be used to satisfy another major or minor. A single course may meet the requirements for a major and be a cognate course for another major or a minor.

- All courses taken in the major field of study and that major’s associated cognates must be at C- or better.

Transfer units may be used toward majors, minors, and concentrations at the discretion of the faculty in the associated department or program. Many departments have limits on the number of credits from outside Kalamazoo College that may count toward the program.

Minor
A minor consists of a minimum of six units within one department, all of which must be earned at a grade of C- or better. A minor is not required for graduation, but may be used by the student to strengthen a knowledge base different from or complementary to the required major program. Courses taken in a minor program may not also count toward a major or another minor.

Concentration
A concentration consists of a minimum of six interdisciplinary units, all of which must be earned at a grade of C- or better. A concentration is not required for graduation, but may be used by the student to strengthen a knowledge base different from or complementary to the required major program. A course used for a concentration may also count for a major or a minor.

Academic Policies and Procedures
It is the student's responsibility to be familiar with all policies and procedures of the College. It is ultimately the student's responsibility to meet all graduation requirements.
Academic policies and procedures are established by the faculty to ensure the integrity of the academic program at Kalamazoo College. The Committee on Academic Standards is charged by the faculty to take action on petitions made by students for adjustments to academic rules and policies. A petition must be made in writing and submitted to the Registrar to be forwarded to the Committee on Academic Standards.

**Placement and Transfer Information**
Placement of first-year students and transfer students into Kalamazoo College courses may depend on previous coursework, College Board Advanced Placement (AP) Examinations, the International Baccalaureate (IB), or departmental placement exams. The College does not place students, nor grant credit toward graduation, based on the College Level Examination Program (CLEP).

**Chemistry and Mathematics Placement**
Placement in chemistry and mathematics courses depends on scores earned on Kalamazoo College placement tests (offered online during the summer before the first year) or the appropriate College Board Advanced Placement Examination. See the Chemistry and Mathematics pages under the Courses of Instruction section for more information on placement in those departments. Placement does not imply academic credit toward graduation; see page 15 in the Admission section of this catalogue.

**Foreign Language Placement**
Students who have previously studied a foreign language must take a Kalamazoo College foreign language placement test. Placement in foreign language courses depends on the score earned on the Kalamazoo College placement test or the College Board Advanced Placement Examination or SAT II. Students who have completed three or more years of foreign language in high school must begin at the 102 or higher level of study. Placement does not imply academic credit toward graduation; see page 15 in the Admission section of this catalogue.

**Transfer Credit**

**Advanced Placement (AP) Credit**
Please refer to page 15 in the Admission section of this catalogue.

**International Baccalaureate (IB) Credit**
Please refer to page 15 in the Admission section of this catalogue.

**Dual Enrollment Credit**
Please refer to page 15 in the Admission section of this catalogue.

**New Transfer Students**
Please refer to pages 14-15 in the Admission section of this catalogue.

**Continuing Students**
Summer Transfer Credit: Students who wish to receive credit for academic work completed over the summer must have the program and course(s) approved prior to their enrollment. Students may receive credit (with a grade of C or better) for courses taken at a regionally accredited U.S. college or university, on a program
offered in the U.S. through a regionally accredited U.S. college or university, or from an appropriately accredited institution outside of the U.S. For U.S. institutions, the Registrar will determine whether the college or university is accredited and appropriate; for institutions and programs outside the U.S., the CIP will make that determination, along with checking into risk management issues. Departments will determine the appropriateness of the courses.

Transfer students may not transfer more than 18 total units toward graduation. Credit transferred from other institutions is not used in the calculation of the Kalamazoo College cumulative grade point average (GPA). A student may not transfer credit for a repeated course if the student earned credit (D- or better) for the original course. (See page 38 for more information on course repeats.) Transfer units may be used to satisfy language and physical education requirements and, at the discretion of the departmental faculty, may be used toward majors, minors, and concentrations.

All work to be considered for transfer credit must be submitted on an official transcript mailed directly from the transfer institution to the registrar. The College reserves the right to deny transfer credit not reported within the first year of enrollment.

**Michigan Guest Student Enrollment**
The Registrar's Office has forms for students wishing to take courses at another Michigan college or university during the summer. All transfer policies for continuing students apply to students participating in this program.

**Study Abroad Course Credit**
Students must obtain prior approval for participation in any study abroad program by applying to the Center for International Programs. See the section on Study Abroad Grades on page 65 for information on how credit from approved courses is transferred. Study abroad courses do not apply toward the maximum allowable transfer units, and study abroad grades are not used to calculate the grade point average (GPA).

**Interinstitutional Enrollment**
Students may take advantage of opportunities offered by the Kalamazoo Consortium for Higher Education by enrolling in courses at Western Michigan University, Kalamazoo Valley Community College, or Davenport University. This program is intended to provide students the opportunity to take courses that are not available at Kalamazoo College but will add a meaningful dimension to their educational program. Juniors and seniors at Kalamazoo College may not take lower level credit at one of the other institutions without receiving special permission from the Office of the Provost prior to registration. Enrollment is considered on a “space available” basis. Students must adhere to the policies of both the home and host institutions during the time of interinstitutional enrollment.

Kalamazoo College students must be registered for a minimum of two Kalamazoo College units for the quarter in which they enroll in an interinstitutional course and must include the course as part of a normal full-time registration. Interinstitutional courses are not considered transfer course work and, therefore, do not apply toward the maximum allowable transfer units. The overload policy does, however, apply to the registration of interinstitutional courses; students may not register for more than two units at the host institution. Students are not encouraged to enroll in interinstitutional courses during
the Spring quarter due to academic calendar dates, housing issues, and the fulfillment of requirements for graduating seniors.

Courses taken under the interinstitutional program are included in Kalamazoo College tuition charges and will appear on the Kalamazoo College transcript; the grade(s) received will be calculated in the Kalamazoo College GPA. Specific registration information and forms are available from the Registrar’s Office.

Enrollment at Kalamazoo College

Credit
Credit is measured in terms of “units.” In most cases, a course is equivalent to a single unit. Exceptions include some laboratory courses and a limited number of partial credit courses.

Each Kalamazoo College unit is equivalent to 5 quarter hours or 3.33 semester hours.

Course Load
Kalamazoo College is on the quarter system. Each quarter is composed of ten weeks of class plus an examination week, for a total of eleven weeks. Students normally carry a full-time course load of three units per quarter. This course load enables a student to complete all graduation requirements within 12 quarters. Students may also, in certain circumstances, underload or overload (carry two or four units).

Underload
Students may choose to underload (carry two units) in a given quarter in consultation with their advisor, the Office of Financial Aid, and the Registrar. Students who are underloading are not considered full-time, are ineligible for the Dean’s List, and may be ineligible for certain forms of financial aid, insurance coverage, and participation in intercollegiate athletics. Students who have brought in credits/units from AP, IB, dual enrollment, or transfer may not apply these units toward a specific quarter to offset an underload. Students may carry fewer than two units only under exceptional circumstances, as judged appropriate by the Dean of Students.

Overload
Students may be allowed to overload (register for four full-unit courses in a single quarter) after completion of their first quarter of enrollment on a space available basis (as determined by the Registrar) and on the condition that the following requirements are met:

First year students: A minimum GPA of 4.00 is required at the time of the overload request, and advisor approval is required. First year students may not overload in their first quarter of enrollment.

Second year students: A minimum GPA of 3.50 is required at the time of the overload request, and advisor approval is required.

Third year students and seniors: No minimum GPA is required; however, students on academic probation may not overload, and seniors may not overload in their SIP quarter. Advisor approval is required.

Students are limited to a maximum of total of four overload and transfer units during enrollment and degree completion.
Residency Requirement
A minimum of 18 full-unit courses must be completed at Kalamazoo College, including 6 of the last 12 courses*. These minimum units exclude units earned on Study Abroad, study away (including GLCA programs), and inter-institutional registration.

*Students on approved programs for 3/2 engineering or health professions early entry programs are not subject to the requirement that 6 of the last 12 course must be at Kalamazoo College.

Withdrawal, Leaves of Absence, and Dismissal from the College

Withdrawal
A student who wishes to withdraw from the College must contact the Associate Dean of Students in the Office of Student Development to complete an exit interview and the proper paperwork. During the exit interview, the student will receive information about separating from the College and about options for reinstatement, if appropriate. Students receiving financial aid are encouraged to meet with the Office of Financial Aid (please see the College’s refund policy in the Expenses section of this catalogue for complete details about refunds and financial aid). Students withdrawing during a quarter on campus will receive a grade of W for all courses in progress at the time of withdrawal.

Leave of Absence
In rare instances, a Leave of Absence may be granted to students experiencing significant hardship (including, but not limited to, medical, mental health, or family-related issues). This is a status conferred by the Associate Dean of Students and may require documentation. A leave of absence may be granted for up to an academic year, after which time the leave converts to a Withdrawn status. Reinstatement following a Leave of Absence may be subject to review by the Office of Student Development in consultation with the Health and/or Counseling staff. Students on a Leave of Absence will typically be informed of the information necessary for reinstatement at the time of their departure from campus or shortly thereafter.

Academic Dismissal
The Committee on Academic Standards meets at the end of each quarter to review the grades of all students. Students in academic difficulties may be put on academic probation or, in certain cases, dismissed from the College. (See the section on Academic Progress for more information about types of probation and academic dismissal.) Actions taken by the Committee on Academic Standards may be appealed by submitting a petition to the Registrar to forward to the Committee. Appeals will only be heard by the Committee on Academic Standards and its decision will be final.

Administrative Withdrawal
The College reserves the right to administratively withdraw a student who does not return to campus for a planned on-campus quarter, whose enrollment falls below two units, or fails to satisfy or make arrangements to satisfy any financial obligations.
Kalamazoo College is committed to the well-being and safety of its community members and to the integrity of its learning environment. The College may require a student to take an administrative withdrawal or leave of absence if the Vice President for Student Development and Dean of Students or designee deems a withdrawal necessary to protect the health and safety of the student or others or the integrity of the learning environment and campus community. Examples of such extraordinary circumstances include, but are not limited to: suicidal threats, self-starvation or purging behavior, ongoing substance abuse or addiction, serious threats of harm to others, or disruptive, or destructive behavior. Similarly, a student who is not functioning as a student (attending classes and completing academic work) may be administratively withdrawn by the College. Before a required administrative withdrawal is considered, the Vice President for Student Development and Dean of Students or designee will encourage the student to take a voluntary withdrawal.

This policy and associated procedures do not take the place of disciplinary action associated with a student’s behavior that is in violation of College policies, standards, or regulations. This policy is to be invoked in extraordinary circumstances in which, at the discretion of the Vice President for Student Development and Dean of Students or designee, the regular disciplinary system cannot be applied or is not appropriate. The procedures related to this policy appear in the Student Handbook.

Reinstatement
A student who withdraws, is withdrawn, or is dismissed from the College may apply for reinstatement. In order to return to the College from a withdrawn or leave status, a student must make a request in writing to the Office of Student Development. The College reserves the right to require, review, and approve documentation that the student is qualified and ready to return to academic work. Students applying for reinstatement must do so no later than thirty days prior to the start of their anticipated quarter of return.

If a student withdrew from the College while on academic probation or was dismissed for academic reasons, the application will be forwarded to the Committee on Academic Standards for review. Students must indicate in writing how the problem that led to probation or dismissal has been resolved or addressed.

In the case of a voluntary withdrawal for medical/psychological reasons, or any administrative withdrawal under this policy related to a physical or mental health condition, the student must submit a written progress assessment from a treating health professional as part of their request for reinstatement. Kalamazoo College Health Services and/or Counseling Services may require a release from the student to discuss current treatment and follow-up needs with the treating health professional, in order to assess whether the student is qualified and ready to return to the College and whether the College can provide the follow-up care needed to maintain the student’s enrollment. Kalamazoo Health and Counseling professionals will review this information and recommend to the Dean of Students or designee approval (with or without conditions of treatment, education, counseling, or other) or denial of the reinstatement.

After consulting with College health professionals and/or other appropriate College officials as necessary to facilitate an informed decision, the Dean of Students, with the approval of the Committee on Academic Standards if necessary, will make the final decision about reinstatement. In all cases, in order
to return to Kalamazoo College, a student's financial account must be in good standing, and any enrollment fees paid.

Students who interrupt their course of study for more than one academic year must, upon reinstatement, consult with the Registrar, who will make a determination about whether the student will follow the degree requirements of the Academic Catalogue under which they were first enrolled or the catalogue in effect when they are reinstated.

Registration and Student Schedule Changes

Registration
Students are expected to register during the designated registration periods for their next quarter on campus. Prior to registration, students are required to acquaint themselves with the class schedule, academic policies, procedures, and regulations in this catalogue and the policies found on the Registrar's website. The student's advisor must clear the student to register before the student may register for classes. The Registrar's Office reserves the right to move students from one section of a course to another to balance the sections (if requested by the department) or to accommodate the schedules of all students registered for a particular course.

A student's registration is not finalized until the student's fees are paid or arrangements for payment have been made with the business office. The College reserves the right to withdraw a student for failure to meet the designated deadlines of registration. Registration may be denied a student for failure to adhere to health center regulations (such as failure to provide proof of vaccinations or other health information as required), lack of tuition payment, failure to declare a major by the end of the sophomore winter quarter, or as a result of disciplinary action.

Independent Study
A student may register for an independent study course (198/298/398/498) in an area of interest that is not available as a regularly offered course; or, under special circumstances (such as the unavailability of a required course), a student may take a regular course as an independent study. All independent study applications require the approval of the instructor, department chair, advisor, and Registrar. Independent Study is a full-unit course, and students may not receive credit for more than one independent study course per quarter nor for more than two independent studies during degree completion. Applications are due in the Registrar's Office by 5 p.m. Friday of the first week of the quarter.

Registering for the Credit/No Credit Option for Seniors
During the senior year, a student may elect to complete one on-campus course other than their Senior Individualized Project (SIP) as credit/no credit (CR/NC) if the following conditions are met:

- the course does not count toward the major, minor, concentration, or cognate of the major or minor (the CR/NC option may be used for a course within the major only after any requirements that the course would otherwise satisfy have already been completed);
- the individual instructor approves the CR/NC option; and
- the appropriate forms are on file in the Registrar's office by 5 p.m., Friday of the first week of the quarter (i.e., by the drop/add deadline).

The CR/NC option is irrevocable after the drop/add deadline.
Registering to Repeat a Course
A course in which a student earned a grade of D, F, W, or NC may be repeated. If the repeated enrollment is at Kalamazoo College, both attempts will appear on students’ transcripts, but only the second attempt will be used to calculate the Kalamazoo College cumulative GPA, and only one unit of credit total will be earned. Any course repeated at another institution will not affect the original course grade on the Kalamazoo College transcript and is not used in the calculation of the Kalamazoo College cumulative GPA. A student may not transfer in credit for a repeated course if the student earned credit (D- or higher) for the original course. Students may not repeat a course, either at Kalamazoo College or at another institution, to replace a D or F once they have taken a higher level course.

Drop/Add
The period during which students may drop and add courses begins shortly after priority registration is complete and continues through the first week of the quarter. A student who wishes to add a course during first week should consult with the course instructor to determine how the student will make up any missed assignments or activities. After the third day of the term students must have the instructor's signature to add a course. Certain courses, such as music ensembles, applied music courses, and theatre production courses, have an extended drop/add deadline of the end of the second week of the quarter to provide students and instructors time to make arrangements for the quarter.

The day after the drop/add deadline for a term is the official “census date” for the quarter, when a student's status as a full-time or part-time student is determined based on the number of units for which the student is enrolled. All changes to a student's class schedule must be on file in the Registrar's office by this time. Students will receive grades for all classes that appear on the final class schedule and only for those classes.

Course Withdrawal
From Monday, second week, through Friday, eighth week, of a quarter students may exercise their option to withdraw from a course. After eighth week students may not withdraw from a course, although they may withdraw from the College. When a student withdraws from a course the course remains on the student's transcript with a grade of a W. Because the course remains on the transcript, the financial aid full-time enrollment requirement is still met for almost all programs. Note that Financial Aid Satisfactory Academic Progress standards must also be met (see the Financial Aid Policies section in this catalogue). In addition to the implications for financial aid, students should be aware that course withdrawal may affect a student's medical insurance coverage, athletic eligibility, study abroad eligibility, sequencing of classes, and timely completion of degree requirements.

Students may not withdraw below two units in any given quarter. Students experiencing serious health difficulties, a family emergency, or some other extraordinary circumstance outside the student's control should meet with the Dean of Students to discuss possibly withdrawing from the College or other options. (See the section on Withdrawal and Dismissal from the College for more information.)

Registering to Audit a Course
Students may audit a course with permission of the instructor. There is no official
registration or notation on the transcript. There is no audit fee for registered Kalamazoo College students. There is a minimal audit fee for non-Kalamazoo students.

Registration and Study Abroad
See the section on Study Abroad for information on choosing courses while on study abroad and for information on how credit from those courses is applied to a student’s transcript. Students should obtain information from CIP regarding procedures for registering for their first quarter on campus after study abroad.

Grading Practices

Grades
The grade point system at Kalamazoo College is:

- A+, A, A- = 4 quality points (excellent)
- B+, B, B- = 3 quality points (above average)
- C+, C, C- = 2 quality points (average)
- D+, D, D- = 1 quality point (below average)
- F = 0 quality points (failure)

CR (credit), NC (no credit), H (honors), IP (in progress), W (withdraw), and I (incomplete) do not affect the grade point average (GPA). Pluses and minuses appear on transcripts but are not used to calculate the Kalamazoo College GPA.

Grade Reports
Grade reports are made available online to students at the end of each quarter. Printed copies are available upon request. Copies of grade reports will be sent to parents only if students present a signed statement of request to the Registrar.

Course Attendance
Attendance is the responsibility of the student and is regulated within each course. Faculty members may report to the Early Alert Committee those students whose absences may be impairing their performances.

Final Examinations
Examinations are held at the end of each quarter for most courses. Students and faculty are required to follow the exam schedule as set by the Registrar. However, if a student has three final exams scheduled for the same date, one of these exams may be changed by making the appropriate arrangements with one of the instructors.

Incomplete Grades
An I (incomplete) is recorded when work is of acceptable quality but has not been finished because of illness or other extraordinary circumstance outside the student’s control. If the work has not been completed by the end of the sixth week of the next quarter, the instructor should submit the grade the student had earned by the end of the quarter. This deadline applies whether the student is on or off campus or has left the College.

Change of Grade
Students seeking a grade change should contact the course instructor who is responsible for the grade issued. Both students and faculty should understand that a change in an assigned grade should reflect only identifiable and distinct
errors in the evaluation process. Students should initiate this process as soon as possible and no later than the end of the sixth week of the next quarter or within six weeks from graduation or withdrawal from the College. Faculty must request change of grade forms from the Registrar.

Any appeal for a change to the official Kalamazoo transcript record must be made within one year of the original recording. After one year, the transcript record is considered the permanent record.

Cumulative GPA
All courses taken at Kalamazoo College are included in the calculation of the cumulative Kalamazoo College grade point average (GPA), except the SIP, PE activities, other credit/no credit (CR/NC) courses, and repeated courses. When a student repeats a course (a D, F, W, or NC), both attempts will appear on the student’s transcript but only the second attempt will be used to calculate the Kalamazoo College cumulative GPA, and only one unit of credit total will be earned. (See the section on Registering to Repeat a Course for more information). Transfer courses and courses taken on study abroad do not affect the cumulative GPA.

Academic Progress
Classification
Students may be classified by unit status, by entering cohort, or by expected graduation year, depending on the context. For enrollment verification purposes, unit completion is the sole determinant of class status. Students must receive 36 academic units to graduate, or 9 units per year, exclusive of PE units. The unit status classification used for enrollment verification is as follows:

- First-Year 0–7 academic units*
- Sophomore 8–16 academic units
- Junior 17–25 academic units
- Senior 26 academic units and above

* First-year students who bring in AP, IB, dual enrollment, or transfer credits are reclassified, as appropriate, at the end of the first year. After the first year, a student’s unit status is adjusted each quarter; the expected graduation year is adjusted as necessary, usually at the completion of the spring quarter.

Good Standing
Students who are not on academic probation are considered to be in good standing at Kalamazoo College. Students should be aware that maintaining good academic standing does not ensure continued financial aid eligibility. Grades of NC or W may also affect an award. Please refer to the Financial Assistance section of this catalogue for further information.

Dean’s List
Students who earn a GPA of 3.5 or better for a full-time course load (three one-unit letter-graded courses or two one-unit letter-graded courses and CR or H for a completed SIP) within a given quarter will be placed on the Dean’s List. Eligible students with an “I” or IP grade will be added to the Dean’s List upon receipt of final grade received by week six of the subsequent quarter. Dean’s List honors are not recorded on the transcript.
Early Alert
Kalamazoo College maintains a system of early alert for students who may be placing themselves in academic jeopardy. This process has been developed within the parameters of confidentiality and personal integrity of each student and College personnel involved. Each quarter instructors and advisors are asked to inform the Dean of Advising of students who may be causing concern due to poor attendance, missed assignments or tests, lack of participation in class, failing tests, signs of emotional or physical distress, or previous placement on academic probation. These alerts are reviewed weekly by a small group of student development and academic administrators. This group works closely with the academic advisor, instructor, and the student. They make referrals and encourage the student to develop strategies that will promote a positive academic experience.

Monitoring Academic Progress
The Committee on Academic Standards meets at the end of each quarter to review the grades of all students. If a student appears to be having academic difficulties, as indicated by withdrawn courses, poor grades, or failing grades as compared to previous work, the committee may issue a warning letter through the Registrar or may place the student on academic probation.

Academic Probation
The Committee on Academic Standards may place students on academic probation whenever they have accumulated more than one-third of their total full unit grades below a C-, their quarter and/or cumulative GPA falls below 2.00, or their grades indicate academic disengagement or difficulties. Placing a student on academic probation is notification that the student needs to take immediate action to improve academic performance. Students on academic probation are asked to meet with their academic advisor within the first two weeks of the subsequent quarter and perhaps weekly thereafter in order to develop strategies for success. It is the student’s responsibility to seek this assistance and ensure progress toward degree completion. In addition to meeting with their advisor, students are encouraged to seek assistance through support services in the Academic Resource Center; subject tutoring through supplemental instruction and individual departments; career counseling and testing through the Career and Professional Development Center; and personal counseling through the Office of Student Development. Failure to meet these responsibilities may result in continued or final probation or dismissal from the College.

Continued Academic Probation
Placing students on “continued academic probation” indicates that adequate progress toward a degree continues to be in jeopardy. Unless improvement is made, students may be placed on final probation and subsequently may be subject to dismissal from the College. Students placed on continued academic probation are asked to meet with their advisor during the subsequent quarter. Failure to improve sufficiently may result in final probation or dismissal from Kalamazoo College.

Final Academic Probation—C Average
Students placed on “final academic probation—C average” must be enrolled in and complete three letter-graded courses in the next quarter of residence and earn a minimum GPA of 2.0 for the quarter. Failure to meet this requirement may result in dismissal from the College.
Final Academic Probation—Three Cs
Students placed on “final academic probation—three Cs” must be enrolled in and complete three letter-graded courses in the next quarter of residence and earn a minimum grade of C- in each of the three courses for the quarter. Failure to meet this requirement will result in dismissal from Kalamazoo College.

Veteran’s Administration
The Veteran’s Administration (VA) requires that all recipients of veteran educational benefits maintain a cumulative grade point average of 2.0 to remain eligible. A recipient who allows the cumulative GPA to fall below 2.0 will be placed on probation with regard to veteran benefits. A recipient will be allowed two quarters to bring the cumulative GPA to the level of 2.0. If the recipient fails to do so, the VA will be notified of unsatisfactory progress and enrollment will not be certified to the VA. Certification may resume once the cumulative GPA has reached 2.0. The Veteran’s Administration may rescind benefits if a recipient does not present a GPA of 2.0 at the time of graduation.

Graduation
Graduation Standard
All students must maintain a cumulative GPA of 2.00 to be eligible to receive a Kalamazoo College degree.

Diploma Granting Dates
Kalamazoo College grants degrees in June and December of each year.

Commencement
Commencement ceremonies are held each year in June. Members of the senior class are expected to attend both Baccalaureate and Commencement. Students who have earned 27 units (PE) upon completion of work for the winter quarter, or 30 units (PE) by the time of Commencement, are eligible to march in the commencement ceremony. An actual diploma, reflecting the appropriate June or December degree date, will be released once all graduation requirements have been met. Students who complete work required for the degree just after the June or December graduation dates will not receive a retroactive graduation date. A completion date will be entered on the transcript, and the graduation date will reflect the next available (June or December) date.

Graduation Honors (Latin Honors)
The Bachelor of Arts degree is awarded cum laude if students maintain a cumulative grade point average of 3.50 to 3.74; magna cum laude with an average of 3.75 to 3.99; and summa cum laude with an average of 4.0. This honor is announced at Commencement and recorded on the academic transcript.

Honors in the Major
Honors in the major may be awarded at the discretion of departmental faculty at the time of graduation. Usually, departments consider the grade point average in the major, the results of the comprehensive examination (if required), and the Senior Individualized Project in recommending students for honors. Departments may set additional requirements. This honor is announced at Commencement and recorded on the academic transcript.
Student Records

Student Information and Records
The official educational record of a student is the file maintained in the Registrar's Office. This file contains all official enrollment and academic information. It is the responsibility of students to have all pertinent information regarding declarations, changes, waivers, exemptions, substitutions, scores, and transcripts on file in the Registrar's Office.

The College subscribes fully to the guidelines set forth in the Family Educational Rights and Privacy Act (FERPA) of 1974, Section 438 of the General Education Provision Act. It provides students who have matriculated access to records directly related to them and protects the information contained within those files from unauthorized persons.

Information about students contained in educational records must be made accessible to them, to persons authorized by them, and to Kalamazoo College faculty and staff who have legitimate educational interests. Unless a student authorizes parents explicitly, the College will include parents as "authorized persons" only under extenuating circumstances and only if students are financially dependent on them. More information about FERPA guidelines, including disclosure rules, is available online under the Registrar's Office web pages.

Releasing Confidential Information
Releasing confidential information (including units attempted, units earned, grades, GPA, address, phone number, and class schedule) to anyone other than student or College personnel with a legitimate need to know will require written authorization from the student.

1. Students must sign a request to be kept on file in the office to which the request has been made.
2. Each release will require a new written authorization.

Transcripts
Transcript requests must include a hand-written signature and can be made in person, through ground mail, or through the Student Clearinghouse. The Student Clearinghouse is the best method for obtaining transcripts quickly. The charge for each official transcript is $3. Unofficial transcripts are free.

The College reserves the right to withhold a request if there is an outstanding financial obligation to the College or an unresolved disciplinary action.

Any appeal for a change to the official Kalamazoo transcript record must be made within one year of the original recording. After one year, the transcript record is considered the permanent record.

Directory Information
Directory information at Kalamazoo College is defined as information contained in the educational record of a student which would not generally be considered harmful or an invasion of privacy if disclosed. It includes:

- Name
- Dates of Attendance
- Classification (first year, second year, etc.)
- Enrollment status (full- or part-time)
- Address
- Telephone number
• Campus e-mail address
• Photograph/image
• Date and place of birth
• Previous institutions attended
• Major field of study (including minors and concentrations)
• Degree conferred (including date)
• Honors and awards
• Participation in officially recognized activities and sports
• Height and weight of members of athletic teams
• Leadership positions at Kalamazoo College

Defining directory information does not obligate the institution to release information, but means that the College may release the information without the consent of the student. Careful consideration is given to all requests to insure that information is not released indiscriminately.

Withholding Directory Information

1. Students must file a written request to withhold directory information with the Dean of Students.
2. The phone number and address will be removed from the quarter phone list and the student/faculty directory, if they have not yet been printed.
3. The Dean of Students will provide written notification of this request to all appropriate parties within the institution. Students should realize that withholding this information may complicate enrollment verification to future employers or graduate schools and dissemination of information within the College.

Academic Freedom

Liberal learning requires for its highest effectiveness an environment of free inquiry in which the whole range of human aspiration and achievement, of knowledge and culture, can be subjected to searching scrutiny. Liberal learning believes that people should be free to construct and criticize without restraint of official dogmatism. Liberal learning specifically denies that if an idea is unpopular it is therefore suspect, or that if an idea is popular it is therefore true, and trusts instead in those canons of discrimination that are given in the Western tradition of historical scholarship and ethics.

Standing self-consciously within this tradition of liberal learning, Kalamazoo College claims for its teachers and students the freedom to engage in the careful and critical examination of the history of ideas; the freedom to create, to hold, to advocate, and to act on behalf of ideas that express their own convictions and integrity; the freedom to engage in the controversy that an unfettered examination and expression of ideas generates; and the freedom to invite to campus representatives of points of view that are important to an informed understanding of the conflict of ideas in our own time.

Since freedom of whatever kind always exists within certain clearly understood boundaries, these freedoms are subject to the following limitations:

1. The freedom of individual members of the College to hold, advocate, and act on behalf of ideas does not entail the right to receive endorsement or support of those ideas from the College as a corporate body. It is
understood that no one may act as a spokesman for the corporate institution who has not been expressly authorized to do so.

2. Ideas held, whether by members of the College or by its guests, may be advocated openly in order that the processes of learning and of advocacy may be served by open criticism and by counter-advocacy.

3. It is understood that both advocacy and action will avoid destruction of property and injury to the personal or intellectual rights of others.

4. It is understood that the commonly accepted prohibitions against plagiarism, slander, libel, and incitement to force or violence are in effect in the exercise of these freedoms.

5. It is understood that freedom of advocacy and action does not entail the right to violate the regulations of the College with impunity.

The Board of Trustees affirms its belief in upholding academic freedom on the campus. It is convinced that the maximum educational opportunity occurs when the College preserves for all its members the right to question, to debate, to criticize, and to dissent. On the other hand, it is equally convinced that freedom is only possible in an environment predicated on peace and orderliness. Therefore, the Board of Trustees wishes it clearly understood that lawlessness, either on campus or off campus, and interference with the College’s educational process cannot be condoned.
FOUR SPECIAL PROGRAMS AND SERVICES

Academic Advising
Athletics
Career and Professional Development
Chapel
First-Year Experience
GLCA Programs
LAC Program
Performing Arts
Service-Learning
Study Abroad
Information Services
Academic Advising

Academic advisors are academic mentors who notice what is happening to their advisees, pay attention to their academic progress, and help them work towards completing their degrees and identifying and fulfilling their academic goals. Academic advising at Kalamazoo College helps students to develop academic plans compatible with their interests, abilities, and goals; design a course of on- and off-campus study and meet degree requirements; grow intellectually and personally; and make the most of their undergraduate education. New students are assigned to an advisor linked to the First-Year Seminar. In winter of their sophomore year students are required to declare a major and may move to an advisor in the major department. Departmental Student Advisors (DSA) provide a student perspective on majors, minors, and concentrations.

Athletics

Ms. Smith (Director of Athletics), Mr. Passage (Assistant Athletic Director), Ms. Hess (Senior Woman Administrator)

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Athletic Trainers: Mr. Michel, Ms. Haas, Ms. Lininger

Athletics at Kalamazoo College reinforces all aspects of the K Plan while providing opportunities to compete at the highest levels of NCAA Division III (www.ncaa.org). Through participation in athletics, student-athletes enhance their leadership abilities, mental capacities, and experience of success. By allowing opportunities for those with the desire and ability to compete in intercollegiate athletics, Kalamazoo College strives for excellence both in the classroom and in the athletic arena.

The mission of the Kalamazoo College Athletic Department is: “In keeping with the Kalamazoo College standard of excellence, the Department of Athletics is committed to achieving excellence in athletics and academics by developing and practicing discipline, leadership, and integrity. Coaches and athletes are responsible for upholding these principles in their pursuit of success.”

The Kalamazoo College Hornets compete within the nation’s oldest athletic conference, the Michigan Intercollegiate Athletic Association, or MIAA, (www.miaa.org) and lead the conference in number of championships won. Information and contest results can be found on the web at www.kzoo.edu/sports
Career and Professional Development

Ms. Hawxhurst (Director)

During the college years, every student develops a unique combination of experiences, abilities, interests, and values. The Center for Career and Professional Development empowers students to identify and explore experiences that will help them clarify their career aspirations, broaden their networks, and hone their professional skills, so that they are well prepared to step confidently into life after Kalamazoo College. Together with academic advisors, the Center helps advise students as they select classes, majors, externships, internships and other field-based experiences, campus employment, organizational involvement, alumni mentors, service-learning opportunities, study abroad sites and Intercultural Research Projects, and Senior Individualized Project topics, developing a coherent set of experiences that builds a strong sequential pathway toward readiness for a chosen profession. A key element of the Center, and an important conduit for the involvement of alumni and the development of professional networks, is the Guilds of Kalamazoo College.

Through an emphasis on individual and small-group career counseling, the Center for Career and Professional Development supports students as they develop a confident understanding of themselves in relation to work and service. Full-time career counselors collaborate to offer a broad and deep array of developmental career and professional programs for students. These programs help students identify vocational and career interests; link with other students, alumni, and external constituents who share these interests; and develop specific skills that will help them succeed in pursuing these interests both while at “K” and in their lives after “K.”

The Center provides resources and personalized assistance in a friendly, creative, and professional setting. Through the Center’s programs and personalized assistance, students have access to direct support in their efforts to identify, secure, and make the most of externships, internships, post-graduate employment, and admission to advanced degree programs. Self-presentation is a critical element at all stages of this process, and the Center works with individuals and small groups to ensure serious consideration as they apply for opportunities in a variety of fields.

Students are expected to take initiative in their pursuits. Some will begin with a clear focus on a particular field of interest and initiate a plan to develop their credentials. Others will begin with a general idea, but seek to narrow and clarify a positive direction. Yet others will seek a starting point and move through the entire career development process.

Students are supported in meeting their career development goals through the following specific services and programs:

- individual career counseling
- self-assessment career inventory
- externships and field-based internships
- résumé and application correspondence critiques
- practice interviews with Kalamazoo area professionals

The Center also maintains resources that assist students in identifying and securing career development opportunities. The Center’s resource collection offers a wide range of traditional and multimedia resources, including a
searchable database of externships, internships, jobs, and career mentors. Reflective summaries of past externships and internships are also available to help students see how peers have connected academic to professional interests as well as maximized learning outcomes within a workplace setting. Employers indicating a particular interest in recruiting Kalamazoo College students are invited to participate in the Center’s online recruiting system, through which students may electronically apply for opportunities.

**Discovery Externship Program**
Discovery Externships are hands-on opportunities to explore a career interest in the workplace of a Kalamazoo College graduate. Available exclusively to first-year and sophomore students, Discovery Externships offer many of the benefits of an internship, but they last one to four weeks instead of six or more. Benefits include:

- Mentoring by a professional in the student’s field of interest
- A workplace balance of observation and duties/projects
- Enhancing professional and personal skills
- Individual learning goals
- Structured Reflection on outcomes and future options
- Networking (contacts, references)

A special benefit of the Kalamazoo College Discovery Externship is the homestay. Homestays (usually with “K” alumni) provide housing, mentoring, and time for informal discussion of a field of interest with a practicing professional.

**Field Experience Program**
Kalamazoo College has a strong, historical commitment to experiential education—“learning by doing.” For over 30 years, many Kalamazoo College students have engaged in internships, which provide a framework and venue for this learning within a real-world context.

The Field Experience Program allows students to register their internship(s) with the Center for Career and Professional Development and to take advantage of the Center’s staff support throughout the duration of their internship experience. Student grants are also available through a competitive application process to help defray the cost of the experience.

The Field Experience Program is available during the non-enrolled summer period. In order for an internship to qualify for inclusion in the Field Experience Program, it must:

- Be registered in the program prior to its start
- Be a minimum of 6 weeks in duration
- Be at least 32 hours/week for a minimum total of 192 hours

Interns enrolled in the Field Experience Program must complete these program requirements:

- Submit a Learning Contract that is completed with the internship supervisor in order to mutually establish goals for skill development, learning, and contribution to the organization during the internship
- Submit Weekly Reflections throughout the internship
- Submit a Reflective Assignment at the conclusion of the internship
Within the Field Experience Program there are three types of opportunities:

**K-Internships**
Unique to Kalamazoo College and new in 2009, these are opportunities extended only to “K” students by “K” alumni. Students are able to develop a professional working relationship with their alumni sponsor, learn about the “real-world” applications of their liberal arts education, and contribute their skills and energy to the work of their placement.

**Community Building Internships**
These internships began in 2007 as a partnership between the CCPD, the Mary Jane Underwood Stryker Institute for Service-Learning, and various Kalamazoo community organizations. Community Building Internships allow students to work in the city of Kalamazoo during the summer months. The purpose of this internship program is to provide a way for Kalamazoo College students to become involved in the city of Kalamazoo and build powerful partnerships with community organizations.

**Independent Internships**
These are internships sought and secured by students who research, identify, and apply for opportunities particularly suited to their unique professional aspirations. Students can learn more about the process of finding an independent internship by visiting the Center or the CCPD website. Students elect whether or not to seek Field Experience funding for their internship when they enroll in the Field Experience Program.

Funding to provide partial support for low paid or unpaid internships is disbursed through an application process based on a competitive assessment of need and the merit of a student’s intended approach to the experience. Students are also advised to consult other campus departments for additional sources of funding.

**The Guilds of Kalamazoo College**
The newest component of the Center’s work is the Guilds. The Kalamazoo College Guilds are communities of practice that bring together students, alumni, faculty, staff, and friends of the College around common professional interests. For students, Guilds connect elements of the K-Plan into a more integrated educational experience and develop networks and professional relationships useful after graduation. These intergenerational networks benefit alumni participants as well, and alumni involvement in the Guilds offers a meaningful lifelong connection to the College. Faculty and staff find opportunities in the Guilds to integrate classroom and community experiences within a curriculum that values learning through study, action, and reflection. Community members find opportunities for collaborative action and professional connection. Guild members develop and strengthen vocational networks and undertake collaborative projects that build upon members’ interests and professional expertise to seek new perspectives and insights into current issues. Guilds offer opportunities for personal interaction and use new information technology to link the campus with members around the globe.

Four charter Guilds were launched in early 2008: Business, Health, Justice...
and Peace, and Sustainability (http://guilds.kzoo.edu). It is anticipated that additional Guilds will coalesce around other interdisciplinary issues. Once the four charter Guilds are fully established, a Guilds Council composed of students, alumni, faculty and staff will consider applications to establish additional Guilds.

**Chapel Program**

The College Chapel Program is designed to offer a variety of services and groups to meet the spiritual needs of a diverse student body. Weekly meetings (such as a women’s spirituality, bible study, and wilderness spirituality), panels on issues as they relate to religion (such as politics or science), afternoon retreats (on topics such as decision making or mindfulness), and services for religious holidays across the variety of traditions, are all aspects of Kalamazoo College’s Chapel Program.

Friday morning services offer opportunities for students, faculty, administration, and staff to explore their spirituality and issues that are important to the campus community. They are led by the chaplain, students, faculty, and an occasional visitor.

The Chapel Program also works in concert with the Peace and Justice Guild, the Muslim Student Organization, Buddhist Student Group, K Desi, Jewish Student Organization, InterVarsity Christian Fellowship, and other student groups. Students are encouraged to become student chaplains, taking leadership positions in planning and implementing programs. In addition, students are invited into The Cavern (underneath Stetson Chapel), where there are spaces for quiet and meditation, and the chaplain is available for pastoral care and counseling.

**First-Year Experience**

The intentional weaving together of hands-on involvement, experiential learning, and mentorship within the context of a rigorous academic life is the hallmark of our First-Year Experience (FYE). Kalamazoo College was named one of thirteen “Institutions of Excellence in the First College Year” by the National Policy Center on the First Year of College and is featured in *Achieving and Sustaining Institutional Excellence for the First Year of College* (Jossey-Bass, 2005). US News & World Report has recognized Kalamazoo’s First-Year Experience as a “program that really works.” FYE at Kalamazoo College has three goals: to help students achieve academic success, make choices that will enable them to live balanced lives, and learn to understand and appreciate diverse people and cultures. The program fosters intercultural understanding appropriate to an internationally-focused college.

**Orientation**

Orientation at “K” features intensive faculty, staff, and student-mentor involvement. Students participate in Convocation (a formal welcome), meet the Summer Common Reading author, discuss courses with their advisors, explore academic and co-curricular interests at information sessions and Student Life Seminars, participate in community service projects, and make new friends. Orientation is planned by a committee of faculty, staff, and students.

**Summer Common Reading**

Summer Common Reading joins new students, faculty, and staff in a conversation

**First-Year Seminars**

Inaugurated in 1990, First-Year Seminars involve faculty from many different departments, who develop special topics courses that introduce students to the critical thinking and writing skills required in college, including a particular focus on intercultural understanding. Seminars are intended to help students develop a voice through writing, speaking, analytical reading, discussion, and engagement in critical thinking. Seminars are small, begin during orientation, are the only class taken by all “K” students, and operate through an exploratory discussion format. Students write frequent short papers, with plenty of opportunity for revisions. Seminars also introduce students to the library and help them develop information literacy.

**First-Year Forums**

First-Year Forums are special programs (dramatic presentations, interactive learning sessions, and structured conversations with faculty, other students, and guests on campus) that focus on the three goals of the FYE program and help first-year students continue their academic and personal growth.

**Academic Advisors**

Each student has an academic advisor whose business is to know what is happening with each of his or her advisees. Advisors talk with their advisees about their goals and intellectual growth. They help advisees ask and answer questions, select courses, understand the curriculum and degree requirements, and connect with College resources.

**Early Alert**

Kalamazoo College maintains a system of early alert for students who may be placing themselves in academic jeopardy. This process has been developed within the parameters of confidentiality and personal integrity of each student and College personnel involved. Each quarter instructors and advisors are asked to inform the Dean of Enrollment of students who may be causing concern exhibited by poor attendance, missed assignments or tests, lack of participation in class, failing tests, signs of emotional or physical distress, or previous placement on academic probation. These alerts are reviewed weekly by a small group of student development and academic administrators. This group works closely with the academic advisor, professor, and the student. They make referrals and encourage the student to develop strategies that will promote a positive academic experience.

**Peer Leaders**

Peer Leaders, carefully selected student-mentors, share their knowledge and
experiences to help students achieve greater academic and personal success. Each Seminar is assigned a Peer Leader, as are transfers and visiting international students.

**LandSea**

LandSea is Kalamazoo College's unique orientation option that takes place in Killarney Provincial Park (Ontario, Canada). The adventure education program gives approximately 80 participants each year the opportunity to experience the challenges, joys, risks, and frustrations of 17 days of group living in the wilderness. Experiences can include backpacking, canoeing, portaging, climbing, rappelling, and time on solo. College staff members and trained student leaders provide wilderness skill instruction and group facilitation. The intensity of LandSea forges deep bonds between participants. Students return to campus in time to fully participate in the College's orientation program.

**GLCA Programs**

Kalamazoo College is a member of the Great Lakes Colleges Association (GLCA), an association of 13 private liberal arts colleges in Michigan, Indiana, Ohio, and Pennsylvania. The member colleges—Albion, Allegheny, Antioch, Denison, DePauw, Earlham, Hope, Kalamazoo, Kenyon, Oberlin, Ohio Wesleyan, Wabash, and Wooster—share facilities and resources in order to provide programs that no single college could undertake by itself.

Kalamazoo College students who meet appropriate qualifications are eligible to apply for participation in a fine arts program in New York City, a fall quarter seminar at the Newberry Library in Chicago, an urban studies program at The Philadelphia Center, a semester program on the U.S.-Mexico border through the Border Studies Program, and a science/social science term at the Oak Ridge National Laboratory in Tennessee. College faculty members serve as liaison advisers to these programs. Students interested in the GLCA programs should consult with the appropriate faculty advisor.

**Information Services**

Information Services includes the library, administrative computing, technical and media services, and web services. In 2006 the College opened a renovated and expanded library building that includes a café, state-of-the-art classrooms, a video studio, videoconferencing capabilities, wireless Internet, nearly 100 PC and Mac computers, and an attractive two-story reading room featuring fireplaces and comfortable seating with plenty of natural light.

**Upjohn Library Commons**

The Upjohn Library Commons is the center of intellectual life on campus. Its collection of more than 300,000 print and audiovisual volumes, over 33,000 print and online periodicals, and access to extensive electronic resources is further expanded through reciprocal borrowing arrangements with college, university, and public libraries nationwide. Ariadne, the library's catalog, is available through the Internet. Nearly 200 online databases and indexes are accessible to current students, faculty, and staff both on and off campus. The
library’s A.M. Todd Rare Book Room contains a collection of nearly 3,000 works in the history of science, the humanities, and the history of books and printing.

**Technical and Media Services**

Technical and Media Services provides scheduling, setup, and support of classroom technology. It manages the College’s computing Help Desk and the computer labs, provides workstation support for College computers, training for common computing hardware and software, and support for graphics through the Fetzer Media Center. It also provides back-end support for servers, wired and wireless networking, and telecommunications.

**Administrative Computing**

Administrative Computing supports the faculty, staff, and students in their use of the College’s campus information system. This integrated system houses the data and application software necessary for college operations including the Business Office, Financial Aid Office, Registrar, College Advancement, and also provides access via web browser to pertinent academic & biographical information for faculty and students.

**Web Services**

Web services provides support for web publishing and web-based applications such as the Moodle course management system. We consult with college constituents to provide appropriate web solutions for their online communications needs, including application development and third-party web application management and support.

**LAC Program**

Each year the Liberal Arts Colloquium endorses approximately 75 public events. This open forum hosts lectures by prominent scholars, concerts by renowned musicians, performances by important artists, panel discussions by experts convened to address social issues, talks by experts and emerging artists, and annual events to commemorate historical figures and cultural holidays.

The program contributes to campus life by celebrating, in the spirit of critical inquiry and aesthetic appreciation, the ongoing pursuit of knowledge, artistic innovation, intercultural understanding, and moral inquiry. By convening Kalamazoo College’s learning community around such events, the LAC forum reinforces the idea that public deliberation and artistic appreciation are essential for a lifelong commitment to civic responsibility and vocational readiness.

**Performing Arts**

The College offers many different kinds of participation in the arts. Three theatres permit great latitude in play selection, design, and direction. Mainstage productions and studio productions give qualified Kalamazoo College students opportunities to act, direct, or participate in set, lighting, costume, and makeup design in Festival Playhouse (the producing organization of the Theatre Arts Department). There are also several independent student-run performing groups:
Monkapult (Improv troupe), Frelon (Dance Company), Cultural Awareness Troupe (African-American performance), and World Night (multiple student organizations).

The College Singers, Chamber Choir, Symphonic Band, Kalamazoo Philharmonica, Jazz Band, World Percussion Ensemble, and Bach Festival Chorus are open to any qualified student. These groups provide a variety of formal and informal concerts and recitals both on and off campus. College music ensembles and individual students also collaborate regularly with professional music organizations in Kalamazoo, including the Kalamazoo Symphony Orchestra and the Gilmore International Keyboard Festival.

A yearlong program of music performances culminates in the annual Bach Festival held in the spring of each year. Membership for the Bach Festival Chorus is drawn from the Kalamazoo community as well as from students, faculty, and staff of the College. The Bach Festival includes nationally-known soloists and attracts the participation of young artists from the entire Midwest to compete for coveted solo opportunities. In addition, the festival boasts nationally known soloists.

The College gallery hosts exhibitions by students and faculty as well as other artists. The proximity of Detroit and Chicago permits scheduled trips to museums, and the art department regularly sponsors lectures and demonstrations by visiting artists and art historians.

Since 1984, Kalamazoo College has been the home for a ring of eight English tower bells. The Kalamazoo College Guild of Change Ringers welcomes into its membership all interested students, faculty, and staff.

**Service-Learning**

Ms. Geist (Director), Ms. Denton (Community Liaison),
Ms. Montgomery (Assistant Director)

The nationally recognized Mary Jane Underwood Stryker Institute for Service-Learning (www.kzoo.edu/servicelearning), established in 2001, engages students, faculty, and community members in sustained partnerships that foster collaborative learning and civic participation in a diverse and democratic society. By forging a link between service and learning, the Institute works to strengthen the community, invigorate the educational experience, and promote students’ informed and ethical engagement in a more just, equitable, and sustainable world.

Service-learning is a form of experiential education that explicitly integrates academic study and community service so that each enhances the other. It connects theory with practice and builds communities of learners through ongoing collaboration between campus and community partners. It requires of students both critical analysis and purposeful reflection on the structure and meaning of the experience. Faculty and their community counterparts design activities to meet the learning goals of faculty and students as well as the objectives of the community partner. Most often the service relates conceptually to the content of an academic course and is closely guided by a faculty member who introduces a strong analytic, discipline- or theory-oriented component into the service activities. At “K,” student leaders who hold Civic Engagement Scholarships also help design and lead on-going co-curricular service-learning initiatives with over 20 community partners each year, and their programs also incorporate structured reflection.

We believe students, faculty, and the community offer one another rich and
complex learning opportunities from which all can prosper. The college offers community-based research; academic service-learning courses; and community projects led by students but facilitated by college faculty, staff, and community members. Service-learning, because it incorporates structured reflection and advocacy with a social justice orientation, is not volunteerism.

About half of the student body engages in some form of service-learning every year. Our largest partnership is with Kalamazoo Public Schools, where more than 400 Kalamazoo College students work in myriad projects, both course-based and ongoing. In all of our work we emphasize global perspectives on local issues, connecting study abroad with learning here in Kalamazoo. Kalamazoo College emphasizes global citizenship, and we believe it begins at home.

The Institute for Service-Learning works with:

**Faculty**: to create opportunities for public scholarship, especially by developing academic service-learning courses across the curriculum that incorporate learning from the community;

**Students**: to create student-led co-curricular projects that promote social justice and foster the knowledge, skills, and commitment for effective lifelong participation in public life and social change;

**The Community**: to create reciprocal programs and partnerships that respond to community needs and build on community assets.

### Academic Service-Learning

In service-learning courses, faculty structure opportunities for “K” students to work with community members in projects related to the course material. They build analysis of the community experiences into the course and integrate the knowledge gained in the community with classroom and lab assignments. Faculty offer about 25 different service-learning courses each year in various disciplines including Music, Biology, Sociology, Physical Education, German, Anthropology, Classics, Economics, Spanish, Math, Political Science, Psychology, Religion, Women’s Studies, Human Development and Social Relations, Theatre, Art, Chemistry, Physics, and English. A growing number of First-Year Seminars also incorporate service-learning.

Students in these courses work with non-profit agencies and government advisory boards; serve as interpreters at health clinics and hospitals; and offer respite care for families with autistic children. Students write grant proposals and newsletters; gather oral histories with elders, immigrants, farmers, and youth; and conduct community-based research. Many courses work with public school children of all grade levels. Public school projects have included designing and conducting chemistry experiments; tutoring and mentoring in math, reading, and algebra; poetry-writing; nutrition education; building a new playground; and filmmaking.

### Co-Curricular Service-Learning Programs

Independent of their courses, students participate weekly in ongoing community service-learning projects as volunteers or through federal work-study. Contributing to the community is an energizing change of pace as well a chance
to develop skills, friendships, leadership, and a deeper engagement with social issues through reflection and discussion.

Students work in a variety of not-for-profit organizations, including schools and in health care settings. They teach English as a second language; offer poetry, photography, and ceramics courses at a homeless shelter; help adult learners study for their GED degrees; raise funds for local food banks; develop environmental health curricula with and for farm workers and growers; teach and lead a youth theatre program; work with farmers and community organizations to source more of our food locally; design sustainable development and community gardening projects; and use their skills and imagination to continually create new projects.

Co-curricular partnerships with the Kalamazoo Public Schools involve the greatest number of students each year in weekly programs at about eight different schools. They include:

Woodward School for Technology & Research
Over 250 Kalamazoo College students volunteer, earn work-study, or take service-learning courses based each year at this public elementary school. They work as classroom assistants, playground monitors, science mentors, after-school tutors, health, nutrition, gardening and environmental educators, researchers and data analysts, language teachers, and more.

AMIGOS/Kalamazoo Central High School and Maple Street Middle School
Kalamazoo College students use their foreign language skills to mentor a diverse group of students in bilingual programs.

Lincoln International Studies School and El Sol
Kalamazoo College students work in elementary Spanish immersion classrooms helping children learn to read in Spanish.

Keeping the Doors Open
This afternoon math enrichment program for students from all three Kalamazoo Public Schools (KPS) middle schools meets on Kalamazoo College’s campus twice a week. The demanding curriculum helps KPS students reach their full potential and involves families to support their kids and navigate the complex pathways to college.

HeartBeat
This after school creative expression program helps high school students find their own voice and culminates in an annual poetry performance for families and community on K’s campus.

Our student-led programs also use assets-based models in their work with Fair Food Matters (local food and food sovereignty), Family Health Center and the Free Clinic of Kalamazoo, Farmworkers Legal Services, Loaves and Fishes (food pantry and hunger alleviation), Ministry with Community (homeless day shelter), Michigan Commission for the Blind, Goodwill Adult Literacy, the Kalamazoo County Juvenile Home, and many more.

Student Scholars for Civic Engagement
Through an endowment that honors Dr. Marilyn LaPlante, former Dean of Students and the College’s first Vice-President for Experiential Education, the Mary Jane Underwood Stryker Institute for Service-Learning awards LaPlante Student Scholarships to reward and encourage student leadership and initiative
in service-learning. The *Stephanie Vibbert Scholarship* honors the life of a young writer, feminist, artist, and activist, and the *DeMoore Fellowship* pays tribute to a man who turned lives around. These scholarships support at least 20 outstanding student leaders each year. They design, implement, and sustain ongoing innovative community projects by collaborating with their peers and a community partner. Civic Engagement Scholars shoulder major responsibility for coordinating Institute programs with the community and developing peer mentor networks. They also design and lead workshops to promote reflection, action, and advocacy on the pressing public issues with which students and their community partners are engaged.

**Study Abroad**

Mr. Brockington (Associate Provost for International Programs), Ms. Wiedenhoeft (Associate Director of the Center for International Programs), Ms. McClendon (Assistant Director), Ms. Gross (Assistant Director), Ms. Steward (Operations Coordinator), Ms. Garcia (Resource room manager),

Every study abroad program at Kalamazoo College is unique, but each offers challenging course work in an educational system whose values and methods reflect those of the local culture, opportunities for integrative cultural experiences, and structured opportunities for using the local language(s) both in and out of the classroom. As the academic, language, and other specific qualifications differ from program to program, it is imperative that students carefully read the program descriptions and Study Abroad Handbook, available from the Center for International Programs (CIP).

The complete policies and regulations that govern the study abroad program at Kalamazoo College are found in the Kalamazoo College Study Abroad Handbook published by the Center for International Programs. For information on specific programs and policies, consult the Associate Provost for International Programs.

It is the student’s responsibility to become familiar with all study abroad policies, regulations, and guidelines as well as the eligibility, application, and participation requirements for individual study abroad programs as published in the program descriptions (available in the CIP). The student’s application for participation in study abroad, signatures on the Study Abroad Participation, Student Agreement Forms, General Release, and payment of required deposits are confirmation of acceptance of the policies governing the program, including all academic and social policies of Kalamazoo College, among them the Honor System. Failure to adhere to these will be considered sufficient reason for dismissal from the program.

**Study Abroad Programs**

Kalamazoo College sponsors study abroad programs in the following countries: Ecuador, France, Germany, Kenya, Mexico, Sénégal, Spain, Thailand, and Trinidad. In addition, Kalamazoo College students are able to participate in programs organized by foreign or U.S. institutions in a number of other countries including Australia, Botswana, Chile, China, Costa Rica, Denmark, Egypt, England, Greece, Hungary, India, Ireland, Israel, Japan, and Scotland. For specific information about the study abroad programs available to Kalamazoo
students and their requirements for participation, please contact the Center for International Programs. A list of study abroad programs pre-approved for transfer of academic credit is updated and published by the Center yearly. All study abroad programs offered through the Center are subject to annual enrollment limits. In the case where a program does not have sufficient minimum enrollment to meet academic and/or financial requirements, the College reserves the right to cancel the program for that particular year and assign students elsewhere.

Program information is also available on the Center's website: www.kzoo.edu/cip. The Center determines which study abroad programs qualify for transfer of academic credit and Kalamazoo College financial assistance/scholarships. Students should consult the “List of Study Abroad Programs” regularly to determine if a program qualifies for the transfer of academic credit and Kalamazoo College financial assistance/scholarships. Programs may be changed, suspended, or withdrawn at any time due to political, economic, or other conditions. No credit will be awarded for any academic work done outside the United States without prior endorsement by the Center. Requests for endorsements after the fact will not be considered. Students interested in enrolling in a program not on the List of Study Abroad Programs Approved for Transfer of Academic Credit (a copy of which can be found in the CIP office) can petition the Center to have the program endorsed on a one-time basis. Such petitions must be filed by November 1 of the calendar year prior to the year in which students wish to participate. A description of the petition process is available in the Center for International Programs.

As a general policy, participation in Kalamazoo College study abroad programs will be limited to a maximum of 15 students per program, although some programs have different limits. Sophomores will be given priority for the spring short-term programs. Juniors will be admitted to spring short-term programs only if there is space available and with the approval of the Registrar and the student’s adviser. Sophomores and juniors are equally eligible for the winter short-term program in Oaxaca, Mexico. Long-term and extended-term programs are open to juniors only. In those Kalamazoo programs that are open to participation by non-Kalamazoo students (Sénégal, Kenya, and Thailand), priority will be given to Kalamazoo students; non-Kalamazoo students will be admitted on a space-available basis. First-year students are not eligible to participate in study abroad.

Kalamazoo students are eligible to participate in only one study abroad experience for credit during their time at the College. No more than ten units of credit from off-campus programs (including study abroad and domestic off-campus programs such as New York Arts, Philadelphia Urban Studies, or Border Studies Program) can be used to meet a student’s graduation requirements. Students may apply their Kalamazoo College financial assistance/scholarships to only one extended-, long-, or short-term study abroad program approved for such transfers.

On most Kalamazoo College programs, a College representative meets each group as it arrives abroad. College personnel visit study abroad programs as needed. All Kalamazoo sponsored study abroad programs have a Resident Director appointed by the College to mentor students and represent the College. At many programs, students live in homestays; in other instances, housing is arranged by the program, typically in university dormitories.
Program Length
The study abroad programs available to Kalamazoo College students include long-term, extended-term, and short-term programs. In a long-term program, the academic experience typically lasts 14 to 17 weeks, beginning in the fall. Extended-term programs are only available to language and/or International and Areas Studies majors and typically begin in the fall and end the following June or July. Spring short-term programs typically last ten weeks, beginning in late March and ending in early June. The College offers one short-term program, which begins in early January and concludes in mid-March. For information regarding specific program dates, please contact the Center for International Programs. Students need to meet with their academic advisers and consult the CIP well in advance of participation in order to determine the programs that will best fit their academic program at the College. Summer study abroad for credit is available to Kalamazoo College students through CIP-sponsored International Study Seminars. Students who wish to extend their programs abroad from long to extended term must notify the Center in writing by November 30th. Students who intend to participate in extended-term programs must pass all classes taken during the long-term portion with a “C” or better. If a student has not met this requirement, they are not eligible to participate in the extended-term program and will need to make arrangements to return to campus for the spring quarter.

Eligibility
Students are required to obtain approval in advance for participation in study abroad programs through application to the Center for International Programs. Students wishing to participate in study abroad must have a minimum 2.5 G.P.A at the time of application; some programs have higher minimum G.P.A requirements. Students whose G.P.A. does not meet the College’s 2.5 minimum or the program’s minimum and who still wish to study abroad must meet with CIP staff prior to submitting an application to study abroad. NOTE: Kalamazoo College cannot waive G.P.A. or other eligibility requirements established by other programs. Therefore, only certain Kalamazoo-sponsored programs may be available to these students. The final decision regarding admission to and participation in specific programs rests with the Associate Provost for International Programs and host institutions abroad. The Associate Provost reserves the right to deny participation in study abroad when students’ actions either on or off campus raise doubt that they are ready for an international study experience or prepared to represent Kalamazoo College appropriately.

Students on academic probation, or who have a history of significant disciplinary problems, are not eligible to participate in the study abroad program. All incomplete grades must be changed prior to departure for study abroad. All students participating in long-term or extended-term programs must have junior standing (a minimum of 17 Kalamazoo College credits with a grade of D or better). Students who are not able to complete the program’s 17-unit requirement prior to the conclusion of the last quarter on campus before study abroad may be placed on a conditional admission status until proof of completion has been received and approved by the registrar. Students who transfer to Kalamazoo College should talk with a CIP staff member during their first term on campus about their study abroad options.

Students whose physical, mental, or emotional condition may require accommodations to participate in the Study Abroad Program must contact...
the Center staff well before the deadlines for applications. The Center staff will assist by providing the student a clear description of the physical and mental requirements of the program. The student will be asked to provide the Center staff with a clear description of the accommodations which the student believes will be necessary for the student to meet the requirements of the program. The student may be asked to provide the Center with a release to speak with the student's healthcare provider so that the Center staff can clearly understand the student's needs. The Center staff will determine the availability of those accommodations, or other reasonable accommodations, at the program location. The student's acceptance into a specific Study Abroad Program is contingent upon the determination to the Associate Provost's satisfaction that reasonable accommodations are available at the program location.

Application, Selection, and Placement
Students must meet specific requirements and deadlines in order to be eligible to participate in any study abroad program. These requirements differ from program to program, but for all of them prospective participants must fill out and submit required application materials. Students must complete a Kalamazoo College study abroad application and, in most cases, will also need to complete additional materials for the host institution or university. Incomplete applications will be considered late and will not be processed until completed. Application materials will be forwarded by the CIP office to the appropriate programs or universities.

Information on specific program requirements and applications is available in the Center for International Programs. With the exception of a single required foreign language course, students must meet all requirements at the time they apply and continue to meet the set requirements prior to departure. Academic performance and probationary status will be evaluated by CIP staff following each quarter prior to departure for study abroad.

Students may only apply for one program at a time, regardless of the application deadline of that program. If a student is not admitted into his or her first choice program, the CIP will assist the student in applying for another program to which he or she is eligible and in which there is space available. In some Kalamazoo programs, students who are not selected for participation may be offered alternate status. Typically, no more than one student will be considered for alternate status for any one program. Alternate status means that should an active participant choose not to accept their offer of admission, the alternate will be assigned to that space. Alternate status is always set for a limited duration. At the end of that set time, the student will be given the choice to apply for another program where space is available and for which the student is eligible.

Participants are admitted to specific study abroad programs based upon student qualifications, program capacities, and other conditions deemed relevant by the Associate Provost for International Programs. Students meeting the College's and any program-specific eligibility requirements are selected for participation in the study abroad program on the basis of such items as their cumulative grade point average, their grades in the appropriate foreign language (where applicable), the strength of the required essay(s), faculty letters of recommendation, an evaluation of the transcript, and other information provided in their application and their College records. The Center for International Programs may also require applicants to be interviewed.

Transfer students should expect that their previous academic work will be
reviewed as part of the selection process and must supply the Center with an official transcript from their previous institution(s) at the time of application. The Office of the Registrar cannot release copies of non-Kalamazoo College transcripts. A combined transfer and Kalamazoo GPA will be used to determine eligibility.

Applications for participation in the winter quarter short-term Oaxaca program are due on Friday of the third week of fall quarter. Applications for participation in short-term programs are due in the Center by November 15; applications for participation in long- or extended-term programs are due in the Center by January 15. Failure to turn in the completed application materials by the due dates will jeopardize a student’s participation in study abroad.

**Foreign Language Proficiency**

Students who desire a university-integrated experience, in which they take classes with host country students in French-, German-, or Spanish-speaking programs, must have advanced proficiency in the appropriate foreign language equivalent to at least level 202 or 203. Students participating in Chinese- or Japanese-speaking programs will need considerably more language study than required by the program to be able to gain entrance to regular university courses. Students who have proficiency in a foreign language through level 201 will most typically take courses in the target language but offered through a language and culture institute for foreign students attached to or otherwise affiliated with a university.

Students who have already taken the required minimum level of foreign language for their study abroad program are encouraged to maintain their level of proficiency during the time before departure. Students will not receive credit for a language course abroad equivalent to one already taken at Kalamazoo College.

Students choosing the spring short-term study abroad option may not have proficiency in the language of the Study Abroad program greater than four units (level 202) of that language and must have a minimum proficiency equivalent to 2 units (102). Most short-term programs can only offer courses at the 201-203 level and are thus not appropriate academically for students with higher levels of foreign language proficiency.

Students who are not able to complete the program’s language requirement prior to the conclusion of the last quarter on campus before study abroad may be placed on conditional admission status until proof of completion has been received and approved by the language department and the Registrar.

**Fees**

For Kalamazoo College students participating in a long-term Kalamazoo College study abroad program, the comprehensive fee for 2009-2010 is $26,948; for an extended-term Kalamazoo College program, the 2009-2010 fee is $40,422. The fee for students participating in Kalamazoo College 2010 spring short-term programs is $13,473. Fees for CIP-sponsored International Study Seminars will be noted on the program description and may vary according to the program’s itinerary. Comprehensive fees for participants from other colleges and universities are the same as for Kalamazoo College students. Comprehensive fees for Kalamazoo students participating in non-Kalamazoo study abroad programs often exceed the fees for Kalamazoo programs. All non-Kalamazoo options
are billed at the Kalamazoo College rates cited above or at a higher rate if the costs exceed customary Kalamazoo charges. In no instance will a student pay less than the comprehensive fee assessed for Kalamazoo College’s own study abroad programs. The Center for International Programs has information on comprehensive fees for specific programs. A nonrefundable deposit will be required prior to participation in any program. The deposit will be credited towards the comprehensive fee.

The comprehensive fee includes room and board while classes are in session, all academic tuition and fees, and excursions included as part of the academic program.

Study abroad fees do not include items such as the following:

- round-trip transportation between the student’s home and the program’s location
- books and other required educational materials (including photocopies and personal printing—approximately $150 per quarter) or additional lab or music fees
- room and board during Christmas, Holy Week, and other extended vacation periods
- cell phones or Internet fees/usage
- passports
- required photographs
- required physical exams, x-rays, and other medical tests
- required and recommended immunizations (average cost for immunizations at the College Health Center is $200 to $300)
- required health and accident insurance
- required antimalarial prophylactic pills (where recommended by the CDC) that the student takes abroad (average cost $10 per pill, taken on a weekly basis; total cost varies from $300 to $400, depending on the length of the program)
- required medical evacuation insurance (where indicated in the Study Abroad Handbook)
- independent travel while abroad
- incidental expenses en route and abroad
- cost of local transportation at the program site, including field trips for a course as well as daily commuting
- Visa fees (for certain programs)
- personal property insurance

Kalamazoo College reserves the right to change or modify what is included in the comprehensive study abroad fee without prior notice. For details on what the comprehensive fee includes, please consult the Associate Provost of International Programs or the CIP website (www.kzoo.edu/cip).

The amount students spend above and beyond what is paid to the College will vary: Returning students suggest that an average of $2,000 extra for short-term; $2,500 to $3,500 for long-term programs; and $3,000 to $4,000 for extended-term programs is realistic. Students may be able to manage on less than these amounts if they budget carefully and restrict independent travel.
Billing and Payment
Students will be informed of the comprehensive fee for the study abroad program prior to the beginning of the program. Payments for study abroad programs are made according to the regular college payment schedule. For specific billing dates, contact the Kalamazoo College business office.

For GLCA and other non-Kalamazoo students, the home institution will be billed. This allows students to receive any financial aid for which they are eligible. Please notify the Center for International Programs if the bill should be sent to an address different from the home institution. A form specifying a preferred billing address is completed following acceptance into the program.

All student accounts, including fees, must be cleared before students can leave for study abroad. Tickets will not be released unless student accounts are paid in full or appropriate arrangements have been made through the Kalamazoo College business office. Non-payment of the comprehensive fee installments while abroad will jeopardize a student’s continuing participation in the program and may result in withdrawal or dismissal.

Study Abroad Deposit
In order to hold a student's place in a program, a nonrefundable deposit is required. Payment of this amount is due with the Study Abroad Participation Confirmation form. If this form and deposit are not returned by the deadline, students will be withdrawn from the program. In the cases of withdrawal after that date or dismissal from the program, the deposit will be forfeited. In addition to forfeiting the deposit, students who withdraw following submission of an application to study abroad are liable for all other moneys advanced on their behalf at any time including, but not limited to, application fees and nonrefundable deposits assessed by non-Kalamazoo programs, airlines, etc.

Financial Assistance/Scholarships
International education is supported at Kalamazoo College by a number of generous gifts, including the S. Rudolph Light Endowment, the Arcus Gay and Lesbian Fund Study Abroad Endowment, and the Beeler Memorial Foreign Study Endowment Fund. For Kalamazoo College students receiving Kalamazoo College financial assistance/scholarships, this aid is available for those programs that appear in the “approved for transfer of academic credit and Kalamazoo financial assistance/scholarships” category of the List of Study Abroad Programs. (Consult the Center for International Programs for more information about this list.) The term “limited financial aid” indicates that state and federal funds are fully available, but institutional funding (including GLCA tuition remission) will not be credited.

Non-Kalamazoo College students receive no financial aid from Kalamazoo College. Students should consult with the study abroad director and financial aid office on their own campus regarding their financial aid package while studying abroad.

Work/Study: No employment is available to students while on study abroad. Students travel overseas on a student visa that specifically prevents them from seeking employment or earning money while they are in that country: If work/study is part of their financial aid package, students will have to find an alternative source for those funds for the quarters spent abroad.
Pre-Departure Orientation
CIP staff members recognize that an important first step in preparing for the study abroad experience is for participants to have an opportunity to learn more information about their study abroad program. During the quarter preceding study abroad participation, CIP and other College staff members offer question-answer sessions as well as formal meetings providing information about the academic structure of the programs abroad, health and safety information, and details about logistical components of the program. Where feasible, study abroad returnees as well visiting international students will contribute to sessions to help students prepare to make the most of their time abroad. Kalamazoo College students must attend all mandatory study abroad orientation meetings on the Kalamazoo campus. Students are also encouraged to participate in workshops, such as Women and Study Abroad, which may provide additional information and preparation. Non-Kalamazoo students are not required to attend the orientation sessions held on Kalamazoo’s campus but are required to abide by and satisfy all deadlines.

Academic Credit
All academic work completed in the study abroad program is certified by the Associate Provost for International Programs and the Registrar and is recorded on the Kalamazoo College academic transcript on the basis of examinations and reports supplied by supervisors and teachers abroad. Study abroad credits may be used to satisfy graduation requirements. Major, minor, or concentration requirements are at the discretion of departmental faculty. Credit distribution for other College graduation requirements is determined by the Registrar. When registering for courses abroad, students should direct inquiries regarding such credits accordingly. Students are encouraged to obtain approval from the department in advance if a student wishes to use a course from study abroad to satisfy requirements for a major, minor, or concentration. Kalamazoo College students are eligible to earn three Kalamazoo College units of credit for a short-term program, six units for a long-term program, and nine units for an extended-term program. Students from other colleges participating in Kalamazoo College programs should consult the Center for International Programs regarding credit. Once students have completed the study abroad program and (where necessary) consulted with the Registrar, the appropriate grades and credits will be recorded on the transcript. Only those courses from study abroad which are within the “Liberal Arts Tradition” of the College will be accepted for credit.

Independent Study
No independent study for credit, including “distance education” courses, may be pursued in any study abroad program without advance approval from the Associate Provost for International Programs.

Grades
All grades earned on study abroad fall within the College’s general policies on transfer credit. Study abroad grades will be reviewed, translated, and certified by the Center for International Programs and will be recorded by the Registrar on the official Kalamazoo College transcript according to the Kalamazoo “A, B, C” grading system. Grades from study abroad courses will not be counted in the
student’s Kalamazoo grade point average. To receive credit for a study abroad course, students must earn a “C” or better according to the local grading scale. Credits will normally be listed on the Kalamazoo College transcript with the same academic rubric used at the foreign institution; for example, a class listed as a “History” course will be listed as a “History” course on the Kalamazoo transcript. A student who believes that, for instance, a course listed as “Art History” at a foreign institution should be listed as “History” on the Kalamazoo transcript should appeal to the Associate Provost for International Programs and the Kalamazoo College Registrar. In consultation with the department affected and after examining a syllabus of the course completed abroad, the Associate Provost and Registrar will determine how the course should be described on the transcript.

Students seeking a grade change for a course taken on study abroad must petition the Center for International Programs no later than six weeks following notification of their grades. Requests for a grade review must be accompanied by complete documentation from the course in question including syllabi, assignment sheets, reading lists, homework and other assignments, essays, examinations, etc. Grade appeals must follow the College’s standard change of grade procedure as outlined in the catalogue.

Pass/Fail Courses
Students must have approval in advance from the Center for International Programs to enroll in courses abroad on a pass/fail basis. Failure to secure approval will result in a grade of “F” on the student’s transcript.

Incomplete Grades
Students must complete all course work while they are enrolled in the academic program abroad; no “Incompletes” will be given for course work abroad. All course work must be completed by the deadlines set by the staff and instructors at the program abroad. Courses that are not completed abroad will be recorded with a grade of “F” on the Kalamazoo College transcript.

Attendance Policy
Attendance is required at all classes while on study abroad except in the case of illness and/or emergencies beyond the student’s control. Students are expected to attend classes Monday through Friday and to participate in scheduled group activities and excursions. Visits by family or friends are not reasons for an excused absence from class. Unexcused absences often result in a lowered grade and may be deemed a sufficient reason for withdrawal from the program, which could also result in withdrawal from the College.

Underloads, Dropped and Added Courses
Students are not permitted to arbitrarily underload, drop, or add courses while on study abroad. Students must enroll in the required number of courses as specified by Kalamazoo College and cannot exceed or reduce the required number of courses in the program without the written permission of the Associate Provost for International Programs. Students who add a course without permission will receive no credit for that course. Students who drop a course without permission or fail to enroll in the prescribed number of courses will receive an “F” for each
dropped course, and the failed course grades will be recorded as an “F” on the transcript.

Withdrawal
Students who withdraw from the program after being admitted will forfeit the nonrefundable deposit. They will be required to pay any additional costs incurred on their behalf (including, but not limited to, moneys advanced on their behalf for nonrefundable deposits at other institutions, airfare, legal documents, visa and application fees, housing deposits, etc.). Students who withdraw with the permission of the Associate Provost for International Programs after the program abroad has begun may be entitled to a partial refund as specified in the College’s policies. Eligibility for possible refunds will be computed from the first day of the academic program abroad, not according to the on-campus calendar. These students may be eligible to receive grades of W (withdrawal) on the Kalamazoo College academic transcript.

The Associate Provost or the Associate Director of International Programs reserves the right to withdraw or dismiss students from the study abroad program for violations of College policy or regulations, disruptive behavior or conduct which could bring the program into disrepute, misuse and/or abuse of alcohol or drugs, medical or academic grounds, or behavior that poses a danger.

Students who wish to return home once a program abroad has begun must receive permission to do so from the Associate Provost for International Programs. Students who withdraw without permission will not be eligible for any academic credits that would have been earned and will, in a separate administrative action, automatically be withdrawn from the College. These regulations also apply in the case of dismissal from the program.

If students participate in the study abroad program and subsequently withdraw from the College prior to graduation, the Board of Trustees has directed that these students must pay $1,300 before their academic transcripts will be released.

Dismissal
Application to and acceptance into the study abroad program is separate from admission to the College. Participation in study abroad at Kalamazoo College requires that students meet certain expectations and eligibility criteria as well as exercise responsible judgment and behavior. When students accept their admission to the study abroad program, they agree to abide by the policies and regulations set forth in the Study Abroad Handbook, the Academic Catalogue, the Student Handbook, and other relevant Kalamazoo College publications. Of particular importance for students participating in study abroad is the “Statement of Social Behavior” from the Study Abroad Handbook that states, in part, that acceptable behavior includes compliance with local laws and regulations, host university policies and regulations (including local housing regulations and policies), and adherence to the social patterns of the homestay family (or local housing placement) and the local community. Any behavior that, in the judgment of the Associate Provost or Associate Director of the Center for International Programs, causes pain or discomfort to others, reflects discredit on the individual or upon the College, or poses a danger to the individual student or to others is considered unacceptable and may subject the offender to immediate administrative action by the Associate Provost for International
Programs including, but not limited to, immediate dismissal from the study abroad program. Immediate administrative action may be required for medical conditions which affect a participant’s ability to perform the essential functions of a student.

Students who are dismissed from the study abroad program will be withdrawn from their courses overseas and receive a grade of “F” for each course. They will also be removed from their program-provided housing and will be expected to return to the United States as soon as possible. Students who have been dismissed from the study abroad program will, in separate administrative action, also be withdrawn from the College. Furthermore, the Associate Provost for International Programs reserves the right to pursue separate sanctions against offenders under the College’s judicial system in the event that they are permitted to continue as students at the College. Examples of student behavior while on study abroad that may lead to immediate administrative action by the Associate Provost for International Programs include, but are not limited to, illegal drug use, abuse of alcohol, failure to attend class and/or other required academic activities, hitchhiking, unauthorized absence from the study abroad program, unauthorized changes in housing, arrest for infractions of local laws, and violations of other Kalamazoo College policies. Furthermore, the Center for International Programs reserves the right to notify the parents of any student whose behavior abroad, in the judgment of the Associate Provost or Associate Director, is unacceptable or in violation of study abroad and/or College policy.
STUDENT LIFE

Campus Employment
Residential Living
Resources/Services for Students with Disabilities
Social Policies and Regulations
Student Activities/Student Government
Campus Employment

Opportunities to work on the Kalamazoo College campus include positions such as residence hall assistant, Academic Resource Center consultant, computer lab assistant, or departmental or admissions assistant. The library, Information Services, and the Anderson Athletic Center, as well as other areas of the College, are eager to employ qualified students. Working with faculty, staff, and other students helps to shape a clearer understanding of oneself, encourages development of skills that will be valuable in the workplace, improves one’s self-reliance and personal discipline, and often helps to clarify a student’s goals. The normal work load is eight hours per week.

Students who qualify for federal work-study awards receive priority consideration for campus positions. Campus employment is administered by the Center for Career and Professional Development.

Residential Living

Students at Kalamazoo College are members not only of an academic community of teachers, learners, and scholars, but also of a large social community of friends and colleagues. At the heart of campus life is the concept of residential living that provides a vital contribution to the full education and development of students. Many of the faculty and staff attend events and activities with students. From the shared experiences of living, learning, and working together, a feeling of true community arises. This community of students, faculty, administrators, staff, and friends of the College is able to celebrate joyous occasions or to offer comfort in times of need.

Housing and Board Policy

Kalamazoo College affirms the educational benefits inherent in the residential undergraduate experience. Residential living is supportive of one’s academic preparation and plays an integral role in one’s experiential education, providing rich opportunities for involvement and development. Therefore, Kalamazoo College requires all students to reside within the College’s residential system and board at the College’s dining center through winter quarter of their junior year.

All first-year students and visiting international students must live in the College’s residential system and board at the College’s dining center for their first three quarters.

All transfer students must live in the College’s residential system and board at the College’s dining center for their first quarter. Thereafter, they will be treated according to their student classification.

Exceptions for first-year and transfer students are made for:

- married students
- students with children
- those who are at least 23 years old

All sophomores must live in the College’s residential system and board at the College’s dining center.

Exceptions are made for:

- married students
• students with children
• students who are at least 23 years old
• students commuting from the primary residence of parents or guardians within 30 minutes or 30 miles of the College
• students released by the Office of Residential Life through the off-campus lottery
• students released by the College’s Petition Committee

Exceptions to the board plan only are made for:
• residents of Campus apartments and the Living/Learning Housing Units (who may carry a board plan if they wish)
• those released by the College’s Petition Committee

All juniors must live in the College’s residential system and board at the College’s dining center through winter quarter.

Juniors returning from study abroad or other off-campus programs for spring quarter will be housed on campus on a space-available basis only.

Exceptions are made for:
• married students
• students with children
• students who are at least 23 years old
• students commuting from the primary residence of parents or guardians within 30 minutes or 30 miles of the College
• students released through the off-campus lottery
• students released by the College’s Petition Committee

Exceptions to the board plan are made for:
• residents of Living Learning Housing Units and campus apartments (who may carry a board plan if they wish)
• those released by the College’s Petition Committee

Seniors are not required to live on campus. Seniors will be housed on campus on a space available basis only. Seniors who choose to live on campus must carry a board plan unless they are:
• residents of campus apartments (who may not carry a board plan)
• residents of the Living/Learning Housing Units (who may carry a board plan if they wish)

Several campus housing options are available. Residence halls are coed by area or floor, with single, double, or triple rooms as well as suites. Eight living/learning housing units allow groups of seven to ten students to arrange their housing around a particular educational focus and initiate programming to enrich their own experience and that of the wider campus.

The primary purpose of our residential campus is to develop and maintain an atmosphere that promotes academic, personal, and social growth. Working with students, the College assumes the responsibility for standards of occupancy and the proper care of the residence halls. All on-campus housing is supervised by professional staff members and student resident assistants under the supervision of the Associate Dean of Students.

Student Health Center
The Kalamazoo College Student Health Center is staffed by physician assistants, registered nurses, and an office coordinator. Supervision is offered by Bronson
Family Practice. Services include acute medical care, diagnosis and treatment of illness and injury, travel consultation and immunizations, gynecological care, and limited diagnostic testing. If necessary referrals are provided to outside medical care centers and specialist physicians. Most services are provided at minimal or no cost. However, it is strongly recommended that students have health insurance while at Kalamazoo College. Although the Student Health Center does not bill insurance companies, it will supply invoices for submission. The Student Health Center is located on the first floor of the Hicks Student Center. Students should call in advance to schedule an appointment.

Counseling Center
The Counseling Center provides a confidential setting where mental health professionals and interns will help students understand and work through personal concerns. Our services include individual counseling and psychotherapy, support groups, educational workshops, psychological testing (personality, alcohol/other drug, and learning disability assessments), and referral to off-campus mental health professionals. The Counseling Center is located in at the Hicks Student Center and is open from 9 a.m. to 5 p.m. Monday-Friday. To make an appointment students fill out a blue intake sheet located on the credenza in the waiting room or online at www.kzoo.edu/counsel/intakesheet.pdf

Students with Disabilities
In compliance with section 504 of the Rehabilitation Act of 1973, as Amended, and with the Americans with Disabilities Act of 1990 (ADA), Kalamazoo College recognizes that qualified students who have diagnosed or identified learning, physical, and emotional disabilities are entitled to the same benefits from the educational programs of the College. Kalamazoo College is committed to making every effort to providing reasonable accommodations, unless that imposes an undue hardship or burden. The Associate Dean of Students and the student will work together to negotiate and ensure appropriate accommodations that will work for the student. Cost associated with diagnosis, evaluation, and testing is the responsibility of the student, except in cases of severe financial need demonstrated to, and upon recommendation of, the Associate Dean of Students. The office also makes assistance available to students experiencing short-term illness or physical injury.

Kalamazoo College has the right to:
Deny a request for accommodations, academic adjustments, and/or auxiliary aids and services if the documentation demonstrates that the request is not warranted or if the individual fails to provide appropriate documentation.

Please direct questions to the Associate Dean of Students Office, (269) 337-7209.

Procedure
1. Upon enrollment or upon receiving an assessment that verifies a disability, a student must make an appointment with the Associate Dean of Students/Disability Services Coordinator to discuss the disability and the process for receiving accommodations. It will be imperative to bring or send ahead the medical verification of the disability.
2. The Associate Dean of Students/Disability Services Coordinator will review the assessment. The student and Associate Dean of Students will then enter into negotiations to determine appropriate accommodations. One should not assume that specific accommodations offered in high school would necessarily be offered by the College.

3. The Associate Dean of Students/Disability Services Coordinator will communicate in writing to the student the approved accommodations.

4. Each quarter, the Associate Dean of Students/Disability Services Coordinator will send a letter requesting specific accommodations to the faculty of courses in which the student is registered unless the student requests that this step not be taken.

5. If the accommodations do not seem to be working, the student shall contact the Associate Dean of Students/Disability Services Coordinator, and they will work together to discover why the accommodations are not working and to develop additional or different accommodations if that becomes necessary.

Student Responsibilities:
Be sure to read and understand your responsibilities in the partnership to provide you full access to Kalamazoo College’s educational opportunities. You may also benefit from general suggestions for being a successful student.

Student Registration:
For registration assistance, please read registration information for students with disabilities.

Will Graduation Requirements Change Because of Disabilities?
We believe that teaching within a course can be modified to address particular disabilities by providing reasonable accommodations. Students, regardless of their disability, in most cases can successfully master the material of courses and meet graduation requirements. Should a student have questions about the process of seeking accommodations, please contact the Associate Dean of Students and Disability Services Coordinator at (269) 337-7209. Kalamazoo College uses several assistive technologies to help disabled students access resources in classrooms and in the library.

Resources Available

Library
- There is barrier-free access.
- All floors are accessible by elevator. Visually impaired students would need staff assistance.
- Staff assistance may be required for retrieving materials from upper shelves.
- Several internet workstations are available for seated users.

Media Center
- Audiotapes, tape recorders, and an audio lab are available to visually impaired students.
- A text and image enlarger is available to visually impaired students.
- The video collection includes some tapes with subtitles.
• Sound amplification equipment is available.
• A transmitter and six assistive listening devices to help overcome background noise can be used in Dalton, Stetson, and the Recital Hall.
• The Media Center is accessible by elevator.

**Computer Center/Computer Labs**
- Computer labs in Dewing, Olds/Upton, and Dow are accessible by elevator.
- Tables in the computer labs will accommodate wheelchairs.
- The computer lab in Hicks Center is not accessible by elevator.
- Specialized equipment is not available in the computer labs.
- Media Center staff can help determine appropriate equipment for the College to purchase.

**Social Policies and Regulations**
When a student accepts admission to Kalamazoo College, the student agrees to live by a set of mutually held principles defined as the Honor System. The faculty and staff of the College, in return, agree to treat the students by the same principles. Policies and regulations, including the student code of conduct, interpret the broad principles of the Honor System. Students are expected to acquaint themselves with these regulations and to abide by them both in spirit and in practice, whether enrolled in on-campus or off-campus programs. Failure to live within the College's policies and regulations, thus within the spirit of the Honor System, will result in administrative action or action through the Student Conduct Process.

**Enforcement Authority and Responsibility**
The Board of Trustees gives authority for administering the College to the President. The President delegates to the provost and the faculty the authority to determine the curriculum of the College and the academic processes, policies, and regulations that define the academic structure. The President delegates administrative responsibility for particular programs, activities, and processes to the administrative officers of those programs.

A. Social policies and regulations and the Student Conduct Process are under the jurisdiction of the Dean of Students. Violations of social policies and regulations are addressed by the Dean of Students, deans or directors of programs, or through the Student Conduct Process.

B. Academic policies and regulations are under the jurisdiction of the Provost and the faculty. Violations are addressed by individual faculty, by committees of the faculty, by directors of programs, by the Registrar, by the Provost or his/her representatives, or through the Student Conduct Process.

C. Administrative procedures, policies, and regulations are under the jurisdiction of specific program directors and administrative officers. Those directors and administrative officers address violations.

Students will be treated with fundamental fairness within each of these respective systems in accordance with procedures communicated through the College policies and regulations, the *Academic Catalogue*, or specific documents from the offices or programs.
**Relationship to Governmental Law Enforcement Units**

The College reserves the right to determine whether violations of municipal, state, or federal laws are also actionable under the College's Honor System, standards, policies, or regulations. Therefore, students who are cited or arrested and/or charged by law enforcement authorities may be notified that College action is also pending. College policies and regulations are not designed to replicate state or federal laws, but rather to address student conduct under the Honor System and the College's policies and regulations, and to ensure an appropriate educational environment for all community members. Thus, College proceedings need not await the outcome of civil or criminal proceedings.

Since the Fourteenth Amendment does not refer to or place restrictions upon private action, private institutions of higher education like Kalamazoo College are not bound by the prohibitions in the Fourteenth Amendment. Such private institutions are not in a constitutional relationship with their students unless they are in some way acting on behalf of the state.

In cases where students have allegedly violated both campus regulations and statutory laws, the College may be faced with a situation where it must take action on its student code of conduct prior to action by the courts. This does not constitute double jeopardy for the student, since the campus and the community are two separate jurisdictions and the College is not making either legal or criminal determinations, but determinations about the appropriateness of student conduct within its community. Therefore, the proceedings are independent of one another and one need not await the outcome of the other. The College is maintaining its integrity by lawfully determining whether sanctions may be appropriate and/or whether the student is fit to continue in the academic community. Kalamazoo College reserves the right to take such action in cases where the College determines that the student's presence on campus may endanger or disrupt others or the College community.

**Jurisdiction.** In the course of their education, students are members of multiple communities and hold multiple citizenships, including on study abroad, at internships, student teaching, on SIP's, etc. The College reserves the right to determine whether violations of municipal, state, or federal laws, or violations of the standards or policies of universities or countries abroad also constitute a violation of College standards and regulations. Therefore, students who are cited or arrested and charged by law enforcement authorities or are charged or disciplined by institutions, municipalities, or countries abroad may be notified that College disciplinary action is also pending. Further, the College reserves the right to take action on behavior off campus that violates College standards and regulations, adversely affects the lawful educational mission of the institution, or has endangered or disrupted others.

**Consequences of Violations**

Administrative or faculty action, or action through the Student Conduct Process will result from violations of the Honor System, the student code of conduct, or the policies and regulations of the College. Responsive action can include suspension or expulsion from the College; limitation of access to programs, activities, or housing; restriction of privileges; imposition of new requirements; required community service; or community restitution hours, to name a few. Actions are designed to educate a student about the responsibilities of membership within an educational community. However, when those efforts fail,
the recourse is to rescind the privilege to attend this College.

Acting under the authority of the Board of Trustees, the President of Kalamazoo College (or designate) may, on an interim basis, suspend or expel any student whose conduct is detrimental to the well-being of the College or members of the College community. In such circumstances, the procedures employed in responding to violations of College policy may be suspended in the event of a crisis or a threat to the safety, health, or well-being of members of the College community.

**Student Activities/Student Government**

In addition to the academic component that the classroom experience offers, Kalamazoo College offers many experiential opportunities as well. These activities enable students to pursue interests that will develop understanding, sensitivity, and leadership. (These activities are described in detail on the Kalamazoo College Web site under “Student Life.”) Included are opportunities in campus governance through participation in Student Commission, election as representatives to standing faculty committees, and as campus commissioners. Among the many student organizations on campus are the Jewish Student Organization, Asian Student Association, Intervarsity Christian Fellowship, International Student Organization, Progressive Organization for Women, Black Student Organization, Kaleidoscope, and the Environmental Organization. In addition, Kalamazoo College students publish the Index, the student newspaper; operate a radio station for the campus, WJMD; and run the Frelon Dance Company. Social opportunities are also available through the Student Activities Committee. This group organizes major campus activities, such as the Homecoming dance, Monte Carlo Night, Spring Fling, Comedy Clubs, and Air Band. Participation in clubs, organizations, and governance activities is open to all Kalamazoo College students.
SIX ACADEMIC PROGRAMS
Majors and Minors
Courses of Instruction
Honors, Awards and Prizes
Majors and Minors

Majors
Anthropology and Sociology
Art (Studio)
Art (Studio) and Art History
Art History
Biology
Business
Chemistry
Classical Civilization
Classics
Computer Science
East Asian Studies
Economics
English
English with an emphasis in writing
French
German
Greek
History
Human Development and
Social Relations
Independent Interdisciplinary Major
International and Area Studies
Latin
Mathematics
Music
Philosophy
Physics
Political Science
Psychology
Religion
Spanish Language and Literature
Theatre Arts

Minors
Anthropology and Sociology
Art (Studio)
Art History
Biology
Business
Chinese
Computer Science
Economics
English
French
German
Greek
History
International Commerce
Japanese
Latin
Mathematics
Music
Philosophy
Physics
Political Science
Psychology
Religion
Spanish
Theatre Arts

Concentrations
African Studies
American Studies
Biochemistry & Molecular Biology
Biological Physics
Classical Civilization
Environmental Studies
Health Studies
Media Studies

Neuroscience
Public Policy and Urban Affairs
Women’s Studies

Special Programs
3/2 Engineering
Center for Asian Studies
Center for Complex Systems Studies
Education
First-Year Seminars
Interdisciplinary Courses
Neglected Languages
Physical Education
Courses of Instruction

Courses are open to all students at the College subject only to the restrictions specified in the individual descriptions. A few of the more specialized courses listed are offered every other year, depending on staffing patterns. Consult the yearly and quarterly schedules for a listing of current offerings. Some courses may have prerequisites.

Courses are listed with full course descriptions under the following department and program headings. Each program listing also includes the requirements for a major, minor, or concentration in that program, as appropriate.

African Studies  
American Studies  
Anthropology and Sociology  
Art (Studio) & Art History  
Biology  
Biochemistry & Molecular Biology  
Biological Physics  
Center for Complex Systems Studies  
Chemistry  
Chinese  
Classics (includes Greek and Latin)  
Computer Science  
East Asian Studies  
Economics and Business  
Education  
3/2 Engineering  
English  
Environmental Studies  
German Studies  
Health Studies  
History  
Human Development & Social Relations  
Independent Interdisciplinary Major  
Interdisciplinary Courses  
International & Area Studies  
Japanese  
Mathematics  
Media Studies  
Music  
Neuroscience  
Philosophy  
Physical Education  
Physics  
Political Science  
Psychology  
Public Policy & Urban Affairs  
Religion  
Romance Languages & Literature  
(The includes French and Spanish)  
Theatre Arts  
Women's Studies  
Writing Requirement:  
First-Year Seminars  

Course Numbering System

101-199 Introductory Level  
Classes at this level are open to students at any level, but are primarily for first-year or sophomore students.

195 Introductory one-time special topic.

198 Independent Study

200 Partial credit courses and workshops.

201-299 Intermediate Level  
Sophomore level classes or classes with zero or one prerequisite.

295 Intermediate one-time special topic.

298 Intermediate Level Independent Study

300-397 Intermediate Level  
Junior level classes. Students would be expected to have had one or two courses in preparation. The preparation courses may not be listed as prerequisites but may be an expectation of
knowledge or skill level.

395/495 Advanced one-time special topic.
398 Advanced Level Independent Study
400-489 Advanced Level

Senior level classes (juniors by permission). The expectation would be that students have had at least three or four courses in the discipline for this level of class.

490 Senior Seminar
498 Advanced Level Independent Study
593 SIP - Senior Individualized Project

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**African Studies**

Mr. Bangura (Director)

The concentration in African studies offers students the opportunity to study Africa, its people, and its societies from a perspective that provides a holistic understanding of the continent. In order to provide concentrators with an in-depth understanding of African peoples and cultures, histories, and the political, economic, and ecological environments, the program draws upon the social sciences, natural sciences, and humanities.

In addition, students will develop a heightened awareness of the long-term and complex relationship between Africa and the West. A core curriculum of courses, coupled with study abroad opportunities and an ongoing series of campus events including speakers, special programs, and visiting scholars, will provide students with a foundation for future work and/or study in African studies and related fields.

**Requirements for the Concentration in African Studies**

**Number of Units**

Six units are required.

**Required Courses**

AFST/HIST 104 Introduction to African Studies
AFST/HIST 296 Civilizations of Africa
AFST/HIST 297 Contemporary Africa

Three additional courses chosen from the following list. Courses should include Africa specific study abroad subject to approval by the Director of African Studies.

AFST/ANSO 290 African Cultures in the Context of Globalization
ENGL 221 African Literature
FREN 480 Francophone Literature
HIST/RELG/AFST 292 Islam in Africa
HIST/AFST 294 Gender Relations in Africa
AFST/POLS 248 Politics of Sub-Saharan Africa

A Senior Seminar approved by the Director of African Studies.

Concentrators are encouraged to take as many core and elective courses as possible.

Courses taken abroad and at other U.S. colleges and universities, or with guest scholars on campus, may meet a concentration requirement. Students
are encouraged to speak with the Director of African Studies as they develop their program.

Kalamazoo College also operates study abroad programs in Africa: Kenya, Senegal, Egypt, and Botswana. These give students an intensive academic and intercultural experience in an African region. The specific African countries in which the College operates are listed in the “Center for International Programs” section of this catalogue.

AFRICAN STUDIES COURSES

**AFST/HIST 104  Introduction to African Studies**
This course introduces students to selected themes, paradigms, and concepts in African Studies. It is divided into four sections: section one deals with “Pre-colonial African societies;” section two examines “The Idea of Africa;” section three focuses on “African Studies as an academic discipline;” section four addresses “Colonialism and its impact on Africa.” AOS (History); CR (Africa)

*It is strongly recommended that students take the Introduction to African Studies course before taking any of the upper level African Studies classes.*

**AFST/ANSO 290  African Cultures in the Context of Globalization**
An examination of contemporary African societies. Particular emphasis given to the ways that people and places on the African continent have been and continue to be connected to global dynamics and the implications of these past and present connections for people’s lives as they are lived today. AOS (SS); CR (Africa)

**HIST/RELG/AFST 292  Islam in Africa**
This course explores the spread of Islam from the Arab peninsula to the African continent in the seventh century through the nineteenth century and limns the factors which facilitated this advance. It examines the methods and principles of Islam and how the religion affected the life styles of its African neophytes. As a result of the interaction between Muslim and African civilizations, the advance of Islam has profoundly influenced religious beliefs and practices of African societies, while local traditions have also influenced Islamic practices. Muslims were important in the process of state-building and in the creation of commercial networks that brought together large parts of the continent. Muslim clerics served as registers of state records and played a role in developing inner-state diplomacy inside Africa and beyond. AOS (History or Religion); CR (Africa)

**POLS/AFST 248  Politics of Sub-Saharan Africa**
This course offers an in-depth perspective on the study of Sub-Saharan African politics. It examines Africa’s post-independence democratic strides, security, and the failure and successes of statism. It specifically exposes students to the challenges and conundrum of the postcolonial state and its efforts in dealing with such challenges in Africa. The end of the Cold War as well as the demise of apartheid affected the political landscape in Africa thus strengthening the role of grassroots organizations, and of other external forces, to engage in the process of state reconstruction. AOS (SS)

**AFST/HIST 294: Gender Relations in Africa**
This course examines how categories of masculinity and femininity relate to one another with particular focus on how these identity categories interact with other axes of social and political power: ethnicity, economic status, and age in various places and times in Africa. AOS (History) CR (Africa)
AFST/HIST 296  Civilizations of Africa
Study of Africa south of the Sahara including the origins of man and the emergence of food producing communities; Ancient Egypt and pre-colonial African kingdoms and federations; medieval empires of western Sudan, Ethiopia, and Bantu-speaking Africa; and the Atlantic slave trade. Emphasis on socio-political and economic history. AOS (History); CR (Africa)

AFST/HIST 297  Contemporary Africa
Study of Africa south of the Sahara including colonialism and the anti-colonial struggles of the post-WWII period. AOS (History); CR (Africa)

American Studies
Ms. Boyer Lewis (Director)

The concentration in American studies offers an interdisciplinary approach to the study of American culture. The concentration provides an excellent background for a wide variety of pursuits. Students will take six courses focusing on American institutions in fine arts, history, literature, political science, psychology, sociology, and religion. The concentration also offers a focus on Native American studies.

Requirements for the Concentration in American Studies

Number of Units
Six units are required.

Required Courses
One American History course: AMST/HIST 110 or 111
One American Literature course: AMST/ENGL 269, 270, 275, or 276

Core Courses
Four additional courses from at least two of the following different categories:

History
AMST/HIST 110 History of the US I
AMST/HIST 111 History of the US II
HIST 200 Colonial America
HIST 203 Revolutionary America
HIST 206 Culture and Society in Victorian America
HIST 209 Post World War II America
HIST 211 Native American History
HIST 213 The Slave South
HIST 217 History of Leisure and Recreation in America
HIST 218 The American Jewish Experience
HIST 220 American Women’s History to 1870
HIST 221 American Women’s History since 1870
HIST 223 American Diplomacy since 1898

Literature and Fine Arts
AMST/ENGL 269 New World Narratives: American Literature 1500-1790
AMST/ENGL 270 Reform and Renaissance: U.S. Literature 1790-1860
AMST/ENGL 275 United States Literature 1865-1914
AMST/ENGL 276 Modernism and Postmodernism: United States Literature 1914-Present
ARTX 224 20th-Century Art
ENGL 130 Reading Film
ENGL 220 African-American Literature
ENGL 222 American Indian Literatures
ENGL 230 Studies in U.S. Ethnic Literature
ENGL 260 Studies in Film (depending on topic)
MUSC 140 American Music
MUSC 165 Jazz: A Creative and Cultural Exploration
MUSC 205 Music and Identity
THEA 155 Introduction to African American Theater

**Politics**
POLS 105 Introduction to American Government
POLS 225 Constitutional Law
POLS 227 Law, Politics, and Society
POLS 230 Presidency and Congress
POLS 232 Public Policy: Environmental Policy
POLS 285 United States Foreign Policy
POLS 325 Race and Politics
POLS 370 Civil Liberties and Majority Power
POLS 380 Drugs, Democracy, and Human Rights
POLS 420 Politics, Parties, and Public Opinion

**Society**
ANSO 107 Introduction to Sociology
ANSO 205 Urban Sociology
ANSO 215 Crime and Society
ANSO 220 The Family
ANSO 224 Neighborhood Organizing Practicum
ANSO 230 Sociology of Religion
ANSO 236 Race and Racism
ANSO 255 The Media and Popular Culture
PSYC 230 Psychology of Prejudice
RELG 218 American Jewish Experience
RELG 111 Religious History of the United States I
RELG 112 Religious History of the United States II
RELG 222 US Black Religious Experience
RELG 313 Catholicism in the United States
RELG 368 Hindu Traditions in the Americas

Students interested in Native American Studies should take: ENGL 222, HIST 211, and RELG 111.

Other courses may be accepted at the discretion of the director. Concentrators should consult with the Director of American Studies as early as possible to develop their program. Concentrators are encouraged to take as many courses as possible and to take HIST 391 Seminar in US History their junior or senior year.

**Senior Individualized Project (SIP)**
The SIP in American Studies is encouraged but not required. Any faculty member
regularly teaching in the American Studies program may direct a SIP in American Studies. Concentrators should consult with the Director of American Studies.

AMERICAN STUDIES COURSES

AMST/HIST 110 History of the United States I
America from colonial times to 1865, with emphasis on economic, social, intellectual, and political developments. Required for Michigan secondary teaching certificate. AOS (History); CR (US)
Offered Annually: Fall

AMST/HIST 111 History of the United States II
America from 1865 to the present, with emphasis on economic, social, intellectual, and political developments. Required for Michigan secondary teaching certificate. AOS (History); CR (US)
Offered Annually: Winter

AMST/ENGL 269 New World Narratives: American Literature 1500-1790
A study of the divergent and complementary tales emerging from those settled in or settling “America.” Texts include American Indian and European creation myths, exploration narratives, Puritan poetry, captivity narratives, and African folk tales. AOS (LIT); CR (US)
Offered Biannually: Odd Numbered Years

AMST/ENGL 270 Reform and Renaissance: US Literature 1790-1865
A study of literature emerging during a period of significant social upheavals: the continuing shift from a colonial to an “American” identity, the unsettling of indigenous populations, the movement of European populations westward, and the Slavery and Woman Questions. Through an exploration of diverse texts, students will examine a literature shaped by an impulse to transform or reform pre-existing perspectives and genres. AOS (LIT); CR (US)
Offered Biannually: Even Numbered Years

AMST/ENGL 275 American Realisms: US Literature 1865-1914
This course examines a variety of approaches to knowing a literary period. We will explore theatrical, socio-historical, formal, and thematic paradigms that can organize our understanding of the wide variety of written and cinematic texts produced in the period between the end of the Civil War and the beginning of World War I. Through a study of the frequently conflicting stories about gender, race, sexuality, art, and Americanness that come to voice during this period, students will challenge and complicate their definitions of literary realism. AOS (LIT); CR (US)
Offered Biannually: Odd Numbered Years

AMST/ENGL 276 Modernism and Postmodernism: US Literature 1914-Present
A study of the rise of a modern aesthetic in the wake of World War I and the postmodern response in the second half of the 20th century with an eye toward the diversity of voices and formal choices that mark this period. AOS (LIT); CR (US)
Offered Biannually: Even Numbered Years
Anthropology and Sociology
Ms. Baptiste, Ms. Barraclough, Ms. Cunningham (Chair),
Mr. Kokushkin, Mr. Cummings (Emeritus), Mr. Stauffer (Emeritus)

The related disciplines of anthropology and sociology seek to understand the nature of communities, organizations, institutions, the systems of cultural meanings that form and inform them, and the interplay between individuals’ lives and the societies in which they live. Such understanding requires critical understanding of the interactions among societies and especially the political, economic, and cultural dimensions of power embodied in structures of class, gender, ethnicity, and race that operate on both a local and global level.

Our goal is to provide courses that integrate the two disciplines into a common curriculum from which students derive the multiple perspectives, patterns of evidence, and methodological skills that will engender a broad yet nuanced understanding of the local and global dimensions of contemporary issues. This awareness, gained through reading, discussion, and active engagement both in the local community and through international programs and projects— is remarkably consistent with and thus directly serves the overall mission of the college: “to better understand, live successfully within, and provided enlightened leadership to a richly diverse and increasingly complex world.”

Students graduating with a major in Anthropology and Sociology will find this major relevant for careers not only in anthropology and sociology but also in such related fields as human services, journalism, law, urban affairs, international development, government, business, and education.

Requirements for the Major in Anthropology and Sociology
A minimum of 10 courses, comprised of the six core courses and four other ANSO courses of the student’s choosing. Only one of the ten courses may be taken off-campus.

The Core (required)
- ANSO 105 Introduction to Cultural Anthropology
- ANSO 107 Introduction to Sociology
- ANSO 212 Quantitative Analysis and Statistical Reasoning
- ANSO 245 Qualitative Research Methods
- ANSO 345 Theories of Society and Culture
- ANSO 490 Senior Seminar: Current Dialogues in Anthropology and Sociology

Requirements for the Minor in Anthropology and Sociology
Number of Units
A minimum of six courses.

Required Courses
- ANSO 105 Introduction to Cultural Anthropology
- ANSO 107 Introduction to Sociology
Select the remaining four from all other courses except ANSO 490. ANSO 345 is recommended. Only one of the six courses may be taken off campus.
ANTHROPOLOGY/SOCIOLOGY COURSES

ANSO 105  Introduction to Cultural Anthropology
Survey of world cultures from foraging to industrial societies, with an emphasis on how specific cultures exemplify problems central to the anthropological study of humanity. AOS (SS); CR (Comparative)

ANSO 107  Introduction to Sociology
Introduction to the study of contemporary industrial societies, primarily the United States; basic perspectives, methods, and concepts; social stratification by race, class, gender, and sexuality; fundamental social institutions; and areas of social change. AOS (SS); CR (US)

ANSO 110  Medicine and Society
Cross-cultural analysis of the relationship of society to health and the disease process through the examination of the evolution of knowledge about disease; views of disease by different societies, ethnic groups, and social classes; and alternative national health care systems. AOS (SS); CR (Comparative)

ANSO 205  Urban Sociology
This course examines the historical processes of urban economic, political, and social change that have shaped American cities in the twentieth and twenty-first centuries, such as the shifting fate of industrial work, racially exclusive suburbanization, and transportation funding and development. It also focuses on contemporary urban policy issues ranging from gentrification and the crisis of affordable housing to transit equity and the privatization of public space. Students will critically analyze major theoretical perspectives on the city including urban ecology, political economy, postmodern urbanism, feminist theory, and theories of immigrant incorporation; and they will engage in a series of experiential, field-based projects through which they will apply, test out, and evaluate these theories. AOS (SS)

ANSO 212  Quantitative Analysis and Statistical Reasoning
An introduction to the use of quantitative analysis and statistical reasoning in the fields of sociology, anthropology, and human development and social relations. The course will emphasize understanding and critiquing data and conclusions, and students will produce data sets as well. Students will develop skill in using SPSS. (Though it is not recommended, students may substitute, with permission, MATH 105 or MATH 260 for this requirement.) QR

ANSO 220  The Family
This course examines the institution of The Family, primarily from a critical perspective. After situating The Family in cultural and historical structures of race/ethnicity, class, and gender, we explore the institution as a site for the production and reproduction of femininity, masculinity, and (hetero)sexuality. We also examine the implications of the institution and the dynamics of power embedded in it for individuals and groups working against the dominant script. AOS (SS); CR (US)

ANSO 224  Neighborhood Organizing Practicum
An introduction to the philosophy and practice of neighborhood organizing. Working in groups of three, under neighborhood association supervision, students undertake intensive block-level organizing in Kalamazoo’s low-income
residential neighborhoods. AOS (SS); CR (US)

**ANSO 234  Latin America in the Context of Globalization**
This course will primarily examine contemporary Latin American history from an anthropological perspective. The first part of the course will explore the role of colonialism and imperialism in the making of Latin America. In the second part of the course, the role of U.S. foreign policy will be discussed, particularly the specific policies the U.S. deployed in Latin America to “contain” alternative economic models deemed dangerous to U.S. capitalism. We also will examine the underlying assumptions of Western-centered development models imposed in Latin America and their relation to neo-colonialism and globalization. The final part of the course will explore revolutionary movements as they respond to the encroaching forces of capitalism. AOS (SS); CR (Latin America)

**ANSO 235 Prisons and Public Policy**
This course considers the social and cultural functions of prisons in the United States. It evaluates the changing political, economic, and social forces that define crime in the U.S. and propel support for mass incarceration; and examines how prisons operate as institutions of social control in response to crises of global capitalism, the perceived fracturing of American identity, and radical politics since the 1970s. It also considers policies related to prisoners themselves, including quality of life issues, education and vocational training behind bars, probation and parole, and the dilemmas of rehabilitation and re-entry. AOS (SS); CR (US)

**ANSO 236 Race and Racism**
This course equips student with a comprehensive understanding of “race” as a socio-political construct, and of racism as a structural and institutional process. Focusing primarily on the twentieth and twenty-first century United States, the course explores how race operates as an organizing principle of American life. It examines the historical development of notion of racial difference and the creation of racial inequality through science, philosophy, the law, and public policy; analyzes how contemporary social institutions perpetuate racial inequality; and considers the landscape of modern racial politics. AOS (SS); CR (US)

*Prerequisite: ANSO 105 or 107*

**ANSO 238 Culture and Psychology of Arab-Muslim Societies**
This course provides an introduction to Arab-Muslim societies and cultures. It draws on readings from multiple disciplines to cover social structure and family organization in tribal, village, and urban communities, core value systems associated with the etiquettes of honor-and-modesty and with the beliefs and practices of Islam, and influences on psychological development through the life-span. It also will examine the processes of “modernization” and “underdevelopment,” the conflict between Westernization and authentic “tradition,” the “Islamic revival,” and the crisis of identity experienced by youth. CR (Mediterranean) (Also listed as PSYC 238.)

**ANSO 240 Language, Culture, and Society**
This course examines the relationship among language, culture, and society with a special emphasis on the social and cultural factors that affect our use of and attitudes towards language. By examining how language is used in different
socio-cultural contexts from an anthropological perspective, we will explore not only how language use varies according to social contexts and social groups, but also the roles that different varieties of language play in the expression of social identity and the production and reproduction of stereotypes and power relationships. AOS (SS); CR (Comparative)

Prerequisite: ANSO 105 or ANSO 107

ANSO 245  Qualitative Research Methods
This course provides students with the methodological tools and concepts that provide the foundation of sound, ethical, qualitative, ethnographic research. Using a project-based approach, students learn about and gain experience with conceptualizing, designing, implementing, and writing up the results of a qualitative research project.

Prerequisite: Sophomore standing

ANSO 250  Social Psychology
Survey of contemporary topics in social psychology, including attitudes, conformity, group dynamics, media effects, aggression, and social cognition; includes an experimental or field-based research project. (Also listed as PSYC 250.) AOS (SS)

ANSO 257  Immigrants and Exiles
From its classical reference to displaced communities as a result of wars of conquests or natural disasters to current movements of population across borders as a result of global capitalism, the concept of diaspora has accumulated an archive of academic and imaginative literature. This course, a comparative introduction to the study of diaspora, focuses on the development of diverse diasporic communities and their role on the current global stage. Our specific focus will be on how members of these communities stake their claims both to their home countries and to the countries in which they reside.

AOS (SS); CR (Comparative)

Prerequisite: ANSO 105 or ANSO 107

ANSO 260  Women in Cross-Cultural Perspective
A comparative analysis of the lives of women in various societies around the world. Women’s roles and lives are examined in the context of various structures of power and local, national and international institutions, with particular emphasis on the implications of these dynamics for women’s autonomy and self-determination, and the well being of both themselves, their families and their communities. AOS (SS); CR (Comparative)

ANSO 266  Culture, Religion, and Nationality
Designed as a Sophomore Seminar this course focuses on the connections and disjunctures between culture, religion, and nationality. By conducting ethnographic research with religious communities in the Kalamazoo area, students will develop a set of intercultural knowledge, attitudes, and skills that can be applied during their study abroad and will leave the course with an understanding of the ways that the processes of culture, religion and nationalism, transnationalism, and immigration play out in their own lives and in and the dynamics of faith communities in the U.S. (Also listed as RELG 266)

AOS (SS or RELG); CR (US)

Prerequisite: Sophomores only.
ANSO 270  Communities and Schools
Drawing on anthropological theories, this course will explore the role of schooling and other educational practices in the production of knowledge and the reproduction of hierarchies both in the United States and abroad. Through their participation in the service-learning component of the course, students will be able to examine firsthand how reproduction occurs in the local educational system. AOS(SS)
Prerequisite: ANSO 105 or ANSO 107

ANSO 290  African Cultures in the Context of Globalization
An examination of contemporary African societies. Particular emphasis is given to the ways that people and places on the African continent have been and continue to be connected to global dynamics and the implications of these past and present connections for people’s lives as they are lived today. AOS (SS); CR (Africa)

ANSO 320  Advanced Seminar: Special Topics in Anthropology and Sociology
A seminar for students who wish to explore significant issues in sociology or anthropology at a more advanced level. Topics may vary from year to year.

ANSO 330  Class, Status, and Power
This course deals with issues of the structure of wealth, poverty, prestige, and power in relationship to societal, interpersonal, and individual opportunities, constraints, and outcomes. The course is organized around a dialogue and discussion of several provocative readings. Those readings look at the class, status, and power structure of contemporary societies and world politics from a critical perspective. This course, in turn, will analyze, critique, and assess the arguments advanced by the authors. AOS (SS) CR (Comparative)
Prerequisite: ANSO 105 or ANSO 107
Offered Annually: Fall

ANSO 340  Cultural Psychology
Theories of how culture shapes thought, feeling, and the development of personality. Critical survey of topics in cross-cultural psychology, including culture and personality, child rearing, psychopathology, cognition, modernization, and underdevelopment. (Also listed as PSYC 340.) AOS (SS); CR (Comparative)

ANSO 345  Theories of Society and Culture
Serving as the Anthropology & Sociology junior seminar, this course begins with a study of the writings of Marx, Durkheim, and Weber, as well as classical feminist and race theory. These theories are then tied to more contemporary theories of functionalism, interactionism, conflict theory, and contemporary feminist, race, and postmodern theories.
Prerequisite: ANSO 105 or ANSO 107 and sophomore standing.

ANSO 490  Senior Seminar: Current Dialogues in Anthropology and Sociology
Study of contemporary debates in sociology and anthropology, with particular attention to ways of knowing about and representing the social world.
Art and Art History
Ms. Hahn, Mr. Koenig (Chair), Ms. Lindley, Mr. Rice

Courses in the art and art history department cultivate skills in the visual arts as well as an understanding of them as part of the liberal arts. Many art courses have no prerequisites and are open to all students. They also provide a background for those students who plan to continue their study of art at a graduate or professional school. To supplement classroom and studio experiences, Career and Professional Development and senior projects can provide internships and other opportunities for experiential learning such as arts management, commercial arts, museums, galleries, and the lives of professional artists.

Three programs are available for those who major in a visual arts field: a major in Studio Art, a major in Art History, and a combined major in Studio Art and Art History. A student may not have more than one major within the art and art history department.

A Senior Individualized Project in art for a non-major is possible only if the student has taken the relevant courses in the department (usually at least two courses in the area of the SIP; additional art courses are advisable.)

Potential Art Majors and Minors
All students considering a major or minor in studio art should contact the Art Department Chair as soon as possible in order to be enrolled in the required courses.

AP, Dual Enrollment, Transfer, and Study Abroad Credits

Majors
Students who major in Studio Art, Art History, or Studio Art and Art History can use a total of only three units of transfer, dual enrollment, AP, and credits from study abroad combined to count toward their major, with approval of the department. Only two units from study abroad can be used toward the major.

Minors
Students who minor in Studio Art or Art History can use a total of only two units of transfer, dual enrollment, AP, and credits from study abroad combined to count toward their minor, with approval of the department. Only one unit from study abroad can be used toward the minor.

Senior Individualized Project (SIP)
All SIPs must be advanced-level work. Students must seek out a SIP advisor for a studio SIP prior to the fall of their senior year. A faculty member will agree to supervise the student only if the quality of the proposal and the student’s preparation meet department expectations.

Studio Art SIP Guidelines
SIPs in Studio Art are one unit, typically executed in the senior winter. Students should have considerable experience, equivalent to at least two courses in the medium or area of the SIP. Sculpture students must take at least two sculpture courses in addition to the required ARTX 135. All Studio Art majors must enroll
in ARTX450 (Advanced Studio) in the fall before the SIP; this may also be required for non-majors who plan to do studio art SIPs. The SIP usually consists of an exhibition, a presentation, and a narrative description of the project from nascent stage to completion with the addition of other support materials and images.

Art History SIP Guidelines
SIPs in Art History are one unit and may be either a research project or an internship.

The research SIP (summer, fall, or winter quarter) is a paper of about 40 to 50 pages on a topic in which the student has sufficient background to do advanced research. Students are required to write a tentative bibliography and outline the quarter before the SIP and to meet regularly with the supervisor and turn in draft sections during the SIP quarter.

The internship SIP is normally begun in the summer with the museum or gallery internship (typically about two months and 20-30 hours a week.) The SIP internship documentation (detailed daily journal, descriptions of the institution and personnel, 15-page research paper, reflective essay) is completed during the quarter of registration, either the summer or a subsequent quarter.

Requirements for the Studio Art Major

Number of Units
Ten units are required. A SIP is not counted as part of the ten units.

Required Courses: Six Units
To be completed by the end of the sophomore year:
ARTX 100 Introduction to Visual Fundamentals
ARTX 105 Basic Drawing
ARTX 145 Introduction to History of Art II (try to take before study abroad if going to Europe) or ARTX 150 Introduction to History of Art III

To be completed by the fall of the senior year:
ARTX 135 Sculpture (by the end of sophomore year for students focusing in sculpture)
ARTX 224 20TH Century Art
ARTX 450 Advanced Studio

It is highly recommended that a minimum of two classes in an area of focus (including one second-level or intermediate course) should be completed by the end of the junior year. Sculpture students must take at least two sculpture courses in addition to the required ARTX 135. Areas of focus include painting, photography, documentary video, sculpture and ceramics.

Electives
The remaining four units are to be selected from among studio art courses.

Requirements for the Studio Art Minor

Number of Units
Six units are required.
Required Courses: two units (one from each group)

**Group A**
- ARTX 100 Introduction to Visual Fundamentals
- ARTX 105 Basic Drawing

**Group B**
- ARTX 150 Introduction to History of Art III
- ARTX 224 20th-Century Art

**Elective Courses: Four units**
Four additional studio art courses, which may include the course in group A not selected for the required course.

Requirements for the Art History Major

**Number of Units**
Ten units are required. One unit may be the SIP, which in art history is usually a research project or museum internship.

**Required Courses: Three units**
- ARTX 100 Introduction to Visual Fundamentals
  or ARTX 105 Basic Drawing
- ARTX 145 Introduction to History of Art II
- ARTX 150 Introduction to History of Art III

**Additional Required Courses: Four units (one from groups A and B, two from Group C)**

**Group A**
- ARTX 140 Introduction to History of Art I
- ARTX 208 Introduction to Greek Art and Archaeology
- ARTX 209 Introduction to Roman Art and Archaeology

**Group B**
- ARTX 223 19th-Century Art
- ARTX 224 20th-Century Art

**Group C**
- ARTX 221 Renaissance Art I
- ARTX 222 Renaissance Art II
- ARTX 227 Seeing and Perceiving in the Modern Museum
- ARTX 260 Baroque Art
- ARTX 290 Art and Gender

**Elective Courses: Three units**
Three additional art history courses are required; additional units may include any of the courses listed above, a one-unit SIP, ARTX 215 A History of Photography, or ARTX 226 Ceramics: World Pottery.

Requirements for the Art History Minor

**Number of Units**
Six units are required.
Required Courses: Three units (one from each group)

**Group A**
ARTX 145 Introduction to History of Art II
ARTX 150 Introduction to History of Art III

**Group B**
ARTX 140 Introduction to History of Art I
ARTX 208 Introduction to Greek Art and Archaeology
ARTX 209 Introduction to Roman Art and Archaeology

**Group C**
ARTX 223 19th Century Art
ARTX 224 20th Century Art
ARTX 227 Seeing and Perceiving in the Modern Museum
ARTX 290 Art and Gender

**Elective Courses: Three units**
Three additional art history courses are required, selected from the other art history offerings.

Requirements for the Studio Art and Art History Major

**Number of Units**
Ten units are required. One unit may be the SIP, which may be a research project, museum internship, or gallery exhibition.

**Required Courses: Four units**
To be completed by the end of the sophomore year:
ARTX 100 Introduction to Visual Fundamentals
ARTX 105 Basic Drawing
ARTX 145 Introduction to History of Art II (try to take before Study Abroad if going to Europe)
ARTX 150 Introduction to History of Art III or ARTX224 20TH Century Art

**Electives**
Three art history courses and three studio art courses should make up the remaining six units and may include a one-unit SIP.

**STUDIO ART COURSES**
All Studio Art courses require a lab fee.

**ARTX 100 Introduction to Visual Fundamentals**
This course explores the basic elements, principles, and vocabulary of visual study as they apply to art and design, including unity, pictorial dynamics, figure-ground, space, value, texture, properties of color, and color organization. Critical discussion accompanies a sequence of hands-on studio projects, which include work in collage, drawing, painting, and digital imaging. AOS (CE)
Offered Twice Annually

**ARTX 101 Introduction to Documentary Video Production**
Designed to introduce students to the basics of documentary storytelling and production. Students will individually produce, write, shoot and edit several
video projects that are intended to develop their narrative and technical skills. They will also watch various documentary films and critique them as to style, content, and narrative structures. Ethical issues pertaining to the films’ subjects and approaches will also be examined. While technical skills on camera and editor operation will be taught, emphasis is on the development of ideas, artistic approach, and storytelling. AOS (CE)
Offered Annually: Fall, Spring

**ARTX 105  Basic Drawing**
Study of drawing fundamentals, with emphasis on line, value, and shape organization as instruments of precision and expression. Students planning to major or minor in art should take this course by the spring quarter of the sophomore year. AOS (CE)
Offered Annually: Fall, Winter

**ARTX 110  Digital Art**
Part hands-on studio art, part survey and theory course, this course examines the new media via digital imaging software and basic web art. Course themes include photo montage, collage, narrative sequence, non-linear reading and linking, imagetext, HTML and webpage organization, basic animation, and interactivity. The visual, conceptual, technical, and process aspects of course projects are emphasized. AOS (CE)

**ARTX 116, 216 & 316  Photography I, II*, III***
The objective of this studio art course is to provide the student working knowledge of, and experience with, the fundamental creative tools used in fine art photographic practice. In addition to producing artwork, participants learn to analyze and discuss the work in critiques. When regarding the images produced in this course, discussion will be centered on technical, formal, and conceptual characteristics—along with issues of subject matter and content. In this critical “reading” of images, like that of a text, we will explore the basics of visual literacy. We will be working with both analog and digital tools—a traditional (film) or digital single-lens-reflex camera is required (point-and-shoot cameras are not sufficient). AOS (CE)
Offered Annually: Fall, Winter, Spring

**ARTX 120  Ceramics: Hand Building I**
Introduction to and development of hand building techniques, including modeling, slab construction, and coil building. Assignments geared towards skill development, problem solving, and issues relevant to sculptural ceramics. Glaze technology, kiln firing, and clay making are also taught. Service-learning sections at the introductory level of the hand-building sequence use art as a vehicle for work within the Kalamazoo Community. Students in the course participate in planning and workshops with a variety of community partners. Past partners include Kalamazoo Loaves and Fishes, Ministry with Community, the Michigan Commission for the Blind, and Woodward School. Readings and discussions address issues and debates about public art and social responsibility of the artist. AOS (CE)
Offered Biannually: Even Numbered Years, Spring

**ARTX 125  Ceramics: Wheel Throwing I**
Introduction to and development of pottery forms using the potter’s wheel as the
primary forming tool. Assignments geared towards issues of craft and function, as well as problem solving. Glaze technology, kiln firing, and clay making are also taught. AOS (CE)
Offered Annually: Fall and Winter (Odd Years)

ARTX 128  Painting: Traditional Practices
This course is designed for students that have little or no training in art or who have an interest in traditional painting techniques. In this course students will explore some of the traditional techniques of oil painting that have been used from the Renaissance into the modernist period. Students will be required to work directly from life whenever possible and will have the opportunity to work from still life, landscape and the human figure. This course will emphasize painting techniques and working methods that stress critical judgment, mark making, space, color, light, and composition from direct observation. AOS (CE)
Offered Annually: Fall

ARTX 135  Sculpture I
Introduction of a variety of fabrication techniques; practices may include, but are not limited to, some woodworking and metal welding. Assignments geared towards simultaneous development of technical skill and critical thinking. Discussion and critiques focus on issues prominent in contemporary art.
AOS (CE)
Offered Annually: Fall and Winter or Spring

ARTX 200 TV Production
For students with significant involvement in producing Kalamazoo College TV productions and production studio work. Students must meet a minimum 30-hour commitment within one term to receive ¼ unit of credit. Various activities may include: studio equipment operator, producer, director, writer, interviewer, reporter, anchor, and post production. There is no limit on how many times a student may repeat the course, but a student may only receive credit for one unit.
Offered each quarter

ARTX 201  Advanced Documentary Video Production
Designed for students to do advanced documentary storytelling and production, the class will meet in a seminar setting at least once per week. Students will individually produce, write, shoot, and edit two short production exercises that are intended to develop their narrative and technical skills in preparation for the main video project. They will also produce a “live-to-tape” studio production. In addition, they watch various documentary films and critique them as to style, content, and narrative structures. Ethical issues pertaining to the films’ subjects and approaches will also be examined. AOS (CE)
Prerequisite: ARTX 101
Offered Annually: Spring

ARTX 203 Figure Drawing
Figure Drawing focuses on drawing issues related to working from the nude model while emphasizing proportion, foreshortening, and planar structures of the figure. Students will work from very short poses to extended poses, creating drawings with approaches uniquely designed for drawing the figure. This course continues the process begun in Basic Drawing of building a solid foundation in drawing skills through observation. Students aim to develop sensitivity to
the structure, anatomy, and expressive qualities of the human form. Homework is assigned for each class period and there is an evening drawing session on Wednesday nights for the purposes of completing assignments. AOS (CE)  
Prerequisite: ARTX 105

**ARTX 220 & ARTX 225 Intermediate Ceramics**  
The intermediate levels of Ceramics: Hand Building and Ceramics: Wheel Throwing are taught as a combined course in the same time slot. Concept-based and technical assignments are designed to be accessible and applicable for both sets of students. Assignments help students question what it means to choose clay as a medium while developing a more advanced body of work. Lectures and discussions focus on the expanding role and definition of ceramics within contemporary art, with an emphasis on the development of American ceramics in the twentieth and twenty-first centuries. Basic clay, glaze, and firing technology are covered through a series of technical labs. AOS (CE)  
Prerequisite: ARTX 120 or ARTX 125 (both are preferred)  
Offered Biannually: Odd Numbered Years, Spring

**ARTX 226 Ceramics: World Pottery**  
World Pottery is a hands-on studio course with a significant research component. This course is intended as a pre- or post-study abroad seminar. Class time will be used to introduce students to a variety of clay bodies and clay-forming techniques from historical and regional perspectives. Creative assignments ask students to consider and critique the role of cultural exchange and image appropriation within historical ceramics and in their own creative work. Projects will also investigate the roles of different types of pottery within contemporary American society, as a point of reference and departure. Each student will propose, execute, and present a research project related to their study abroad site. Lectures, critiques, and discussions will focus on individual and societal assumptions about pottery. AOS (CE); CR (Comparative)  
Prerequisites: ARTX 120, ARTX 125, or permission  
Offered Annually: Winter

**ARTX 228 Painting: Contemporary Practices**  
This course is designed for students who have had some previous studio art experience in painting, drawing, or design. Some knowledge of drawing and composition will be expected of students enrolling in this course. Students will learn about modern and contemporary issues in art and will be asked to produce work that investigates some of these themes. Students’ primary medium will be acrylic paint, but they will also be encouraged to experiment with mixed media and alternative materials. In addition to technical experimentation students will address complex conceptual issues. Students will have the opportunity to explore a variety of styles and approaches to painting. AOS (CE)  
Prerequisite: ARTX 100 or 105 or 128  
Offered Annually: Spring

**ARTX 233 Printmaking**  
Introduction to and development of basic techniques in intaglio and relief processes. Linoleum cut, wood cut, etching, and soft ground techniques will be some of the print methods explored. AOS (CE)  
Prerequisite: ARTX 100 or 105  
Offered Biannually: Even Numbered Years, Winter or Spring
ARTX 235, 335 Intermediate & Advanced Sculpture
The intermediate and advanced levels of sculpture provide an opportunity for students to work at an advanced and primarily independent level. Students develop working questions and self-directed assignments that provide direction for their work. A contract with project proposals and anticipated due-dates is due at the first class. Students may propose to take this course any time after the winter of their junior year. Students are expected to attend all meetings of an introductory section of Sculpture I or Hand Building I to participate in demonstrations, critiques, and discussions. AOS (CE)
Prerequisite: ARTX 135 & ARTX 237 or ARTX 120 (both 120 and 237 are preferred)
Offered Biannually: Odd Numbered Years, Spring

ARTX 237 Sculpture: Mold Processes
A ceramics and sculpture course focusing on the many techniques of mold-making as a means to create and reproduce forms. Assignments and discussions geared towards the use of multiples and repeated forms in art. Materials include wax, clay, plaster, and non-traditional materials. AOS (CE)
Prerequisite: ARTX120 or ARTX135 or both ARTX100 & ARTX105
Offered Biannually: Even Numbered Years, Spring

ARTX 240 Watercolor
An exploration of basic watercolor techniques to assist students in developing the necessary skills to work independently in this medium. Technical experiments, wash painting, and wet-into-wet techniques teach students to control the medium and layer color. Students learn to work for an extended period of time on one piece, eventually developing their own subject matter and content. AOS (CE)
Prerequisite: ARTX 100 or 105
Offered Biannually: Even Numbered Years, Winter

ARTX 320 & ARTX 325 Advanced Ceramics
The advanced levels of Wheel Throwing and Hand Building provide an opportunity for students to work at an advanced and primarily independent level. Students develop working questions and self-directed assignments that provide direction for their work. A contract with project proposals and anticipated due-dates is due at the first class. Students are expected to attend all meetings of an introductory section of Wheel I or Hand Building I to participate in demonstrations, critiques, and discussions. AOS (CE)
Prerequisite for ARTX 325: ARTX 120, ARTX 125 & ARTX 220 or ARTX 225
Prerequisite for ARTX 320: ARTX 120, ARTX 220 & ARTX 135 or ARTX 237
Offered Annually: Fall, Spring

ARTX 328 Painting II*
This course builds upon the conceptual approach to painting that began in Painting: Contemporary Practices and will emphasize individual direction and innovation. Most assignments will begin with an introduction to a broad contemporary theme in the visual arts and will ask students to respond to some aspect of the topic by generating artwork. The last three weeks will be given over to a series of works that address one of the topics covered earlier in the quarter or a topic that a student has a particular interest in investigating. AOS (CE)
Prerequisite: ARTX 228
Offered Annually: Fall, Winter
ARTX 428 Painting III*
The objective of Painting III is to help students develop direction in their art and to produce a coherent body of work. Students will be considered independently working artists responsible for developing the content and methodology that they feel fits their own personal objectives as artists. Placing their own work in the context of current trends and art history will help students produce artwork that is both personally satisfying and artistically significant. This course is intended for students who are considering graduate school or a career in studio art. AOS (CE) 
Prerequisite: ARTX 328
Offered Annually: Fall, Spring

ARTX 450 Advanced Studio
This course gathers experienced studio art students together, regardless of preferred media, for a rigorous study of contemporary practice and theory. One day per week will be dedicated to multi-disciplinary critiques, where both assigned exercises and, later, larger projects will be discussed, while the remaining day each week will be used as a seminar to study contemporary work and theory via readings, videos, and presentations. AOS (CE) 
Prerequisites: Senior art majors or permission.
Offered Annually: Fall

*Open studio, which can be taken at any level whenever the course is offered. The 100-level course is a prerequisite for the 200-level course, and the 200 level for the 300 level.

ART HISTORY COURSES

ARTX 140 Introduction to History of Art I
Art and architecture from many eras, from Paleolithic cave paintings to French cathedrals, will be seen. In between are monuments in Egypt, the Ancient Near East, the Aegean, Greece, Rome, and Medieval Europe: Early Christian, Byzantine, Early Medieval, Romanesque, and Gothic. Comparisons of cultures, patrons, and purposes show why the works look the way they do. AOS (History); CR (Europe)

ARTX 145 Introduction to History of Art II
This course examines major monuments and movements from 14th through 17th-century Europe and Asia, focusing on painting, sculpture, textiles, prints, and architecture. We will take a comparative, topics-based approach to examine how artists working in different cultural contexts expressed and responded to the world around them. AOS (History); CR (Europe)
Offered Annually: Winter

ARTX 150 Introduction to History of Art III
Artistic revolutions from the 18th through 20th centuries in the East and West caused radical visual and institutional transformation. This course surveys the development of modern art from a global perspective, tracing the influence of East and West upon one another from the Rococo to the Neoclassical, from Romanticism to Realism, to Cubism, Expressionism, and Postmodernism. We will examine how artists interpret the world around them and how these interpretations change over time. AOS (History); CR (Europe)
Offered Annually: Spring
ARTX 205 Religious Art/Material Culture
This course explores the relationship between religion and art. The arts, whether in the form of painting, sculpture, architecture, or kitsch, are often vehicles for religious devotion and expression. At the same time, devotion to a divine figure has inspired some of the world’s most beautiful pieces of art. Religion and art form a symbolic relationship which can simultaneously be in tension and/or cohesive. Looking at various primary and secondary sources from a variety of religious traditions, we explore this tension and cohesion, which can be a window into larger societal and cultural issues. Given that we live in a mechanical age, special attention will be paid to the material production of religious kitsch and the place of religious art in the market.
(Also listed as RELG 205); AOS (PHIL or RELG); CR (Comparative)

ARTX 208 Introduction to Greek Art and Archaeology
This introduction to the multidisciplinary field of Greek archaeology examines the art and architecture of the Greek world from a contextual perspective. The course traces Greek material culture from Bronze Age origins through Hellenistic transformations. (Also listed as CLAS 208) AOS (History); CR (Mediterranean)
Offered Annually: Fall

ARTX 209 Introduction to Roman Art and Archaeology
This introduction to the multidisciplinary field of Roman archaeology examines the art and architecture of the Roman world from a contextual perspective. The course traces Roman material culture from Iron Age and Etruscan origins through Early Christian transformations. (Also listed as CLAS 209).
AOS (History); CR (Mediterranean)
Offered Annually: Spring

ARTX 215 A History of Photography
Photography was invented at two different geographic locations more or less simultaneously, which coincided with the rise of the modern political state and the industrial revolution in Western Europe. This course is a survey of that medium, and its cultural implications, from the beginning in France and England in the early 19th Century, through the high modern era in the early part of the 20th Century, to touch upon postmodern trends as we enter the new millennium.
AOS (History); CR (Comparative)

ARTX 221 Renaissance Art I
In late medieval Italy, new approaches to depicting the natural world by Giotto and others led to the 15th-century Renaissance, whose artists and architects both revived classical forms and created innovations such as one-point perspective. The cultural context as well as style and meaning of works by artists, primarily in Florence, will be closely examined, ending with Leonardo.
AOS (History); CR (Europe)
Offered Biannually: Even Numbered Years, Winter

ARTX 222 Renaissance Art II
A strong papacy and its patronage in 16th-century Rome brought Michelangelo, Raphael, and many others from Florence and other cities to work there. They established an idealized classical style that was soon transformed into elegant, anti-classical Mannerism in much of Italy. At the same time, Venetian painters
developed a distinctive style, less classical but more sensual.
AOS (History); CR (Europe)
Offered Biannually: Odd Numbered Years, Winter

ARTX 223 19th-Century Art
Some credit Jacques-Louis David, the painter of the French Revolution and the Napoleonic era, as the father of modern art, while others cite Courbet or Edouard Manet. But all agree that Paris was the center of innovation; most of the course will examine the Parisian experience in both art and society.
AOS (History); CR (Europe)
Offered Biannually: Odd Numbered Years, Spring

ARTX 224 20th-Century Art
European and American painting, sculpture, architecture, and photography from 1900 to the present, as well as the artistic practices that have challenged them since the 1960's, will be surveyed. The emphasis will be on evaluating art and movements from both a formal and a socio-historical standpoint, using some manifestos and writings of artists and critics. In the process, the notions of “modern” and “postmodern” art will be critically assessed.
AOS (History); CR (Comparative)
Offered Biannually: Odd Numbered Years, Spring

ARTX 227 Seeing and Perceiving in the Modern Museum
The modern art museum is not just a repository of the past, but and institution with the ability to shape and create meaning. Its version of history can be simultaneously inclusionary and exclusionary, simply by the manner in which it displays its artists, artworks, and art movements. This course explores the role of the museum from the 19th century to the present, considering a diverse range of issues, including the transition from the private interior to the public space; the politics of exhibiting and viewing; and the shaping of personal, national, and global identities through the museum site.
CR (US) (Europe; North America; East Asia) (Comparative)
Offered Biannually: Odd Numbered Years, Winter

ARTX 260 Baroque Art
In 17th-century Europe, exploration and scientific discovery expanded the world. Similarly, beginning in Rome, artists such as Caravaggio and Bernini both expanded and modified Renaissance innovations. Artists from all over Europe flocked to Rome, and Flemish, Spanish, French, and even some Dutch painters were transformed there, but political, religious, and cultural differences modified the styles they practiced when they returned, and those of other painters who had never left. AOS (History); CR (Europe)
Offered Biannually: Even Numbered Years, Spring

ARTX 290 Art and Gender
This course explores the role of gender, through the work of women artists and the critical discourse surrounding the construction of gender in art and art-historical writing, CR (Comparative)
Offered Biannually: Even Numbered Years, Winter
Biology

Ms. Fraser, Ms. Girdler, Mr. Langeland, Mr. Moore, Ms. Pybus, Mr. Sotherland

The mission of our department and curriculum is to educate students in the field of biology and within the context of a Kalamazoo College liberal arts education. Through our courses, research collaborations, and advising we help each of our students become an intrinsically motivated, self-directed learner who enjoys a biologist's keen awareness of the natural world. Specifically, we foster development of the following attributes in our biology majors: 1) knowledge of the diversity of living organisms and levels - from molecules to ecosystems - at which those organisms can be studied; 2) understanding of how organisms are affected by their evolutionary and developmental trajectories and how these are influenced by environmental contingency; 3) ability to discover new biological knowledge and then communicate it effectively to others; and 4) curiosity about and empathy toward our shared environment.

Requirements for the Major in Biology

Consonant with the experiential-learning focus of the K-Plan and motivated by the biology department mission, our emphasis on an empirical approach to biology creates an environment in which students develop a strong foundation in biology. We encourage our students to ask and seek answers to probing questions, interpret primary literature, design and perform experiments, and make original observations of biological phenomena. The developmental progression from introductory core courses through upper-level electives prepares students well for the challenges of carrying out their Senior Individualized Projects, presenting results of those projects at our annual Diebold Symposium, and then continuing their education or seeking employment after graduation.

Number of Units

Nine Biology units (five required and four electives) and four cognates (see below), exclusive of lab credit, all at C- or better are required to complete a major in biology. At least three of the biology electives must be from courses at the 300 level or higher.

- Students may not count BIOL 101, 102, 105, 107, or 115 toward units required for the major.
- Students may count only one Topics in Biology Course toward units required for the major.
- Biology majors are encouraged to complete their Senior Individualized Project in biology and may count one unit of credit from a biology SIP toward the units required for the major.
- The biology department will accept for credit in the major: a maximum of one unit from sources outside the department (e.g. one AP credit if score on the Biology AP exam is 4 or 5, one credit from dual enrollment, or one credit from Study Abroad).

Required Courses

BIOL 112 Evolution and Genetics with lab
BIOL 123 Form and Function with lab
BIOL 224 Ecology and Conservation with lab
BIOL 246  Cell and Molecular Biology with Lab
BIOL 490  Functioning as a Biologist

Four cognates:
- CHEM 110 (Introductory Chemistry I), CHEM 120 (Introductory Chemistry II),
- and CHEM 210 (Organic Chemistry I) as well as one of the following courses:
- CHEM 220 (Organic Chemistry II) or MATH 261 (Biostatistics). Because BIOL
- 246 requires Organic Chemistry as a prerequisite, CHEM 110, CHEM 120, and
- CHEM 210 must be completed before enrolling in BIOL 246.

Comprehensive Examinations
Senior biology majors are required to pass written and oral comprehensive
examinations as part of BIOL 490.
- Students interested in pursuing graduate or professional programs in biology
  are encouraged to develop some background in mathematics, physics, and
  computer science. They should consult with members of the department as early
  as possible.
- Students who plan careers in health-related fields should consult with a
  member of the Health Sciences Advisory Committee early in their academic
  planning to learn which courses are most appropriate for selected professional
  programs.

Requirements for the Minor in Biology

Number of Units
Six units are required. All must be at C- or better.

Required Courses
- BIOL 112  Evolution and Genetics with Lab
- BIOL 123  Form and Function with lab or
- BIOL 224  Ecology and Conservation with lab

Electives
Four additional biology courses, only two of which may include BIOL 101, 102,
105, 107, and 115. The biology department will accept for credit in the minor: a
maximum of one unit from sources outside the department (e.g. one AP credit if
the score on the biology AP exam is 4 or 5, one credit from dual enrollment, or
one credit from Study Abroad).

Concentration in Biochemistry and Molecular Biology
Biology majors who are interested in the concentration in biochemistry and
molecular biology should refer to the description on page 110.

Concentration in Environmental Studies
Biology majors who are interested in the concentration in environmental studies
should refer to the description on page 150.

Concentration in Neuroscience
Biology majors who are interested in the concentration in neuroscience should
refer to the description on page 196.
Concentration in Biological Physics
Biology majors who are interested in the concentration in biological physics should refer to the description on page 111.

Concentration in Health Studies
Biology majors who are interested in the concentration in health studies should refer to the description on page 158.

BIOLOGY COURSES For Nonmajors
All biology courses at the 100 level are open to nonmajors without prerequisite and may be used to fulfill a natural science/mathematics Area of Study requirement. BIOL 101, 102, 105, 107, and 115 are for nonmajors and do not count toward a biology major. Either BIOL 115 or 224 is required for the concentration in environmental studies. Courses we offer for nonmajors have goals consistent with those for the biology curriculum focused on majors. To attain those goals, general education courses directed primarily at students not majoring in biology should help students:

- Appreciate, understand, and engage in the process of doing science.
- Evaluate validity of scientific communications. For example, our students should be able to read, understand, and evaluate any New York Times article, especially those in the Tuesday Science Times.
- Be comfortable with ambiguity and uncertainty.
- Learn that science is a fascinating human endeavor, applicable to everyday life.

BIOLOGY COURSES
The biology program provides a broad exposure to major principles in contemporary life sciences and a depth of offerings in concentrated areas. All courses satisfy Area of Study (AOS) in the natural sciences (NS) unless otherwise indicated.

BIOL 101  Biology: Stuff You Need To Know
In this course for non-science majors, you will learn about contemporary biological issues that affect you - personally, as a citizen of human communities, and as a member of broader biotic communities. While exploring topics including evolution of antibiotic resistance, human reproduction, the human stress response, immunity to disease, and how our genes and surroundings influence who we become, you will learn how our understanding of these important issues develops over time, grow more accustomed to viewing yourself and your environment from the perspective of a biologist and come to see biology as a fascinating human endeavor. Intended for nonmajors.

BIOL 102  The Darwinian Revolution
Evolution is the unifying theory of biology, but its origins and impact extend far beyond this scientific discipline. In this course we will explore the interplay between science, other disciplines, and society by examining the origins and development of evolutionary thought, with special emphasis on Darwin’s theory of evolution by means of natural selection, and by discussing the ways in which Darwinism affects how we think about ourselves, our society, and the world in which we live. Topics for discussion include Social Darwinism, race and
eugenics, human origins, creationism, and sociobiology. Intended for non-majors. Offered Annually: Spring

**BIOL 105  Biology of Disease**
Broad study of human diseases: includes physiological and infectious diseases. Intended for non-majors.

**BIOL 107  Introduction to Human Genetics**
Course combines a quantitative approach to human inheritance with topical discussion of contemporary issues in genetics such as genetic testing, gene therapy, the human genome project, stem cells, and cloning. Course also includes hands-on genetic experimentation. Intended for non-majors.

**BIOL 112  Evolution and Genetics with Lab**
An introduction to principles of evolution and genetics. Includes a comprehensive overview of genetics from molecular, classical, and population perspectives, as well as in-depth treatment of evolutionary mechanisms, phylogenetic analysis, and the history of life on Earth. Laboratories include the purification and analysis of DNA, Drosophila and bacterial genetics, and computer simulations of evolutionary processes. Offered Annually: Fall, Winter

**BIOL 115  Environmental Science**
In this course you will (1) build a basic understanding of the physical and natural systems that make up the biosphere on Earth (land, water, atmosphere, and life) stressing the dynamics of these interconnected systems; (2) develop a scientific understanding of the causes and consequences of several of the major environmental problems facing today's society; (3) acquire the tools to enable you to think critically about other current and future environmental challenges you will face as a member of contemporary society. One weekend field trip is required. Intended for non-majors. Offered Annually: Fall

**BIOL 123  Form and Function**
Organism-level phylogeny, morphology, and physiology are the major subject areas of this course; organisms interacting with, and adapting or adjusting to, their environments is the underlying theme running through these subject areas. Through this course students will learn how the environment, biotic and abiotic, shapes the form (morphology) and function (physiology and behavior) of organisms over ecological and evolutionary time. Offered Annually: Winter and Spring

**BIOL 200  Research Apprenticeship in Biology**
Apprenticeships intended to provide opportunities for biology majors to become regularly involved in ongoing research projects with faculty, either with the same faculty member for a number of quarters or with different faculty in different quarters. A minimum of 50 hours of work is expected for each quarter. One unit toward graduation is awarded after a student has participated in three apprenticeships. Offered Annually: Fall, Winter, Spring

**BIOL 220  Organism Diversity with Lab**
An introduction to the diversity of organisms, including phylogeny and
morphological, functional, life cycle, and behavioral adaptations to the environments in which organisms live. Laboratories on comparative morphology and characterization of major non-organ systems.

Prerequisite: BIOL 112 or BIOL 124
Offered: Fall 2009

BIOL 222  Vertebrate Biology with Lab
Broad-based study of comparative anatomy and life histories of adult vertebrates and how these influence our understanding of vertebrate phylogeny; laboratories in comparative anatomy and diversity of vertebrates.

Prerequisite: BIOL 123 or BIOL 220
Offered Annually: Winter

BIOL 224  Ecology and Conservation
Ecology is rooted in natural history, the description of organisms in their environments. Ecologists study interactions in nature across many levels of biological organization, from individuals to populations, communities, ecosystems, and finally the entire biosphere; this course is organized along this continuum. How do we explain the distribution and abundances of organisms? How do populations of different species interact as competitors, as predators and prey, as pathogens and hosts, and as mutualists? And finally, given the planet-wide environmental impact of our species, how can ecologists apply their knowledge to the conservation of natural resources?

Prerequisite: BIOL 113

BIOL 232  Plant Biology with Lab
An introduction to plants, their life cycles, and their relationships to each other. We will discuss morphology, physiology, evolution, and natural history of plants (mosses, ferns, gymnosperms, angiosperms). In the laboratory, students will learn local flora and utilize both field and greenhouse studies to examine various aspects of plant ecology and physiology.

Prerequisite: BIOL 124

BIOL 246  Cell and Molecular Biology with Lab
The complex workings of individual cells will be explored from a molecular perspective. Topics include the flow of genetic information, cell structure and mechanics, metabolism, cell signaling, and regulation. An integrated laboratory will introduce cutting-edge cell and molecular techniques, including cell culture, transfection, immunoprecipitation, electrophoresis, and Western blotting.

Prerequisite: BIOL 112 and CHEM 210
Offered Annually: Fall, Spring

BIOL 290  Animal Behavior with Lab
Study of the behavior and social organization of a variety of animal groups ranging from insects to primates; analysis of general principles of behavior modes; observation of animal behavior in the field and laboratory. (Also listed as PSYC 290.) BIOL 290 AOS (NS); PSYC 290 AOS (SS)

Prerequisite: Any one of the following: BIOL 112, 124, or PSYC 101.

BIOL 312  Population and Community Ecology with Lab
This course will build upon principles studied in BIOL 224. Using both theoretical and empirical approaches, we will explore in greater depth:
population ecology, demography, life history strategies, species interactions, community structure and dynamics for both aquatic and terrestrial communities. Labs will focus on experimental design and analysis, and students will explore primary ecological literature and conduct independent research.

Prerequisite: BIOL 224
Offered Annually: Spring

**BIOL 312  Population and Community Ecology with Lab**
This course will build upon principles studied in BIOL 124. Using both theoretical and empirical approaches, we will explore in greater depth: population ecology, demography, life history strategies, species interactions, community structure, and dynamics for both aquatic and terrestrial communities. Labs will focus on the methods ecologists use to answer questions about the distribution and abundance of organisms; students will explore local habitats and conduct independent research.

Prerequisite: BIOL 224
Offered Annually: Spring

**BIOL 322  General and Medical Microbiology with Lab**
This course includes a general introduction to microbiology including structure and function, growth, nutrition, metabolism, genetics, roles of microorganisms in the biogeochemical cycles, and water microbiology. This is followed by in-depth coverage of symbioses involving microorganisms, including the pathogenesis of infectious diseases.

Prerequisite: BIOL 246
Offered Annually: Winter, Spring

**BIOL 350  Neurobiology with Lab**
Structure and function of the nervous system will be considered, in addition to the molecular and cellular workings of individual neurons. Topics include cell biology of neurons, electrophysiology, sensory and motor systems, brain development, and dysfunction of the nervous system. An integrated laboratory will focus on neuroanatomy, histology, physiological simulations, and neuronal cell culture.

Prerequisite: BIOL 246
Offered Annually: Winter

**BIOL 352  Biochemistry with Lab**
Overview of the chemical mechanisms underlying biological processes including structure and function of proteins, polysaccharides, and lipids; enzymatic catalysis and kinetics; an introduction to bioenergetics; detailed treatment of carbohydrate metabolism; survey of lipid and amino acid metabolism; and integration of metabolism. Laboratory will emphasize enzyme kinetics, protein isolation, and electrophoresis. (Also listed as CHEM 352.)

Prerequisite: CHEM 220 or 224
Offered Annually: Winter, Spring

**BIOL 370  Advanced Genetics with Lab**
Advanced treatment of principles and methods of modern genetic analysis such as genetic mapping, mutational screens, genomics, quantitative genetics, and the behavior of genes in populations. Laboratories include mapping in Drosophila and bacteriophage T4, mutational analysis in bacteria, and multiplex DNA genotyping in humans.

Prerequisite: BIOL 112 and 246
Offered Annually: Winter
BIOL 376  Human Physiology with Lab
Analytical treatment of the mechanisms by which humans regulate their internal environment. Emphasis on thermoregulation and on respiratory, circulatory, excretory, endocrine, and digestive systems. Laboratories include respiration, metabolism and excretion as well as student presentations of articles on comparative animal physiology from the primary literature.
Prerequisite: BIOL 124 and MATH 261
Offered Annually: Fall

BIOL 396  Entomology with Lab
A comprehensive introduction to the biology and classification of insects. Topics covered include structure, function, development, behavior, principles of control, identification, systematics, and evolution. Laboratories include field trips to local sites to observe and collect insects and to view ongoing basic and applied research projects by local entomologists. Students will gain experience in rearing and handling insects. All are required to assemble a collection of local insects.
Prerequisite: BIOL 123 or BIOL 220

BIOL 466  Advanced Molecular Biology with Lab
A detailed examination of gene structure and function with an emphasis on experimental approaches and original literature. Features an open-ended laboratory project incorporating several molecular approaches including PCR, cloning strategies, the production of recombinant proteins, and bioinformatics.
Prerequisite: BIOL 112 and 246
Offered Annually: Spring

BIOL 480, 482, & 484  Topics in Biology
Advanced-level seminar course that will focus primarily on discussions and student presentations of articles from the primary literature. Topics courses offered will vary from year to year depending on staffing.
Prerequisite: BIOL 112, 124, 220, and 246

BIOL 480  Topics in Biology: Immunology
Topics covered will include mechanisms of humoral and cell-mediated immune response in vertebrates, properties of immune products such as immunoglobulins and cytokines, and the interaction and regulation of the components of the immune system. Through reading and discussing selected papers from the primary literature, students will become familiar with some of the techniques currently important in immunology research, types of data immunologists can obtain, and ways in which those data can be interpreted.

BIOL 482  Topics in Biology: Advanced Medical Microbiology
Current topics in medical microbiology as they relate to the pathogenesis of infectious diseases and public health will be explored through lectures, discussions and student presentations. Readings will be, almost exclusively, from primary scientific literature.
Prerequisite: BIOL 246
Offered Annually: Spring

BIOL 484  Topics in Biology: Molecular Basis for Nervous System Disorders
The molecular underpinnings of nervous system disease and injury states will be investigated. A combination of lectures, discussions, and student presentations of research articles will be employed. Course readings will come exclusively from
the primary literature. Topics covered will include neurodegenerative diseases, nervous system injury states, drug addiction, and brain tumors.

**BIOL 490  Functioning as a Biologist**
Participation in a seminar involving teaching and research in the literature and consideration of current biological questions; preparation for SIP research through literature search and critical discussion of pertinent papers; preparation and defense of completed thesis based upon SIP research. Attendance from junior spring through the senior year; credit may be applied to the quarter load in any of the senior year terms; grade recorded in the senior spring.
Offered Annually: Fall, Winter, Spring

**Biochemistry & Molecular Biology Concentration**
Ms. Furge, Mr. Langeland, Mr. Moore, Ms. Stevens-Truss

A major focus of modern scientific inquiry is uncovering the physical and chemical mechanisms underlying biological systems. Therefore, an interdisciplinary concentration in Biochemistry and Molecular Biology is offered for students interested in advanced study at the interface between biology and chemistry. Courses include a selection from the physical and biological sciences; most are laboratory based and make use of sophisticated, cutting-edge instrumentation and techniques. Students interested in graduate studies of molecular-level phenomena are especially encouraged to consider this plan of study.

**The Concentration in Biochemistry and Molecular Biology**

**Number of Units**
13 units

**Required Courses**
- BIOL 112 Evolution and Genetics with Lab
- BIOL 246 Cell and Molecular Biology with Lab
- BIOL/CHEM 352 Biochemistry with Lab
- CHEM 110 Introductory Chemistry I with Lab
- CHEM 120 Introductory Chemistry II with Lab
- CHEM 210 Organic Chemistry I with Lab
- CHEM 220 Organic Chemistry II with Lab
- CHEM 310 Physical Chemistry I with Lab
- MATH 112 Calculus I
- MATH 113 Calculus II
- PHYS 150 Introductory Physics I with Lab
- PHYS 152 Introductory Physics II with Lab

One unit from:
- BIOL 466 Advanced Molecular Biology with lab
- CHEM460 Advanced Biochemistry with lab

In accordance with College policy, concentrators in biochemistry and molecular biology must pass the 13 required courses with a C- or better.
Biological Physics
Mr. Erdi, Mr. Moore, Mr. Tobochnik

The biological and medical sciences are changing rapidly. Many new discoveries now require an understanding of biological systems from a physical point of view. In particular, physics, mathematics, and computer science are becoming more essential now than ever before. Contemporary research areas in biological physics include neuroscience, protein conformational dynamics and folding, DNA conformational dynamics, single molecule dynamics such as molecular motors, cell mechanics, information transfer in biological systems, membrane biophysics, multi-cellular phenomena, biological networks, effects of radiation on biological systems, and instrumentation development. The biological physics concentration is designed to supplement the background usually provided in a standard biology, chemistry, or physics major.

Requirements for the Biological Physics Concentration

Required Courses (12)

Basic Biology (2)
- BIOL 112 Evolution and Genetics With Lab
- BIOL 246 Cell and Molecular Biology With Lab
- (BIOL 352 Biochemistry With Lab and BIOL 124 Physiology and Ecology With Lab are also recommended but not required.)

Basic Chemistry (3)
- CHEM 110 Introductory Chemistry I With Lab
- CHEM 120 Introductory Chemistry II With Lab
- CHEM 210 Organic Chemistry I With Lab

Minimal Mathematics Preparation (2)
- MATH 112 Calculus I
- MATH 113 Calculus II
- Further work in mathematics and computer science recommended

Basic Physics (3)
- PHYS 150 Introductory Physics I With Lab
- PHYS 152 Introductory Physics II With Lab
- CHEM 310 Physical Chemistry I With Lab or PHYS 360 Thermal Physics

Courses with Biological Physics Topics (2)
- PHYS 210 Nuclear and Medical Physics With Lab
- PHYS 215 Introduction to Complex Systems
- PHYS 270 Nonlinear Dynamics and Chaos
- COMP/PSYC 415 Computational Neuroscience
Center For Asian Studies
Ms. Chu (Director), Ms. Bundy (Associate Director), Ms. Hong, Ms. Sugimori

The Center for Asian Studies was founded in Spring 2002 with the support of a Freeman Foundation grant. The Center seeks to coordinate and enhance the College’s many courses that are related to Asia to better promote the study and understanding of Asia with a special focus on China and Japan. In addition to developing new courses, the Center sponsors lectures by leading visiting scholars and other programming on campus. This Center will continue to strengthen Kalamazoo College’s long tradition and leadership in the internationalization of higher education in a liberal arts setting.

Center For Complex Systems Studies
Mr. Érdi (Director)

The Center for Complex Systems Studies has been established by a grant from the Luce Foundation. Very few undergraduate institutions offer formal education in complex systems studies. These studies involve the understanding of mixed natural-social systems (such as ecological-socioeconomical systems) and the application of new methods of inquiry in understanding the world around us, for example, seeking to understand the structure and dynamics of the brain, of interacting social groups, of food webs, and of financial and market networks. The Center contributes to the education of both science and non-science students by using interdisciplinary approaches to promote building bridges between disciplines in the natural sciences on one side and social sciences and humanities on the other. As well as classes taught, the Center sponsors guest lectures and seminars on complex system studies.

Complex Systems Studies Courses
(Descriptions available in each department’s section of the catalogue)

PHYS/IDSY 215   Introduction to Complex Systems
COMP/PSYC 265   Cognitive Science
COMP/PSYC 415   Computational Neuroscience
MATH/PHYS 270   Nonlinear Dynamics and Chaos
MATH 305   Dynamic Models in Social Sciences

Chemistry
Mr. Bartz, Ms. Furchak, Ms. Furge, Mr. Slough, Mr. T. Smith, Ms. Stevens-Truss

The chemistry program stresses the art of scientific thought and the role of chemistry in society. Chemistry students benefit from a close working relationship with faculty members in an atmosphere that encourages research.
Majors can gain preparation suitable for graduate study in chemistry, biochemistry, chemical and materials engineering, environmental sciences, pharmacology, medicinal chemistry, clinical chemistry, or molecular biology. Other professional schools open to chemistry graduates include the following: human, dental, or veterinary medicine; business administration; or patent or environmental law. Majors will also have a background appropriate for becoming a professional research or process chemist in industrial, pharmaceutical, or government laboratories; teaching high school or community college chemistry; doing environmental monitoring or remediation; working in sales, product development, or in laboratory safety; becoming a writer on science topics, working in science libraries or other information services, doing conservation work in art museums; or performing forensic analyses for law enforcement agencies.

**Requirements for the Major in Chemistry**

**Number of Units**
A minimum of eight units, excluding courses designed for non-chemistry majors and not including the SIP.

**Advanced Placement**
With a chemistry advanced placement score of 4 or 5, one unit of AP credit will be awarded towards the minimum of eight units required for the major in chemistry provided a student begins the chemistry sequence at CHEM 120 or higher.

**Required Courses**
- CHEM 110 Introductory Chemistry I with Lab
- CHEM 120 Introductory Chemistry II with Lab
- CHEM 210 Organic Chemistry I with Lab
- CHEM 220 Organic Chemistry II with Lab
- CHEM 240 Analytical Chemistry I with Lab
- CHEM 310 Physical Chemistry I with Lab
- Two additional units from CHEM 352, 410, 420, 430, 440, 450, 460, 470

**Required Cognates**
- MATH 112 Calculus I
- MATH 113 Calculus II (Additional work in mathematics is encouraged.)
- PHYS 150 Introductory Physics I with Lab
- PHYS 152 Introductory Physics II with Lab

In accordance with College policy, chemistry majors must pass eight units of chemistry and the mathematics and physics cognates with a C- or better.

All students enrolling in Introductory Chemistry courses (CHEM 110 or 120) must complete the placement examination. Results from the placement examination may permit exemption for one or both Introductory Chemistry courses. Students entering Kalamazoo College with Advanced Placement scores of 4 or 5 on the Chemistry examination are automatically exempt from CHEM 110.

Kalamazoo College appears on the American Chemical Society’s list of schools that offer approved pre-professional undergraduate programs in chemistry. This program includes: CHEM 210, 240, 310, 352, 430, a chemistry SIP, and two additional chemistry courses above the 100-level; MATH 112, 113, 214, 240; PHYS 150, 152. This curriculum, which provides thorough preparation
in chemistry, mathematics, and physics, is recommended for students
contemplating graduate study in chemistry.

3/2 Pre-Engineering in Chemical Engineering
Students intending to follow the 3/2 Pre-Engineering Program in chemical
engineering should follow the course sequence for the chemistry major through
the third year and meet the requirements for admission to chemical engineering
schools after the third year. Each student pursuing this program must successfully
complete the following courses while in residence at Kalamazoo College:
CHEM 110, 120, 210, 220, 240, 310; MATH 112, 113, 214, 240, 280; PHYS
150, 152, 220.

Chemistry majors who are interested in the concentration on Biochemistry and
Molecular Biology should refer to the description of the concentration on page
108. Written comprehensive examinations for the chemistry major are given
during the winter quarter of the senior year. The SIP in chemistry is typically done
in the summer following the junior year.

All courses offered by the chemistry department may be used as a natural
sciences (NS) Area of Study (AOS) requirement.

CHEMISTRY COURSES

CHEM 101 Chemistry and Society
Introductory course for students who wish to explore chemistry. Topics include
energy, the atmosphere, water, nuclear energy, and genetic engineering. Intended
for students who are not majoring in the natural sciences or for Environmental
Studies concentrators.

CHEM 105 The Physical Earth
Introduction to an integrated structural, geochemical, and geophysical
description of the Earth: emphasis on the interaction of the planet’s solar
and internal heat engines considered from the perspective of plate tectonics;
historical origins of the current view of the Earth’s structure and dynamics;
laboratory component includes a field project. Intended primarily for students
who are not majoring in the natural sciences, for Environmental Studies
concentrators, and for students intending to teach Earth Sciences in high schools.

CHEM 107 Chemistry of Antibiotics
General description of the biochemical basis of infections diseases, emphasizing
the chemical nature of antibiotics and how they work. This course explores
the various means of contracting infection and the agents that cause it. It gives
an understanding of the world of bacteria, viruses, parasites, and fungi and
addresses natural vs. acquired immunity. Intended for students who are not
majoring in the natural sciences.

CHEM 108 Toxicology and Carcinogenesis
Examination of the basics of chemical carcinogenesis, the environmental
contributions to cancer, current methods for studying cancer in both clinical
and basic research settings, and the development and uses of chemotherapeutic
and chemopreventative medicines. The course aims to prepare students to
evaluate discussions of cancer risk, diagnosis, and treatments in the lay press
and to examine ambiguity and varying viewpoints on the causes and prevention
of cancer. The course will also examine the impact of cancer on individuals
and society. Laboratory work includes an experiment using the Ames Test for
chemical mutagens and a written scientific report based on laboratory findings. Intended for students who are not majoring in the natural sciences.

**CHEM 110 Introductory Chemistry I with Lab**
Fundamental principles of chemistry: chemical calculations and symbolism; atomic and molecular structure and bonding; periodic properties; intermolecular interactions, classification of chemical reactions, and the solid state. Laboratory work includes introduction to chemical instrumentation.

**CHEM 120 Introductory Chemistry II with Lab**
Classification of chemical reactions; chemical kinetics; chemical equilibrium; energetics of chemical reactions (thermodynamics); acid-base, solubility-precipitation, oxidation-reduction, complexation reactions; electrochemistry; descriptive chemistry of selected elements. Laboratory work includes use of chemical instrumentation. QR
Prerequisite: CHEM 110.

**CHEM 210 Organic Chemistry I with Lab**
Basic principles of structure, nomenclature, and reactivity applied to aliphatic hydrocarbons; valence bond and molecular orbital structure models; inductive, resonance, and steric effects on reactivity; stereoisomerism; laboratory emphasis on techniques used in the synthesis and purification of organic compounds.
Prerequisite: CHEM 120.

**CHEM 220 Organic Chemistry II with Lab**
Continuation of CHEM 210 that includes classroom and laboratory study of the structure, nomenclature, chemical properties, and spectrometric identification of common organic compounds; emphasis on reaction mechanisms and organic synthesis. Intended for research-oriented natural science students with career interests in chemistry, chemical engineering, or biochemistry and related fields.
Prerequisite: CHEM 210.

**CHEM 240 Analytical Chemistry with Lab (241)**
Treatment of experimental data; systematic solution stoichiometry; the study of acid-base, precipitation-solubility, oxidation-reduction, and complex formation-dissociation equilibria; introduction to quantitative applications of gravimetry, titrimetry, and chromatography, electrochemistry, and spectrophotometry.
Prerequisite: CHEM 120.

**CHEM 310 Physical Chemistry I with Lab**
Study of chemical thermodynamics, statistical mechanics, and kinetics. Intended for chemistry majors and biologists with a strong cellular or molecular orientation.
Prerequisite: CHEM 120, MATH 113 or 115, and PHYS 152 or permission.

**CHEM 352 Biochemistry with Lab (353)**
An introduction to biochemical principles. Emphasis is placed on understanding the biochemical reactions in metabolic and biosynthetic pathways. The course will survey, in detail, protein structure, function, and kinetics and carbohydrate, lipid, and amino acid metabolism. Laboratory will emphasize protein isolation and characterization, enzyme kinetics, and bioinformatics.
(Also listed as BIOL 352.)
Prerequisite: CHEM 220.
Recommended: BIOL 246 and MATH 112.
CHEM 410  Physical Chemistry II with Lab
Further study of chemical kinetics; elementary quantum mechanics applied to simple atoms and molecules; spectroscopy.
Prerequisite: CHEM 310 and PHYS 220 or permission.
Recommended: MATH 214 and 240.

CHEM 420  Instrumental Analysis with Lab
Study of instrumental methods of analysis including trace techniques; emphasis on spectroscopy, electrochemistry, and chromatography, introduction to electronic signal processing, and computer data acquisition.
Prerequisite: CHEM 240 and 310 or permission.

CHEM 430  Inorganic Chemistry with Lab
Exploration of the properties of the elements and their compounds (except hydrocarbons and their non-metallic derivatives); emphasis on structures, bonding, and reactivities of main-group, transition-metal, and organometallic compounds; laboratory work emphasizing synthesis, physical and reactivity characterization, and analysis of inorganic compounds.
Prerequisite: CHEM 310 or permission.

CHEM 440  Advanced Organic Chemistry with Lab
Study of local and reaction stereochemistry, conformational analysis, and molecular orbital theory; preparative methods for asymmetric chemicals; applications of chiral transition metal complexes in catalyzed organic reactions; laboratory work emphasizing chromatographic techniques and 1D and 2D NMR analysis.
Prerequisites: CHEM 220 and CHEM 310 or permission.

CHEM 450  Molecular Structure and Reactivity
An advanced course dealing with molecular symmetry and group theory applied to the description of molecular structure and bonding in inorganic, organic, organometallic, and solid-state systems; molecular and electronic structure determination by spectroscopy, magnetism, and X-ray crystallography; examination of selected chemical reactions including molecular recognition processes and metalloprotein reactions; laboratory work emphasizing synthesis and reactivity studies on and physical characterization of inorganic, organic, and organometallic systems.
Prerequisite: CHEM 310 or permission.
Recommended: CHEM 430

CHEM 460  Advanced Biochemistry with Lab
Study of selected topics in biochemistry through review articles and primary research literature, emphasizing experimental methods, critical analysis and interpretation of data, and integration of biochemical concepts. Laboratory will utilize an investigative approach to strategies of protein purification characterization and bioinformatics.
Prerequisite: BIOL/CHEM 352.
Recommended: BIOL 246 and MATH 112.

CHEM 470 Principles of Medicinal Chemistry with Lab
This course will survey the world of medicinal drug design, from target choice to structural drug determinants, to drug toxicology and disposition. The course will illustrate to students the significance of chemical structure and their
physiochemical properties and address molecular modification of molecules in the rational design of drug entities. The ultimate goal is to help students relate drug chemistry to therapeutic applications. We will review some general principles learned in Introductory and Organic Chemistry, Biochemistry, and Cell Biology, and will introduce several Pharmacological and Physiological principles, as they relate to the molecular mechanism of action of select drug classes. Emphasis will be placed on drug-target interactions at the molecular level by employing 3-D visualization tools.

Prerequisite: CHEM 220 and CHEM/Biol 352 or BIOL 246

**CHEM 490   Senior Studies**
Lectures, seminars, independent study, and/or individual conferences with faculty members in preparation for the SIP.

Prerequisite: Senior major status and permission.

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**Chinese**
Ms. Chu (Chair), Ms. Hong

The program in Chinese provides students with an exposure to the language, literature, and culture of China. Seven levels of Chinese language courses, with a balanced emphasis on listening, reading, writing, and speaking, set a good foundation. Students may study abroad in China or take part in other forms of advanced study to master the language used by one-quarter of the world’s population. Literature (in English translation) and culture courses acquaint students with the Chinese literary works and their social/political/cultural texts and contexts, facilitate their enjoyment of literature in general, and enhance their capability to understand the meaning of Chinese literary and cultural expressions, and traditional and contemporary Chinese society.

**Requirements for the Minor in Chinese**

**Number of Units**
Six units are required.

**Required Courses**
- CHIN 103 Beginning Chinese III
- CHIN 201 Intermediate Chinese I
- CHIN 202 Intermediate Chinese II
- CHIN 203 Intermediate Chinese III

**Electives**
- Chinese Literature Elective (Must be taken on campus.)
- Chinese Literature or Studies Elective (May be taken during study abroad or on campus.)

**Related Programs**
The Chinese program is also an essential part of the East Asian studies interdisciplinary program. Students may major in international and area studies with a focus on East Asia. Interested students should consult with Ms. Chu.
Study Abroad Opportunities
The College has established an exchange program in Beijing in the People’s Republic of China. Students who are interested in study abroad opportunities in Beijing or any of the other approved programs in China should consult early with Ms. Chu and the Center for International Programs.

CHINESE COURSES

CHIN 101  Beginning Chinese I
An introduction to the Chinese language. Pronunciation system, written script, basic vocabulary, fundamental grammatical structures, as well as some cultural background of the language will be studied. The goal of this course is to set a good foundation for making Chinese a functional language for the students. Students are asked to follow three principles: (1) make Chinese a part of daily life, (2) use Chinese actively in class and outside of class, and (3) be creative in finding ideas for using the Chinese language.

CHIN 102  Beginning Chinese II
A continuation of Beginning Chinese I. All four skills—listening, speaking, reading, and writing—are equally emphasized. By the end of this course, students are expected to understand simple questions and answers, to be able to ask and respond to simple questions, to understand simple statements, and to be able to participate in simple conversations on a few familiar topics. Students will also be expected to read and write simple notes, meaningful sentences, and short passages constructed with basic grammatical patterns.
Prerequisite: CHIN 101.

CHIN 103  Beginning Chinese III
A continuation of Beginning Chinese II, this course further consolidates the essential skills in reading, writing, listening to, and speaking Chinese. The goals are to increase vocabulary, to form a clear understanding of the language through knowledge of the meaning of words and structures, and to advance the ability of students to express themselves in the language accurately and properly on some selected topics.
Prerequisite: CHIN 102.

CHIN 201  Intermediate Chinese I
This course follows CHIN 103 and starts the Intermediate Chinese language sequence. It will create an authentic language environment for the students and help make learning Chinese an interesting experience. The students will develop their fundamental language skills with a balanced emphasis on listening, speaking, reading, and writing. A communicative approach will be adopted, and accuracy will be emphasized at the same time. Culture will be brought into the classroom through songs, poems, and so on. Short cultural talks related to course material will be given.
Prerequisite: CHIN 103.

CHIN 202  Intermediate Chinese II
This course follows CHIN 201, Intermediate Chinese I, and emphasizes interactive skills. More authentic materials will be used, and more topics and situations concerning contemporary Chinese society will be introduced. Class
activities include visiting local Chinese communities and interviewing native speakers of Chinese language.  
*Prerequisite: CHIN 201.*  

**CHIN 203  Intermediate Chinese III**  
The course concludes the Intermediate Chinese sequence. Students should be prepared for exposure to various spoken and written styles of Chinese and for a steady expansion of their vocabulary. After completing three quarters of Intermediate Chinese, students will have gained a solid foundation in Chinese grammar and vocabulary and have developed good strategies for effective reading and listening comprehension. In addition, students will have acquired further confidence in their ability to speak Chinese.  
*Prerequisite: CHIN 202.*  

**CHIN 215  Chinese Cultural Motifs through Calligraphy**  
Chinese scripts are windows to East Asia cultures. This course traces the etymology and introduces the cultural background of Chinese scripts. It also provides hands-on practice of Chinese calligraphy. This course combines aesthetic training and language learning. Students learn the Chinese scripts not only as linguistic symbols but also as cultural motifs and art forms.  

Learning the etymology and cultural background of the scripts helps one to understand the linguistic formation of Chinese and other Asian languages that use Chinese scripts. It further provides useful references to the value system, thinking process, and aesthetic principles behind the Chinese language. The hands-on practice of calligraphy is a unique cultural experience. Through frequent review and constant practice, the students become familiar with Chinese scripts, learn the linguistic and cultural meanings associated with these scripts, and acquire the artistic skill of creative expression. AOS (CE); CR (Asia)  

**CHIN 225  Traditional Chinese Literature in Translation**  
This course examines the relationship between the individual and society in traditional Chinese literature. We will read a wide selection of important texts from China’s long history – including the Classic of Poetry, early assassin narratives, medieval nature poetry and romantic tales, vernacular stories, urban drama, and novels from the late imperial period. Among the more important questions that we will investigate is the complex role that Chinese literature played in articulating the place of the individual vis-à-vis the community and state. AOS (LIT); CR (Asia)  

**CHIN 235  Modern Chinese Literature in Translation**  
This course will examine the literary world of modern China by closely analyzing representative stories and novels written during the 20th century. As will quickly become clear in the course, literature in modern China has had and continues to have a close relationship with politics as well as with a wide variety of discussions on cultural identity in post-traditional China. Among the main goals of the course will be to explore how literature comes to grips with a thoroughgoing crisis of an established culture that results in a series of consequences unprecedented in Chinese history. Above all, the course will seek to understand how and why literature has played the role that it has, and what implications for the meaning of literature can be determined from examining the relationship between writing and society in modern China. AOS (LIT); CR (Asia)
CHIN 245 Chinese Film
This course examines the cinematic traditions of China, Taiwan, and Hong Kong in light of such topics as: the foundational legends of Chinese cinema, the relationship between film and politics, representations of historical crisis (e.g., the February 28 Incident (1947), the Great Proletarian Cultural Revolution (1966-76), and the British handover of Hong Kong (1997)), revolutionary aesthetics, and “spectacular” violence. The overarching question we will explore is: How do Chinese films create the spectacle of “China,” narrate its history, and represent its diverse cultural landscapes both at home and abroad? CR (Asia)

CHIN 300 Advanced Chinese (0.5 units)
This course is a continuation of the Intermediate Chinese language sequence. The objective is to make a transition from textbook Chinese to real-life communication situations. For this purpose, the course surveys materials including texts from literature, the social sciences and cultural history, and students will be exposed to a wide variety of written and spoken styles of Chinese. Some of the materials selected are original publications drawn from books, magazines and newspapers. The opportunity to work directly with lively, authentic materials will be valuable for studying Chinese language, literature, society and culture. This course focuses on content and style with extensive discussion and frequent written assignments in Chinese. It will consolidate what the students have learned in the past and help them develop better reading and writing skills. In addition, the improvement of speaking and listening abilities will also be emphasized. This course may be tailored to the needs of the participants and may be taken for credit up to three times.
Prerequisite: CHIN 203

CHIN 315 Modern Chinese Literature (in Translation) and Films
This course starts with an introduction to the May Fourth Movement of 1919, an intellectual revolution that laid the foundation for modern Chinese literature. Students will read selected works by celebrated writers, such as Lu Xun, Ba Jin, and Shen Congwen. They will acquire an understanding of modern Chinese culture by directly exploring the complex thoughts of these writers in early twentieth-century China. Films will be used to provide a visual dimension and a comparative study on narratives. All readings are in English and all films have English subtitles. AOS (LIT); CR (Asia)

CHIN 325 Literature of Contemporary Chinese Women Writers (in Translation)
This course will be a general introduction to women’s writings in the 1980’s and 1990’s, as well as cultural norms for Chinese women. It will enable the participants to experience the heteroglossia, and comprehend the complexities of feminine subjectivity through reading works by famous and sometimes controversial women writers and watching films about the life of Chinese women. At the same time, it will provide a cultural background from the Confucian patriarchy to the Maoist “equality” between men and women for a better understanding of the gender issue. The stories to be discussed in this course provide a kaleidoscopic window into the vast, complex and rapidly changing society in which Chinese women live. AOS (LIT); CR (Asia)

CHIN 335 Contemporary Chinese Literature (in Translation) and Films
In this course, participants will have a general introduction to the political and cultural background of the Cultural Revolution and the literary phenomena
during and after this ten-year calamity. Special attention will be brought to the destructive impact of this revolution on Chinese culture, how the entire nation became a “cultural desert” during those ten years and the restoration of culture after the end of this historical catastrophe. Students will read selected works by well-known post-Mao writers. Students will acquire an understanding of contemporary Chinese culture by exploring the complex thoughts of these writers in late twentieth-century China. The readings will be buttressed by films, most of which are from the Fifth Generation directors who created a new cinematic language. All readings are in English and all films have English subtitles.

AOS (LIT); CR (Asia)

Classics

Mr. Corrigan, Ms. Haeckl, Ms. Manwell, Mr. Mondi, Mr. Potts (Acting Chair)

Classics is the original interdisciplinary major—and the study of classics at Kalamazoo College allows students to experience every facet of the cultures of the Greeks and Romans, spanning a period of more than a thousand years and the entire Mediterranean world. The study of the classical languages, classical Greek and Latin, is essential to this, but the department also encourages exploration of antiquity through courses in archaeology, art, history, religion, philosophy, as well as literature in translation.

The department offers four majors—in Classics, Latin, Greek and Classical Civilization—two minors—in Latin and Greek—and a concentration in Classical Civilization. Students intending to pursue the study of classical languages at the graduate level are encouraged to major in classics; those who are interested in secondary school teaching, divinity school, or graduate work in a cognate area are encouraged to major in either Greek or Latin. Students who discover a passion for classical history or archaeology, or who discover the field late in their college careers may be drawn to the major in Classical Civilization, which emphasizes work in translation.

Majors and minors in classics often enhance their studies of the ancient world through experiences that give them a first-hand appreciation of Roman and Greek civilizations. Through participation in our study abroad programs at American University in Rome, the Intercollegiate Center in Rome and College Year in Athens, students learn about the ancient cities through on-site instruction, and augment their studies with courses in ancient and modern languages and cultures. In addition we work with students to find appropriate summer internships and archaeological fieldwork opportunities. Such a summer experiences often provides the basis for a senior individualized project, which can span a wide range: creative writing, historiography, archaeological fieldwork, literary analysis, and comparative studies of literature and culture.

Faculty interact with students in and out of the classroom. The classics department has an active lecture series, promotes classically themed activities and works with students to craft a major program that will help them attain their career goals. Our majors pursue graduate work in classics, as well as careers in the ministry, secondary school education, business, law, and the military.
Placement
All incoming students who have previously studied Latin or Ancient Greek in high school or elsewhere must take the College's placement test. Placement can also be determined by a student's score on the College Board's SAT II test or the advanced placement test in Latin.

SAT II
SAT II Students with scores of 425 or lower (and with fewer than three years of high school Latin) will be placed in LATN 101 or 102; 426–500 = LATN 102; 501–550 = LATN 102 or 201; 551–670 = LATN 201. If an SAT II score indicates a choice of two levels, a student should consult with a Classics faculty member for placement. A score of 670 or higher may qualify a student for more advanced courses.

Advanced Placement
For students with an advanced placement (AP) score of 4 or 5, credit toward the B.A. degree will be awarded automatically upon admission. Study must begin with Latin 401 or above to receive credit in Latin at Kalamazoo College. Students with AP scores of 3 may be granted the waiver of a prerequisite, but may not count an AP 3 for credit.

Requirements for the Major in Classics
Number of Units
Nine units are required, not including Latin and Ancient Greek 101, 102, and 201. No more than two units may be earned on study abroad.

Required Courses
Five courses in one classical language above 201
Three courses in the other classical language above 102
CLAS 390 Junior seminar

Students considering a major in Classics are urged to begin their study of Latin or Ancient Greek in their first year.

Requirements for the Major in Latin
Number of Units
Eight units are required, not including Latin 101, 102, and 201 (the eight may include the SIP). No more than two of these units may be earned on study abroad.

Required Courses
Five courses in Latin above 201
CLAS 390 Junior Seminar
One course in Roman history or archaeology (either a classics or a cognate course)
One other course on Roman literature or culture (either a classics or a cognate course), or an additional Latin course.
Requirements for the Major in Greek

Number of Units
Eight units are required, not including Greek 101, 102, and 201 (the eight may include the SIP). No more than two of these units may be earned on study abroad.

Required Courses
Five courses in Greek above 201
CLAS 390 Junior Seminar
One course in Greek history or archaeology (either a classics or a cognate course)
One other course on Greek literature or culture (either a classics or a cognate course), or an additional Greek course.

Requirements for the Major in Classical Civilization

Number of Units
Nine units are required, not including Latin or Greek 101, 102, and 201 (the nine may include the SIP). No more than two of these units may be earned on study abroad.

Required Courses
Two courses in Latin or Greek above the 201 level
CLAS 210 Classical Mythology
CLAS 390 Junior seminar
At least one course in classical history
   CLAS 223 Cool Cities Ancient and Modern: Carthage and Kalamazoo
   CLAS/HIST 224 Archaeology of Death in the Greco-Roman World
   CLAS/HIST 227 The Roman Army and the Frontiers of Empire
   CLAS/HIST 229 Multiculturalism in Greco-Roman Egypt
   CLAS/HIST 230 Women in Classical Antiquity
   HIST 225 Greek Civilization
   HIST 226 Roman Civilization
   HIST 232 The Fall of Rome and the Early Middle Ages
At least one course in classical art or archaeology
   ARTX140 Introduction to History of Art I
   CLAS/ARTX 208 Introduction to Greek Art and Archaeology
   CLAS/ARTX 209 Introduction to Roman Art and Archaeology
   CLAS/HIST 224 Archaeology of Death in the Greco-Roman World
   CLAS/HIST 229 Multiculturalism in Greco-Roman Egypt
Three electives

Electives
Electives may be chosen from both classics and cognate courses.

Requirements for the Minor in Latin

Number of Units
Six units are required, not including Latin 101 and 102.

Required Courses
Four courses in Latin above 102
CLAS 210 Classical Mythology
One other course on a Roman topic (either a classics or a cognate course)

Requirements for the Minor in Greek

Number of Units
Six units are required.

Required Courses
Four courses in Greek above 102
CLAS 210 Classical Mythology
One other course on a Greek topic (either a classics or a cognate course)

Requirements for the Concentration in Classical Civilization

Required Courses
CLAS 210 Classical Mythology
At least one course in classical history
   CLAS 223 Cool Cities Ancient and Modern: Carthage and Kalamazoo
   CLAS/HIST 224 Archaeology of Death in the Greco-Roman World
   CLAS/HIST 227 The Roman Army and the Frontiers of Empire
   CLAS/HIST 229 Multiculturalism in Greco-Roman Egypt
   CLAS/HIST 230 Women in Classical Antiquity
   HIST 225 Greek Civilization
   HIST 226 Roman Civilization
   HIST 232 The Fall of Rome and the Early Middle Ages
At least one course in classical art or archaeology
   ARTX140 Introduction to History of Art I
   CLAS/ARTX 208 Introduction to Greek Art and Archaeology
   CLAS/ARTX 209 Introduction to Roman Art and Archaeology
   CLAS/HIST 224 Archaeology of Death in the Greco-Roman World
   CLAS/HIST 229 Multiculturalism in Greco-Roman Egypt
Three electives

Electives
Electives may be chosen from both classics and cognate courses.

CLASSICS COURSES

Classics courses are all designated as G (Greek), R (Roman) or G/R (Greek and Roman)

CLAS/ARTX 208  Introduction to Greek Art and Archaeology (G)
This introduction to the multidisciplinary field of Greek archaeology examines
the art and architecture of the Greek world from a contextual perspective. The
course traces Greek material culture from Bronze Age origins through Hellenistic
transformations. CR (Mediterranean)
Offered Annually: Fall

CLAS/ARTX 209  Introduction to Roman Art and Archaeology (R)
This introduction to the multidisciplinary field of Roman arthaeology examines
the art and architecture of the Roman world from a contextual perspective. The course traces Roman material culture from Iron Age and Etruscan origins through Early Christian transformations. CR (Mediterranean)
Offered Annually: Spring

CLAS 210 Classical Mythology (G/R)
A literary and art-historical survey of the major myths from ancient Greece and Rome; examination of how myths were viewed and used in antiquity and how they have been used in subsequent literature and culture; introduction to the most important schools of myth-interpretation. AOS (LIT); CR (Mediterranean)
Offered Annually

CLAS 220 Ancient Comedy and Satire (G/R)
Survey of literary and dramatic works in English translation that reveal the nature and types of humor among the ancient Greeks and Romans. Readings include plays by Aristophanes, Menander, Plautus, and Terence; satires by Horace, Juvenal, and Lucian; and Petronius’ Satyricon. AOS (LIT)
Offered Every Two Years

CLAS 223 Cool Cities Ancient and Modern: Carthage and Kalamazoo (R)
This service-learning course combines the study of ancient Carthage, Tunisia, with student participation in local civic projects affiliated with Michigan Governor Granholm’s “Cool Cities” initiative. To gain historical perspective on contemporary efforts to make Kalamazoo a “cooler” urban environment in which to live and work, as well as a more attractive destination for visitors, the class will identify and analyze factors that helped Carthage grow from a tenuous colonial foundation by Phoenician immigrants to one of the largest multicultural urban metropolises in the Roman Empire and an influential center in the spread of early Christianity.
Offered Every Three Years

CLAS 224 Archaeology of Death in the Greco-Roman World (G/R)
This course examines the public and private funerary art, architecture, epigraphy and literature of the Greek and Roman world in their ancient social and religious contexts. It also considers the influence of these ancient practices on modern burial customs. This course presents the new technological and forensic advances in burial archaeology, such as DNA testing and non-invasive scanning techniques, that promise to extract more information than ever before from ancient remains. (Also listed as HIST 224) CR (Mediterranean)
Offered Every Two Years

CLAS/HIST 227 The Roman Army and the Frontiers of Empire (R)
This course considers the Roman army from the perspectives of both military and social history. After a chronological survey of the development of the Roman army, case studies of the army in action in specific frontier provinces will be considered. From Hadrian’s Wall in Britain to the desert wastes of Egypt, ancient texts and archaeological evidence illuminate the army-driven process of “Romanization,” through which former barbarian enemies became assimilated Roman citizens. CR (Mediterranean)
Offered Annually: Fall

CLAS/HIST 229 Multiculturalism in Greco-Roman Egypt (G/R)
This course examines the dynamic cultural pluralism that thrived for almost a
millennium after Egypt, with its deeply-rooted pharaonic heritage, was integrated into the Classical world, first as a Hellenistic Kingdom under the Greek Ptolemaic Dynasty and then as an imperial province in the Roman Empire. The monuments of Graeco-Roman Egypt are spread across a varied cultural landscape, from the cosmopolitan Mediterranean metropolis of Alexandria, through the agricultural towns of the Fayum oasis, to the Nile Valley cities of Middle and Upper Egypt, and the imperial mines and Red Sea ports of the Eastern Desert. Egyptians, Nubians, Jews, Greeks, and Romans coexisted in Graeco-Roman Egypt with cooperation and conflict to produce art and architecture as well as to practice cults and customs in which both pharaonic survivals and Classical responses can be traced. CR (Mediterranean)

Offered Annually: Spring

CLAS/HIST 230 Women in Classical Antiquity (G/R)
A literary, historical, and cultural survey of social structures and private life in ancient Greece and Rome. Issues covered include constructions of sexuality, cross-cultural standards of the beautiful, varieties of courtship and marriage, and contentions between pornography and erotica. Students will examine sources from medical, philosophic, lyric, tragic, comic, and rhetorical writers as well as representative works from vase painting, the plastic arts, graffiti, etc. CLAS 230 AOS (LIT); HIST 230 AOS (History); CR (Mediterranean)

Offered Every Two Years

CLAS 240 Homer and Greek Tragedy (G)
Readings in translation from Homer's Iliad and selected tragedies by Aeschylus, Sophocles, and Euripides; study includes the history and origins of tragedy, the influence of the Homeric heroic tradition, Greek dramaturgy, and the place of dramatic festivals in Greek life and thought. AOS (LIT)

Offered Every Two Years

CLAS/RELG 255 The Religions of Ancient Greece and Rome (G/R)
This course examines various forms of polytheistic religion and worship in classical paganism. Topics included are concepts of divinity, varieties of religious space and practices, distinctions between civic and private worship, religious festivals and rituals, attitudes towards death and afterlife, importations of Near-Eastern and African religions, and political and philosophical appropriations of religion. Students will become acquainted with a variety of texts (literacy, epigraphical, and papyrological), archaeological sites, and religious art and artifacts. CLAS 255 AOS (LIT); RELG 255 AOS (REL)

Offered Every Two Years

CLAS 270 Vergil and the Age of Augustus (R)
Examination in English translation of the major literary products that characterize Rome's Augustan Age; some consideration of social, political, religious, and art historical trends of the era; special attention given to Vergil and the Aeneid. AOS (LIT)

Offered Every Two Years

CLAS 390 Junior Seminar
An examination of current trends in the field of Classics, through the exploration of cross-cultural exchange in the ancient Mediterranean. Students will be introduced to various subspecialties within the field, but emphasis will be on writing, research skills and the development of the students’ own research
interests. This course will also prepare students for the writing of the SIP and for the essay portion of the comprehensive exam.  
*Prerequisite: Junior standing and declared major in Classics, Greek, Latin, or Classical Civilization.*

Offered Annually: Spring

**GREEK COURSES**

**GREEK 101   Beginning Greek I**
Fundamentals of grammar, composition, and reading of ancient Greek. Selected readings from graduated texts, short stories, and dramas; introduction to ancient Greek civilization.  
Offered Annually: Fall

**GREEK 102   Beginning Greek II**
Continuation of GREEK 101; development of fundamentals of grammar, composition, and reading of ancient Greek. Selected readings from graduated texts, short stories, and dramas; introduction to ancient Greek civilization.  
*Prerequisite: GREEK 101, placement exam, or permission.*

Offered Annually: Winter

**GREEK 201   Intermediate Greek**
Intensive grammar review; polishing and reinforcement of basic skills in ancient Greek; readings and discussions of selected works; continued exploration of the ancient Greek legacy.  
*Prerequisite: GREEK 102, placement exam, or permission.*

Offered Annually: Spring

**GREEK 405   Homer**
Representative readings, in Greek, from either the Iliad or the Odyssey. May be repeated.  
*Prerequisite: GREEK 201 or permission.*

**GREEK 410   Attic Prose**
Representative readings, in Greek, from one or more Attic prose authors (e.g. Plato, Lysias, Xenophon). Possible genres include oratory, philosophy, history, and criticism. May be repeated.  
*Prerequisite: GREEK 201 or permission.*

**GREEK 475   Topics in Greek**
Readings to be offered in response to the needs and interests of majors and minors. Topics and/or authors typically include those not offered in the standard curriculum, and may include tragedy, Hellenistic poetry, historians, and lyric, among others. May be repeated.  
*Prerequisite: GREEK 201 or permission.*

**LATIN COURSES**

**LATIN 101   Beginning Latin I**
Fundamentals of grammar, composition, and reading. Selected readings from graduated texts, short stories, and dramas; introduction to ancient Roman civilization.  
Offered Annually: Fall
LATIN 102  Beginning Latin II
Continuation of LATIN 101; development of fundamentals of grammar, composition, and reading. Selected readings from graduated texts, short stories, and dramas; introduction to ancient Roman civilization.
*Prerequisite: LATIN 101, placement exam, or permission.*
Offered Annually: Winter

LATIN 201  Intermediate Latin
Intensive grammar review; polishing and reinforcement of basic skills; readings and discussions of selected works; continued exploration of the Roman legacy.
*Prerequisite: LATIN 102, placement exam, or permission.*
Offered Annually: Spring

LATIN 415  Latin Elegy, Lyric and Pastoral
Representative readings, in Latin, from one or more elegists (Catullus, Tibullus, Propertius, Sulpicia, Ovid), lyric poets (Catullus, Horace), or Vergil’s pastoral. May be repeated.
*Prerequisite: LATIN 201 or permission.*

LATIN 425  Latin Epic
Representative readings, in Latin, from one or more writers of epic (typically Vergil or Ovid). May be repeated.
*Prerequisite: LATIN 201 or permission.*

LATIN 430  Republican Prose
Representative readings, in Latin, from one or more Republican prose authors (Cicero, Caesar, Nepos). Possible genres include oratory, philosophy, history, criticism, and epistles. May be repeated.
*Prerequisite: LATIN 201 or permission.*

LATIN 435  Imperial Prose
Representative readings, in Latin, from one or more Imperial prose authors (Pliny the Younger, Seneca, Sallust, Livy, Tacitus, Suetonius). May be repeated.
*Prerequisite: LATIN 201 or permission.*

LATIN 440  Roman Comedy
Reading, in Latin, of one or more plays by Plautus or Terence. May be repeated.
*Prerequisite: LATIN 201 or permission.*

LATIN 475  Topics in Latin
Readings to be offered in response to the needs and interests of majors and minors. Topics and/or authors typically include those not offered in the standard curriculum, such as the Roman novel (including Petronius and Apuleius), satire, and Medieval Latin. May be repeated.
*Prerequisite: LATIN 201 or permission.*

Computer Science
Ms. Brady, Ms. Cutter, Mr. Érdi, Mr. Sprague, Mr. Tobochnik

The study of computer science enriches a liberal arts education by fostering skills in the organization and representation of ideas, the development and application...
of practical problem-solving techniques, the modeling of complex systems, and the use of formal languages to express ideas succinctly and unambiguously. Increasingly, computational approaches are the driving force behind progress in a wide range of disciplines, ranging from the arts to engineering and scientific research.

The computer science program at Kalamazoo College is designed to expose students to the central theoretical concerns of this rapidly evolving discipline, and to generate an understanding of the principle techniques and algorithms necessary to support meaningful applications. Students who graduate from this program are prepared for graduate study or a wide range of computing careers. Students whose major interest lies in another field might consider electing the minor in computer science.

**Advanced Placement**

A student with a score of 4 or 5 on the computer science A exam will be awarded credit for COMP 110 (Introduction to Programming). A student with a score of 4 or 5 on the AB exam will be awarded credit for COMP 110 and COMP 210 (Data Structures). Students interested in the major or minor must still take one of the Introduction to the Discipline courses (COMP 105, 107, or 108). Computer Science majors are strongly encouraged to take advantage of advanced placement to take additional courses in the major.

**Transfer, Dual Enrollment, Study Abroad Credit**

Courses taken at other institutions will be awarded credit in computer science if they meet one of the following criteria: 1) the course is similar in content and rigor to an existing course in the Computer Science department, or 2) the course covers some important topic of computer science not offered at Kalamazoo College.

Students are responsible for meeting with the director of the computer science program in advance to determine whether a course offered elsewhere will transfer back as a computer science credit.

Typically up to two computer science units from outside courses (AP, transfer, dual enrollment, or study abroad) may count towards the major or minor in computer science. Students who wish to apply additional external units toward the major must consult with the department. External credits may also be used to satisfy the mathematics cognates for the major or minor.

**Requirements for the Major in Computer Science**

**Number of Units**

Nine units are required, plus the cognate courses in mathematics, all of which must be earned at a grade of C- or above. Under exceptional circumstances, the department may allow a student to count one unit of a computer science SIP toward the major. Taking the comprehensive exam in computer science is required for program assessment purposes, and results are considered in determining honors in the major.

**Required Courses**

Introduction to the Discipline: COMP 105 Introduction to Computer Science (recommended), or COMP 107 Pictures and Sounds, or COMP 108 Introduction
to Scientific Computing
COMP 110 Introduction to Programming
COMP 210 Data Structures
COMP 215 Computer Algorithms
COMP 230 Computer Architecture
Four additional computer science courses at the 300-level or higher. With departmental permission, students may take MATH 240 (linear algebra) as a fourth mathematics cognate in place of the fourth computer science elective.

Required Cognates
MATH 112 Calculus I
MATH 113 Calculus II
MATH 250 Discrete Mathematics
MATH 240, 330, 362 and 365 are strongly recommended

Students interested in computational science should consider COMP 255, MATH 305, COMP 415, and MATH 280. Students who plan graduate work in computer science should take COMP 300, 320, 430, MATH 240, 330, and additional computer science and mathematics courses of interest. All majors should consider some course work in an applications area such as physics or economics.

Requirements for the Minor in Computer Science

Number of Units
Six units are required, plus the cognate courses in mathematics, all of which must be earned at a grade of C- or above.

Required Courses
Introduction to the Discipline: COMP 105 Introduction to Computer Science (recommended), or COMP 107 Pictures and Sounds, or COMP 108 Introduction to Scientific Computing
COMP 110 Introduction to Programming
COMP 210 Data Structures
COMP 230 Computer Architecture or COMP 215 Computer Algorithms
Two additional computer science courses at the 200-level or higher.

Required Cognates
MATH 112 Calculus I
MATH 250 Discrete Mathematics

Recommended courses for those students desiring additional work are COMP 300, 320, 430, and MATH 240. Statistics courses such as MATH 260-360 or MATH 362-365 are also suggested. Interested students should consult with a member of the computer science faculty to plan a suitable program of study.

COMPUTER SCIENCE COURSES
All computer science courses may be used as a mathematics or computer science (MCS) course to satisfy the Natural Science, Mathematics, and Computer Science Area of Study Requirement.
COMP 105  Introduction to Computer Science with Lab
Computers have had an impact on almost every aspect of modern life. Why is this? What has been their impact on other disciplines and on the society in which we live? What do we need to know about computing so that we control the technology rather than being controlled by it? This course will address these and other questions while giving hands-on practice in a particular context, such as creating animations or web applications. Topics include fundamentals of computer programming, how computers represent information, limits to what is computable, human-machine interaction, and ethical and social issues raised by the widespread use of computers. QR

COMP 107  Pictures and Sounds: Programming with Multimedia with Lab
This course provides an introduction to multimedia programming: developing programs that create and manipulate text, pictures, sound, and movies. Topics include creating negative and gray-scale images, reversing and splicing sounds, creating sound visualizations, and creating animations. Students will learn some of the concepts and techniques underlying software applications like Photoshop or SoundEdit as well as fundamental concepts underlying all of computing, such as algorithms, abstractions, and how computers represent numbers, text, images, and sound. Hands-on programming is a central component of the course, embodied in weekly labs and frequent programming assignments. QR

COMP 108  Introduction to Scientific Computing
The purpose of this course is to give students an introduction to the field of computer science with an emphasis on scientific modeling and data analysis. The course will provide an introduction to computer programming in both Matlab and C/C++. We will discuss fundamental computer science topics including the limits of computation and algorithm analysis. We will also cover a selection of topics relevant to scientific research, including data visualization, representation of numbers, and random number generation. This course requires no previous programming experience. There is no formal math prerequisite, but students should be comfortable working with basic mathematical notation. QR

COMP 110  Introduction to Programming with Lab
An introduction to programming and design concepts using a modern object-oriented programming language. Topics include the basic features of the language, modular programming techniques, and appropriate design methods. Students will have ample opportunity to revise existing programs and develop new software. Some previous exposure to programming or strong math skills are recommended; see a faculty member if you have questions about taking this course. QR

COMP 210  Data Structures
Provides students an opportunity to refine programming and design skills. Emphasis is on techniques of data abstraction, including encapsulation and inheritance; implementation and appropriate use of common data structures (such as lists, stacks, queues, trees, and graphs); recursion; and the close relationship between data structures and algorithms. Students considering a major or minor in computer science should take the required introduction to the discipline course (COMP 105, 107, or 108) before taking this course.
Prerequisites: COMP 110
COMP 215  Computer Algorithms
Introduction to a variety of algorithms and algorithm design techniques that recur in computer science literature and applications. These include common sorting and searching algorithms, divide-and-conquer and dynamic programming algorithms, and algorithms in the areas of string processing, geometry, and graph theory. This course also provides an introduction to the mathematical analysis of the complexity and performance of algorithms.
Prerequisites: COMP 210 and MATH 250.

COMP 230  Computer Architecture
Introduction to computer organization; gates, truth tables, and logic design; number representation and arithmetic; assembly-language programming and the assembly process; and current techniques for improving computer performance. Prerequisite: COMP 210.

COMP 255  Computer Programming and Simulation
Computer modeling of physical phenomena. Programming skills will be developed in the context of doing physics. Topics include numerical integration of Newton’s equations, cellular automata, and random walks including Monte Carlo methods. (Also listed as PHYS 255.)
Prerequisite: PHYS 150.

COMP 265  Cognitive Science
Cognitive science is the interdisciplinary study of mind and the nature of intelligence. It is a rapidly evolving field that deals with information processing, intelligent systems, complex cognition, and large-scale computation. The scientific discipline lies in the overlapping area of neuroscience, psychology, computer science, linguistics and philosophy. Students will learn the basic physiological and psychological mechanisms and computational algorithms underlying different cognitive phenomena. The course is designed mostly for psychology and computer science students, but other students interested in interdisciplinary thinking might take the class. (Also listed as PSYC 265)
Prerequisite: See PSYC 265

COMP 300  Automata, Formal Languages, and Computability
Study of automata as mathematical models of computation; of formal languages, which play a central role in the specification and translation of programming languages; and of the fundamental capabilities and limitations of computers. Offered every other year, alternating with COMP 430. (Also listed as MATH 300.)
Prerequisite: MATH 250 or 330 and one computer science course.

COMP 320  Principles of Programming Languages
Study of programming language concepts and comparative evaluation of several programming languages. Typical topics include imperative, functional, and object-oriented programming paradigms, programming language syntax, type theory, static and dynamic binding of variables, and scope rules.
Prerequisite: COMP 210.

COMP 415  Computational Neuroscience
Study of mathematical models, computational algorithms, and simulation methods that contribute to our understanding of neural mechanisms. Brief introduction to neurobiological concepts and mathematical techniques. Both
normal and pathological behaviors will be analyzed by using neural models. (Also listed as PSYC 415.)
Prerequisite: See PSYC 415

COMP 430 Operating Systems and Networking
Study of operating system concepts such as processes and threads, CPU, memory, and I/O management; concurrency control; network protocols, structure, and administration; and distributed computing. (Offered every other year, alternating with COMP 300)
Prerequisite: COMP 230.

COMP 480-489 Special Topics
Each offering focuses on a computer science topic not regularly addressed in the core curriculum. Topics come from areas such as artificial intelligence, cryptography, databases, networking, and software engineering.
Prerequisite: COMP 210, additional prerequisites may be required depending on the topic

East Asian Studies
Ms. Bundy (Director, Japan Track); Ms. Chu (Director, China Track); Ms. Hong; Ms. Sugimori

East Asian Studies is an interdisciplinary major that provides students with a broad exposure to the languages, culture, and history of East Asia (China and Japan). With ancient cultures that rival that of the Mediterranean in age and significance, this area of the world has been of increasing importance to the U.S. in the twentieth century and promises to be even more so in the twenty-first. Students choose to concentrate either in the study of China or of Japan in the majority of their coursework for the major and spend at least six months in that country on study abroad. Students will take at least two full years of language (six units) or their equivalent. Whether planning to attend graduate school or seek employment in an East Asia-related occupation, students are strongly encouraged also to major or minor in another disciplinary area in order to enrich their qualifications. Students who are particularly interested in languages are encouraged to supplement their East Asian language with the other East Asian language offered on campus or another second language.

Requirements for the Major

Number of Units
11 units (Exclusive of SIP)

Required courses:
A. Language courses: (3 Units)
   For the China Track
   CHIN 201, 202, 203 (or demonstrated equivalent competence)
   For the Japan Track
   JAPN 201, 202, 203 (or demonstrated equivalent competence)
B. Non-language courses
   HIST 103  Introduction to East Asian Civilizations
   Three courses from among:
   CHIN 225, 235, 325, 335; JAPN 235, 236, 237, 239
   CHIN 215, 245; JAPN 215, 240
C. Senior Seminar

Electives:
Three, non-language courses from at least two different areas of the following
(No more than one of these courses may be from a six-month study abroad
program. Two relevant courses may be counted from a nine-month program.
Students are also strongly encouraged to take at least one course specifically
about the country that is not their focus):
   Literature: CHIN 225, 235; 325, 335; JAPN 235, 236, 237, 239
   Culture: CHIN 215, 245; JAPN 215, 240
   Humanities: HIST 280, 281, 285, 397; RELG 130, 365; THEA 290
   Social Sciences: ECON 255; POLS 250
   Arts: CHIN 215

Economics and Business
Mr. Hultberg (Chair), Mr. Hussen, Ms. Li, Ms. McKinney, Mr. Moffit, Mr. Stull

The mission of the department mirrors that of Kalamazoo College. We strive to
prepare our graduates to better understand, live successfully and prosperously
within, and provide enlightened leadership to a richly diverse and increasingly
complex world. The department’s primary objective is to ensure that our students
can apply economic and business principles to the world around them. To
achieve this objective, the department introduces the students to economic and
business problems, theories, and policies within the context of a liberal arts
education. The department’s courses fall into four broad categories: (1) economic
theory at the introductory and intermediate levels, (2) quantitative tools and
methods, (3) fundamental business principles, and (4) economic and business
field courses. In addition to the department’s course work, students also benefit
from practical experience through internships, a senior individualized project,
and a senior seminar.

The department offers two distinct majors: a major in economics and a
major in business, both of which require a total of ten units for completion. The
department also offers three different minors: a minor in economics, a minor in
business, and a minor in international economics and business. A student cannot
major in both economics and business; neither can a student both major and
minor within the department.

Advanced Placement
Students with AP scores of 4 or 5 in Economics may, in consultation with the
Department Chair, replace the 100 level principles requirement with an elective
course from the department.
Requirements for the Major in Economics

Number of Units
Ten units are required, not including the SIP.

Required Courses
ECON 101 Principles of Economics
ECON 205 Mathematical Methods for Economics or MATH 112 Calculus I
  (MATH 112 may not be used as one of the ten units required for the major)
ECON 206 Business Statistics or MATH 260 Applied Statistics I
  (MATH 260 may not be used as one of the ten units required for the major)
ECON 305 Intermediate Microeconomics
ECON 306 Intermediate Macroeconomics
ECON 490 Senior Seminar

Electives
Take four out of the following set of courses: ECON 225, 235, 240, 245, 265, 275, 280, 285, 290, 330, or 401.

Requirements for the Major in Business

Number of Units
Ten units are required, not including the SIP.

Required Courses
ECON 101 Principles of Economics
ECON 210 Principles of Accounting
ECON 206 Business Statistics or MATH 260 Applied Statistics I
  (MATH 260 may not be used as one of the ten units required for the major)
ECON 315 Theory of the Firm or ECON 305 Intermediate Microeconomics
ECON 316 National Income and Business Cycles or
  ECON 306 Intermediate Macroeconomics
ECON 490 Senior Seminar

Electives
Take four out of the following: ECON 201, 215, 245, 285, 300, 320, or 325.

Requirements for the Minor in Economics

Number of Units
Six units are required, not including the SIP.

Required Courses
ECON 101 Principles of Economics

Electives
Five additional courses from the department

Requirements for the Minor in Business

Number of Units
Six units are required, not including the SIP.
**Required Courses**  
ECON 101 Principles of Economics  
ECON 210 Principles of Accounting

**Electives**  
Four additional courses from the department

**Requirements for the Minor in International Economics and Business**

**Number of Units**  
Six units are required, not including the SIP, and a student must participate in a study abroad experience (or other approved international experience).

**Required Courses**  
ECON 101 Principles of Economics  
ECON 201 International Business

**Electives**  
Three courses from the following: ECON 225, 285, 290, 401, 210.  
One additional course with an international focus outside of the department, prior approval by department required.

**ECONOMICS COURSES**

**ECON 101 Principles of Economics**  
An introduction to the concerns and methods of economics, which covers both microeconomic and macroeconomic principles. This course analyses how markets work and how economic decisions are made. It considers the interactions of firms and households in individual markets as well as the workings of national and international economies. The class will examine current economic issues and study how policy can be used to address economic problems. AOS (SS)

**ECON 201 International Business**  
Examines the environment in which international business is conducted. The course investigates what it takes to be a global manager as it explores the impact of cultural, political, economic, and legal differences. Topics covered include global business strategies and international negotiations.  
*Prerequisite: ECON 101.*

**ECON 205 Mathematical Methods for Economics**  
Designed to give economics and business students the quantitative skills necessary for upper-level courses in the department. The principal topics covered are graphing of linear and nonlinear functions, basic rules of differentiation, optimization techniques, and mathematics of finance (compounding and discounting). QR  
*Prerequisite: ECON 101, and at least a high school algebra course.*

**ECON 206 Business Statistics**  
Designed to give economics and business students the quantitative skills necessary to understand as well as undertake a serious research project. The emphasis in this course is on statistical inference and basic econometrics. The
principal topics covered are probability and probability distributions, sampling distributions, confidence intervals, hypothesis testing, and regression analysis. Computer software will be used to apply these techniques to relevant economic problems. QR

Prerequisite: ECON 101.

**ECON 210  Principles of Accounting**

Study of financial accounting theory as a tool for effective business management and control. Emphasis will be placed on the accounting cycle and cash-flow analysis as well as analysis and comprehension of standard financial statements. Does not satisfy the social sciences Area of Study requirement.

Prerequisite: ECON 101.

**ECON 215  Principles of Managerial Accounting**

Study of managerial accounting theory including cost accounting, production variance analysis, responsibility accounting and reporting, differential accounting, and budgeting. Does not satisfy the social sciences Area of Study requirement.

Prerequisite: ECON 210.

**ECON 225  Economics of Developing Countries**

Study of key aspects of the poverty problem facing underdeveloped nations; analysis of alternative theories and policy prescriptions, the roles of government planning and the private sector, international trade, and foreign aid. AOS (SS)

Prerequisite: ECON 101.

**ECON 235  Environmental and Resource Economics**

Study of the economic perspective of environmental and resource problems and issues; the management and allocation of renewable and nonrenewable resources; the trade-off between economic growth and environmental amenities; and the impacts of natural resource availability on economic growth. Emphasis on the development and application of economic theory to contemporary natural resource issues. AOS (SS)

Prerequisite: ECON 101.

**ECON 240  Public Finance and Fiscal Policy**

Examination of federal, state, and local budget priorities and programs from both theoretical and case study approaches. Implications of different taxing and spending decisions will be analyzed. AOS (SS)

Prerequisite: ECON 101.

**ECON 245  Money, Banking, and Financial Markets**

The study of national and international trends in banking establishes an institutional and historic understanding of the American financial system in the context of the global economy. Issues of globalization, exchange rate regimes, financial crises, and the role of central banks and international institutions (IMF, World Bank, BIS) are then examined in relation to domestic issues like inflation, employment and investment. AOS (SS)

Prerequisite: ECON 101.

**ECON 265  Issues in Urban Economics**

This course is both an introduction to urban economics and an in-depth study of one current urban issue. We will examine why cities exist, where they develop,
and how they grow and decline. We will also study the economic aspects of contemporary urban planning and development policy issues such as land use zoning, housing, traffic congestion, publicly vs. privately provided goods. AOS (SS)

Prerequisite: ECON 101.

**ECON 275 Industrial Organization and Public Policy**

Study of economic characteristics and business practices of modern industry; antitrust laws and their impact on the American Economy; role of public policy designed to maintain competition, alter its character, or regulate monopoly. Prerequisite: ECON 101.

**ECON 280 Law and Economics**

Law and Economics studies the interaction between the legal system and the market system. It examines why law is necessary for markets to function and it uses economic principles to analyze laws. This course uses basic tools of economics to understand a variety of legal issues. Topics covered include property and contracts, civil vs. criminal law, antitrust, environmental regulation, and international trade policy. Prerequisite: ECON 101.

**ECON 285 Multinational Finance**

Explores both international financial markets and global corporate finance. The main topic is the foreign exchange market as we explore how exchange rates are determined, can be predicted, and what derivatives can be used for foreign exchange risk management. Prerequisite: ECON 101.

**ECON 290 Open Economy Macroeconomics**

This course introduces basic concepts and analytical framework of open economy macroeconomics. It explores balance of payments, fixed and floating exchange rate, international financial markets, as well as equilibrium income in the open economy. It also provides students basic knowledge about how government policies affect private-sector performance in a global setting. AOS (SS) Prerequisite: ECON 101.

**ECON 295 Selected Topics**

The content for this course varies each quarter. Prerequisite: ECON 101.

**ECON 300 Principles of Corporate Finance**

Study of finance theory as it applies to corporate management and institutional investments. The course emphasizes present value analysis as an analytical tool, working capital management, resource budgeting, market efficiency, stock and bond valuation, dividend policy, financial leverage and risk, and mergers and acquisitions analysis. AOS (SS) Prerequisite: ECON 206 or MATH 260, and ECON 210.

**ECON 305 Intermediate Microeconomics**

This course deals with (1) the study of the theories of household and firm behavior, equilibrium analysis, market structure, pricing, economic efficiency, and social welfare; and (2) the applications of microeconomics theory to solve
real problems faced by actual decision makers in industry and government. AOS (SS)
Prerequisite: ECON 101 and ECON 205 or MATH 112, and a 200-level economics course above ECON 206.

ECON 306 Intermediate Macroeconomics
This course introduces the major schools of thought in macroeconomics theory, including the Classical, Keynesian, Monetarist, New Classical, and New Keynesian models. Topics covered include: the determinants of long-run economic growth; IS-LM framework and aggregate demand and supply framework in both closed and open economies; the short run fluctuation of the economy; the influence of monetary, fiscal, and exchange rate policy; and alternative theories about aggregate supply. Prerequisite: ECON 101 and ECON 205 or MATH 112, and a 200-level economics course above ECON 206.

ECON 315 Theory of the Firm
This course deals with the price and output decisions of a firm, an organizational entity engaged in the production and marketing of goods and services in the private sectors of the economy. Specific subject matters covered include economic theories relevant to the understanding of the key determinants of the revenue, costs of production, and resource employment of a firm in both the short and long run. Pricing decision of the firm under alternative market structures and basic economic theory of investment are also covered. AOS (SS) Prerequisite: ECON 101. ECON 205 is recommended.

ECON 316 National Income and Business Cycles
An intermediate macroeconomics course that provides essential background for students interested in the area of business and trains students to think more systematically about macroeconomic phenomena. This course explores broad aggregate concepts, such as the overall performance of a nation’s economy, modern theory of employment, interest rate determination, price and inflation, economic growth, as well as business cycles. It also examines the appropriate role of government with regard to the evolution and implementation of fiscal and monetary policy and how public policy affects behavior of market participants. Prerequisite: ECON 101. ECON 205 is recommended.

ECON 320 Principles of Marketing
Study of the marketing discipline as it applies to the effective management of small and large businesses. The course emphasizes the application of theory to include price, promotion, distribution, and effective resource allocation. Students should be familiar with accounting and basic statistical concepts. Prerequisite: ECON 210.

ECON 325 Investments
Study of basic investment vehicles, the workings of financial markets, and portfolio management. Topics include valuation of equities, fixed-income securities, and derivatives. AOS (SS) Prerequisite: ECON 210.

ECON 330 Econometrics
A course that focuses on econometric theory and practice. Topics covered include the classical regression model, serial correlation, and times series
estimation. In this computer lab based course, students will apply econometric techniques to economic questions and issues. 

**Prerequisite:** ECON 206 and ECON 305 or ECON 315 or permission.

**ECON 401 International Trade**
Explores the gains from specialization and trade within the context of various international trade models. Studies the instruments of trade policy and their welfare effects and carefully explores the political economy of trade policy. Additional topics covered are outsourcing, harmonization efforts, and preferential trade agreements. 

**Prerequisite:** ECON 305 or ECON 315 or permission.

**ECON 480 Financial Statement Analysis**
This course is designed to prepare students to analyze, interpret, and use financial statements effectively, both from a general manager and investor perspective. A central theme is “value creation”—how a manager may use financial statements to guide value creating behavior and how investors use financial statements to identify value-creating opportunities. AOS (SS) 

**Prerequisite:** ECON 210.

**ECON 490 Senior Seminar**
The content for this course varies each quarter. 

**Prerequisite:** Senior standing or permission.

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**Education**

Ms. Bonfiglio

The Education Program at Kalamazoo College allows students with very careful planning to pursue secondary certification (grades 6-12) during their four years at “K” with an additional semester for student teaching at Western Michigan University. More flexibility is possible for students who decide to obtain their certification in two semesters at WMU.

Students interested in teaching can finish at Kalamazoo College with a bachelor’s degree by following all elements of the K-Plan: selection of a major and minor, study abroad, service learning, athletics, internships, and the Senior Individualized Project (SIP). Then they will graduate in June and pursue the rest of their education requirements at WMU the following fall.

Some education courses will be available at the College while additional courses will be offered at WMU (see below).

The program director will advise students on how to navigate the coursework and schedule of both the College and Western Michigan University. “K” students will be able to take WMU courses during the Fall, Winter, and Spring Quarters at no extra cost through the inter-institutional agreement between “K” and WMU. Contact the Registrar’s Office regarding registration information and deadlines. Courses taken during the summer and after graduation are subject to WMU tuition and fees.
Requirements for a Secondary Education Teaching Certificate

Basic Skills Test
Subject Area Test
Application for admission
Selection of a major and a minor
Completion of Professional Education Sequence

Major and Minor Fields

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<tr>
<th>Art</th>
<th>Biology</th>
<th>Chemistry</th>
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<td>Economics</td>
<td>English</td>
<td>Environmental Studies minor</td>
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<td>French</td>
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<td>Mathematics</td>
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Professional Education Sequence

Courses available at Kalamazoo College
EDUC 270  Introduction to American Education
ANSO 270  Communities and Schools
EDUC 490  Principles of Teaching
PSYC 101  General Psychology
PSYC 211  Adolescent Development

Courses available only at WMU
ED 3010  Secondary Content Literacy
Content-Area Teaching Methods Courses
SPED 4290  Learners with Disabilities
ED 4100  Student Teaching Internship and Seminar

EDUCATION COURSES

EDUC 115 Cultural Understanding Through Teaching Geography
This course is to help students understand how American cultural values impact decisions about land use and our “built environment.” Students will analyze how people relate to the land; how towns and cities formed, developed, and declined; and how urban redevelopment strategies attempt to provide more sustainable communities and a quality of life. Students will apply recognized geographic ways of knowing (place, human environment, movement, and regions) as they become conscious of their own “sense of place.” The city of Kalamazoo and its environs are used as a “learning lab” through various field trip observation and research assignments. AOS (SS); CR (US)

EDUC 270 Introduction to American Education
An in-depth analysis of the culture as it applies to American education. Contemporary American educational thought and practice from the perspectives of history, philosophy, and the behavioral sciences; issues and trends related to school organization, curriculum, educational aims, financial support, and the role of professional personnel. 15-20 hour fieldwork experience. AOS (SS); CR (US)
EDUC 490  Principles of Teaching
A continuation of the Language and Literacy course, which focused on planning individual lessons. Students will learn how to prepare unit plans and develop strategies for classroom management, apply pedagogical theory and knowledge in the content area, indulge in “teacher talk” using the language and principles of the profession, and participate in a 50-hour pre-internship fieldwork experience. This course should be taken in the senior year prior to student teaching.

3/2 Engineering Program
Mr. Tanoff
The dual degree program in engineering consists of three years of study at Kalamazoo College followed by approximately two years at an approved school of engineering. While at Kalamazoo, students complete the language requirement, physical education requirement, and first-year and Sophomore Seminar requirements, along with specific science and mathematics course work. Students in the 3/2 program are excused from the SIP. Students must have 28 units before leaving Kalamazoo College. They then transfer to an engineering program accredited by the Accreditation Board for Engineering and Technology (ABET). Upon completion of sufficient work at that institution to satisfy the remaining requirements for a Kalamazoo College degree, those credits are transferred back to Kalamazoo College and the Kalamazoo Bachelor of Arts degree is awarded. When the remainder of the specified work for the student’s particular field of engineering has been completed, the Bachelor of Science in engineering is awarded from the engineering school. The College currently has arrangements for formal 3/2 programs in engineering with The University of Michigan and Washington University in St. Louis, Missouri. The director of the 3/2 engineering program has information available on opportunities at other schools and the details of the transfer process.

English
Mr. Deutsch, Ms. Griffin, Ms. Heinritz, Ms. Katanski, Mr. Mills, Mr. Mozina (Chair), Ms. Seuss, Ms. Sinha, Ms. Smith
The English department serves the liberal arts in three ways: through our major in English and American literature; through general literature and film courses; and through our emphasis on writing, in both specialized writing courses and throughout the English curriculum. The literature and film courses aim to acquaint students with significant films and works of “literature in English” to increase students’ understanding of literary and visual techniques and effects, and to enhance enjoyment of literature and visual media through developing students’ ability to read, discuss, and write about them. The writing courses—journalism and creative writing—are workshops designed to develop strength and imagination in written English, fundamental to any course of study. All English courses encourage the examination of human experience through the medium of written language as well as through other visual media.
Advancing Placement/International Baccalaureate

Advanced Placement (AP) and International Baccalaureate (IB) credit may not count toward the major but may be applied toward the total number of units needed to graduate.

Units from Study Abroad and Transfer Credit

Students may receive up to one unit of credit for a class taken on study abroad. The course must first receive approval from the chair of the department. Students may also receive no more than one unit of transfer credit. As with a course being considered from study abroad, the course must get pre-approval from the chair of the department. Exceptions to these policies may be granted in unique circumstances and only through prior approval by the department.

Requirements for the Major in English

Number of Units

Nine units are required, which may include the SIP. All writing courses (creative writing, journalism, expository prose) may count toward the major. A SIP in English is encouraged but not required.

Advanced Literary Studies may satisfy another requirement for the major or minor, depending on its subject matter, but it may not be double-counted for two requirements. In such a case, students must pass a second, different Advanced Literary Studies course.

The major in English does not require a senior comprehensive exam.

Required Courses

One “readings” course chosen from the following:
- ENGL 125, 130, 140, 141, 161, 165
One course in literature before the 19th century:
- ENGL 224, 265, 266, 269
One course in literature of the 19th century:
- ENGL 225, 267, 268, 270, 275
One course in literature of the 20th century:
- ENGL 180, 181, 190, 218, 219, 221, 226, 230, 244, 260, 276
One literature course that draws significantly from a minoritarian, transnational, or diasporic tradition:
- ENGL 190, 217, 218, 219, 220, 221, 222, 230
ENGL 290 Sophomore Seminar
ENGL 390 Junior Seminar
One advanced literary studies:
- ENGL 435, 436

Elective

One elective chosen from any English literature or writing course. (Students may choose only one additional “readings” course for a total of two “readings” courses counting toward the major.)

Students who opt for an extended study abroad experience (and thus will not be on campus during their junior spring) will need to take an additional advanced course (either ENGL 435 or 436) to replace the Junior Seminar.

Students planning on graduate work in English should take as many units of ENGL 435 as possible.
Requirements for the Major in English with an Emphasis in Writing

Number of Units
Ten units are required.

Required Courses
One “readings” course chosen from the following:
   ENGL 125, 130, 140, 141, 161, 165
One course in literature before the 19th century:
   ENGL 224, 265, 266, 269
One course in literature of the 19th century:
   ENGL 225, 267, 268, 270, 275
One course in literature of the 20th century:
   ENGL 180, 181, 190, 218, 219, 221, 226, 230, 244, 260, 276
One literature course that draws significantly from a minoritarian, transnational, or diasporic tradition:
   ENGL 190, 217, 218, 219, 220, 221, 222, 230
ENGL 290 Sophomore Seminar
ENGL 390 Junior Seminar
One of the following writing sequences:
   Poetry: ENGL 107, ENGL 210, ENGL 437
   Creative Prose Narratives: ENGL 107, ENGL 211 or ENGL 215 or THEA 255, ENGL 438
   Journalism: ENGL 105, ENGL 207, ENGL 439

Students who opt for an extended study abroad experience (and thus will not be on campus during their junior spring) will need to take an ALS (ENGL 435) or the Critical Theory seminar (ENGL 436) to replace the Junior Seminar.

Students planning on graduate work in English should take as many units of ENGL 435 as possible.

Requirements for the Minor in English

Number of Units
Six units are required.

Advanced Literary Studies may satisfy another requirement for the major or minor, depending on its subject matter, but it may not be double-counted for two requirements. In such a case, students must pass a second, different Advanced Literary Studies course.

Required Courses
One “readings” course (only one may count toward the minor):
   ENGL 125, 130, 140, 141, 161, 165
One course in literature before the 20th century:
   ENGL 224, 225, 265, 266, 267, 268, 269, 270, 275
One literature course that draws significantly from a minoritarian, transnational, or diasporic tradition:
   ENGL 190, 217, 218, 219, 220, 221, 222, 230
One advanced literary studies or advanced writing workshop:
   ENGL 435, 436, 437, 438, 439
Electives
Two electives chosen from any English literature or writing course.

ENGLISH COURSES: WRITING

ENGL 105  Journalism I: Introduction to Journalism: Newswriting Principles and Techniques
This writing-intensive course introduces students to the basic reporting and writing skills essential to creating “hard news” stories for newspapers. In this class, students will learn the craft and read each other’s work in a helpful arena. Students will write and re-write regularly to master key types of news stories.
AOS (CE)

ENGL 107  Introduction to Creative Writing
An introduction to the process of writing both poetry and prose, pairing the study of published work with the workshopping and development of student writing.
AOS (CE)

ENGL 207  Arts Journalism
This course explores the nature of arts, entertainment, and cultural criticism. Its purpose is to help students develop critical skills and express their views creatively, convincingly, and in a way that will engage a popular magazine or newspaper reader. Students will also learn how to review specific works of art or popular culture, how to critically profile a major artist or popular celebrity, as well as write a broader criticism that looks at larger artistic or cultural issues.
AOS (CE)

ENGL 210  Intermediate Poetry Workshop
A workshop which deepens the students’ familiarity with poetic craft and both traditional and untraditional form. AOS (CE)
Prerequisite: ENGL 107

ENGL 211  Intermediate Fiction Workshop
A workshop in which students study and practice the elements of short fiction by reading model texts and sharing their own work. AOS (CE)
Prerequisite: ENGL 107

ENGL 215  Creative Nonfiction Workshop
A workshop in the personal essay and other forms of nonfiction writing. Students will share their work and study current practitioners of this genre. AOS (CE)
Prerequisite: ENGL 107

ENGL 437  Advanced Poetry Workshop
A workshop which enables students to develop and complete an independent writing project. Includes greater discussions of poetics. This course is designated as a senior seminar. AOS (CE)
Prerequisite: ENGL 210 and Junior standing.

ENGL 438  Advanced Fiction Workshop
A workshop which enables students to develop and complete an independent writing project in fiction. Includes a discussion of longer forms (the novella and novel) as well as short stories. This course is designated as a senior seminar. AOS (CE)
Prerequisite: ENGL 211 or ENGL 215 or THEA 255 and Junior standing.
ENGL 439  Narrative Journalism
This course builds upon the fundamental writing and reporting skills and
techniques introduced in ENGL 105. It introduces students to longer forms of
literary or narrative journalism for newspapers and magazines. This course is
designated as a Senior Seminar. AOS (CE)
Prerequisite: ENGL 105 or 207 or 211 or 215  and Junior standing.

Courses Meeting the Literature Area of Study
Requirement

ENGL 125  Reading Autobiography
An introductory study of personal narrative as a literary form—its particularities,
its purposes, and something of its history—with the goal of fostering fundamental
skills of reading, discussing, and writing about prose nonfiction.

ENGL 130  Reading Film
An introduction to the language of cinema, foregrounding historical and
theoretical contexts of classical Hollywood cinema (1930-1945) and various
aesthetic alternatives from around the world. Requires a weekly film screening
outside of class.

ENGL 140  Reading the Novel
An introductory study of the socio-historical development of the novel, with
critical analysis of technique.

ENGL 141  Reading Short Fiction
An introductory study of representative short fiction, with critical analysis of
theme and technique.

ENGL 161  Reading Drama
An introduction to various types of drama from a broad historical perspective.
Students will consider the relationship of text to performance as they learn to
read, discuss, and write about drama.

ENGL 165  Reading Poetry
An introductory course in the study of poetry. Through exposure to a wide variety
of poems from a broad historical spectrum, students will learn to read, discuss,
and write about poetry.

ENGL 180  Contemporary Poetry
A study of recent poetry in relationship to post-World War II poetic movements.
Textual analysis and socio-political context will be emphasized.

ENGL 181  Contemporary Fiction
A study of recent fiction, with emphasis on textual analysis and innovative
techniques. CR (US)

ENGL 190 Global Media and Visual Culture
This course introduces students to a range of theoretical approaches to the study
of media. We will think about the ways in which media both reflects upon and
prompts social transformation and its ever-shifting roles in relation to politics,
society, culture, race, class, and gender. CR (Comparative)
ENGL 217 World Indigenous Literatures: The People and the Land
A selective study of the literary traditions and contemporary texts of indigenous peoples around the world, focusing on indigenous communities in regions where Kalamazoo College students study and with a particular emphasis on texts that explore the complex relationships between indigenous communities and the land they claim as their own. This course is designated as a Sophomore Seminar. CR (Comparative)

ENGL 218 Post-Colonial Literature
This course will investigate some of the central issues in the field of post-colonial literature and theory such as how literature written in the colonial era represented the colonized and impacted those who were depicted and how writers and readers deployed literature as a method of exploring new possibilities of identity. This course is designated as a Sophomore Seminar. CR (Comparative)
Prerequisite: Sophomore standing.

ENGL 219 Magical Realism
Magical realism is a genre that combines elements of the fantastic with realism often in order to imagine utopias or resist restrictive aspects of society. This course will examine the genre, interrogate its relationship to other genres of fantasy, and consider the relationship between the aesthetic patterns of the genre and its potential for social advocacy. This course is designated as a Sophomore Seminar. CR (Comparative)
Prerequisite: Sophomore standing.

ENGL 220 African-American Literature
A selective study of the evolution of African-American literature from its origins to the present. CR (US)

ENGL 221 African Literature
A study of major post-colonial African authors. CR (Africa)

ENGL 222 American Indian Literatures
A selective study of the literary traditions and contemporary texts of American Indian people with a focus on building an interdisciplinary understanding of cultural production. CR (US)

ENGL 224 Early Modern Women’s Literature: Shakespeare’s Sisters
A study of the women writers that Virginia Woolf termed “Shakespeare’s sisters” when she lamented the lack of early women writers. We’ll study these, primarily British, women writers of the period, emphasizing the social, political, economic, and cultural conditions of women’s authorship before the nineteenth century.
Prerequisite: Sophomore standing or a readings course.

ENGL 225 19th Century Women’s Literature: The Epic Age
A study of British and US women writers of the period, emphasizing social, political, economic, and cultural conditions for women’s authorship as well as recurring concerns and themes of women authors and the emergence of African American women’s writing.
Prerequisites: Sophomore standing or readings course.
ENGL 226  Women’s Literature 1900 - Present: Modern Voices
A study of women’s writing in English in the 20th and 21st centuries, emphasizing cultural diversity, thematic commonalities, and questions of voice and gender.
Prerequisite: Sophomore standing or a readings course.

ENGL 230  Studies in U.S. Ethnic Literature
A comparative study of American literary texts primarily of the 20th century, from the perspective of their ethnic origins. CR (US)

ENGL 244  Studies in 20th-Century Literature
An examination of radical departures from conventional technique in the most innovative modern poetry, fiction, and drama.
Prerequisite: Sophomore standing or a readings course.

ENGL 260  Studies in Film
Critical viewing of films with a focus on a special topic: moments in film history, theoretical perspectives, the work of individual directors, and thematic clusters. Topics will vary. Requires a weekly film screening outside of class.
Prerequisite: Sophomore standing or a readings course.

ENGL 265  Shakespeare
A study of Shakespeare’s histories, comedies, and tragedies. Historical context, various critical perspectives, close textual explication, and analysis of film versions will be subjects for discussion. CR (Europe)
Prerequisite: Sophomore standing or a readings course.

ENGL 266  Discoveries: British Literature 1550-1750
A study of British literature emerging during the Renaissance/early modern period. This course will pair literary analysis with investigations of the artistic, political, religious, and social developments of the period, setting the literature amidst the various discoveries of the period. CR (Europe)
Prerequisite: Sophomore standing or a readings course.

ENGL 267  Romantic Revolutions: Early 19th Century British Literature
A study of poetry, fiction, and nonfiction from this tumultuous period of political and social upheaval and artistic innovation, emphasizing connections between cultural background and aesthetic production. CR (Europe)
Prerequisite: Sophomore standing or a readings course.

ENGL 268  The Victorians: British Literature 1832-1900
A study of British culture of the period through its literature, with emphasis on novels, poetry, and nonfiction. The course focuses on several defining themes of this tumultuous age: imperialism and racism, industrialism and its discontents, the Women Question, Darwin, and the crisis of faith. CR (Europe)
Prerequisite: Sophomore standing or a readings course.

ENGL/AMST 269  New World Narratives: American Literature 1500-1790
A study of the divergent and complementary tales emerging from those settled in or settling “America.” Texts include American Indian and European creation myths, exploration narratives, Puritan poetry, captivity narratives, and African folk tales. CR (US)
Prerequisite: Sophomore standing or a readings course.
ENGL/AMST 270 Reform and Renaissance: United States Literature
1790-1865
A study of literature emerging during a period of significant social upheavals: the continuing shift from a colonial to an “American” identity, the unsettling of indigenous populations, the movement of European populations westward, and the Slavery and Woman Questions. Through an exploration of diverse texts, students will examine a literature shaped by an impulse to transform or reform pre-existing perspectives and genres. CR (US)
Prerequisite: Sophomore standing or a readings course.

ENGL/AMST 275 American Realisms: US Literature 1865-1914
This course examines a variety of approaches to knowing a literary period. We will explore theoretical, socio-historical, formal, and thematic paradigms that can organize our understanding of the wide variety of written and cinematic texts produced in the period between the end of the Civil War and the beginning of World War I. Through a study of the frequently conflicting stories about gender, race, sexuality, art, and Americanness that come to voice during this period, students will challenge and complicate their definitions of literary realism.
CR (US)
Prerequisite: Sophomore standing or a readings course.

ENGL/AMST 276 Modernism and Postmodernism: US Literature
1914-Present
A study of the rise of a modern aesthetic in the wake of World War I and the postmodern response in the second half of the 20th century with an eye toward the diversity of voices and formal choices that mark this period. CR (US)
Prerequisite: Sophomore standing or a readings course.

ENGL 290 Sophomore Seminar
This course will serve as an introduction to literary studies for prospective and declared English majors. It begins to give students a framework for thinking about literature. The course will try to give students some sense of the scope of important writing in English since the Middle Ages, while also teaching skills crucial to students in the humanities and English in particular: close reading, library research, placing texts in various contexts.
Prerequisite: Sophomore majors

ENGL 390 Junior Seminar
An examination of the forces that have shaped or that are currently reshaping literary studies. In focusing upon transnational and cross-cultural connections, the course aims to establish a knowledge of the current status of the discipline and thus encourage students to define their own critical interests. Course will also prepare students for the SIP.
Prerequisite: Junior majors.

ENGL 435 Advanced Literary Studies
Seminars focusing on major figures and movements in English and American literature. May be repeated for credit when content changes. This course is designated as a Senior Seminar.
Prerequisite: Junior standing
ENGL 436  Critical Theory
An intensive study of selected perspectives in contemporary critical theory. This course is designated as a Senior Seminar.
Prerequisite: Junior standing

Environmental Studies
Ms. Girdler, Mr. Hussen (Co-Directors)

The concentration in environmental studies is based upon the recognition that environmental and resource problems are not just biological, geological, economic, or political. Therefore, the concentration is structured as an interdisciplinary study by selecting appropriate courses from the natural and social sciences, as well as the humanities, in order to pool knowledge from across traditional disciplinary lines. This information is essential for an interdisciplinary assessment, analysis, and evaluation of environmental problems.

The Concentration in Environmental Studies

Number of Units
Six units are required.

Required Courses
One from each group is required of all concentrators:
- BIOL 115 Environmental Science or BIOL 224 Ecology & Conservation with Lab
- CHEM 101 Chemistry and Society or CHEM 105 The Physical Earth or CHEM 120 Introductory Chemistry II with Lab
- ECON 235 Environmental and Resource Economics
  (pre-requisite of ECON 101)*
- ENVS 490 Environmental Studies Senior Seminar

Electives
At least two of the following courses*:
- ANSO 258 Political Ecology of Globalization
- BIOL 312 Population and Community Ecology with Lab
- BIOL 322 General Microbiology with Lab
- CHEM 240 Analytical Chemistry with Lab
- CHEM 420 Instrumental Analysis with Lab
- ENGL 217 World Indigenous Literature: The People and the Land
- HIST 217 History of Leisure and Recreation in America
- PHIL 108 Ecological Philosophy
- PHYS 105 Energy and the Environment

*Additional special topics one-time course offerings may count as electives depending on content (e.g. ENGL, RELG); please discuss the suitability of these courses with Dr. Girdler or Dr. Hussen.

The concentration in environmental studies is open to students regardless of their majors and prepares students for graduate work and/or careers in a variety of areas including resource economics and management, city and regional
planning, natural resource conservation, aquatic or terrestrial environments, environmental law, environmental education, environmental journalism, public administration, agribusiness, and food and population. For general advice and effective planning of their schedules, all students desiring this concentration are encouraged to see one of the directors as early as possible, preferably no later than the sophomore year.

Students interested in environmental studies are urged to keep this interest in mind when selecting a site for study abroad. If approved ahead of time by the co-directors, up to one course from study abroad can count toward the completion of the concentration. Moreover, pursuing these interests abroad emphasizes the important international dimensions of many environmental issues while often permitting students to gain familiarity with some problems (and their possible solutions) in other countries. Courses from study abroad sites in Costa Rica, Ecuador, Kenya, and Thailand are particularly suitable.

Additional courses that may be relevant to students interested in this concentration include BIOL 232, 296; COMP 105, 110; ECON 240, 412; MATH 260, 360.

ENVIRONMENTAL STUDIES COURSES

ENVS 490  Environmental Studies Senior Seminar
Examination and analysis of selected contemporary environmental and resource problems and issues from an interdisciplinary perspective. In addressing these issues, special attention is given to the application and integration of principles, theories, and analytical techniques introduced in the core courses. Topics covered in the seminar are likely to vary annually as new problems, policies, and solutions develop.
Prerequisite: Core courses plus senior standing, or permission.

German Studies
Mr. Brockington (Director of the Center for International Programs), Ms. Redmann, Mr. Sosulski (Chair)

In studying foreign languages, students acquire not only a linguistic skill but also an understanding of other peoples’ literatures, histories, and cultures. They gain a new perspective from which to view their own country, way of life, and language. Knowledge of a second language is an important facet of the liberal arts program. Proficiency in a second language at the 201 level is a graduation requirement.

German courses at all levels emphasize speaking, reading, writing, and listening while addressing topics related to German culture. The disciplinary basis for the program, German Studies, draws on literature, history, gender studies, popular culture, music, architecture, and film (among other things) to aid students in the development of a critical understanding of the German-speaking world and their own. Through film courses and a course on contemporary German culture, the German program recognizes the importance of new media in the 20th and 21st centuries and how these media have reshaped the nature of German culture. Other advanced courses take a wider historical view, examining
the changing nature of German culture through the lens of a particular genre (such as drama) or theme (such as questions of German-Jewish identity).

Most Kalamazoo College students participate in the study abroad program; for students interested in German, there are opportunities in Erlangen and Bonn. Course work and off-campus experiences are complemented by on-campus opportunities that maintain or improve a student's language skills, including conversation groups led by native speaking teaching assistants, a German club at a local elementary school, and a quarterly film series.

Faculty members meet students inside and outside the classroom, participate in campus activities, and counsel students regarding career choices in foreign service, education, publishing, international business, and other fields. A number of German majors, as well as students in the German program, have been able to participate in Career and Professional Development internships with German companies, both in the United States and in Europe.

As part of the study abroad program at Kalamazoo College, scholarships for one year of further study at the German universities of Bonn and Erlangen are available to qualified graduates of the College. Kalamazoo students have often succeeded in obtaining Fulbright fellowships and other support for further study in Germany. Competition for these scholarships is not limited to German majors.

**Placement**

All incoming students who have previously studied German in high school or elsewhere must take the College’s placement test in German. Placement can also be determined by a student’s score on the College Board’s SAT II test or the advanced placement test in German. Students with three or more years of high school German may not earn graduation credit in GERM 101.

**SAT II**

Students with scores of 425 or lower (and with fewer than three years of high school German) will be placed in GERM 101 or 102; 426–500 = GERM 102; 501–550 = GERM 102 or 201; 551–624 = GERM 201; 625 or higher = GERM 203, 204, or 301. If a SAT II score indicates a choice of two levels, a student should consult with the department chair or department representative for placement. A score of 700 or higher may qualify a student for more advanced courses.

**Advanced Placement**

For students with an advanced placement (AP) score of 4 or 5, credit toward the B.A. degree will be awarded automatically upon admission. Study must begin with GERM 203 or above to receive credit in German at Kalamazoo College. Students with AP scores of 3 may be granted the waiver of a prerequisite, but may not count an AP 3 for credit.

**Requirements for the Major in German**

**Number of Units**

Eight units are required, not including GERM 101 and 102 (the eight may include the SIP), plus one cognate course in German or European studies from the list below. No more than two of these units may be earned during study abroad.
Required Courses
GERM 203 Advanced German I: Germany Today
GERM 204 Advanced German II: German Stories and Histories
GERM 301 Introduction to German Literature and Culture: Reading Texts and Contexts
GERM 470 Contemporary German Culture
GERM 490 Senior Seminar
Also required: Passing a German language proficiency test, either the Goethe-Zertifikat B1 or B2 (as recommended by the department). The exams are designed by the Goethe Institute and offered on campus during spring quarter.

Electives
GERM 410 German Songs and Sagas, Folk and Fairy Tales
GERM 411 Writing One’s Life and Times: Autobiography and Personal Writing in German
GERM 412 German Drama Workshop
GERM 420 Introduction to German Cinema
GERM 421 Classic German Cinema of the 1920s and ’30s
GERM 423 Topics in German Cinema
GERM 430 Themes in German Literature and Culture

German and European Studies Cognate
(One course required; does not count toward required 8 units)
ARTX 140, 145, 150 Introduction to History of Art I/II/III
HIST 101, 102 Introduction to Europe I/II
HIST 246 Germany and Central Europe in the 19th Century
HIST 247 History of Germany and Central Europe: 1890-Present
HIST 250 Revolution, Industry, Imperialism: Europe in the 19th Century
HIST 255 Contemporary Europe
HIST/RELG 263 Modern Jews in Enlightenment and Revolution
HIST/RELG 264 Modern Jewry: Upheaval and Response
MUSC 330 Western Music in the Classic and Romantic Eras
PHIL 207 18th Century Philosophy
PHIL 208 19th Century Philosophy
PHIL 307 Contemporary Continental Philosophy
POLS 210 Comparative Political Institutions: Social Europe
POLS 270 The European Union
POLS 330 The Politics of the Holocaust
THEA 270 The Theatre of Illusionism: Western Theatre from the Renaissance to Early Film

GERM 301 and all of the 400-level German courses count toward the Cultures requirement (Europe) for graduation. GERM 301, 410, 411, 412, 430, and 490 count toward the literature Area of Study requirement for graduation.

Students considering a major in German are urged to begin their study of German in their first year. German majors are encouraged to take courses in appropriate cognate areas such as history, political science, economics, art history, international and area studies, and international commerce.

Requirements for the Minor in German
Number of Units
Six units are required, not including GERM 101 and 102.
Required Courses
GERM 201 Intermediate German
GERM 203 or 204 Advanced German I (Germany Today) or II (German Stories and Histories)
GERM 301 Introduction to German Literature and Culture: Reading Texts and Contexts
GERM 470 Contemporary German Culture

Electives
Two upper-level German literature courses chosen from GERM 410, 411, 412, 420, 421, 423, or 430 (may be taken during study abroad). Some equivalent courses may be substituted, except for GERM 470.

GERMAN COURSES

GERM 101   Beginning German I: The Personal World
An introduction to the German language with an emphasis on the personal world. Through communicative activities covering the four language skills (listening, speaking, reading, and writing), students learn to ask and answer questions and share information about themselves, their families, and their daily activities.

GERM 102   Beginning German II: The German-Speaking World
Expansion of the skills acquired in GERM 101. Students build on their basic knowledge of everyday German-speaking culture (through topics such as tourism and transportation, health care, and leisure activities), improve their communicative competence, and develop skills needed to negotiate a variety of cultural settings.
Prerequisite: GERM 101 or placement test.

GERM 135   Topics in German Studies
This course, given in English, offers insight into various aspects of German cultural life through readings and discussions of German texts in translation. Possible course topics include “The Literature of the Holocaust,” “Critical Approaches to the Grimms’ Fairy Tales,” and “German Film.”
AOS (LIT); CR (Europe)

GERM 201   Intermediate German: Topics in German Culture
Continued expansion of the skills acquired in GERM 101 and 102. Students further develop their ability to communicate in German and their understanding of the German-speaking world by engaging with increasingly complex topics (such as education, environmental issues, politics, history, and multiculturalism). As in German 101 and 102, all four language skills are practiced, and comparisons between American and German society provide the basis for class discussions.
Prerequisite: GERM 102 or placement test.

GERM 202   Reading European Cities: Istanbul, Vienna, Berlin
This course, taught in English, will address the questions of how we may understand a culture by learning to “read” its cities. Texts will range from maps, travel guides, histories, and architecture to films, memoirs, and fiction – an array of genres that highlights the status of the modern city as both a physical
place and an imaginary construct. Istanbul, Vienna, and Berlin will serve as case studies for the practice of reading and interpreting urban narratives, and the course will culminate with student research projects and presentations on the cities in which they plan to study abroad or a city of their choice.

AOS (LIT); CR (Europe)
Offered Annually: Winter

**GERM 203  Advanced German I: Germany Today**
This course centers around themes related to life in contemporary Germany, with special emphasis on developing students’ writing skills in various genres. In a unit on current events in Germany, for example, students read and listen to news reports, practice vocabulary items and linguistic structures typical of journalistic texts, and finally compose (in multiple drafts) a newspaper article on a topic of their choice. In German. May be taken after German 204.

*Prerequisite: GERM 201 or placement test.*

**GERM 204  Advanced German II: German Stories and Histories**
This course centers around children’s and youth novels presented within the historical and cultural context of 20th century Germany, with special emphasis on developing students’ reading skills and cultural literacy. Continued practice of linguistic structures and systematic vocabulary building are also central to the course. In German. May be taken before German 203.

*Prerequisite: GERM 201 or placement test.*

**GERM 301  Introduction to German Literature and Culture: Reading Texts and Contexts**
This course serves as an introduction to upper-level courses in German literature and culture. It stresses the central role that literature plays in fostering an understanding of German society, and it introduces students to the tools and theories of literary and cultural analysis. Readings vary from prose and poetry to drama and film, and they may be focused on a single theme across a number of time periods to provide a context toward an understanding of a particular text. In German. AOS (LIT); CR (Europe)

*Prerequisite: GERM 203 or 204 or placement test.*

**GERM 410  German Songs and Sagas, Folk and Fairy Tales**
This course examines common structural and thematic elements in German epic and lyric poetry, folk and fairy tales from the Middle Ages to the Second World War. The first half of the course will be devoted primarily to a key text in the history of German literature, the medieval epic Das Nibelungenlied. After reading the text closely (in modern German translation), students will study the reception of the Nibelungenlied in 19th and early 20th century German culture (through Wagner’s opera and Fritz Lang’s film) and its importance for burgeoning German nationalism. In the second half of the course, students will trace key themes from the Nibelungenlied—love and loss, honor and war, and the nature of the heroine and hero/warrior—in folk and fairy tales and in lyric poetry from the Enlightenment to the 20th century. In German. AOS (LIT); CR (Europe)

*Prerequisite: GERM 301 or placement test.*

**GERM 411  Writing One’s Life and Times: Autobiography and Personal Writing in German**
In this course students will engage with a variety of texts written in German in
the 20th century that fall into the genre of personal writing (autobiographies, journals, and letters). Readings will center around three themes: defining an artistic identity in the modern age, living through times of crisis, and women’s struggle for social recognition and a public voice. Students will gain a critical understanding of the many and varied ways in which individuals use personal texts to communicate with others, to define identity, to call for social change, and to come to terms with the world in which they live. Student responses to the texts under study will take the form of informal discussions, discussion leadership, oral presentations, and formal essays, and they will also author their own short autobiographical texts and journals or web logs. In German.

AOS (LIT); CR (Europe)
Prerequisite: GERM 301 or placement test.

GERM 412  German Drama Workshop
The essence of drama lies in its performance. Despite the fact that dramas have often been written that were never performed during the lifetimes of their authors (sometimes quite intentionally so), most dramas only blossom into their full range of meaning when realized upon the stage by actors. It is also true that in order to gain a deep understanding of the internal mechanics of the drama, and an appreciation for the craft of the playwright, it is invaluable to take part in the production of the play in question. Here one sees the play “from the inside,” a radically different perspective than that afforded by the comfortable seat in the audience or the library. In this course students will play the parts of both actor and director with a view to gaining access to these deeper levels of understanding found within a selection of German dramas. Following collective reading and discussion of the dramas, each course participant will have the chance to act or direct a scene for him/herself. A critical element of this course will be discussion of the cultural contexts in which each drama was originally written and performed, including comparative acting techniques and what these tell us about the epoch of German culture in which they emerged. In German.

AOS (LIT); CR (Europe)
Prerequisite: GERM 301 or placement test.

GERM 420  Introduction to German Cinema
This course will offer an overview of German cinema through the analysis of nine films from the Weimar Republic through the post-Wende period. We will screen and discuss films from a wide variety of periods of German cinematic history during this course: the Weimar Era, the Third Reich, Postwar Cinema, New German Cinema, East German or DEFA Cinema, Women’s Cinema, and post-Wende cinema. Our primary focus in this course will be on learning the basics of film language and analysis; developing skill in close textual reading of film through sequence analysis; and understanding the film both as art and as cultural artifact within its historical (and film historical) contexts. In German.

CR (Europe)
Prerequisite: GERM 301 or placement test.

GERM 421  Classic German Cinema of the 1920s and 30s
This course seeks to acquaint its participants with the rich world of Weimar-era German culture, and specifically with the vibrant production of films during the 1920s and 30s. The German film industry was the only significant challenger to Hollywood’s domination of the big screen during this era, and it crafted its own
distinctive style with directors and performers whose accomplishments served as cinematic milestones for world cinema. A second, but not less important, goal of this course is to instill the vocabulary and analytical skills necessary to read and comprehend filmic texts that both filter and reflect the cultures and historical periods in which they emerged. In German. CR (Europe)

Prerequisite: GERM 301 or placement test.

**GERM 422   Topics in German Cinema**

This course addresses a variety of topics (on a rotating basis) related to German cinema. These may include “The Films of Fritz Lang,” “East German Cinema,” and “Women in German Cinema.” An important goal of the course is to instill the vocabulary and analytical skills necessary to read and comprehend filmic texts that both filter and reflect the cultures and historical periods in which they emerged. May be repeated for credit (consult with the department). In German. CR (Europe)

Prerequisite: GERM 301 or placement test.

**GERM 430   Themes in German Literature and Culture**

This course examines the changing nature of German culture through a variety of texts (ranging from literature, history, and popular culture to music, architecture, and film) on a particular theme. Possible themes for the course include “German-Jewish Literature and Culture,” “Germany Imagines Itself: Culture and Identity in the 18th and 19th Centuries,” and “Reading Berlin.” May be repeated for credit (consult with the department). AOS (LIT); CR (Europe)

Prerequisite: GERM 301 or placement test.

**GERM 470   Contemporary German Culture**

This course examines a selection of topics, themes, and issues that are part of the contemporary German cultural and political landscape. These include relations between east and west Germans, efforts to reform German higher education, social challenges posed by Germany’s aging populace, German immigration laws, ongoing efforts to come to terms with the history of National Socialism, and the influence of the United States on German popular culture. Students will work with a wide variety of texts that range from autobiographical and fictional works (novels and short stories) to films, film reviews, music, on-line newspaper articles, government press releases, surveys, and political cartoons. Students will acquire and practice sophisticated vocabulary, grammatical structures, and discourse markers that will allow them to comprehend and discuss these texts. Student responses will take the form of informal conversations, prepared debates, formal presentations, discussion leadership, and written essays in various genres. In German. CR (Europe)

Prerequisite: GERM 301 or placement test.

**GERM 490   Senior Seminar**

Offered annually in conjunction with GERM 430, this course examines the changing nature of German culture through a variety of texts on a particular theme. Senior German majors will complete a research project related to the subject of the course and will present their work in a public forum. AOS (LIT); CR (Europe)

Prerequisite: German 301 or placement test.
Health Studies
Ms. Kiino (Director)

For a student planning a career in a health profession, the Health Studies Program offers valuable pre-professional curriculum and career advising. Students planning a healthcare career are encouraged to meet with the Director during their first year at the College. Pre-professional sequences have been established to meet the minimum admissions requirements of specific professional programs including human, dental, and veterinary medicine, podiatry, chiropractic, nursing, optometry, physical therapy, physician assistant and pharmacy. Additional curricular sequences can be planned with the Health Studies Director to meet individual pre-professional requirements.

The minimum admission requirements for most health professions programs are met when the courses listed for a specific area are combined with the pre-professional core curriculum. Students are cautioned that some of the courses listed may have other pre-requisites so it is important to refer to the detailed course descriptions elsewhere in this catalogue before planning a course of study. Note that Kalamazoo College does not offer degrees in nursing, medicine, pharmacy, etc.

Pre-professional Core Curriculum
BIOL 112 Evolution and Genetics with Lab
BIOL 246 Cell and Molecular Biology with Lab
CHEM 110 Introductory Chemistry I with Lab
CHEM 120 Introductory Chemistry II with Lab
CHEM 210 Organic Chemistry I with Lab
CHEM 220 Organic Chemistry II with Lab

Program-specific sequences to be added to the core curriculum:

Medicine (Allopathic, Osteopathic, Dental)
BIOL/CHEM 352 Biochemistry with Lab
PHYS 150 Introductory Physics I with Lab
PHYS 152 Introductory Physics II with Lab
Two units in psychology
Two units carrying the Literature Area of Study (in English)

Veterinary Medicine
BIOL 123 Form and Function with Lab
BIOL 322 General Microbiology with Lab
BIOL/CHEM 352 Biochemistry with Lab
BIOL 370 Advanced Genetics with Lab
PHYS 150 Introductory Physics I with Lab
PHYS 152 Introductory Physics II with Lab

Optometry, Podiatry
BIOL/CHEM 352 Biochemistry with Lab
MATH 260 Applied Statistics or MATH 261 Biostatistics
PHYS 150 Introductory Physics I with Lab
PHYS 152 Introductory Physics II with Lab
Two to three units in psychology
Two units carrying the Literature Area of Study (in English)

**Pharmacy***
BIOL 123 Form and Function with Lab
BIOL 222 Vertebrate Biology with Lab
BIOL 322 General Microbiology with Lab
ECON 101 Principles of Economics
MATH 260 Applied Statistics or MATH 261 Biostatistics
PHYS 150 Introductory Physics I with Lab
PHYS 152 Introductory Physics II with Lab

**Physical Therapy***
BIOL 123 Form and Function with Lab
BIOL 222 Vertebrate Biology with Lab
BIOL 376 Human Physiology with Lab
MATH 260 Applied Statistics or MATH 261 Biostatistics
PHYS 150 Introductory Physics I with Lab
PHYS 152 Introductory Physics II with Lab
Three units of psychology

**Chiropractic**
PHYS 150 Introductory Physics I with Lab
PHYS 152 introductory Physics II with Lab
PSYC 101 Introductory Psychology

**Nursing, Physician Assistant***
BIOL 123 Form and Function with Lab
BIOL 222 Vertebrate Biology with Lab
BIOL 322 General Microbiology with Lab
BIOL/CHEM 352 Biochemistry with Lab
BIOL 376 Human Physiology with Lab
MATH 260 Applied Statistics or MATH 261 Biostatistics
Two units of psychology

*The prerequisites for these programs vary, so students should use this as a general guide and consult individual programs for exact requirements.

**HEALTH STUDIES COURSES**

**HLSC 490 Senior Seminar**
Discussions of current issues in health care; lectures by visiting speakers; SIP presentations by students. Offered CR/NC only and does not count toward the 10-unit concentration requirement.
Offered Annually: Winter

**Health Studies Concentration**
The Health Studies Concentration offers a broad, multidisciplinary perspective of healthcare. It provides a broader survey of healthcare-related topics for the science major while providing a solid foundation in scientific principles and methods for the non-science major.
Number of Units
Ten units are required.

Required Courses
ANSO 110 Medicine and Society
BIOL 112 Evolution and Genetics with Lab
BIOL 123 Form and Function with Lab
CHEM 110 Introductory Chemistry I with Lab
CHEM 120 Introductory Chemistry II with Lab
HDSR 210 Contemporary Issues in Public Health
PHIL 305 Biomedical Ethics
PSYC 101 General Psychology
One of:
   ANSO 212 Quantitative Analysis and Statistical Reasoning
   MATH 260 Applied Statistics I
   MATH 261 Biostatistics
One of:
   PED 205 Nutrition
   PED 210 Care and Treatment of Injuries
   SPAN 205 Culture of Health and Disease in the Hispanic Community

Additional requirements
HLSC 490 Senior Seminar

Health Professions Early Entry Program
A small number of Kalamazoo College students, by virtue of their superior academic performance and scores on admissions examinations, have been admitted to schools of veterinary medicine, dentistry, and physical therapy at the end of their third year. Other programs that may qualify for early entry are chiropractic, optometry, pharmacy, and podiatry. These students complete their general education requirements during their three years at Kalamazoo College and then begin study in a recognized professional school. At the end of one year of successful study at the professional school, they are awarded a Bachelor of Arts degree from Kalamazoo College. Students interested in this program should consult the Health Studies Director as early as possible.

History
Mr. Bangura, Mr. Barclay, Ms. Boyer Lewis (Chair),
Mr. Haus, Mr. Lewis, Mr. Wickstrom

Historical narrative occupies a central position in a liberal arts education. Such education equips individuals to understand and appreciate the world and to meet its challenges. The study of History contributes much to these ends, maintaining that people and society are, in important respects, the products of their past; therefore, the story of the past provides insight helpful to both personal and social development.

Moreover, History stands at the core of a liberal arts education since one aim of that education is to integrate the various disciplines. Taking as its subject a
narrative of individuals and society in the past, History draws upon all disciplines to
discuss that past. It provides a narrative framework for the study of other disciplines
and helps the advanced student integrate various academic perspectives.

**AP, IB, Transfer, and Study Abroad Credits**
With department approval, one unit (AP/IB, Study Abroad, transfer, etc.) may
be applied to the major or minor but cannot be used to fulfill the one-course
requirement for any of the four fields. See department for specific information.

**Requirements for the Major in History**

**Number of Units**
At least nine units are required, not including the SIP.

**Required Courses**
Majors MUST take at least one course at Kalamazoo College in each of the four
fields of the department:
- Early History (HIST 100, 101, 225, 226, 232, 233, 235, 240, HIST/CLAS 224,
  227, 229, 230, 393).
- Modern European History (HIST 102, 241, 244, 245, 246, 247, 250, 255, 257,
  263, 264, 265, 394)
- United States History (HIST 110, 111, 200, 203, 206, 209, 211, 213, 217, 218,
  220, 221, 223, 391).
- African/Asian History (HIST 103, 104, 280, 281, 285, 290, 294, 296, 297, 397)

Majors MUST enroll in at least three courses in their major field and at least two
courses in their minor field.

**Required Seminars**
- HIST 299 Sophomore Seminar: Research and Writing
- HIST 490 Senior Seminar: Historical Methods
- Plus one of the following:
  - HIST 391 Seminar in United States History
  - HIST 393 Seminar in Medieval History
  - HIST 394 Seminar in Modern European History
  - HIST 397 Seminar in East Asian History

All majors are required to pass a comprehensive exam.

**Requirements for the Minor in History**

**Number of Units and Required Courses**
1. Six units are required.
2. Minors must take courses at Kalamazoo College in three of the four fields of the
department: Early History, Modern European History, U.S. History, or African/
Asian History.
3. Minors must enroll in one of the research seminars (391, 393, 394, 397).

**HISTORY COURSES**

**HIST 100  Introduction to the World of Antiquity**
A survey of ancient societies, politics, and religio-philosophic systems. These
will include ancient Egypt, Israel, and classical Greece and Rome. Emphasis on
comparative institutions and the character and expansion of ancient empires.
AOS (History); CR (Comparative)
Offered Annually: Fall

**HIST 101  Introduction to Europe I: Medieval and Early Modern Europe**
The course follows the rise of Christianity within the Roman Empire and then
the fall of the latter. A narrative of Christian-Islamic relations follows. The course
then analyzes the state building of the late middle ages, including the papacy,
France, England, and Spain. The course then examines the revivals of antiquity
in the Renaissance and Reformation movements. Finally, the course traces the
expansion of Europe into the wider world of the East and West Indies.
AOS (History); CR (Europe)
Offered Annually: Winter

**HIST 102  Introduction to Europe II: From Early Modernity to post-Modernity,
1648-present**
A consideration of the forces that have shaped European history since the end
of the wars of religion. Among the issues to be discussed are: the trajectory of
the “Westphalian” state system, 1648-1945; the contradictory legacy of the
Enlightenment; empire-building and the disruption of the global balance of
civilizations; industrialization and societal change; the rise and decline of the
nation-state; the age of ideology and Europe's attempted civilization suicide in
the 20th century; the idea of Europe and Europe's place in a transnational world
of regions since 1945. AOS (History)
Offered Annually: Spring

**HIST 103  Introduction to East Asian Civilizations**
Surveys of the histories of China, Japan, and Korea, with particular attention
to religious, political, and social patterns. Topics include Confucianism and its
influence in East Asia, China’s modernization dilemma, Korea’s division and its
implication, Japan’s rise as a major power, and importance of East Asia in world
history, among others. AOS (History); CR (Asia)
Offered Annually

**HIST/AFST 104  Introduction to African Studies**
This course surveys the history of Africa from the eve of colonial conquest in the
1880s to the post independence period. Africa’s pre-conquest relationship with
the West, the nature of authority in indigenous politics, the European scramble,
the colonial economy, the rise of nationalism, colonial education, ethnicity, and
genocide are among the themes examined throughout the quarter.
AOS (History); CR (Africa)
Offered Annually: Fall

**HIST/RELG 107  Introduction to Jewish Traditions**
This course explores the development of Judaism from its ancient origins until
the present. We will discuss the biblical foundations of Judaism and the impact
that different historical contexts have produced on its rituals and beliefs. This
approach raises a number of questions, which we will keep in mind throughout
the course: What is Judaism? Who are the Jews? What is the relationship between
Judaism and “being Jewish”? How have historical circumstances shaped this
relationship? What has changed and what has stayed the same and why? The
class will address these questions through discussions and readings.
AOS (History or Religion), CR (Comparative)
Offered Annually: Fall

HIST/AMST 110  History of the United States I
America from colonial times to 1865, with emphasis on economic, social, intellectual, and political developments. **Required for Michigan secondary teaching certificate.** AOS (History); CR (US)
Offered Annually: Fall

HIST/AMST 111  History of the United States II
America from 1865 to the present, with emphasis on economic, social, intellectual, and political developments. **Required for Michigan secondary teaching certificate.** AOS (History); CR (US)
Offered Annually: Winter

HIST 200  Colonial America
An examination of political, cultural, social and economic developments in America to 1760. Topics include Native American societies, founding of the English colonies, the adoption of slavery, religious diversification, the Salem witchcraft trials, the consumer revolution, the French and Indian war, and changes in the family. AOS (History)
Offered: Occasionally

HIST 203  Revolutionary America, 1760-1815
Examination of the era of the American Revolution, with lectures, readings, and discussion covering issues ranging from national and international politics to class, gender, and race relations, from economic and demographic developments to religion and society. AOS (History); CR (US)
Offered Biannually: Odd Numbered Years

HIST 206  Culture and Society in Victorian America
Consideration of the main aspects of Victorian culture and society. Special attention will be given to reactions to the industrial revolution and its impact on the natural and social environment, racial and gender relations, and organized religion. AOS (History); CR (US)
Offered: Occasionally

HIST 209  Post World War II America
Broad examination of American political, social, diplomatic, economic, and cultural life since World War II, highlighting the links between foreign affairs and domestic politics and society. Topics include the Cold War, Red Scare, Civil Rights, baby boom, Vietnam War, counterculture, women’s movement, and Watergate. AOS (History); CR (US)
Offered Biannually: Even Numbered Years – Spring

HIST 211  Native American History
A broad survey of the field of Native American history, spanning the full range of Indian-white relations—social, economic, cultural, political, and military—with a focus upon the region ultimately included within the United States. AOS (History); CR (US)
Offered: Occasionally
HIST 213  The Slave South
The distinctiveness of Southern society before the Civil War lay essentially in its system of black slave labor. This course will examine how slavery shaped the politics, the economy, society, culture, and even the family. It will consider the relationships between master and slave, free and unfree, slaveholders and nonslaveholders, parents and children, and men and women—black and white. It will look at the myths of the Cavalier, the Southern Lady, the “happy darky,” and “our family, black and white.” AOS (History)
Offered: Occasionally

HIST 217 History of Leisure and Recreation in America
Examination of the history of leisure and recreation in America from the Puritans to the present. Discussion of the importance of leisure, the rise of public amusements, spectator sports and vacations, the growth of tourism, tensions between work and leisure, and why recent Americans choose more work over more leisure. AOS (History); CR (US)
Offered: Occasionally

HIST/RELG 218   American Jewish Experience
This course will explore the religious, social, political, cultural, and economic history of the Jewish people in America from the first settlement until the present. The major themes of study will focus upon the development of Judaism in America. We will take into account a number of historical factors that shaped that development: the economic, social, and political evolution of American Jewry and its institutions; Jewish immigration to the United States and its consequences; American Jewish self-perception; and the relationship between Jews and non-Jews in American society. Assignments will draw upon a wide range of materials, from secondary historical studies and primary documents to fiction and film. AOS (History or Religion); CR (US)
Offered Annually: Spring

HIST 220 American Women’s History to 1870
An in-depth survey of the lives of women in America from the beginning of the colonial era to 1870. Topics include: the differences of class, religion, and race in women’s lives, religion, work, friendships, family life, community, health and sexuality, the women’s rights movement and the impact of the American Revolution and Civil War. AOS (History); CR (US)
Offered Biannually: Even Numbered Years

HIST 221   American Women’s History Since 1870
An in-depth survey of the lives of women in America from 1870 to today. Topics include the impact of race, class, and region in women’s lives, paid and unpaid labor, prostitution, family life, community, birth control, the women’s rights movement, and the impact of US involvement in international wars.
AOS (History); CR (US)
Offered Biannually: Odd Numbered Years

HIST 223   American Diplomacy Since 1898
Examination of American foreign policy and relations in the 20th century. Topics include the Spanish-American War, dollar diplomacy, World Wars I and II, the Cold War, the Vietnam War, American intervention, and the post-Cold War world. AOS (History); CR (US)
Offered Biannually: Even Numbered Years
HIST/CLAS 224  Archaeology of Death in the Greco-Roman World
This course examines the public and private funerary art, architecture, epigraphy and literature of the Greek and Roman world in their ancient social and religious contexts. It also considers the influence of these ancient practices on modern burial customs. This course presents the new technological and forensic advances in burial archaeology, such as DNA testing and non-invasive scanning techniques, that promise to extract more information than ever before from ancient remains. AOS (History); CR (Mediterranean)

HIST 225  Greek Civilization
From Homer to Alexander the Great with emphasis on arts and letters. AOS (History)
Offered: Occasionally

HIST 226  Roman Civilization
From the foundation of the Republic to the empire of Constantine. AOS (History)
Offered: Occasionally

HIST/CLAS 227  The Roman Army and the Frontiers of Empire
This course considers the Roman army from the perspectives of both military and social history. After a chronological survey of the development of the Roman army, case studies of the army in action in specific frontier provinces will be considered. From Hadrian's Wall in Britain to the desert wastes of Egypt, ancient texts and archaeological evidence illuminate the army-driven process of "Romanization," through which former barbarian enemies became assimilated Roman citizens. AOS (History); CR (Mediterranean)

HIST/CLAS 229  Multiculturalism in Greco-Roman Egypt
This course examines the dynamic cultural pluralism that thrived for almost a millennium after Egypt, with its deeply-rooted pharaonic heritage, was integrated into the Classical world, first as a Hellenistic Kingdom under the Greek Ptolemaic Dynasty and then as an imperial province in the Roman Empire. The monuments of Graeco-Roman Egypt are spread across a varied cultural landscape, from the cosmopolitan Mediterranean metropolis of Alexandria, through the agricultural towns of the Fayum oasis, to the Nile Valley cities of Middle and Upper Egypt and the imperial mines and Red Sea ports of the Eastern Desert. Egyptians, Nubians, Jews, Greeks, and Romans coexisted in Graeco-Roman Egypt with cooperation and conflict to produce art and architecture as well as to practice cults and customs in which both pharaonic survivals and Classical responses can be traced.
AOS (History); CR (Mediterranean)

HIST/CLAS 230  Women in Classical Antiquity
A literary, historical, and cultural survey of social structures and private life in ancient Greece and Rome. Issues covered include constructions of sexuality, cross-cultural standards of the beautiful, varieties of courtship and marriage, and contentions between pornography and erotica. Students will examine sources from medical, philosophic, lyric, tragic, comic, and rhetorical writers as well as representative works from vase painting, the plastic arts, graffiti, etc. CLAS 230 AOS (Literature); HIST 230 AOS (History); CR (Mediterranean)

HIST 232  The Fall of Rome and the Early Middle Ages
Study of the late Roman Empire and the rise of Christian Europe from 300 to
1050 AD; patristic and early medieval arts and letters; growth of the Catholic church and the German empire; and England before the Norman conquest. AOS (History); CR (Europe)
Offered Annually: Winter

HIST 233 The High Middle Ages: AD 1050-1500
Study of the development of European kingdoms, especially England, France, and Germany, from 1050 to 1500 AD with emphasis on constitutional and religious change, arts, and letters in the high and later Middle Ages. AOS (History); CR (Europe)
Offered Annually: Winter

HIST 235 The European Renaissance
Examination of Italian Renaissance culture and northern humanism and their connections with the later Middle Ages and northern humanism. Discussion of European expansion to the Americas. The Reformation is examined as an element of the revival of antiquity. AOS (History); CR (Europe)
Offered Biannually: Odd Numbered Years

HIST 240 History of England to 1660
Examination of the civilization of England from its Anglo-Saxon beginnings to the Revolution of 1688; emphasis on the birth of the English constitution and the development of literature and the arts. AOS (History); CR (Europe)
Offered: Occasionally

HIST 241 Britain and the British Empire: 1688 to the Present
Examination of major trends in British history since the “Glorious Revolution,” including such topics as the development of parliamentary institutions, industrialization, reform movements, the British empire at its zenith, the two World Wars, and the evolution of British society since 1945. AOS (History); CR (Europe)
Offered Biannually: Even Numbered Years

HIST 244 French Revolution and Napoleon
Study of France from Louis XIV to Napoleon with emphasis on structure and problems of the ancient regime, origins of the revolution itself, and the Napoleonic period. AOS (History); CR (Europe)
Offered Biannually: Even Numbered Years

HIST 245 History of France: 1815 to the Present
Study of the “decline and renewal” of modern France including such topics as post-Napoleonic restoration, the revolutions of 1830 and 1848, church vs. state, the Third Republic and the politics of scandal, the collapse of 1940, the Vichy regime, the Fifth Republic and de Gaulle, and contemporary France. AOS (History); CR (Europe)
Offered Biannually: Odd Numbered Years

HIST 246 Germany and Central Europe in the 19th Century
Study of the evolution of the modern German nation-state, effects of industrialization and nationalism, popular culture, and the emergence of anti-Semitism. AOS (History); CR (Europe)
Offered Biannually: Even Numbered Years
HIST 247  History of Germany and Central Europe: 1890 to the Present
Investigation of such topics as the German Empire under William II, expansionism and the origins of World War I, impact of the conflict upon German society, early years of the Weimar Republic, Hitler and the rise of national socialism, the Nazi seizure of power, the emergence of two separate German states, and transformations since the late 1980s. AOS (History); CR (Europe)
Offered Biannually: Odd Numbered Years

HIST 250  Revolution, Industry, and Imperialism: Europe in the 19th Century
Study of Europe from 1789 to 1914; the French and industrial revolutions, liberalism, nationalism, national rivalries, socialism, social reform, imperialism, and great power conflicts. AOS (History); CR (Europe)
Offered Biannually: Odd Numbered Years

HIST 255  Contemporary Europe
Study of the main political, economic, and intellectual developments in contemporary Europe including topics such as the coming of World War I, the Russian revolution, the emergence of fascism and communism, World War II, the Cold War and the division of Europe, major social and intellectual developments since 1945, the collapse of communism and its consequences, and the complexities of European unity. AOS (History); CR (Europe)
Offered Biannually: Odd Numbered Years

HIST 257  World War II
A consideration of World War II in its various dimensions – military, geographic, economic, cultural, and social – between 1930 and 1945. It focuses not only on grand strategy but also on the war as a lived and shared human experience. AOS (History); CR (Comparative)
Offered Biannually: Odd Numbered Years

HIST/RELG 263  Jews in Enlightenment and Revolution
Between 1780 and 1880 enormous changes took place in Jewish religious, political, social, intellectual, and economic life. These changes worked in tandem with developments in general European life to create new forces within Judaism and new ways of looking at the connections between Jews. In this course, we will study these developments as they affected the Jews on the European continent. In so doing, we will explore their consequences for both Jews and non-Jews, and the issues and questions they raised. AOS (History or Religion); CR (Europe)
Offered Biannually: Even Numbered Years

HIST/RELG 264  Modern Jewry: Upheaval and Response
Between 1881 and the period immediately following the Second World War, the world’s Jews experienced momentous demographic, religious, political, economic, and social changes. These changes in turn shaped their relationship to non-Jews with whom they lived. This course will study the context of change across the globe from Europe and America to the Middle East and North Africa. Through primary and secondary documents, we will explore the forces that produced these changes, and the results that they produced for both Jews and non-Jews. AOS (History or Religion); CR (Europe)
Offered Biannually: Odd Numbered Years, Winter

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HIST/RELG 265 Zionism: From Idea to State
This course explores the origins, development, and manifestations of Zionism. The course examines the transformation of traditional religious conceptions of the connection between Jews and the Land of Israel (Palestine) into a nationalist ideology in the 19th century. This transformation entailed parallel changes to the idea of Jewish peoplehood. Through the use of primary documents we will follow these trends through intellectual, religious, social, and political changes that culminated in the establishment of the State of Israel in 1948.
AOS (History or Religion)
Offered Biannually: Even Numbered Years, Winter

HIST/RELG 267 Women and Judaism
This course explores the religious and social position women have historically occupied in Jewish society. We will discuss religious practice and theological beliefs as well as social and economic developments as a means of addressing questions such as: What role have women played in Jewish tradition? How are they viewed by Jewish law? How has their status changed in different historical contexts, and why might those changes have taken place? What are contemporary ideas about the status of Jewish women, and how have these ideas influenced contemporary Jewish practices and communal relations? What do the historical and religious experiences of Jewish women teach us about the way that Judaism has developed? AOS (History or Religion); CR (Comparative)
Offered: Occasionally

HIST 280 Modern China
Survey of Chinese history from the 18th century to the present; focus on major developments in China’s interaction with the modern world, its struggle in modernization, the origins of the Chinese revolution, and China’s reform policies in the late 20th century and their impact on Chinese society and the world.
AOS (History); CR (Asia)
Offered Annually

HIST 281 Family, Women and Marriage in Chinese History
This course introduces students to Chinese history from social and cultural perspectives. It will examine the following issues: Why was the idea of family so important in Chinese civilization? What was the status of women in Chinese culture? What were the social and political functions of marriage in Chinese history and culture? Topics include the impact of Confucian thought on the structure of the Chinese family and women’s status, the issue of changing family organization, population control, and the impact of post-Mao reforms.
AOS (History)
Offered: Occasionally

HIST 285 Modern Japan
Study of Japanese history from the Meiji Restoration to the present. Topics include economic and political modernization, the rise of militarism, World War II, the American occupation, the postwar economic miracle, and the current challenges Japan is facing. Recommended for students taking Japanese language courses and planning to study abroad in Japan. AOS (History); CR (Asia)
Offered Annually
HIST/RELG/AFST 292  Islam in Africa
This course explores the spread of Islam from the Arab peninsula to the African continent in the seventh century through the nineteenth century and limns the factors which facilitated this advance. It examines the methods and principles of Islam and how the religion affected the life styles of its African neophytes. As a result of the interaction between Muslim and African civilizations, the advance of Islam has profoundly influenced religious beliefs and practices of African societies, while local traditions have also influenced Islamic practices. Muslims were important in the process of state-building and in the creation of commercial networks that brought together large parts of the continent. Muslim clerics served as registers of state records and played a role in developing inner-state diplomacy inside Africa and beyond. AOS (History or Religion); CR (Africa)
Offered Biannually: Odd Numbered Years

HIST/AFST 294 Gender Relations in Africa
This course explores categories of masculinity and feminity that relate to and inform one another. It analyzes how these identity categories interact with other axes of social and political power, such as ethnic affiliation, economic status, and age in various places and times in Africa. AOS (History); CR (Africa)
Offered Occasionally

HIST/AFST 296  Civilizations of Africa
Study of Africa south of the Sahara including the origins of man and the emergence of food producing communities; Ancient Egypt and precolonial African kingdoms and federations; medieval empires of western Sudan, Ethiopia, and Bantu-speaking Africa; and the Atlantic slave trade. Emphasis on socio-political and economic history. AOS (History); CR (Africa)
Offered Annually: Fall

HIST/AFST 297  Contemporary Africa
Study of Africa south of the Sahara including colonialism and the anti-colonial struggles of the post-WWII period. AOS (History); CR (Africa)
Offered Annually

HIST 299  Sophomore Seminar: Research and Writing
This course will introduce the various approaches used by professional historians to reconstruct and interpret the past. Students will develop their research, writing and critical thinking skills. The class focuses on the issues and questions historians explore and debate today. Required for sophomore history majors. AOS (History)
Prerequisite: Sophomore majors or permission.
Offered Annually: Spring

HIST 391  Seminar in United States History
AOS (History)
Prerequisite: One course in US History at the 200 level or permission.
Offered Annually: Spring

HIST 393  Seminar in Medieval History
AOS (History)
Prerequisite: HIST 232 or 233 or permission.
Offered Biannually: Even Numbered Years, Spring
HIST 394  Seminar in Modern European History
Examination of selected topics in modern European history from 1700 to the present. AOS (History)
Prerequisite: One course in modern European history at the 200 level or permission.
Offered Biannually: Odd Numbered Years, Spring

HIST 397  Seminar in East Asian History
AOS (History)
Prerequisite: One course in East Asian history or political science or permission.
Offered Biannually: Odd Numbered Years, Spring

HIST 490  Senior Seminar: Historical Methods
Intended as a capstone to the History Major, the senior seminar will first review major issues in historiography from ancient times to the present. Faculty and student-led workshops on practical aspects of historical methods and research will be central aspects of the course. Most students will complete SIPs during the course of the seminar; the seminar topics will thus help to contextualize and deepen the SIP experience. Most seminar meetings will take place in the Fall Quarter, though a few will also take place during the winter in connection with the final SIP write-up and presentation. Required of all history majors; departmental permission required for non-majors. AOS (History)
Prerequisite: Senior majors or Permission
Offered Annually: Fall

Human Development and Social Relations
Ms. Baptiste, Ms. Cunningham, Mr. Gregg (Director)
Human development and social relations (HDSR) is an interdisciplinary major, drawing upon psychology, sociology, anthropology, and education, which:
• is oriented toward contemporary social problems and the ethical application of knowledge;
• stresses multiple perspectives and methodologies for understanding complex human and social phenomena;
• provides opportunities for the development of cultural competencies;
• is comparative, examining national and international variations in social problems and policies;
• is informed by social science theory and emphasizes the use of empirical methods of research and analysis.

Requirements for the Major in HDSR
Number of Units
Ten units are required, not including the SIP.

Required Courses
HDSR 390 Junior Seminar
HDSR 490 Senior Seminar
PSYC 101 General Psychology
PSYC 210 Developmental Psychology
PSYC 370 Abnormal Psychology
ANSO 107 Introduction to Sociology
ANSO 212 Quantitative Analysis and Statistical Reasoning*
ANSO 245 Qualitative Research Methods

2 Social Relations Course chosen from:
ANSO 205 Urban Sociology
ANSO 210 Social Class in America
ANSO 220 The Family
ANSO 235 Prisons and Public Policy
ANSO 236 Race and Racism
ANSO 240 Language, Culture, and Society
ANSO 257 Immigrants and Exiles
ANSO 266 Culture, Religion, and Nationality
ANSO 270 Communities and Schools Philadelphia Center Urban Program experience***

*MATH 105 Quantitative Reasoning and Statistical Analysis or MATH 260 Applied Statistics could be substituted for ANSO 212 by permission.

***Only for students selected to participate and by permission with the Director of HDSR.

HDSR promotes understanding of the dynamic interplay between human beings and their socio-cultural environments. The core courses help students comprehend the stages of human development over the life course; the processes by which thought and behavior are shaped by individual, group, institutional, societal, and cultural influences; and prevalent psychological and social problems.

Service-learning courses, study abroad, and off-campus work experience provide opportunities to develop relationships across social boundaries, challenging social stereotypes and enlivening students to new issues. To provide opportunities for the development of applied skills, HDSR strongly encourages full use of internship opportunities. The senior individualized project and senior seminar help students to integrate theory with application and more fully to understand the complementarity of multiple perspectives.

While many HDSR majors pursue careers in a wide range of applied professions requiring bachelor’s or master’s degrees, others enter doctoral study in traditional academic, interdisciplinary, or applied fields in the social sciences in preparation for careers as teachers and researchers.

Students may not major in human development and social relations (HDSR) and minor in psychology.

HUMAN DEVELOPMENT AND SOCIAL RELATIONS COURSES

HDSR 210 Contemporary Issues in Public Health
This introductory survey will explore contemporary issues, theories, and methods in public health. Students will work with community-based organizations or schools in Kalamazoo on projects that illuminate the determinants and consequences of several contemporary “epidemics.” We
will use the social medicine framework to examine how race, gender, age, environment, and class shape modern illnesses.

*Prerequisite: Permission of the instructor.*

**HDSR 390    HDSR Junior Seminar**

Students will examine theoretical foundations of social intervention and prevention programs from historical and current perspectives, drawing from the disciplines of psychology, sociology, anthropology, and public health. This seminar will prepare students for their senior individualized project (SIP), and for on-going work involving the application of knowledge to practical human problems.

*Prerequisite: Junior HDSR major or by permission of the director.*

**HDSR 490    HDSR Senior Seminar**

This class is designed to extend and integrate the multidisciplinary perspectives learned in the HDSR major. Using a problem-based approach, we apply sociological, psychological, and anthropological approaches to analyses of social issues. The Senior Seminar also serves to prepare students for comprehensive examinations taken at the end of winter quarter.

*Prerequisite: Senior HDSR major.*

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**Independent Interdisciplinary Major**

The Independent Interdisciplinary Major is intended for students who have a strong, well-articulated desire to pursue depth in an interdisciplinary area where the College does not have a defined major. The proposal must, however, be feasible in the context of the College’s existing curriculum and faculty expertise. The student must demonstrate a record of discipline and academic success in coursework, including independent work. Students submitting a proposal for an Independent Interdisciplinary Major must have a minimum GPA of 3.0 and may not declare a second major.

A student interested in pursuing an Independent Interdisciplinary Major must first form an advisory committee consisting of at least three faculty members, including faculty from each relevant department or program and the student's academic advisor. One faculty member is identified as the chair of the committee. Faculty are not obligated to participate in Independent Interdisciplinary Major advisory committees, and participation must be approved by the relevant department or program chairs.

Once the committee has been approved, the student develops a proposal, engaging all members of the committee. In addition to meetings with the student, the committee should meet at least once without the student to discuss and evaluate the proposal, providing feedback to the student. The proposal must be approved by the entire committee and the Educational Policies Committee, in consultation with the Registrar. Proposals for Independent Interdisciplinary Majors must be submitted by the end of the sophomore year.

After the proposal has been approved and filed with the registrar’s office, any changes or course substitutions must be approved by the committee chair, in consultation with the other members of the committee.
An Independent Interdisciplinary Major Proposal includes the following:

- **Purpose**: The proposal must clearly articulate the topic or theme for the major, describe the student’s interest in the topic, and explain why that interest cannot be met by existing majors, minors, or concentrations.

- **Plan of Study**: The proposed plan of study must include at least 10 courses from at least two departments or programs, making clear how the number, combination, sequencing, or level of specific courses provide breadth and depth in the interdisciplinary topic. The committee may also require courses that provide a theoretical basis for some aspect of the topic, cognate courses, or courses that involve reading or engaging in the scholarly or professional literature of the field.

- **SIP**: The student must complete a Senior Individualized Project related to the topic of the Independent Interdisciplinary Major and the SIP advisor(s) must be a member of the student’s interdisciplinary major advisory committee. The proposal for the major should indicate how the student intends to meet this requirement.

- **Senior Seminar**: The student should participate in at least one senior seminar related to the project or in a related discipline. The proposal should indicate how the student intends to meet this requirement.

### Interdisciplinary Courses

**IDSY 215  Introduction to Complex Systems**
Study of how collective behavior emerges from the interaction between a system's parts and its environment. Model systems from the natural sciences and social sciences will be used as examples. Both historical and contemporary approaches will be discussed. (Also listed as PHYS 215) AOS (SS or NS); QR

**IDSY 220  Intercultural Communication**
Two-part course offered for sophomores in the spring prior to departure on a long-term study abroad program and in the spring immediately following their return. Students learn basic concepts of cross-cultural analysis and intercultural communication before departure, communicate about their experiences while abroad, and share their insights about the study abroad experience with the Kalamazoo community upon their return. Students must complete both halves of IDSY 220 in order to receive one unit of credit.

### International and Area Studies

Mr. Dugas (Director)

This program is designed for students who have strong international interests and wish to pursue these interests systematically in their academic studies. The program in international and area studies reflects the College’s belief that three kinds of skills and knowledge are essential for international understanding. The first of these is the ability to analyze issues that are global—issues that
pertain to the interrelationships among the peoples of the world. The second is skill in making explicit, systematic comparisons between dimensions of social or cultural life in two or more societies, as well as acquiring the special kinds of insights resulting from such comparative analysis. The third is in-depth knowledge of a particular area of the world—its geography, history, culture, and/or institutions. These areas may be a nation, a subcontinent, or a continent.

With the proper mix of courses providing global/comparative and area experiences, mastery of a foreign language, study abroad, experiences in international cocurricular activities, the two required IAST courses (for majors), internationally-oriented Career and Professional Development and SIP, students majoring in international and area studies will be well prepared to live in and to make sense of the interdependent system of nations and regions that make up the modern world. They will also have received a solid foundation for graduate study and/or further training for careers in the international sphere.

The program in international and area studies is open to all students. Students are strongly advised to register for the major or the concentration by winter quarter of the sophomore year.

In addition to meeting formal requirements, majors are urged to consider international Career and Professional Development internships as well as SIP's in consultation with the Career and Professional Development Center.

Requirements for the Major in International and Area Studies

Number of Units
Ten units are required, not including language courses or the SIP.

Required Core Courses
ANSO 105 Introduction to Cultural Anthropology
HIST 101 Introduction to Europe I: Medieval and Early Modern World or
HIST 102 Introduction to Europe II: From Modernity to Post-Modernity, 1648-present
IAST 290 Sophomore Seminar
IAST 490 Senior Seminar
POLS 106 Introduction to Comparative Politics or
POLS 107 Introduction to International Politics
POLS 375 International Political Economy

I. Area-specific courses: Four (4) courses from at least two different disciplines focusing on a specific area or region (see lists of acceptable courses in each geographic area below.)

II. Foreign Language proficiency: Proficiency in a foreign language appropriate to the student’s geographical area of study at a level equivalent to five (5) units, typically two (2) courses beyond the intermediate level. Literature courses may also count as area-specific courses.

III. Study abroad: IAS majors must complete a long-term (6 month) or extended-term (9 month) study abroad program in their geographical area of study.

IV. Cognate Minor or Major: IAS majors must have a minor or second major in one of the disciplines recognized by the departments of the College.
Students may double count courses toward the fulfillment of a cognate minor or toward a second major.

V. Comprehensive examinations: The written comprehensive examination for the major in international and area studies will include questions drawn from global and comparative courses and the area of geographical emphasis. Students will be expected to demonstrate an ability to integrate their experiences with a global perspective and to bring a multidisciplinary approach to the analysis and discussion of international and area issues and problems.

Students are strongly encouraged to pursue a SIP that incorporates an international and/or area studies dimension.

Potential majors should consult with the director early in their college careers to assure proper program planning and to obtain a list of appropriate courses.

INTERNATIONAL AND AREA STUDIES COURSES

IAST 290 Sophomore Seminar
The sophomore seminar in international and area studies is intended to provide an opportunity for IAST majors to bring their skill in comparative study and their knowledge of a specific area of the globe together around a common theme. Students will compare the regional and area similarities and differences with regard to the topic of the seminar as well as develop increased expertise in their area of focus through exploration of the seminar topic's ramifications in that region. CR (Comparative)
Prerequisite: IAST majors with Sophomore standing

IAST 490 Senior Seminar
Consideration of issues and problems affecting the global whole and the various geographical areas of the world through focusing on a broad topic or theme; emphasis on discussion of the topic and problems from a broadly interdisciplinary perspective. Specific topics will change from year to year. Possible topics: hunger, war, the environment, international relations, population and migration, human geography and ecology, race and class, religious fundamentalism, the literature of women, and the literature of war.
Prerequisite: IAST majors with Senior standing.

Geographical Area of Study
Four units from at least two (2) different departments are required. One (1) of these four courses may be taken while on study abroad; however, the student must supply a syllabus and other detailed information about the content of that course to the IAS program director, who will then determine whether or not it may count.

African Studies
At least three of the required four courses must be taken on campus; the fourth may be taken during study abroad.
- AFST/HIST 104 Introduction to African Studies
- AFST/ANSO 290 African Cultures in the Context of Globalization
- AFST/HIST 294 Gender Relations in Africa
- AFST/HIST 296 Civilizations of Africa
- AFST/HIST 297 Contemporary Africa
ENGL 221 African Literature  
FREN 480 Francophone Literature (when the topic is African literature)  
HIST/RELG/AFST 292 Islam in Africa

**East Asian Studies**  
Students may wish to concentrate their area courses around one country, but are not required to do so.  
CHIN 225 Traditional Chinese Literature in Translation  
CHIN 235 Modern Chinese Literature in Translation  
CHIN 245 Chinese Film: the Turn to Tradition  
CHIN 315 Modern Chinese Literature (in Translation) and Films  
CHIN 325 Literature of Contemporary Chinese Women Writers (in Translation)  
CHIN 335 Contemporary Chinese Literature (in Translation) and Films  
HIST 103 Introduction to East Asian Civilizations  
HIST 280 Modern China  
HIST 285 Modern Japan  
HIST 397 Seminar in East Asian History  
JAPN 235 Japanese Literature in Translation  
JAPN 236 Classical Japanese Literature in Translation  
JAPN 237 Japanese Literature in Translation: Tokugawa (Early Modern)  
JAPN 238 Post-war Japanese Literature in Translation  
JAPN 239 Modern Japanese Literature in Translation  
JAPN 240 Japanese Culture Through Film  
JAPN 301 High Intermediate Japanese  
MUSC 206 Music and Modernity of East Asia  
POLS 250 Government and Politics of China  
RELG 257 Women in Asian Religions  
RELG 271 Buddhism in South Asia  
RELG 373 Buddhism in East Asia  
THEA 290 Asian Theatre

**Latin American Studies**  
At least two of the required four courses must be taken on campus; the other two may be taken during study abroad.  
ANSO 234 Latin America in the Context of Globalization  
POLS 245 Politics of Latin America  
RELG 278 Religions of Latin America  
RELG 368 Hindu Traditions of the Americas  
SPAN 401 Topics in Hispanic Culture (when the topic is Latin America)  
SPAN 455 Limits of Genre: Latin America  
SPAN 480 Spanish-American Literature I  
SPAN 485 Spanish-American Literature II  
SPAN 490 Contemporary Spanish-American Literature  
SPAN 492 Spanish-American Seminar

**Western European Studies**  
Given the richness of the College curriculum related to modern Europe, the requirements for European area studies are somewhat more specific than are those for other areas. In particular, students must choose two courses (from different departments) that deal with modern Europe and two courses that relate to a specific nation. Generally, only one of these two may be taken during study abroad.
Modern Europe
Two units from different departments.
- ANSO 345 Theories of Society and Culture
- ARTX 145 Introduction to History of Art II
- ARTX 223 19th-Century Art
- GERM 202 Reading European Cities: Istanbul, Vienna, Berlin
- HIST 250 Revolution, Industry, and Imperialism: Europe in the 19th Century
- HIST 255 Contemporary Europe
- HIST 394 Seminar in Modern European History: The Cold War
- MUSC 335 Western Music in the 20th Century
- PHIL 109 Existentialism and Film
- PHIL 208 19th-Century Philosophy: Kant to Nietzsche
- PHIL 307 Contemporary Continental Philosophy
- POLS 106 Introduction to Comparative Politics
- POLS 210 Comparative Political Institutions: Social Europe
- POLS 270 The European Union: Institutions, Actors, Aliens, and Outcomes
- POLS 330 The Politics of the Holocaust
- THEA 270 The Theatre of Illusionism: Western Theatre from the Renaissance to Early Film
- THEA 280 The Theatre of Revolt: Modernism and Post-Modernism in Western Theatre

Area Components

British Studies
- ENGL 265, 266, 267, 268, 269 (English Literature)
- HIST 241 Britain and the British Empire: 1688 to the Present

French Studies
- ARTX 223 19th-Century Art
- FREN 301 (when the topic is French literature), 401 (when the topic is French culture), 416, 417, 418, 419, 470, 490 (French literature), 495 (when the topic is French literature)
- HIST 244 French Revolution and Napoleon
- HIST 245 History of France: 1815 to the Present

German Studies
- GERM 301, 410, 420, 430, 421, 422, 490 (German literature)
- GERM 470 Contemporary German Culture
- HIST 246 Germany and Central Europe in the 19th Century
- HIST 247 History of Germany and Central Europe: 1890 to the Present

Spanish Studies
- SPAN 401 (when the topic is Spanish culture), 495 (when the topic is Spanish literature)
- SPAN 460, 465, 470, 491 (Spanish literature)
Japanese
Ms. Bundy, Ms. Sugimori

Requirements for the Minor in Japanese

Number of Units
Six units are required.

Required Courses
JAPN 103 Beginning Japanese III, or its approved equivalent.
Three more Kalamazoo College units (or their equivalent) of upper-level Japanese language courses through at least the JAPN 203 level. These may comprise JAPN 201, 202, 203; equivalent units earned during study abroad; or other approved alternatives. Students who earn these credits off-campus will be asked to demonstrate mastery at the 203 level before receiving credit for the minor. One Japanese literature in translation course, taken on campus (JAPN 235-239). One other Japanese studies course (may include an approved course taken during study abroad).

JAPANESE COURSES

JAPN 101  Beginning Japanese I
Introductory course; basic grammar and vocabulary; emphasis on listening and oral foundations; reading and writing skills limited to hiragana and katakana. Students are encouraged to begin this course sequence in their first year in order to complete the three-quarter sequence (JAPN 101, 102, 103), required for study abroad, as well as the second year sequence (JAPN 201, 202, 203) before study abroad.
Offered Annually: Fall

JAPN 102  Beginning Japanese II
Further introduction to basic grammar and vocabulary; development of fundamental reading and writing skills using hiragana, katakana, and approximately 50 kanji. 
Prerequisite: JAPN 101 or placement.
Offered Annually: Winter

JAPN 103  Beginning Japanese III
Reinforcement of basic listening and development of oral and aural competency; further achievement of reading and writing skills using the kana and approximately 100 kanji.
Prerequisite: JAPN 102 or placement.
Offered Annually: Spring

JAPN 200  Special Language Studies
A half-credit course designed to augment and extend the regularly offered language sequence. Advanced students may have the option of enrolling in a JAPN 200 course to maintain their Japanese after study abroad. JAPN 200 meets only half the hours of a full credit course. Students must enroll in JAPN 200 twice in order to receive one unit of credit. Will not replace any regular language
course already on the curriculum.

Prerequisite: Permission of program chair

JAPN 201 Intermediate Japanese I
Further work in conversation, oral interpretation, and elementary composition using approximately 200 kanji; study of idioms fundamental to an active use of spoken and written Japanese. Service-Learning course.

Prerequisite: JAPN 103 or placement.

Offered Annually: Fall

JAPN 202 Intermediate Japanese II
Further refinement in areas studied in JAPN 201. Service-Learning course.

Prerequisite: JAPN 201 or placement.

Offered Annually: Winter

JAPN 203 Intermediate Japanese III
Further refinement in areas studied in JAPN 202. Service-Learning course.

Prerequisite: JAPN 202 or placement.

Offered Annually: Spring

JAPN 235 Topics in Japanese Literature in Translation
An introduction to the genres, forms, and themes of Japanese literature from earliest times to the contemporary. Will involve close reading and investigation of the problems of critical literary analysis in a culture significantly different from the Western or other literary traditions with which students are familiar. Effort will be made to examine the writings of both male and female authors. Topic and period will vary according to quarter. Given in English. May be repeated when topic is different. AOS (LIT); CR (Asia)

Offered Biannually

JAPN 236 Pre-Modern Japanese Literature in Translation
This course deals with several sets of texts from pre-modern Japan: early poetry that reveals indigenous notions of the sacred; those of the women’s tradition of the court (tenth through thirteenth century); and the warrior epics of the medieval period. We will examine both continuities and changes from period to period: the producers, subjects, and audience of literary works—who produced the texts, why, and for whom—as well as their author’s activation of meaning-making systems offered by a society to portray and criticize their society’s realities and values. AOS (LIT); CR (Asia)

Offered Biannually

JAPN 237 Japanese Literature in Translation: Tokugawa (Early Modern)
The Tokugawa period in Japan spanned roughly two hundred fifty years (1603-1867). The central ideology of the state was a combination of Confucianism, a philosophy imported from China, and what came to be called “bushidō (the way of the warrior), both of which stressed hierarchical social relationships, loyalty, and honor. With a few exceptions, however, the Tokugawa period was one of peace in which the skills of a warrior were seldom called upon. It saw the urbanization of a number of major cities in Japan, chief among them Edo, Osaka, and Sakai, and along with that urbanization the growth of a money-based economy and an urban, commoner culture. Much of the literature discloses these twin spirits and their conflict. In this course our readings will focus on several genres and authors: the plays of Chikamatsu Monzaemon, the prose works of
Ihara Saikaku, and the poetry of Bashô. AOS (LIT); CR (Asia)
Offered Biannually

JAPN 238  Post-war Japanese Literature in Translation
Japan's defeat in World War II in 1945 forced the Japanese people to re-examine radically their value systems and social structures to search anew for self-identities. It also ushered in a modern society in which earlier aesthetic and communal values may have little place and in which many intellectuals feel a fundamental alienation. In this course, we will begin by reading several short stories and articles and by watching several films to examine the general cultural responses to Japan's loss in the war. We will then read works by two major Japanese writers of the post-war period: Mishima Yukio and the Nobel-prize winner Öe Kenzaburô. We will address such issues as the loss of values, both personal and cultural in postwar Japan, responsibilities for the war, etc. Attention will also be given to the authors' experimentations in style and narrative format, which distinguish their works both from traditional Japanese as well as Western fiction. AOS (LIT); CR (Asia)
Offered Biannually

JAPN 239   Modern Japanese Literature in Translation
This course will examine a number of Japanese authors, from the late-19th century through the early-20th century, who have addressed the cultural and psychic dis-ease that resulted from Japan's encounter with the West and the transformation of Japan into a modern, nationalistic state. Authors read will include: Natsume Soseki, Mori Ogai, Higuchi Ichiyo, and Tanizaki Jun'ichiro. AOS (LIT); CR (Asia)
Offered Biannually

JAPN 240   Japanese Culture Through Film
This course will examine Japanese culture through film. Films are cultural artifacts and so may display the influence of long-standing aesthetic conventions in their structuring, choice of story, and tone. In addition, films are an important way in which their makers and audience can consciously frame questions about their own society and history. In this course, we will experience and analyze a series of films, mostly post-World War II productions, as social commentary and as examinations of Japanese history and politics. Although the course is organized by topic, effort will also be made to view films by the majors directors of post-war Japan: Mizoguchi, Ozu, Kurosawa, Imamura, Itami, Kitano, Kore-eda. The films we view will all be subtitled in English. CR (Asia)
Offered Biannually

JAPN 301 High Intermediate Japanese Language
This course will be the first level of third-year Japanese language and will offer more advanced training in the four skills of speaking, listening, reading, and writing.
Prerequisites: JAPN 203
Offered Annually: Fall

JAPN 401 Advanced Japanese
This class is an advanced level class. It is expected that the student will have a solid base in Japanese grammar and the four language skills of Japanese, reading, writing, listening, and speaking, as well as aspects of Japanese culture and
society. 
Prerequisite: Placement or at least six-month study abroad and permission.

Mathematics
Mr. Barth, Mr. Fink, Ms. Intermont, Mr. Nordmoe, Ms. Seabold

Mathematics department offerings are designed primarily for students who will use mathematics in such activities as: applied work in industry or government; research in mathematics, statistics, or one of the other mathematical sciences; teaching; or applying mathematics in the physical, computing, or social sciences. In addition, the department offers general education courses for those students who desire an understanding of the nature and role of mathematics in modern society.

Transfer, Dual Enrollment, Study Abroad Credit
Courses taken at other institutions will be awarded credit in mathematics if they meet one of the following criteria:
1) the course is similar in content and rigor to an existing course in the Mathematics department (and there are legitimate reasons why the student is not able to take the class at the College)
2) the course covers some important topic of mathematics not offered at Kalamazoo College. Students are responsible for meeting with the department chair in advance to determine whether a course offered elsewhere will transfer back as a mathematics credit.

Requirements for the Major in Mathematics

Number of Units
Eight units of mathematics are required, exclusive of SIP and CS Cognate. Typically up to two units from outside courses (AP, transfer, dual enrollment, or study abroad) may count towards the major or minor in mathematics. Students who wish to apply additional external units toward the major must consult with the department.

Required Courses
MATH 112-113 Calculus I and II or MATH 115 Intermediate Calculus
MATH 214 Calculus III
MATH 240 Linear Algebra and Vectors
MATH 320 Real Analysis I or MATH 330 Abstract Algebra I
One two-term sequence beyond calculus (e.g., Real Analysis I and II, Abstract Algebra I and II, Probability and Mathematical Statistics, Abstract Algebra I and Linear Algebra II)

Required Cognate
One computer science course.

Among the courses we offer, MATH 320 and MATH 330 are at the highest level of abstraction. Before enrolling in one of these courses, students are strongly encouraged to complete MATH 314 or MATH 316.

Mathematics Colloquium Credit
In addition to the requirements stated above, mathematics majors are required to complete the Mathematics Colloquium requirement. See the mathematics department for details.

**Comprehensive Exams**
Mathematics majors are required to satisfactorily complete the Sophomore Comprehensive exam and the Senior Comprehensive Exam.

For students interested in graduate work in one of the mathematical sciences, additional work in MATH 280, 310, 314, 316, 320, 330, 420, 430, and 450 is appropriate. Those with a strong interest in computing should elect the minor in computer science in addition to MATH 300. For those students interested in applied work (mathematical biology, mathematical economics, operations research, etc.), election of MATH 270, 280, 305, 310, 362, 365, 440, and at least two courses in computer science is appropriate. Other departments offer classes that use mathematical ideas: BIOL 112, 426, and 436; CHEM 310 and 410; ECON 305 and 412; PHIL 107; PHYS 340, 400, 410, and 420; and PSYC 390.

**Requirements for the Minor in Mathematics**
There are four options for the minor in mathematics, each of which requires six units of credit in mathematics. Each of these options requires the “core” courses: Single variable calculus (MATH 112 and MATH 113 or MATH 115), Multivariable Calculus (MATH 214), and Linear Algebra (MATH 240). The other required courses for each option are as follows:

**Statistics Option**
MATH 362 Probability
MATH 365 Mathematical Statistics

**Computational Mathematics Option**
MATH 250 Discrete Mathematics or MATH 330 Abstract Algebra I
MATH 300 Automata, Formal Languages, and Computability

**Applied Mathematics Option**
MATH 280 Differential Equations
MATH 310 Complex and Vector Variables

**Pure Mathematics Option**
MATH 320 Real Analysis I or MATH 330 Abstract Algebra I
And one other mathematics course from the following list:
MATH 310, MATH 314, MATH 316, MATH 320, MATH 330, MATH 362, or any 400-level course

**Study Abroad**
Students interested in mathematics are especially encouraged to consider the study abroad program in Budapest. The Budapest program is given in English; no prior knowledge of Hungarian is needed. It offers a number of mathematics courses as well as history, language, and literature courses. Mathematics majors have also studied mathematics in Erlangen, Quito, Perth, Aberdeen, and Lancaster. Early consultation with the department is strongly urged.
MATHEMATICS COURSES

Unless specified otherwise, all mathematics courses may be used as a mathematics or computer science course to satisfy the Natural Science, Mathematics, and Computer Science Area of Study requirement.

MATH 105  Quantitative Reasoning and Statistical Analysis
An introduction to some of the quantitative techniques used to clarify ordinary experience and to some of the statistical ideas used to shape public policy and human sciences, with emphasis on the concepts involved in producing, organizing, and drawing conclusions from data. Does not count toward the major or minor. QR

Does not satisfy an Area of Study requirement in the natural sciences. Not open to students who already have credit from ANSO 212 or any other mathematics course.

MATH 110  Calculus I with Review, Part I
MATH 110 and 111 cover in two terms the material covered in MATH 112. In addition, topics from precalculus mathematics are reviewed and practiced as needed. Precalculus topics include: algebra and analytic geometry; linear, quadratic, polynomial and rational functions; and trigonometric functions. Enrollment is restricted to those who were advised to take MATH 110-111 on the basis of the department’s placement examination. The two-term MATH 110-111 sequence serves as an alternate prerequisite for all college courses requiring MATH 112.

Does not satisfy an Area of Study requirement in the natural sciences or QR.

MATH 111  Calculus I with Review, Part II
This course continues the study of calculus begun in MATH 110. Review of precalculus mathematics continues as needed. MATH 110 by itself cannot be used for either the QR or the Area of Study requirement. Students who have passed both MATH 110 and MATH 111 may use MATH 111 to satisfy the QR requirement and to satisfy the Area of Study requirement.

Prerequisite: MATH 110

MATH 112  Calculus I
Differential calculus of single-variable functions: limits, derivatives, differentiation rules, related rates, optimization. An emphasis on problem solving using the tools of differential calculus with application to the natural and social sciences. QR

MATH 113  Calculus II
Integral calculus of single-variable functions: the fundamental theorem of calculus, techniques of integration, infinite sequences, and series. An emphasis on problem solving using the tools of integral calculus with application to the natural and social sciences.

Prerequisite: MATH 112.

MATH 115  Intermediate Calculus
A survey of calculus focusing on a deeper understanding of the material of Calculus I-II. Intended for students with a year of calculus at the high school level who wish to strengthen their analytical skills before undertaking additional courses in the department. QR
Prerequisite: One year of high school calculus and either an AP exam score of at least 3 on the BC exam or 4 on the AB exam or satisfactory performance on a local placement examination.

MATH 214 Calculus III
Series, vectors in two and three dimensions, and integral and differential calculus of functions of several variables. QR
Prerequisite: MATH 113.

MATH 240 Linear Algebra and Vectors
Study of vector spaces, matrices, determinants, linear transformations, systems of equations, and eigenvalues. QR
Prerequisite: MATH 113

MATH 250 Discrete Mathematics
Introduction to formal structures and mathematical reasoning. Graphs, sets, logic, induction, structure of mathematical proof, counting, relations, and algebraic structures.
Prerequisite: MATH 112 and one computer science course.

MATH 260 Applied Statistics I
Introduction to statistics including methods of data collection and description, correlation and regression, chance, and statistical inference. The course makes extensive use of technology and is designed for students in the behavioral, biological, and social sciences. QR
Does not count towards the major or minor in mathematics.

MATH 261 Biostatistics
Introduction to statistics with particular attention to applications in biology and health sciences. Topics include sampling methods, design of experiments, exploratory data analysis, estimation, tests of significance, ANOVA, and correlation and regression analysis. BIOL 112 and 124 highly recommended.

MATH 270 Nonlinear Dynamics and Chaos
Dynamical systems are mathematical objects used to model phenomena. Study of the basic mathematical concepts and methods used to describe dynamical systems. Applications will cover many scientific disciplines, including physics, chemistry, biology, economics, and other social sciences.
Prerequisite: MATH 113 or permission. Either MATH 270 or MATH 305, but not both, may be counted towards the major in mathematics.

MATH 280 Differential Equations and Numerical Methods
Introduction to key concepts underlying analytical methods for the solution of ordinary differential equations and first-order systems studied together with techniques for constructing approximate numerical solutions.
Prerequisite: MATH 214 and 240

MATH 300 Automata, Formal Languages, and Computability
Study of automata as mathematical models of computation; of formal languages, which play a central role in the specification and translation of programming languages; and of the fundamental capabilities and limitations of computers.
(Also listed as COMP 300.)
Prerequisite: MATH 250 or 330 and one computer science course.
MATH 305  Dynamic Models in Social Sciences
The study of why mathematical and computational methods are important in understanding social phenomena, and how different social phenomena can be described by proper mathematical models. Specifically, applications of the theory of dynamical systems will be presented. Designed for math/science and social science students. QR
Prerequisite: MATH 113 or permission. Either MATH 270 or MATH 305, but not both, may be counted towards the major in mathematics.

MATH 310  Complex and Vector Variables
Generalizations of differentiation and integration to spaces of higher dimension: divergence, curl, and the classical integration theorems of multivariable calculus. Introduction to analytic functions of a complex variable, including Laurent series, Cauchy's formula, and conformal mapping.
Prerequisite: MATH 214 and MATH 240.

MATH 314  Topics in Geometry
Study of selected topics in geometry including projective planes and affine planes, Euclid's parallel postulate, and hyperbolic geometry. This course will also focus on developing proof writing skills.
Prerequisite: MATH 214 and MATH 240

MATH 316  Topics in Number Theory
Study of classical number theory including distribution of primes, congruences, the Euler Phi function, and quadratic reciprocity. This course will also focus on developing proof writing skills.
Prerequisite: MATH 214 and MATH 240

MATH 320  Real Analysis I
Introduction to basic topological concepts in metric spaces followed by rigorous development of classical real analysis including sequences and series of functions, continuity, differentiability, and Reimann-Stieltjes integration. This course is among the most theoretical in our curriculum. Before enrolling, students are strongly encouraged to complete MATH 250, MATH 310, MATH 314, or MATH 316.
Prerequisite: MATH 214 and MATH 240.

MATH 330  Abstract Algebra I
Study of modern abstract algebra including groups, rings, fields, and other algebraic structures together with advanced topics of linear algebra. This course is among the most theoretical in our curriculum. Before enrolling, students are strongly encouraged to complete MATH 250, MATH 310, MATH 314, or MATH 316.
Prerequisite: MATH 214 and MATH 240.

MATH 360  Applied Statistics II
This course uses real data case studies to review descriptive statistics and to explore statistical inference for means, proportions, and transformations; analysis of variance; and regression. Statistical software is used throughout. The course is recommended both for students planning to do graduate coursework in the behavioral, biological, and social sciences and for mathematics majors seeking a comprehensive introduction to statistical methods. QR
Prerequisite: 200-level MATH course.
MATH 362  Probability
Study of mathematical theory of probability. Topics include data analysis, discrete and continuous sample spaces, combinatorial problems, random variables, probability densities and distributions, expected value, moment-generating functions, functions of a random variable, sampling distributions, and the central limit theorem.
Prerequisite: MATH 113 or permission.

MATH 365  Mathematical Statistics
Study of statistical inference. Topics include sampling theory, point and interval estimations, hypothesis testing, and regression. Stochastic processes, analysis of variance, simple experimental design, and nonparametric statistics may also be included.
Prerequisite: MATH 362 or permission.

MATH 420  Real Analysis II
Continuation of MATH 320.
Prerequisite: MATH 320.

MATH 430  Abstract Algebra II
Continuation of MATH 330.
Prerequisite: MATH 330.

MATH 440  Linear Algebra II
Treatment of topics such as linear equations, orthogonal projections and least squares, pseudoinverses, eigenvalues and eigenvectors, diagonalization, canonical forms of linear transformations, positive definite matrices, the norm of a matrix, linear programming, and game theory.
Prerequisite: MATH 240.

MATH 450  Topics in Pure and Applied Mathematics
Readings in pure and applied mathematics. Content varies from year to year. Possible topics include: set theory, number theory, geometry, topology.
Prerequisite: Permission.

MATH 490  Seminar
Study of selected topics in mathematics.
Prerequisite: Senior mathematics major

Media Studies
Michael J. Sosulski (Interim Director)

The Media Studies concentration at Kalamazoo College offers an interdisciplinary, liberal arts approach to the study of various kinds of media, including film, television, video, theatre arts and technologies, print and broadcast journalism, photography, popular music, and digital art. The concentration, when catered to students’ specific needs and interests, provides an excellent background for media-related pursuits, including graduate school, film school, and a wide variety of production-related jobs.
Requirements for the Concentration in Media Studies

Number of Units
Six are required.

Required Course
ENGL 130   Reading Film (offered twice yearly, cap of 25)
Five additional courses, with at least one from each category:

History/Theory/Criticism
ARTX 215 History of Photography
ARTX 224 20th Century Art
CHIN 245 Chinese Film: The Turn to Tradition
ENGL 190 Global Media and Visual Culture
ENGL 260 Studies in Film (various topics, year by year)
ENGL 436 Critical Theory
GERM 420 Introduction to German Cinema (for example: Introduction to
    German Film; The Films of Fritz Lang; and others)
GERM 421 Classic German Cinema of the 1920's and 1930's
GERM 422 Topics in German Cinema
JAPN 240 Japanese Culture Through Film
MUSC 335 Western Music in 20th Century
PHIL 109 Existentialism and Film
SPAN 401 Topics in Hispanic Culture (when the topic is film)
THEA 270 Theatre of Illusionism: Western Theatre History from the
    Renaissance to Early Film
*Possible other media-based courses, as they are added to the curriculum

Applied
ARTX 116 Photography I
ARTX 216 Photography II
ARTX 316 Photography III
ARTX 110 Digital Art
ARTX 101 Introduction to Documentary Video Production
ARTX 201 Advanced Documentary Video Production
ENGL 105 Journalism I
ENGL 106 Television Journalism
ENGL 205 Feature Writing
ENGL 207 Arts Journalism
THEA 120 Fundamentals of Acting
THEA/ENGL 255 Playwrighting
THEA 210 Stage Lighting
THEA 380 Directing
*Possible other media-based courses, as they are added to the curriculum

The core course of the concentration, Reading Film (ENGL 130) provides
historical background information about the origins of popular culture, questions
current media trends, and introduces students to methods of critique. Reading
Film is central because it teaches students to read visual and aural language, to
see how beliefs and values (ideology) are implicated in aesthetic decisions, and
to realize that Hollywood has given us a way of seeing that is merely one way
among many other possibilities.
The remaining five units of the Concentration must be chosen from two categories, with at least one course in each category. Category 1—History/Theory/Criticism—promotes critical analysis of the consumption of media products, whereas Category 2—Applied—teaches students to produce their own media products. The Concentration is designed to emphasize the importance of both the consumption and production aspects of Media Studies, while allowing individual students to cater the program to their own needs and interests.

*It is likely that media-based courses will be added to the curriculum. These courses, when approved by the director in consultation with the student and instructor, will be added to the choices in Category 1 and 2.*

Below is a list of Kalamazoo College faculty who teach or have research interests in media:

Karen Berthel, Theatre Arts
Kevin Brady, Art
Rose Bundy, Japanese Language
Gary Gregg, Psychology
Marin Heinritz, English
Richard Koenig, Art
Christopher Latiolais, Philosophy
Emily Lenning, Anthropology/Sociology

Ed Menta, Theatre Arts
Andy Mozina, English
Michael Sosulski, German Language
Dhera Strauss, Information Services/Art
Siu-Lan Tan, Psychology
Les Tung, Music
Greg Wright, English

Music

Ms. Birch, Mr. Duchan, Mr. Evans, Mr. Koehler, Ms. Pixley, Mr. Tung (Chair), Mr. Turner

The music department seeks to cultivate an understanding of the language and history of music and to nurture artistic skill and musicianship. Applied music and an ensemble program are at the center of the curriculum. Performance facilities include a Recital Hall, Stetson Chapel, and Dalton Theatre. The College has an outstanding collection of keyboard instruments (Dowd harpsichord, Schreiner positive organ, and McCobb fortepiano), a reconstructed 1907 Steinway concert grand piano, a Hamburg Steinway concert grand, and a three manual, 65-rank mechanical action organ by Hellmuth Wolff, as well as collections of string, woodwind, brass, and percussion instruments.

Courses in music theory, music history, and practical musicianship combine with applied music to provide an integrated approach to the discipline.

Requirements for the Major in Music

Number of Units
Ten units are required in addition to the prerequisite. AP credit accepted to meet prerequisite only.

Required Courses
Prerequisite: MUSC 105 completed with a grade of C or above. This prerequisite may also be met by examination or AP scores of 4 or 5.
MUSC 148 Music of World Cultures, MUSC 140 American Music or MUSC 165 Jazz: A Creative and Cultural Exploration.
MUSC 260 Conducting
MUSC 285M, 330M, and 335M Western Music History and Theory Sequence
MUSC 390 Junior Seminar or MUSC 465 Music Education Seminar
MUSC 490 Senior Seminar

Electives
Three elective courses in the student’s focus area selected from:
- Applied Music
- MUSC 140 American Music
- MUSC 148 Music of World Cultures
- MUSC 161, 162, 163 Instrumental Methods
- MUSC 165 Jazz: A Creative and Cultural Exploration

Majors are also required to enroll in at least one Department of Music ensemble during each quarter of residency, demonstrate keyboard proficiency, and complete a senior integrative examination or exercise. Majors who plan advanced music studies in graduate school or who aspire to professional careers are also strongly encouraged to complete their senior individualized project in the department. Students considering a major should enroll in MUSC 105 in either the freshman or sophomore fall quarter. With few exceptions, course work completed abroad cannot be counted toward the major. Although not explicitly required, most majors study applied music each quarter of residency, and those registered for applied music are required to attend appropriate Area Classes and the Applied Music Recital.

Music Majors should seek the counsel of department faculty when planning to incorporate three optional programs available to all students at the College:

1. The Career and Professional Development Cooperative Education & Internship Program. The Department Coordinator compiles a list of past CDs in music-related fields. Additional possibilities can be found in the CD Office and through consultation with individual faculty.
2. Study Abroad. With sufficient advance consultation with music faculty and the CIP office, it is possible to create opportunities to continue music during study abroad. The Department Coordinator also has a large collection of informational brochures from music-oriented foreign study programs sponsored by other institutions.
3. GLCA New York Arts Program. This program operates in conjunction with the Great Lakes Colleges Association staff and faculty in New York City and offers an opportunity for exceptionally qualified student artists to live and work as interns with professional artists. A wide variety of music-related internships are available and continuation of music performance study is also possible. The application process begins early Fall quarter for internships the following Winter quarter. Information is available from the Fine Arts Division Secretary or from campus faculty representatives Tom Evans (Music) or Christine Hahn (Art).

Cognate Fields: Majors interested in the field of Arts Management are encouraged to explore courses in the other arts and to acquire a background in Economics and Business Administration. Journalism courses are highly recommended. Likewise, majors interested in the fields of music education, music scholarship, music
therapy, musical theater, church music, music criticism, etc. should consult with the music department and the appropriate cognate department.

Musical performances on campus should be attended by music majors, including concerts by invited guests, by Music Department Faculty, and by fellow music students.

Requirements for the Minor in Music

Number of Units
A minimum of six units in addition to the prerequisite are required for the minor in music. AP credit accepted to meet prerequisite only.

Required Courses
Prerequisite: MUSC 105 completed with a grade of C or above.

This prerequisite may also be met by examination or AP score of 4 or 5. Students must also meet with a music department faculty member to discuss the planned focus area of the minor and draft an appropriate course plan.

Three units, appropriate to the student’s focus area, selected from the following courses. At least one of these units must be MUSC 140, 148, 165, 285, 330, or 335:

- MUSC 140 American Music
- MUSC 148 Music of World Cultures
- MUSC 160 Choral Methods
- MUSC 161, 162, 163 Instrumental Methods
- MUSC 165 Jazz: A Creative and Cultural Exploration
- MUSC 260 Conducting
- MUSC 285, 330, 335 Western music history sequence
- MUSC 390 Junior Seminar
- MUSC 465 Music Education Seminar
- MUSC 490 Senior Seminar

The three remaining credits of the minor should be focused in a clearly defined area of concentration. Full units in Applied and Ensemble music may accumulate as outlined in the Student Handbook and the Academic Catalogue. Although only one unit of ensemble credit may be used toward graduation, the department may approve additional units of credit toward the minor provided the credits are appropriate to the student’s focus area. Students who wish to combine different ensembles to complete a unit toward the minor must seek department approval.

MUSIC COURSES

MUSC 100  Program Music: Stories in Sound
Program music is instrumental music influenced by an extra-musical source. In other words, the music contains a “program” or story. The program can be drawn from any source but is usually taken from literature, myths, legends, landscapes, paintings, or personal dramas. Therefore, in addition to studying the music, this course will examine the extra-musical influences associated with the music. To further enhance your understanding and appreciation of this genre, you will produce four programmatic works of your own by creating PowerPoint presentations using music and images in support of an original story or borrowed program. No prior training or experience in music is assumed or necessary. The cultivation of intelligent and perceptive responses to programmatic music will be
the primary focus as we explore the many aspects of this genre, be they cultural, mechanical, or expressive. AOS (CE)
Offered Annually: Fall

MUSC 105  Introduction to Music
Study of the language, power, and communicative properties of music in the Western tradition. Selected works, both popular and classical and ranging in time from the Middle Ages to the present, will be listened to and discussed with an emphasis on their musical style and cultural-social context. Students will also acquire basic skills in music literacy, theory, and aural comprehension. Class activities will include guest performances, concert attendance (on and off campus), and behind-the-scenes looks at what goes into making music. Aural comprehension will be reinforced in a required lab, meeting for one hour a week, time to be arranged. AOS (HIST); CR (Comparative)
Offered Annually: Fall

MUSC 140  American Music
Survey of music in America from the pilgrims to the present, including music from the cultivated (classical) and vernacular (popular) traditions. Topics include music of Native Americans, psalmody and hymnody, the Sacred Harp tradition, Yankee tunesmiths, African-American music, Civil War songs, the development of the symphony orchestra and other aspects of the classical tradition, the Second New England School, Tin Pan Alley, the American musical, jazz, blues, ragtime, the American avant-garde, minimalism, and more. AOS (HIST); CR (US)
Offered Annually

MUSC 148  Music of World Cultures
Study of music of various cultures within their social contexts. The course includes folk, traditional, classical, and popular music from selected traditions in Africa, India, Asia, Europe, and the Americas. It presents music as an evolving process and the performance of music as an expression of individual and cultural identity. Using readings, discussions, guest lectures and performances, CDs, and films, the course provides a framework for comparison of musical cultures from different parts of the world. CR (Comparative)
Offered Annually

MUSC 161, 162  Instrumental Music Methods: Woodwinds, Brass
Basic techniques of playing orchestra and band instruments; emphasis on understanding the principles and problems of playing woodwinds (162) and brass (161). Limited enrollment. AOS (CE)
Offered Annually: Spring

MUSC 163  Instrumental Music Methods: Strings
Basic techniques of playing the four orchestral stringed instruments. Limited enrollment. AOS (CE)
Prerequisite: Permission.
Offered Annually: Spring

MUSC 165  Jazz: A Creative and Cultural Exploration
This course is intended to introduce students to the cultural context, instrumentation, theory, form, and analysis of jazz from its early West African roots to contemporary times. Emphasis will be placed on listening to various artists and styles. AOS (CE); CR (US)
Offered Annually: Winter
MUSC 205  Music and Identity
Music serves multiple roles: a force for social transformation, a flag of resistance, a proclamation of cultural identity, a catalyst for expressing emotion, an avenue to experiencing the sacred. Students will look at identity through the lens of contemporary and traditional American music and will consider how race, ethnicity, age, gender, national identity, and other factors express themselves in and are shaped by music. The ability to read music is not required; a love of music and an interest in American culture are essential. AOS (HIST); CR (US) Offered Annually: Winter

MUSC 260  Conducting
A study of the general rudiments of ensemble conducting through an emphasis on the orchestral literature. After an introduction to critical score-reading concepts (analysis skills, transposition, special terms, historical background), the remainder of the course is dedicated to practical application, with students receiving weekly podium time in front of a small laboratory ensemble. AOS (CE) Prerequisite: MUSC 105 or permission Offered Biannually – Odd Years: Fall

MUSC 285  Western Music Before 1750
Study of the developments in musical style from the Middle Ages through the Baroque including sacred and secular music of Italy, Germany, France, England, and the Netherlands. Instruction in reading music and basic music theory is provided. AOS (HIST); CR (Europe) Offered Annually: Winter

MUSC 285M  Western Music Before 1750
Study of the evolution of musical style and development of the major-minor system of tonal music from the Middle Ages through the Baroque, together with analysis of representative works. Students will acquire fluency in basic four-part writing and elementary tonal counterpoint. Enrollment in aural comprehension lab (MUSC 286) required. AOS (HIST); CR (Europe) Prerequisite: MUSC 105 or permission. Offered Annually: Winter

MUSC 330  Western Music in the Classic and Romantic Eras
Study of the developments in opera, concerto, sonata, symphony, string quartet, and art song during the Classic and Romantic eras. Representative works will be presented in their stylistic and cultural contexts. Instruction in reading music and basic music theory is provided. AOS (HIST); CR (Europe) Offered Annually: Spring

MUSC 330M  Western Music in the Classic and Romantic Eras
Study of the Classic and Romantic musical styles, forms, and harmonic language through analysis of representative works. Students will acquire fluency in analysis of Classic period forms and their relationship to functional harmony and will trace the expansion of that language to the chromatic harmony of the late 19th century. Enrollment in aural comprehension lab (MUSC 331) required. AOS (HIST); CR (Europe) Prerequisite: MUSC 285M. Offered Annually: Spring
MUSC 335  Western Music in the 20th Century
Study of influential 20th-century musical styles in cultural context with analysis of representative works. Topics include impressionism, free atonality, pandiatonicism, serialism, and influences of popular and non-Western traditions. AOS (HIST); CR (Europe or US)
Offered Annually: Fall

MUSC 335M Western Music in the 20th Century
Study of influential 20th-century musical styles in cultural context with analysis of representative works. Students will explore analytical technique appropriate to impressionism, free atonality, pandiatonicism, and serialism. Enrollment in aural comprehension lab (MUSC 336) required. AOS (HIST); CR (Europe or US)
Prerequisite: MUSC 330M.
Offered Annually: Fall

MUSC 390  Junior Seminar
Upper-division course comprises in-depth investigation of individual works, composers, or genres reflecting interests of class members and draws upon analytical and research skills of prerequisite courses.
Prerequisite: MUSC 330M or permission.
Offered Annually: Spring

MUSC 465  Music Education Seminar
An examination of the philosophy, methods, and materials for teaching instrumental, vocal, and general music, K-12. The course is designed to prepare students for successful careers in music education. Topics include rehearsal techniques, budgeting time and money, classroom methods and management, developing and maintaining an inventory, recruitment strategies, library acquisition and management, and networking skills. As part of the course of study, each student will be assigned to a large ensemble to serve as an assistant to the director.
Prerequisite: Junior or senior standing.

MUSC 490  Senior Seminar
Upper-division course whose objective is to encourage integration and discovery of relationships between such areas as academics, performance, career development, the SIP, and careers in music. Research and analysis skills will be connected to contemporary issues in musical life, themes in music history, and alternative perspectives in style analysis.
Prerequisite: MUSC 335M or permission.
Offered Annually: Spring

Music Ensembles
All students at Kalamazoo College may participate in ensembles. Meeting twice a week for periods of an hour and a half, ensembles do not conflict with the regular course schedule. Credit can be given only to those students who actively participate in concert performances of that ensemble. Although no more than 2/5 unit can be given in any one quarter, a student may participate in more than two ensembles with the permission of the department. One ensemble unit of credit may be applied toward graduation.

A unit of credit (i.e. credit in five ensembles) in music ensembles may be used to satisfy the Area of Study requirement in creative expression.
MUSC 200-01  College Singers
Major choral organization on campus emphasizing diverse repertoire and varied performance experiences, including a major performance each quarter. AOS (CE)
Prerequisite: Vocal evaluation.
Offered Annually: Fall, Winter, Spring

MUSC 200-02  Chamber Choir
Participation by advanced choral singers with good sight-reading and ensemble skills; varied choral experiences. AOS (CE)
Prerequisite: Audition; must also be enrolled in MUSC 200-01.
Offered Annually: Fall, Winter, Spring

MUSC 200-03  Bach Festival Chorus
Participation in the annual College Festival in conjunction with the Kalamazoo community. AOS (CE)
Prerequisite: Vocal evaluation.
Offered Annually: Fall, Winter, Spring

MUSC 200-05  Symphonic Band
Major band organization emphasizing a variety of music for brass, woodwinds, and percussion; ability to play a band instrument required. Previous band experience expected. AOS (CE)
Prerequisite: Audition.
Offered Annually: Fall, Winter, Spring

MUSC 200-06  Chamber Music
Ad hoc instrumental and/or vocal ensembles arranged with the music faculty. AOS (CE)

MUSC 200-07  International Percussion Ensemble
Performance and study of International percussion traditions from around the world. Students may choose to participate in West African drumming, Japanese Taiko, South Indian classical drumming (mridangam), Caribbean steel “pan” drumming, or marimba ensemble. One college concert is presented each quarter. AOS (CE)

MUSC 200-08  Jazz Band
Performance of standard and contemporary jazz arrangements for band and/or small combo; music reading required, but no previous improvisational or jazz band experience needed. AOS (CE)
Prerequisite: Audition or permission of instructor.
Offered Annually: Fall, Winter, Spring

MUSC 200-09  Kalamazoo Philharmonia
A full symphonic orchestra that rehearses once weekly and performs at least one full program each quarter. Registered students also are required to participate in small chamber ensembles, which put on a separate performance each quarter. Proficient string, wind, brass, and percussion players are invited to audition; previous experience is preferred. AOS (CE)
Prerequisite: Audition.
Offered Annually: Fall, Winter, Spring
MUSC 200-10 Jazz Ensemble
For the inquisitive musician who desires to learn the why and how of jazz improvisation, theory, and composition, juxtaposed with intimate jazz ensemble playing with emphasis on improvisation.
Prerequisite: Enrollment in MUSC 200-08
Offered Annually: Fall, Winter, Spring

MUSC 200-15 Accompanying
Performance opportunities open to advanced keyboardists by audition.
Offered Annually: Fall, Winter, Spring

Applied Music
Professional musicians and teachers from the community join with the regular faculty of Kalamazoo College to staff this facet of the music program. As many as 20 additional faculty members teach individual instruments and voice, offering a wide range of opportunities to all students.

Applied music study facilitates technical command, interpretive insight, and understanding of pedagogical procedures. The courses stress development of ability to perform with competence and musical understanding, while providing a comprehensive background in music of various periods, styles, and composers. At the end of each quarter, every student taking applied music has the opportunity for a hearing before a group of music faculty members. Attendance in two performance area classes per quarter is required of all music majors as part of their applied music study and is expected of all students enrolled in applied music.

Applied music is credited in the same manner as the ensembles: 1/5 unit is earned for each quarter of participation. Upon the recommendation of the instructor, very advanced students may complete a full unit in the third or fourth quarter of study by presenting a recital. A student may earn up to three units of credit toward graduation.

An extra fee is charged for applied music instruction. AOS (CE)

APPLIED MUSIC COURSES
MUSC 210 Group Guitar  MUSC 246 Jazz Arranging and Composition
MUSC 214 Group Recording  MUSC 250 Clarinet
MUSC 221 Composition  MUSC 252 Flute
MUSC 222 Piano, Jazz Piano  MUSC 253 Oboe
MUSC 222S Piano–Service Learning  MUSC 254 Bassoon
MUSC 223 Harpsichord  MUSC 255 Saxophone
MUSC 224 Harp  MUSC 261 Advanced Conducting
MUSC 225 Organ  MUSC 270 Trumpet
MUSC 226 Keyboard  MUSC 271 Trombone and Baritone
MUSC 230 Voice  MUSC 272 French Horn
MUSC 240 Violin/Viola  MUSC 273 Tuba
MUSC 241 Cello  MUSC 274 Euphonium
MUSC 242 String Bass  MUSC 280 Percussion
MUSC 243 Classical Guitar
MUSC 245 Jazz Guitar
Neglected Languages Program
Ms. K. W. Smith (Coordinator)

The NLP makes available to qualified and approved students individualized instruction by tutorials in selected languages not normally offered at Kalamazoo College. It is important to note that the program is not available in all languages at all times. Students wishing to study a language through the NLP should have one of the following interests: study abroad at a program connected to the language (contact the Center for International Programs for information on study abroad programs); significant application of the language to an intended career; relationship of the language to the student's ethnic background; and/or relationship to an intended Career and Professional Development Internship, Senior Independent Project or major program of study. Students interested in the NLP should also investigate intensive summer language courses in many languages offered at Michigan State University, the University of Michigan, and Beloit College.

In addition to the prerequisites listed below, students interested in the NLP should note the following policies.

Students wishing to satisfy the College language requirement in a language other than those taught on campus in regularly scheduled courses should contact the NLP Coordinator as soon as possible to work out a plan of instruction and certification of “intermediate proficiency” (the College language requirement). Certification is most typically demonstrated by successful completion of an intermediate level course (taken at the College or elsewhere) or a professionally administered proficiency examination. Details are available from the NLP coordinator. Students should note:

1. It is not possible to satisfy the College language requirement solely through NLP courses.
2. The College cannot guarantee that students returning from study abroad with coursework in a less commonly taught language will be able to use the NLP to complete the College language requirement.
3. Funding for NLP courses is limited and students should not expect to be funded for more than one NLP course in their college careers.
4. The cost of proficiency testing to determine “intermediate proficiency” is the responsibility of the student.
5. All requests for language study through the NLP must be approved in advance by the NLP coordinator and are subject to the availability of a qualified instructor and funding.

Prerequisites: sophomore standing or above, grade point of 2.5 or above, and permission.

Neuroscience
Mr. Batsell, Mr. Érdi, Mr. Moore (co-directors)

Neuroscience, an academic discipline concerned with investigation of nervous system structure and function, has been a cornerstone of biology since the turn of the 20th century. Modern biological examination of the brain and behavior of organisms has incorporated other fields of inquiry, namely biochemistry,
psychology, physics, mathematics, computational modeling, and philosophy, making neuroscience a truly interdisciplinary effort. A concentration in neuroscience is offered for advanced students who want to study at the confluence of these traditional disciplines.

The Concentration in Neuroscience

Number of Units
Nine

Required Courses
BIOL 246 Cell and Molecular Biology with Lab*
BIOL 350 Neurobiology with Lab
PSYC 101 General Psychology
PSYC 425 Physiological Psychology
PHYS 215 Introduction to Complex Systems
COMP/PSYC 265 Cognitive Science

Additional Courses: Any three
- BIOL 484 Topics in Biology: Molecular Basis for Nervous Systems Disorders
- COMP/PSYC 415 Computational Neuroscience
- PSYC 280 Cognition
- PSYC 420 Learning
- PHIL 107 Logic and Reasoning
- PHIL 308 Metaphysics and Mind
- COMP 480 Special Topics: TBA
- PHYS 210 Nuclear and Medical Physics

Up to two of the three additional course units may be fulfilled by transfer credit from the Budapest Semester in Cognitive Science.

Concentrators in neuroscience must pass the 9 units with a C- or better. Note that courses taken for fulfillment of major requirements may “double count” towards the concentration (for example, BIOL 246 can “double count” for the biology major AND the neuroscience concentration).

* BIOL 246 may be taken with special instructor permission or by successful completion of course prerequisites.

Philosophy
Mr. Latiolais (Chair), Ms. McDowell, Mr. Scarrow (Emeritus)

What is Philosophy?

Philosophy is an historically evolving, self-reflective inquiry into the fundamental questions that humans confront in making sense of their lives. It examines essential features of the human condition—e.g., morality, knowledge, nature, society, happiness, justice, beauty, selfhood, and friendship – in the search for knowledge that both preserves and transforms enduring dimensions of human self-understanding. Philosophy emerges in the Western tradition as a rational, systematic, and self-critical inquiry committed to grounding its own claim to
knowledge. Contemporary philosophy continues to examine the fundamental principles that guide our thought and action, our pursuit of knowledge, and our desire to live well. Because philosophy adopts a radically self-critical orientation to its own historical formation, philosophers often disagree profoundly about what philosophy is and how it differs from other disciplines. Such disagreements – openly, critically, and vigorously deliberated – are vital to the type of radical questioning that characterizes philosophy.

Philosophy challenges students to (1) reflect upon naively lived patterns of thought, action, speech, and perception; (2) identify how practices, institutions, and perceptions are shaped by philosophical traditions; (3) critically examine and assess the fundamental assumptions that inform such human enterprises; and (4) conduct this inquiry in the spirit of open critical communication committed to mutual understanding and respect for difference. Students learn the basic skills of identifying and analyzing arguments, and the department actively fosters an environment committed to the vigorous, respectful exchange of ideas to protect both commonalities and differences. Philosophy also cultivates ethical responsibility by balancing (1) the articulation, justification, and application of normative principles with (2) the deepening of moral imagination and sensibility.

**Curriculum**

The department offers six historical courses that represent important periods and traditions of Western philosophy: Ancient, Early Modern, 18th Century, 19th Century, Existentialism, and Contemporary Continental Philosophy. These historical courses reconstruct the debates, issues, concerns, questions, and concepts that define a historical period from within. They also offer linkages among historical periods, allowing students to appreciate the larger, “paradigmatic” shifts in Western philosophy. Students gain an awareness of how canonical philosophers characteristically address their own historical precedents and shape their views in critical dialogue with predecessors. Students are required to engage in close textual interpretation and careful critical evaluation of original texts. Instructors identify contemporary advocates for, or illustrations of, traditional schools of thought and, in this way, underscore the real historical effects of philosophical creativity. Students write detailed, textually supported expository and argumentative essays that are graded for their balance between interpretive charity and critical acuity. Emphasis is placed upon cultivating a student’s ability to first reconstruct the historical debates among canonical philosophers and to then critically evaluate their bearing upon contemporary concerns. Many of the Philosophy Department’s history courses have interdisciplinary units of instruction that link historical debates to contemporary research programs within the natural and social sciences.

The department also offers courses in the classic subfields of philosophy: epistemology, logic, ethics, metaphysics, and aesthetics. These courses explicate the fundamental conceptual tools we need to systematically address particular types of contemporary issues:

- How do we know? *(Theories of Knowledge).*
- What ought we to do? *(Ethics).*
- What is beauty? *(Philosophy of Art).*
- What is good reasoning? *(Logic and Reasoning).*
- What is? *(Metaphysics and Mind).*
In these courses, students are asked to identify, reflect upon, and exercise the key concepts, theories, and viewpoints that allow us to competently address ethical, epistemological, logical, and metaphysical issues. Subfield courses cultivate a student's ability to systematically, self-consciously, and flexibly manage a repertoire of conceptual tools to discern, analyze, and deliberate about contemporary problems. By gaining a sensitivity for different ways of perceiving and thinking about a single issue, students develop an appreciation for the complexity of actual problem solving.

The department also offers specialized subfield courses under the following three categories:

- Applied Ethics (Ecological Philosophy, Biomedical Ethics, Philosophy of Law, and The Just Society).
- Applied Epistemology (Philosophy of Science and Philosophy of the Social Sciences).
- Linguistics (Philosophy of Language and Philosophy & Literature).

In these courses, emphasis is placed upon genuine problem solving in contemporary circumstances. The applied ethics courses introduce students to the systematic analysis of contemporary problems encountered in jurisprudence, political legitimation, healthcare practices, and environmental stewardship. Students learn to unravel the factual, conceptual, and normative threads interwoven in current crises. They also develop the ability to reflectively manage different theoretical perspectives upon a single, multifaceted problem. The applied epistemology courses examine fundamental questions concerning the logic and practices of the natural and social sciences. The philosophical linguistics courses analyze language competencies (semantics and pragmatics) and literary discourse (narratology).

Outcomes
The philosophy program is committed to five overarching outcomes for students in our classes and in our major:

1. Knowledge: Gain appropriate breadth and depth of knowledge of the major traditions, figures, issues, and theories studied.
2. Skills:
   - Write in a style appropriate to scholarly philosophy;
   - Think clearly, rigorously, and logically about conflicting philosophical points of view;
   - Engage in open, critical, cooperative discussion and interrogation;
   - Cultivate philosophical impulses and insights and reflectively employ philosophical techniques;
   - Comprehend, accurately represent, and originally construct arguments in the philosophical style;
   - Conduct independent philosophical research;
   - Present independent research in a professional setting.
3. Integration:
   a. Connect philosophical learning to other learning abilities, career goals, daily life, and roles in the world;
   b. Deepen a shared commitment to critical self-reflection as a fundamental dimension of living well.
4. Preparation:
   a. Thrive in selected post-graduate studies;
   b. Address vocational challenges by mobilizing critical thinking, writing, and verbal skills;
   c. Confront personal challenges with an awareness of philosophical resources.

5. Attitude: Gain a “philosophical sense” of curiosity, a willingness to engage in “meta-level” thinking, a determination to understand complex issues, and a cooperative and constructive spirit in critical deliberation with others.

**Preparation**

Philosophy is a sound choice for those seeking a broad liberal arts undergraduate education and for those who value the skills and outlook imparted by studying the discipline. The major program prepares students for graduate studies in philosophy, law, social policy, and political theory, to name just a few areas of formal specialization. Students preparing for graduate studies in philosophy are strongly advised to follow a more structured majors program with additional course recommendations.

**Transfer and Study Abroad Credit**

The Philosophy Department’s transfer policies are as follows. All transfer courses in Philosophy must be approved by the Philosophy faculty upon consideration of a course catalog description and a syllabus for the course (to be provided by the student). If the course is taken during a student’s enrollment at Kalamazoo College (for instance, on study abroad or during the summer), the approval must be obtained before the course is taken. In addition, the Department will consider only courses taught by instructors with a Ph.D. in Philosophy, or who are “ABD” (all but dissertation) in Philosophy.

*For more information about the philosophy department, please visit our website at [http://www.kzoo.edu/phil/](http://www.kzoo.edu/phil/), where you will find a fuller description of the Department and its faculty and curriculum, advice for choosing philosophy courses, course syllabi, and more.*

**Requirements for the Major in Philosophy**

**Number of Units**

Eight units are required, which may include the SIP.

**Required Courses**

- PHIL 105 Ethics or PHIL 106 Theories of Knowledge
- PHIL 107 Logic and Reasoning
- PHIL 490 Philosophy Seminar

Three student-chosen electives

Two of the following History or Traditions Courses:

- PHIL 109 Existentialism and Film
- PHIL 205 Ancient Philosophy
- PHIL 206 Early Modern Philosophy
- PHIL 207 18th-Century Philosophy
- PHIL 208 19th-Century Philosophy
- PHIL 307 Contemporary Continental Philosophy
Majors Preparing for Graduate Studies in Philosophy are Strongly Recommended to pursue the following program.

Number of Units
Ten units are required, which may include the SIP.

Required Courses
PHIL 105 Ethics or PHIL 106 Theories of Knowledge
PHIL 107 Logic and Reasoning
Core History Sequence:
   PHIL 205 Ancient Philosophy
   PHIL 206 Early Modern Philosophy
   PHIL 207 18th-Century Philosophy
   PHIL 208 19th-Century Philosophy
   PHIL 490 Philosophy Seminar
Three or four Electives chosen in close consultation with Department

Requirements for the Minor in Philosophy

Number of Units
Six units are required.

Required Courses
PHIL 105 Ethics or PHIL 106 Theories of Knowledge
Two historical or “traditions” courses (See list under Required Courses for the Major in Philosophy)
Three electives chosen in consultation with the department
We also recommend either supervisory or advisory involvement with SIP
SIP in Philosophy does not count toward minor requirements

PHILOSOPHY COURSES

PHIL 105   Ethics
Introduction to the fundamental concepts and problems in ethical theory and to skills for applying moral thinking for oneself. What makes an act, or a person, morally good? What reasons do we have for our answers to such questions? What do we mean by the terms “right” and “good”? Why be moral? How do things like intentions, results, emotions, and rights fit into what is ethically good? This course is about ethical theory and “meta-theory,” and thus concentrates on abstract issues about the nature of ethics and ethical concepts. Classical and contemporary views such as relativism, utilitarianism, deontology, and feminist ethics will be explored. Excerpts from literature and non-academic writing, such as Golding’s Lord of the Flies and King’s “I Have a Dream,” will illustrate and test theoretical concepts studied. AOS (PHIL)

PHIL 106   Theories of Knowledge
An introduction to Western philosophical issues concerning the nature, origins, limits, and justification of knowledge. What’s interesting about distinguishing good from bad beliefs, or successful from unsuccessful thinking? How do we
know what we know and don’t know and should this concern us? What if nothing you believe is really true? How much knowledge or justification can sources of belief like memory and testimony give us? We will explore issues and theories including skepticism, induction, and internalism and externalism. The readings for this course will consist mostly of primary scholarly articles by contemporary philosophers. Students will be expected to distinguish different legitimate stances on the topics we’ll cover, compare and contrast the arguments and principles underlying them, and defend through careful argument their choices of the most reasonable positions and views. AOS (PHIL) Recommended for psychology students.

PHIL 107 Logic and Reasoning
An introduction to methods for evaluating the validity and strength of reasoning. The course will investigate (1) the theory and practice of constructing and analyzing arguments as they occur in ordinary, informal contexts (reasoning), and (2) the concepts and techniques of elementary formal logic: the art of symbolizing English-language statements and arguments in terms of formalized languages and applying logical principles to them. Topics explored include informal fallacies, critical thinking, evaluating evidence, deciding between hypotheses, propositional logic, natural deduction, and predicate logic. AOS (PHIL) Recommended for computer science, psychology, and pre-law students.

PHIL 108 Ecological Philosophy
This course investigates the question of our understanding of, and ethical responsibility to, animals, plants, microorganisms, non-living beings, ecosystems, and “nature” as a whole. The first part of the course critically assesses whether traditional ethical theories adequately capture our ethical responsibilities to the environment. The second part surveys traditional Western conceptualizations of nature, reason, body, and space, which ecologists severely criticize as detrimental to developing an ecological ethic. Special emphasis will be placed upon developing a philosophical conception of life (bios) that is appropriate for both evolutionary biology and the development of a normative theory of environmental care. Contemporary positions such as anthropocentrism, deep ecology, radical ecology, ecofeminism, and social environmentalism will be studied. AOS (PHIL) Recommended for environmental studies and biology students.

PHIL 109 Existentialism and Film
Survey of key existentialist thinkers, such as Kierkegaard, Nietzsche, Heidegger, De Beauvoir, Merleau-Ponty, and Sartre, with a special emphasis upon their radical ideals of freedom and self-responsibility. Films are shown as depictions of existentialist themes, such as alienation, authenticity, bad faith, despair, passion, anonymity, and anguish. Existentialists oppose traditional, “essentialist,” “teleological,” and “cognitivist” conceptions of human life, and they reject the hierarchical dualities of reason/will, knowledge/choice, mind/body, thought/being. Special emphasis will be placed upon the existentialist analysis of interpersonal relations in contemporary circumstances. Students are required to see seven films in addition to regularly scheduled classes. Discussion-based course with two writing assignments. AOS (PHIL) Recommended for psychology, media studies, and literature students.
PHIL 205   Ancient Philosophy
A study of ancient views on topics such as nature, knowledge, soul, the self, morality, and the good life. This is a history of philosophy course rather than a history course; we will be studying the ideas, arguments, and theories put forth by ancient philosophers, rather than biographical, cultural, anthropological, or historical issues about them or their time period. We will largely be trying to understand what these thinkers were trying to say, and why they thought what they did. In addition, we will be discussing the merits of the various positions and reasons offered. Readings will focus on selections from Plato and Aristotle, but will also include readings from the pre-Socratic and Hellenistic philosophers, all major sources of the Western philosophical tradition. AOS (PHIL) Recommended for classics students.

PHIL 206   Early Modern Philosophy
Historical study of the “Early Modern” period in Western philosophy (17th and 18th century). The course will explore the profoundly influential development of rationalist and empiricist approaches to philosophical thinking; topics may include the connection between mind and body, skepticism and the possibility of knowledge, the existence of God, knowledge of the external world, the nature of minds and their ideas, and the proper method of philosophical method. Readings from Descartes, Leibniz, Berkeley, Locke, Hume, and others. AOS (PHIL) Recommended for computer science and psychology students. Recommended for students with sophomore standing.

PHIL 207   18th-Century Philosophy
Study of the Enlightenment period through a critical comparison of two of its most famous 18th-century philosophers – David Hume and Immanuel Kant – who set the stage for contemporary debates in psychology, cognitive science, and artificial intelligence. Hume proposed to study humans just as Sir Isaac Newton had proposed to study nature: namely, through observation and experimentation. We will study Hume's A Treatise of Human Nature as a manifesto for the modern, naturalistic study of human experience and judgment. We will then study Kant's powerful arguments against Hume, examining in close detail Kant's Critique of Pure Reason, his demonstration that humans actively synthesize sensory data according to rules that they “spontaneously” impose to make experience possible. The film Memento, literary narratives, and studies of Alzheimer patients are used to illustrate the logical and temporal construction of human experience. A reading intensive course with three essay assignments. AOS (PHIL) Recommended for psychology, computer science, and English students.

PHIL 208   19th-Century Philosophy
This course examines how 19th-century European philosophers inherit and develop Kant's radical claims that (1) human agents are radically free, (2) knowledge is constructed, and (3) faith in redemption is rational. We will examine how Fichte, Schiller, Hegel, Marx, Kierkegaard, and Nietzsche work out how humans could really be “free,” “autonomous,” or “self-determining” while remaining natural animals and socially-situated subjects. Films such as American Beauty, Waterland, Babette’s Feast, and Sex, Lies, and Videotape are shown. Lecture and discussion course with three paper assignments. AOS (PHIL) First-year students with strong writing skills welcome. Recommended for psychology, English, and political science students.
PHIL 209  Philosophy of Science
A philosophical examination of scientific methods and reasoning. Topics may include the analysis of explanation, the nature of scientific truth, instrumentalist and realist interpretations of science, confirmation and falsification, observational and theoretical terms, inter-theoretic reduction, the relation among various sciences, scientific revolutions, and the possibility of scientific progress.
AOS (PHIL)
Recommended for science students. Recommended for students with sophomore standing.

PHIL 210  The Just Society
Critical analysis of competing traditional theories of justice in connection with contemporary political and legal issues surrounding race, ethnicity, and gender. Such topics may include (1) the nature of political legitimation and power; (2) the interdependence of social, legal, and political institutions; (3) legal protection for individuals and groups; (4) the shifting boundaries between individual, private, and public; (5) social-welfare institutions and the marketplace; (6) diversity and democracy; and (7) the autonomy of nation states within the global context.
Discussion oriented with three paper assignments. AOS (PHIL)
First-year students with strong writing skills welcome.
Recommended for political science, pre-law, and HDSR students.

PHIL 211  Philosophy of Law
Historical examination of the two opposing paradigms in the study of legal systems: namely, factual (“positivist”) and normative (“natural law”) models of law. Selected topics may include (1) the relation between law and morality; (2) the nature of legitimation and authority; (3) the nature of juridicial interpretation and legal reasoning, (4) the role of the legal system within ethical traditions, market forces, and political institutions; and (5) the Critical Legal Studies challenge to liberal jurisprudence. Readings from Aquinas, Austin, Holmes, Hart, Fuller, Dworkin, Scalia, Unger, Raz, MacKinnon, and Habermas. Seminar format with an emphasis upon discussion and structured debate. AOS (PHIL)
Suggested for pre-law and political science students.

PHIL 212  Philosophy of Social Science
Introduction to classical and contemporary issues in the logic of the social sciences. Topics include (1) the distinction between the natural and social sciences; (2) historicist and relativist challenges to the objectivity and value neutrality of social inquiry; (3) causal, interpretive, rational, and critical models of practically oriented social research; and (4) behaviorist, structuralist, individualist, reductionist, and holist methods of inquiry. Recent debates about ethnocentrism, gender biases, and epistemological constructivism will be reviewed. We will examine a cluster of important conceptual issues regarding life-narrative psychology as a special case study of social scientific research.
AOS (PHIL)
Suggested for psychology, sociology/anthropology, and history students.

PHIL 213  Philosophy and Literature
An exploration of the complex and historically evolving relationship between the discipline of philosophical analysis and the art of literary depiction. Classical philosophical analyses of issues such as personal identity, the experience of time, the relation between self and society, and moral reciprocity are paired with
literary works sensitive to the same issues. Schools of literary interpretation are also surveyed, along with various attempts to develop an historical taxonomy of literary forms. AOS (PHIL or LIT)
First-year students with strong writing skills welcome.
Suggested for psychology, literature, and history students.

**PHIL 270 Buddhas and Buddhist Philosophies**
This course begins with an examination of the biography of Gautama Buddha, the founder of Buddhism. Focusing first on the traditions of Theravada Buddhism, we explore the construction of the Buddha’s life story with attention to the Buddha as a model for the attainment of nirvana. We turn next to the explosion of Buddhas in Mahayana Buddhism and to the fundamental categories of the teachings of the Buddha. Questions at the center of this course are: Why have the teachings changed over time and throughout the spread of Buddhism throughout Asia? What remains “Buddhist” throughout the centuries? We examine these questions by examining the teachings of Theravada and Mahayana Buddhism using primary sources. AOS (PHIL or RELG) (Also listed as RELG 270)

**PHIL 305 Biomedical Ethics**
A course in applied ethics, the study of how ethical thinking can be used in real-life situations and issues: in this case, biomedical issues such as euthanasia, allocating medical resources, and eugenics and human genetics. What is the morally right thing to do in various biomedical contexts? What are good reasons for answers to that question and others like it? What kinds of things should we take into consideration when making difficult moral decisions about these topics? This course is intended to help students become adept at looking at as many relevant aspects of moral issues as clear-headedly and constructively as possible and learn to present their views and the reasons for them in the form of logically-constructed arguments. Readings will include contemporary philosophical articles, court decisions, statements by medical and governmental organizations, and textbook material on ethical theories and tools. AOS (PHIL)
Suggested for health sciences students and recommended for science students. No prerequisites, but junior- or senior-level reading and writing skills are recommended.

**PHIL 306 The Philosophy of Language**
Study of 20th-century philosophy of language. Introduction to traditional semantics (e.g. reference, truth, and meaning) will be followed by a detailed examination of speech-act theory or pragmatics. The course will focus the complexity of speech acts and the various dimensions of understanding involved in successful communication. Using speech act theory, students are asked to analyze four cinematographic artworks – *Twelfth Night*, *Glengarry Glen Ross*, *American Buffalo*, and *Oleanna* – and to draw conclusions regarding language and social power. Topics include theories of speaker meaning and reference, indexicals, direct and indirect speech acts, conversational implication, presupposition, anaphora, non-literal language use, translation, rule-following, and the relation between language and thought. Readings from Frege, Russell, Wittgenstein, Quine, Austin, Dummet, Putnam, Searle, Davidson, Habermas, and Recanati. Lecture and discussion format with three essay assignments. AOS (PHIL)
Recommended for foreign language, theatre arts, and English students.
PHIL 307 Contemporary Continental Philosophy
Introduction to contemporary European Continental philosophy, with an emphasis upon either the German tradition of Critical Social Theory or the French tradition of Post-structuralism (alternating rotation). Accordingly, we will read either German figures – e.g., Horkheimer, Adorno, Benjamin, Marcuse, Habermas, Benhabib, and Honneth – or French figures – e.g., Lacan Merleau-Ponty, Foucault, Derrida, Lyotard, Bourdieu, Kristeva, and Ingaray. Both traditions are engaged in the project of offering a critical historical diagnosis of Western modernity, and their respective approaches will be analyzed as radicalizing the 19th-century impasse between Hegelian phenomenological and Nietzschean genealogical philosophical historiography. Seminar course with three writing assignments. AOS (PHIL) Suggested for political science, sociology, English, and environmental studies students.

PHIL 308 Metaphysics and Mind
Examination of topics in the Western philosophical areas of metaphysics and philosophy of mind and their intersection. Metaphysics is concerned with the structure of reality; philosophy of mind is the branch of metaphysics concerned with the nature of minds. The topics studied could include the “mind/body problem,” consciousness, personal identity, and free will and determinism. Is the mind a nonphysical soul-like entity, or is the mind the brain, or is it the software that runs on the brain's hardware, or is it something else? Can the qualitative part of our experience – the part involving what it feels like to be in various states – be captured in purely physical terms, or is it inescapably nonphysical? What makes you the same person over time? Does modern scientific knowledge entail that none of our actions is really free? What is it for an action to be free, anyway? The readings for this course will consist mostly of primary scholarly articles by contemporary philosophers. AOS (PHIL) Suggested for psychology students. Recommended for students with some background in philosophy.

PHIL 490 Philosophy Seminar
Intensive study of contemporary research on a major philosophical issue. The seminar is devoted to the critical reading of significant contemporary publications and a subsequent examination of the philosophical debates they have spawned. Advanced seminar-style discussion-centered course, with participants writing and presenting scholarly papers for the group. The seminar may meet over the course of either one or two quarters. Prerequisite: Senior standing or permission.

Physical Education
Ms. Brumfield, Ms. Farrell, Ms. Hass, Ms. Hess (Chair), Mr. Michel, Ms. Milliken, Mr. Passage, Mr. Riley, Ms. K.J. Smith, Mr. Soulier, Mr. Zorbo

Through its physical education activity requirement and offerings that carry academic credit, the College honors the “sound mind in a sound body” philosophy that is a landmark of a liberal arts education. Several
opportunities for healthful activities are housed in the department of physical education which includes intramurals administration and the department of athletics in addition to the cadre of activity classes.

**The Physical Education Graduation Requirement**

All students shall earn one unit of physical education (PE) activity, which may be met by electing and satisfactorily completing five activities, each equal to 0.2 units, selected from physical education activity classes, intercollegiate athletics, study abroad, and LandSea, subject to the following conditions:

1. A modified or otherwise specifically planned program will be developed by an advisor in the department for any student having a complete or partial restriction as indicated on that individual's health record.
2. Students are urged to complete the requirement over the period of five quarters.
3. Students may take as many PE activity classes as they desire, but only one unit, or five credits, will be counted toward the graduation requirement.
4. All activity courses may be repeated as often as desired, with the exception of PED 101, Mind/Body, which carries .4 units.
5. Varsity athletes earn one activity credit per sport per academic year, and split seasons such as golf will award one activity credit for the academic year, whether the athlete participates in fall or spring or both.
6. One activity credit for physical education may be granted for each six months of military service or each quarter of ROTC training.
7. In some instances students may receive PE activity credit for activity classes on study abroad, especially those indigenous to a particular culture. These credits must be certified through the Center for International Programs.

Activity courses include various opportunities. Some require that students furnish their own equipment or transportation; some require a modest fee (indicated by *); but one can achieve the full unit with on-campus, non-fee courses. Activity classes may include the following:

- all intercollegiate sports, developmental swimming, scuba*, racquetball, pilates*, yoga*, cheerleading, first aid and CPR, meditation*, ballet, ballroom dance*, weight training, fencing*, volleyball, basketball, kickboxing*, advanced physical training, Tai Chi*, Taekwon Do*, horseback riding*, indoor rock climbing*, massage*, ultimate frisbee, tennis, Land/Sea* (as a participant or a leader), smoking cessation, triathlon training and distance running. Mind/Body, (PED101), is a combination of classroom and individualized activity that focuses on personal health and recognizes a fit and active lifestyle. It is worth 0.4 credits.

**Dance as a Creative Expression Credit**

Students may choose to elect a series of ballet classes, with five completed classes counting as one creative expression unit. These classes, therefore, are not counted as PE credits, and five additional PE activities must also be completed. The ballet classes may be elected in combination from Beginning Ballet, Intermediate Ballet, and Company Technique in consultation with Ms. Farrell.
ACADEMIC PHYSICAL EDUCATION CLASSES

One academic credit bearing class is offered each quarter through the PE department, and Sports Psychology is offered through the psychology department. These classes are recommended for students interested in coaching, athletics, fitness, or leadership. Either PED 205 or 210 are required for the Health Studies Concentration.

PED 210 Care and Treatment of Injuries
Knowledge of anatomy and examination of first aid and techniques used in the prevention and care of athletic injuries.
Offered Annually: Winter

PED 205 Nutrition
Examination of nutritional systems and healthy eating habits for a program of lifelong fitness.
Offered Annually: Spring

Sports Psychology
See PSYC 205.
Prerequisites: Sophomore standing and PSYC 101
Offered Annually: Spring

Physics

Mr. Askew (Chair), Mr. Cole, Mr. Érdi, Mr. Tanoff, Mr. Tobochnik

The physics curriculum at Kalamazoo College provides preparation for the potential physicist as well as a solid background for students in the other sciences. A student majoring in physics can pursue further study in physics, engineering, computer science, astronomy, medical physics, or environmental science. Other opportunities include teaching at the high school level and working in a business that involves modern technology, and other careers such as finance, patent law, and technical editing.

Students interested in majoring in one of the physical sciences should plan to take CHEM 110, MATH 112-113, and PHYS 150 during the first two quarters of the first year.

Students with an AP score of 4 or 5 on the Physics C-Mechanics exam will also be granted credit in PHYS 150 and should begin their sequence with PHYS 152. Students with the same score on the Physics C-E&M exam will also be granted credit in PHYS 152 and should begin their sequence with PHYS 220. Students may also receive credit for PHYS 152 by receiving a 5, 6, or 7 on the IB Physics HL exam.

Students planning on a major in physics should achieve at least “B” level academic work in the department by the time they complete PHY 220. Successful completion of the major requires taking a departmental comprehensive exam, normally offered in late January of the senior year. The Advanced Physics GRE exam may be used in place of the locally administered departmental exam.

Students interested in engineering should consider the combined curriculum
in engineering. This typically follows the program of the physics major during the first three years. (See the 3/2 Engineering Program description.)

Requirements for the Major in Physics

Number of Units
Eight courses in physics, numbered 150 and higher, are required for the major. A SIP in physics is not required for the major and, if completed, does not count toward the eight courses. A maximum of one AP, IB, or dual enrollment credit may be counted toward the eight courses. Any number of required cognates may be met with AP, IB, dual enrollment credit, or local placement exam results. Departmental approval is required for all use of AP, IB, dual enrollment credit, and transfer credit toward major requirements.

Required Courses
PHYS 150, 152, Introductory Physics I and II, with Lab
PHYS 220 Intro to Relativity and Quantum Physics with Lab
PHYS 340 Classical Dynamics with Lab
PHYS 360 Thermal Physics with Lab
PHYS 370 Electronics and Electromagnetism with Lab
PHYS 380 or PHYS 410, Semiconductors and Magnetism with Lab or Advanced Electricity and Magnetism

Required Cognates
MATH 112, 113, and 214 Calculus I, II, and III
MATH 240 Linear Algebra and Vectors
MATH 280 Differential Equations and Numerical Methods
All cognates in math must be at C- or above.

A least one course in Computer Science, one course in Complex Systems, and MATH 310, Complex and Vector Variables, are recommended for all students in the major. Students planning on graduate study in Physics, Applied Physics, or Electrical Engineering should take both PHYS 380 and 410, and PHYS 420, Quantum Mechanics. Students interested in further study in engineering or related programs should take CHEM 110 and 120, and consider additional coursework in chemistry. Students interested in biological physics or neuroscience should explore the concentrations available in those subjects.

Requirements for the Minor in Physics

Number of Units
Six units exclusive of lab credit in Physics are required.

Required Courses
PHYS 150, 152 Introductory Physics I, II with Lab
PHYS 220 Intro to Relativity and Quantum Physics with Lab
Three additional physics courses, two at the 200 level or above and at least one at the 300 level or above.

Students may not major in 3/2 engineering and minor in physics.
PHYSICS COURSES

PHYS 102  Astronomy
Study of modern astronomy beyond the solar system: stars, galaxies, pulsars, quasars, black holes, and cosmology. Emphasis on fundamental physics and its application to understanding the structure and evolution of astronomical objects. QR; AOS (NS)

PHYS 105  Energy and the Environment
Application of scientific concepts and analyses to the study of the production, conversion, and consumption of energy, and an understanding of the associated environmental and societal implications. Designed primarily for students not majoring in the physical sciences; especially appropriate for those in the environmental studies concentration. QR; AOS (NS)

PHYS 112  Musical Acoustics with Lab
Focused on a topic that brings together music, physics of vibrations and waves, and auditory science. Emphasis on fundamental physical principles and their application, presented at a level suitable for students with little background in science or mathematics. Topics include the generation, transmission, and detection of sound. QR; AOS (NS)

PHYS 150  Introductory Physics I with Lab
Conceptual and practical study of the basic conservation laws (momentum, energy, and angular momentum) and the Newtonian world view. QR; AOS (NS) 
Prerequisite: MATH 111 or MATH 112.

PHYS 152  Introductory Physics II with Lab
Study of the fundamental and practical concepts associated with electric and magnetic fields and their unification. QR; AOS (NS)
Prerequisite: PHYS 150 and MATH 111 OR MATH 112

PHYS 210  Nuclear and Medical Physics with Lab
Emphasis on application of physics to medicine, focusing on radioactivity, radiation therapy, and diagnostic and imaging techniques. AOS (NS)
Prerequisite: PHYS 152

PHYS 215  Introduction to Complex Systems
Study of how collective behavior emerges from the interaction between a system's parts and its environment. Model systems from the natural sciences and social sciences will be used as examples. Both historical and contemporary approaches will be discussed. (Also listed as IDSY 215) AOS (SS or NS); QR

PHYS 220  Introduction to Relativity and Quantum Physics with Lab
Study of light, special relativity, and quantum physics with applications. AOS (NS)
Prerequisite: PHYS 152 and MATH 113. MATH 214 and MATH 240 recommended

PHYS 255  Computer Programming and Simulation
Computer modeling of physical phenomena. Programming skills will be developed in the context of doing physics. Topics include numerical integration of Newton's equations, cellular automata, and random walks including Monte Carlo methods. (Also listed as COMP 255.) AOS (CS)
Prerequisite: PHYS 150.
PHYS 270  Nonlinear Dynamics and Chaos
Dynamical systems are mathematical objects used to model phenomena of
natural and social phenomena whose state changes over time. Nonlinear
dynamical systems are able to show complicated temporal, spatial and
spatiotemporal behavior. They include oscillatory and chaotic behaviors and
spatial structures including fractals. Students will learn the basic mathematical
concepts and methods used to describe dynamical systems. Applications
will cover many scientific disciplines, including physics, chemistry, biology,
economics, and other social sciences. Appropriate for Math or Physics majors.
Prerequisite: MATH 113

PHYS 340  Classical Dynamics with Lab
Study of classical dynamics emphasizing physical reasoning and problem
solving. The Newtonian, Lagrangian, and Hamiltonian formulations are
discussed, and applications are made to planetary motion, oscillations, stability,
accelerating reference frames, and rigid body motion. AOS (NS)
Prerequisite: PHYS 152 and MATH 280.

PHYS 360  Thermal Physics with Lab
Introduction to thermal physics with emphasis on a statistical approach to the
treatment of thermodynamic properties of bulk material. AOS (NS)
Prerequisite: PHYS 220. MATH 280 recommended

PHYS 370  Electronics and Electromagnetism with Lab
Basic concepts of analog and digital electronics are taught along with
intermediate level electrostatics and electrodynamics. Mathematical topics
include introductory vector calculus and field theory. The laboratory portion
emphasizes circuit analysis, measurement technique, and the skillful use of
modern digital instrumentation. AOS (NS)
Prerequisite: PHYS 210 And Co-enrollment in or completion of MATH 280

PHYS 380  Semiconductors and Magnetism with Lab
The relationship between electricity and magnetism is studied through the
introduction of Maxwell’s equations. Semiconductor material properties are
studied, along with device structures for diodes, transistors, and simple integrated
circuits. The laboratory portion emphasizes circuit construction techniques,
device characterization, amplifier design and feedback, and signal/noise analysis.
AOS (NS)
Prerequisite: PHYS 370 and MATH 280

PHYS 410  Advanced Electricity and Magnetism
Study of electromagnetic field theory, electrostatics, potential theory, dielectric
and magnetic media, Maxwell’s field equations, and electromagnetic waves;
vector calculus developed as needed. AOS (NS)
Prerequisite: PHYS 370 and MATH 280

PHYS 420  Quantum Mechanics
Study of the principles and mathematical techniques of quantum mechanics with
applications to barrier problems, the harmonic oscillator, and the hydrogen atom.
AOS (NS)
Prerequisite: PHYS 340 and MATH 280
**PHYS 480-489  Special Topics**
Each offering focuses on a physics topic not regularly addressed in other physics courses. Possible topics include general relativity and cosmology, solid state physics, particle physics, soft condensed matter physics, biological physics, advanced laboratory techniques, and fluid mechanics.

**Political Science**
Mr. Dugas, Ms. Einspahr, Ms. Elman (Chair), Mr. Kato

Political Science is an essential component of a liberal arts education, providing students with the tools to understand the complex world of politics and, in the process, to become better citizens. As a field of academic study, Political Science is both a classical discipline and a more recently developed social science. The study of politics utilizes philosophical, historical, and comparative analysis to examine governments, political movements, politics, and policies. Knowledge of these areas enables students to participate more effectively in the political process on behalf of their own values. Students also learn skills to scrutinize critically both their own and other value systems. In the Political Science Department we seek to provide broad yet rigorous training in the fields of U.S. politics, comparative politics, international politics, and political theory. This training provides a thorough grounding for study in graduate and professional schools (including law school), as well as preparation for public service, nongovernmental employment, civic engagement, and political activism at the local, state, national, and international levels.

**Requirements for the Major in Political Science**

**Number of Units**
Eight units are required, not including the SIP.

**Required Courses**
POLS 105 Introduction to American Government*
POLS 106 Introduction to Comparative Politics
POLS 107 Introduction to International Politics
POLS 108 Introduction to Political Theory
POLS 490 Contemporary Behavior, Theory, and Methodology

The political science department requires all majors to pass a written comprehensive examination covering the fields of U.S. politics, comparative politics, international politics, and political theory.

* Students may waive POLS 105 with an AP score of 4 or 5 but must still complete eight units in the major and six in the minor.

**Requirements for the Minor in Political Science**

**Number of Units**
Six units are required.
Required Courses
POLS 105 Introduction to American Government*
Five additional political science courses

* Students may waive POLS 105 with an AP score of 4 or 5 but must still complete eight units in the major and six in the minor.

Off-Campus Credits
One Political Science course from off-campus (study abroad or transfer credit) may count for credit toward the Political Science major or minor. Students must formally petition the department for approval of the course and provide the necessary materials (syllabus, notes, papers, etc.) for review. In general, the Political Science Department will only accept for credit a course that is not offered at Kalamazoo College.

POLITICAL SCIENCE COURSES

POLS 105   Introduction to American Government
Introduction to the structure and functioning of the American government; introductory analysis of the processes of policy formation, the relationship of the state and the individual, and the degree and nature of popular control. AOS (SS); CR (US)
Offered Annually

POLS 106   Introduction to Comparative Politics
Introduction to the structure and functioning of different systems of governance within a comparative framework. What are the various paths to political development taken by various industrialized nations? To this end, students compare and contrast various political ideologies, cultures, and state institutions and their organizations. AOS (SS)
Offered Annually

POLS 107   Introduction to International Politics
An introduction to the study of international relations that focuses on the core issue of international war and peace. The issue is used as a means to explore how political scientists analyze international relations. The course examines different approaches to analyzing international relations (the system, state, and individual levels of analysis), as well as the ongoing debates between the paradigms of realism, liberalism, radicalism, and feminism. AOS (SS)
Offered Annually

POLS 108   Introduction to Political Theory: the Nature of Politics
This course will serve as a foundation for understanding the major concepts, dilemmas, and theoretical traditions underlying the study of politics. We will explore questions such as: What makes authority legitimate? Who should rule? What is the purpose of government? What is the proper balance between liberty and equality? Thinkers discussed may include Sophocles, Plato, Aristotle, Rousseau, Wollstonecraft, Marx, Douglas, Tocqueville, Arendt, and others. AOS (SS)
Offered Annually
POLS 205  The Politics of Revolution
The very casual use of the term “revolution” frequently betrays its importance. What, for example, does it mean to be a “revolutionary”? Moreover, what has “revolution” meant for men and women? This course seeks to clarify its meaning(s), consider its causes, and explore the consequences with attention to the French and Russian revolutions. The revolutions of 1989 throughout Eastern Europe will also be considered. AOS (SS)
Offered Annually

POLS 210  Comparative Political Institutions: Social Europe
Examination of the political systems, institutions, and practices of European states. Emphasis is on analysis and comparison of social policies concerning immigration, the environment, and other issues. AOS (SS); CR (Europe)
Offered Annually

POLS 215  Politics in Developing Countries
A general introduction to the study of politics in developing countries. The course examines the impact of colonialism, problems of dependency and economic development, and the ecological context of politics. It also explores the social context of politics (focusing on the role of women in developing countries, as well as on the issues of religion and ethnicity). It culminates in an examination of the alternatives of revolutionary, authoritarian, and democratic political regimes. AOS (SS)
Offered Every Three Years

POLS 225  Constitutional Law
Study of the development of the American Constitution and of the role of the Supreme Court in the processes of American democracy. AOS (SS)
Offered Annually

POLS 227  Law, Politics, and Society
This course examines law - as practiced by judges, juries, lawyers, and law enforcement - as an inherently political institution that is profoundly influenced by, and influential over, American culture. Students will explore gaps between the legal principles (of justice, equality, and liberty) and legal practices, asking whether law is a set of moral guidelines or a tool to preserve power and privilege. AOS (SS)

POLS 230  Presidency and Congress
Study of the historical development of the current power relationship between the United States President and Congress; exploration of possible future directions of this relationship. AOS (SS)
Prerequisite: POLS 105 or permission.
Offered Biannually

POLS 245  Politics of Latin America
An introduction to contemporary Latin American politics. The course examines three areas crucial to a basic understanding of the region: (1) socio-economic conditions; (2) the principal actors in the Latin American political arena, including labor movements, peasants, women, indigenous groups, the Catholic Church, political parties, the military, and guerrilla movements; and (3) the resulting political structures that have characterized Latin American politics in
the form of authoritarian, revolutionary, and democratic regimes.
AOS (SS); CR (Latin America)
Offered Annually

POLS 248  Politics of Sub-Saharan Africa
This course offers an in-depth perspective on the study of Sub-Saharan African politics. It examines Africa's post-independence democratic strides, security issues, and the failure and successes of statism. It specifically exposes students to the challenges and the conundrum of the postcolonial state and its effort to provide participatory democracy and governance structures for its citizens. AOS (SS)
Offered Annually

POLS 250  Government and Politics of China
This course offers a general introduction to the politics of contemporary China. It will focus on major political events in the People's Republic: collectivization of land, socialization of industry, hundred Flowers and Anti-Rightist Campaigns, Great Leap Forward, Cultural Revolution, leadership succession, Democracy Wall, economic reforms and Tiananmen Incident, among others. We also try to analyze Chinese foreign policy from the perspective of its domestic politics. Moreover, we will look at issues that fundamentally affect Chinese society such as popular participation and elite control in contemporary China. The basic objectives of the course are to provide a working knowledge of Chinese politics and to encourage a critical evaluation of China's politics. AOS (SS); CR (Asia)
Offered Annually

POLS 257  Justice and the Political Community in Antiquity
This course examines political thought from the Greek period through the Italian Renaissance. We will pay particular attention to classical conceptions of human nature, justice, the ideal political order, and the obligations of citizens to their political communities. We will also form an appreciation for the Greek and Roman foundations of subsequent political systems. Thinkers covered include Thucydides, Plato, Aristotle, Cicero, St. Augustine, and Machiavelli. AOS (SS)
Offered Biannually

POLS 260  Liberty, Equality, and Authority in Modernity
This course examines political theory in the “modern” period (roughly 1650-1900). We will explore liberal, radical, conservative, and socialist frameworks for answering the question, “What makes authority legitimate?” Theoretical topics include classical social contract theory; resistance and revolution; the proper relationship between liberty and equality; and competing articulations of “rights.” We will read Hobbes, Locke, Rousseau, Burke, Wollstonecraft, Mill, Marx, and others. AOS (SS)
Offered Annually

POLS 263  American Political Theory
This course examines the origins and development of a distinctively American approach to politics and political ideas, focusing on the origins of American political theory in classical liberalism and Puritanism; the debates for and against the adoption of the Constitution; the contested meaning of “democracy” in the American context; and the tension within American liberalism between liberty and equality, particularly with regard to claims for racial, sexual, and economic justice. AOS (SS); CR (US)
Offered Biannually
POLS 265  Feminist Political Theories
In this course, we will engage critically with a variety of feminist theories that have emerged as women have struggled for social and political change. First we will explore the history and development of feminist theories, paying particular attention to the intersections of gender, race, class, and sexuality. Using various feminist theoretical approaches, we will then explore issues such as women’s embodiment, abortion, pornography, rape, and the role of the state in advancing feminist goals. AOS (SS)
Offered Annually

POLS 270  The European Union: Institutions, Actors, Aliens and Outcomes
This course offers a broad introduction to the European Union and the politics of European integration. We move from a historical overview to a description and assessment of several basic political institutions and conclude with the impact that European integration has had (and continues to exercise) over matters ranging from agriculture, food, the environment and crime to citizenship, migration, gay rights and women’s rights. AOS (SS)
Offered Annually

POLS 285  United States Foreign Policy
An introduction to the study of U.S. foreign policy. The first half of the course provides an introduction to, and a historical overview of, U.S. foreign policy since World War II. The second half of the course examines the way in which U.S. foreign policy is made, looking specifically at the role of the Presidency, Congress, the bureaucracy, interest groups, mass media, and public opinion. AOS (SS)
Offered Annually

POLS 305  International Law and Organization
This course addresses: 1) the basic nature and scope of international law; 2) the history, structure, promises, and limitations of international organizations, especially the United Nations; and 3) how the interplay of international law and organization affects key areas of global relations, particularly collective security and peacekeeping, human rights and humanitarian affairs, and the environment. AOS (SS)
Offered Biannually

POLS 310  Women, States, and NGO’s
What role do states have, if any, in defining, maintaining, constructing or remedying sex discrimination? This course provides a comparative, historical framework to consider the challenges and opportunities feminist movements have met and continue to face as they mobilized both within and beyond their countries to demand social justice. AOS (SS)
Offered Annually

POL 320  Democracy and Democratic Theory
In this course, we will consider the idea of “democracy” in historical and theoretical perspective. What is the nature of democracy? What makes democracy meaningful? Topics covered may include elite versus popular rule; representation; participation; the contemporary “liberal versus communitarian” debate; deliberative democracy; identity politics; and others. AOS (SS); CR (US)
Offered Biannually
POLS 325  Race and Politics
This course critically examines three storylines about race in American politics: the Black/White story of racial exclusion, the multicultural story of racial inclusion, and the libertarian story of reverse discrimination. By delving into an empirical analysis of racial dynamics in American political culture, participation, institutions, and law/policy, the course will uncover myths, ironies, and paradoxes of race in American politics. AOS (SS) Offered Annually

POLS 330  The Politics of the Holocaust
Study of two fundamental elements: (1) a brief historical overview of anti-Semitism and the social construction of identity whereby Jews are rendered “Other” and (2) a focus on how and by whom the Jews were annihilated. Students will comprehend the unique fate of the Jews under National Socialism, the incorporation of racial eugenics into law, and the capacities of modern states to service genocide. AOS (SS) Offered Annually

POLS 360  Domination, Liberation, and Justice in the 20th Century
In the twentieth century, a diverse group of thinkers challenged the basic underlying premises of modern political thought, refiguring how we think about domination, liberation, and justice. In this course, we will be addressing the overlapping themes of knowledge, power, history, and identity as they relate to contemporary political dilemmas. Thinkers may include Arendt, Beauvoir, Foucault, Fanon, Habermas, Nietzsche, and Weber. AOS (SS) Offered Biannually

POLS 370  Civil Liberties and Civil Rights
Study of individual liberties as defined by today’s Supreme Court; development of the Court’s point of view in such areas as freedom of speech, subversion and disloyalty, religious freedoms and church-state separation, and equal protection of the law; the role of the Supreme Court in the political system of the United States. AOS (SS); CR (US) Offered Annually

POLS 375  International Political Economy
An overview of the most prominent topics in international political economy (IPE). This course examines alternative paradigms (economic liberalism, economic nationalism, dependency theory), the issues of international trade, the international monetary system (including the 1980s debt crisis and the 1990’s East Asian financial crisis), and the role of multinational corporations. AOS (SS) Prerequisite: POLS 107 or permission. Offered Annually

POLS 380  Drugs, Democracy, and Human Rights
An overview of three of the most contentious issues in contemporary U.S. foreign policy. Specifically, the course examines the role of U.S. policy with regard to the problems of international human rights, the promotion of democracy, and the international drug trade. Past and present U.S. policy is discussed, as well as what U.S. policy ought to be regarding these challenging problems. AOS (SS) Offered Biannually
POLS 420  Politics, Parties, and Public Opinion
Analysis of the process of public decision making with reference to the nature and role of interest groups, political parties, and their relationships to other forces and factors that form public opinion. Examines parties as mediating institutions between masses and elites. AOS (SS)
Prerequisite: POLS 105 or permission.
Offered Biannually

POLS 490  Contemporary Behavior, Theory, and Methodology
Analysis of major premises and theoretical frameworks underlying current political science research.
Prerequisite: Senior standing
Offered Annually

POLS 491  Seminar in Comparative Politics
Selected topics.

POLS 492  Seminar in International Politics
Selected topics.

Psychology
Mr. Batsell (Chair), Ms. Boatwright, Mr. Érdi, Mr. Gregg, Mr. Grossman, Ms. Hostetter, Ms. Tan

Psychology, broadly defined, is the study of animal and human behavior as well as human experience. The discipline involves the use of scientific methods in the discovery of facts and confirmation of theory as well as applications to problems. The major, therefore, includes a focus on the understanding and use of research skills and techniques. Psychology is a diverse field with important connections to biology, education, philosophy, and sociology. Increasingly, psychologists may be found in business, industry, education, government, and medicine, as well as in the more traditional areas of research and mental health.

Given its diversity and connections to other disciplines, psychology is a reasonable choice of major for students who seek a broad liberal arts undergraduate education. Psychology is also a practical major for those who seek careers immediately after graduation in fields where interacting with other people is primary—management, criminal justice, or human services, for example. Students interested in careers in such applied fields, however, may find the human development and social relations (HDSR) major a better choice.

Psychology majors may choose to pursue advanced degrees in three general directions: one, as scientists, leading to careers in higher education or research settings; two, as practitioners, leading to roles as clinicians, school psychologists, industrial psychologists, and health psychologists; and three, as professionals in other fields such as law, medicine, and business administration.

Advanced Placement
Students with an Advanced Placement (AP) score of 4 or 5 on the Psychology Exam will be granted credit in PSYC 101. This credit will satisfy the PSYC 101 prerequisite for upper-level psychology classes.
Requirements for the Major in Psychology

Number of Units
Nine psychology units are required. No more than one unit of a psychology SIP may count toward the nine units required.

Required Courses
PSYC 101 General Psychology
PSYC 390 Experimental Methods
Two courses at the 400 level

Required Cognate
MATH 105, MATH 260, or ANSO 212 (at C- or better). MATH 260 is preferred.

Requirements for the Minor in Psychology

Number of Units
Six units are required. Students who plan to earn a minor in psychology must declare the minor by the fall quarter of their senior year.

Required Courses
Psychology Minor
PSYC 101 General Psychology
Five additional psychology electives, not including PSYC 390 or PSYC 440. Please check on prerequisites for each course.

Students may not major in human development and social relations (HDSR) and minor in psychology.

PSYCHOLOGY COURSES

PSYC 101 General Psychology
Survey of major theories, methods, and findings related to understanding mental processes, behavior, and experience; examination of such topics as the brain, learning, memory, perception, personality, and psychotherapy. This course is a prerequisite for all courses in the department. AOS (SS)
Offered Annually: Fall, Winter, Spring

PSYC 205 Sports Psychology
Survey of theories, research methods, and clinical techniques of psychology that focus on the mind-body problem in sports; investigation of issues relating to self discipline as well as improving individual and team performance. AOS (SS)
Prerequisite: PSYC 101.
Offered Annually: Spring

PSYC 210 Developmental Psychology
The study of development from birth through early adolescence, examining concepts, theories, and research findings related to topics such as motor, perceptual, linguistic, artistic, cognitive, and identity development. AOS (SS)
Prerequisite: PSYC 101.
Offered Annually: Fall, Winter, Spring
PSYC 211 Adolescent Development
Research and theory regarding development between puberty and emerging adulthood including physical, cognitive, social, emotional, and personality development. Context of adolescence within the family and within the peer group including sexuality, dating and romantic relationships. Perspectives regarding gender and moral development. AOS (SS)
Prerequisite: PSYC 101.

PSYC 230 Psychology of Prejudice
Introduction to social psychological perspectives on ethnocentrism, including ethnic, religious, national, and gender prejudice. Examines case studies, laboratory experiments, sample surveys, and ethnographic observations to account for the development of stereotypes and violence. AOS (SS)
Prerequisite: PSYC 101

PSYC 238 Culture and Psychology of Arab-Muslim Societies
This course provides an introduction to Arab-Muslim societies and cultures. It draws on readings from multiple disciplines to cover social structure and family organization in tribal, village, and urban communities, core value systems associated with the etiquettes of honor-and-modesty and with the beliefs and practices of Islam, and influences on psychological development through the life-span. It also will examine the processes of “modernization” and “underdevelopment,” the conflict between Westernization and authentic “tradition,” the “Islamic revival,” and the crisis of identity experienced by youth. CR (Mediterranean) (Also listed as ANSO 238.)

PSYC 240 Educational Psychology
Applies the principles of psychology to the practice of teaching. In the course, we will analyze the dynamics of student-teacher interactions with particular reference to the ways in which concepts, skills, values, and attitudes are communicated. Some of the topics that will be covered include basic principles of learning and instruction, child and adolescent development, information processing, measurement and evaluation as applied to classroom situations, and methods of accommodating students with different needs. AOS (SS)
Prerequisite: PSYC 101 or EDUC 270.

PSYC 250 Social Psychology
Survey of contemporary topics in social psychology, including attitudes, conformity, group dynamics, media effects, aggression, and social cognition; includes an experimental or field-based research project.
(Also listed as ANSO 250.) AOS (SS)
Prerequisite: PSYC 101 or ANSO 105.
Offered Annually: Winter

PSYC 265 Cognitive Science
Cognitive science is the interdisciplinary study of mind and the nature of intelligence. It is a rapidly evolving field that deals with information processing, intelligent systems, complex cognition, and large-scale computation. The scientific discipline lies in the overlapping area of neuroscience, psychology, computer science, linguistics, and philosophy. Students will learn the basic physiological and psychological mechanisms and computational algorithms underlying different cognitive phenomena. This course is designed mostly for
psychology and computer science students, but other students interested in interdisciplinary thinking might take the course. (Also listed as COMP 265)

Offered Annually: Fall

**PSYC 270  Feminist Psychology of Women**

This course places women at the center of inquiry, both as researchers and objects of study. Specific topics include: silencing of women in the classroom, pathologizing of women, sex bias in diagnosing, feminist developmental theories, acquaintance rape, feminist response to Freud, myth of beauty in adolescence, leadership, women's sexuality, psychological consequences of incest, rape, and other forms of violence against women. AOS (SS)

*Prerequisite: PSYC 101 and two additional psychology courses.*

Offered Annually: Spring

**PSYC 280  Cognition**

Study of information processing and utilization. Topics include attention, perception, imagery, memory, knowledge structures, language comprehension and production, problem solving, decision making, and creativity. AOS (SS)

*Prerequisite: PSYC 101.*

Offered Annually: Fall, Winter

**PSYC 285  Psychology of Music**

An introduction to the psychology of music, providing an overview of research literature on such topics as the emergence of basic musical abilities, development of advanced skills (practice, sight-reading, performing, and conducting) and music perception and cognition. AOS (SS)

*Prerequisite: PSYC 101 and at least five years of instrumental or vocal training. Consult professor if you have questions. A general knowledge of musical terms and concepts will be assumed and not reviewed in the course.*

Offered Annually: Spring

**PSYC 290  Animal Behavior with Lab**

Study of the behavior and social organization of a variety of animal groups ranging from insects to primates; analysis of general principles of behavior modes; observation of animal behavior in the field and laboratory. (Also listed as BIOL 290.) BIOL 290 AOS (NS); PSYC 290 AOS (SS)

*Prerequisite: PSYC 101, BIOL 112, or BIOL 124.*

Offered Annually: Winter

**PSYC 310  Organizational Behavior**

Introduction to and survey of topics in industrial and organizational psychology with an interdisciplinary emphasis; application of concepts, findings, and theories to organizations of all kinds. AOS (SS)

*Prerequisite: PSYC 101 or junior standing.*

Offered Annually: Spring

**PSYC 340  Cultural Psychology**

Theories of how culture shapes thought, feeling, and the development of personality. Critical survey of topics in cross-cultural psychology including culture and personality, child rearing, psychopathology, cognition, modernization, and underdevelopment.(Also listed as ANSO 340.) AOS (SS); CR (Comparative)

*Prerequisite: PSYC 101 or ANSO 105.*

Offered Annually: Spring
PSYC 370  Abnormal Psychology with Lab  
Study of pathological behavior patterns and symptoms with focus upon the origin, nature, and methods of treatment of abnormal behavior. AOS (SS)  
Prerequisite: PSYC 101.  
Offered Annually: Fall, Winter, Spring

PSYC 390  Experimental Methods  
Laboratory course emphasizing problems of experimental design and data collection, application of statistical techniques, and reporting of experimental findings in different content areas of psychology (e.g., social psychology, developmental psychology, learning, cognition, and biopsychology). QR  
Prerequisite: PSYC 101, MATH/STATS Cognate  
Offered Annually: Spring

PSYC 410  Theories of Personality  
Survey of contemporary theories of personality and related research. AOS (SS)  
Prerequisite: PSYC 101, PSYC 370  
Offered Annually: Winter

PSYC 415  Computational Neuroscience  
Study of mathematical models, computational algorithms, and simulation methods that contribute to our understanding of neural mechanisms. Brief introduction to neurobiological concepts and mathematical techniques. Both normal and pathological behaviors will be analyzed by using neural models. (Also listed as COMP 415.) AOS (SS or CS)  
Prerequisite: PSYC 101  
Offered Annually: Spring

PSYC 420  Learning  
Examination of the ways in which behavior changes as a result of experience in laboratory and natural settings. Surveys theories that account for these behavioral changes. AOS (SS)  
Prerequisite: PSYC 101.  
Offered Annually: Winter

PSYC 425  Physiological Psychology  
An exploration of the neurochemical and neurological bases of behaviors/ experiences such as movement, pain, feeding, sleep, learning, memory, and emotion. AOS (SS)  
Prerequisite: PSYC 101.  
Offered Annually: Fall

PSYC 430  Interviewing and Narrative Analysis  
This course examines methods for investigating the narrative structures people use to interpret their experiences and integrate their lives. It will consider how “narrative knowing” differs from scientific theory, figurative language from literal, and symbolic representation from conceptual. Readings will cover the theory and practice of interviewing, psychological research on figurative language and narrative schemata, and plot-line and structuralist techniques of narrative analysis. Student assignments will consist of conducting, analyzing, and writing about interviews. AOS (SS)  
Prerequisite: PSYC 101 or permission of instructor.  
Offered Annually: Spring
PSYC 440  Clinical Psychology Methods
Overview of theoretical and practical aspects of clinical psychology, with an emphasis on the assessment and prediction of human behavior. Covers testing of achievement, intelligence, personality, attitudes, and interests. Basic interviewing and clinical skills will be taught. AOS (SS)
Prerequisite: PSYC 101, PSYC 370, and MATH 260
Offered Annually: Winter

PSYC 450  Counseling Psychology: Theory and Practice
The focus of this course is the application of eight counseling theories. AOS (SS)
Prerequisite: PSYC 101 and senior standing. Psychology majors only.
Offered Annually: Fall

PSYC 460  Social Development
Upper-level course exploring social development. The first module focuses on topics such as development of social skills, play and play environments, aggression, peer acceptance and peer rejection, and school bullying. The second module focuses on relationships from adulthood through old age.
Prerequisite: PSYC 101, PSYC 210, and junior or senior standing
Offered Annually: Spring

PSYC 470  History and Systems of Psychology
In this class we will trace the philosophical and scientific roots of experimental psychology focusing on the years 1800 to 1930.
Prerequisite: PSYC 101 and senior standing. Psychology majors only.
Offered Annually: Winter

Public Policy and Urban Affairs
Centered in the social science division, the concentration in public policy and urban affairs represents an interdisciplinary approach to the study of social problems and public policy in contemporary industrial societies. It encourages students to focus on and get involved in the significant policy-related problems confronting their generation, prepares students to think from the perspective of policy makers, and promotes public service. The concentration is open to all students, but naturally complements study in anthropology, sociology, economics, human development and social relations, and political science.

Combining concern for both urban and national policy, this concentration seeks to take advantage of the College’s urban setting as well as opportunities for internships and study around the country. At the local level, in part through various service learning classes, we support study, research, and internships in metropolitan Kalamazoo. The College’s affiliation with the Philadelphia Center Program, together with its career development and SIP quarters, provides openings for work and research in national centers. (Limits apply to the number of participants in the Philadelphia Center Program.) Off-campus experiences will serve both to develop practical experience and to promote insights based on comparisons between different approaches to social problems.
The Concentration in Public Policy and Urban Affairs

Number of Units
Six units are required.

Required Courses
Four core courses, one from each of the following areas:

- Economics
  - ECON 235, 240, 265, 275, or 280
- Political Science
  - POLS 105, 230, 232, 233, 260, 310, 325, or 420
- Anthropology-Sociology
  - ANSO 205, 224, 235, or 270
- Philosophy or Religion
  - PHIL 105 or RELG 277

Electives
Students must complete two additional courses – one must be outside their major.

Students may use a second course from the above list or any of the following:

- ANSO 220 The Family
- HDSR 210 Contemporary Issues in Public Health
- POLS 108 Introduction to Political Theory
- POLS 210 Comparative Political Institutions: Social Europe
- POLS 265 Feminism and Political Theory
- POLS 270 The European Union: Institutions, Actors, Aliens and Outcomes
- POLS 310 Women and the Western State*
- POLS 380 Drugs, Democracy, and Human Rights

Students must also engage in either a sustained volunteer experience (such as Building Blocks or Habitat for Humanity) or an off-campus internship or research project providing first-hand experience with a contemporary social problem.

Religion
Ms. Anderson (Chair), Ms. Gandhi, Mr. Haus

The religion department offers courses in the study of religious traditions, texts, rituals, and ideas, with a focus on understanding religious life and belief as an enduring concern of the human community. The study of religious texts, practices, and traditions involves recognition of the ways in which religion both shapes and is shaped by changing cultural forms. It involves critical reflection on the role and value of religious communities with respect to contemporary problems and issues. The department is committed to an approach to the study of religion that is critical in the best sense of the word and yet at the same time is empathetic to the claims of the religious traditions and texts under study.
Requirements for the Major in Religion

Number of Units
Eight units are required, not including the SIP.

Required Courses
Majors must complete at least four elective courses at the 200-level or above, in addition to the following courses in the major program of study:

- RELG 350 Ritual Theories and Practices
- RELG 490 Seminar in Religion

We also expect students to explore the diversity of religious traditions in close consultation with an advisor in the department. Comprehensive exams are required for majors.

Requirements for the Minor in Religion

Number of Units
Six units are required.

Required Courses
We expect minors to determine their array of courses in consultation with an advisor in the department. Minors must take at least three elective courses at the 200-level or above, and at least one of the two following courses is strongly recommended:

- RELG 350 Ritual Theories and Practices
- RELG 490 Seminar in Religion

RELIGION COURSES

RELG 102 Muhammad and the Qur’an
In this course, we focus on the rise of Islam as a religious tradition. Who was Muhammad? How did Islam come to emerge as a defined religious tradition? What traditions influenced the establishment of the early Muslim community? What is the Qur’an? The final question asked in this course is how we should study Islam. This course examines pre-Islamic origins through 692.
AOS (RELG); CR: (Middle East)

RELG 106 Introduction to the New Testament
Study of this literature in its historical, political, and cultural contexts and its religious and theological claims; examination of critical methods and results.
AOS (RELG)

RELG 107 Introduction to Jewish Traditions
This course explores the development of Judaism from its ancient origins until the present. We will discuss the biblical foundations of Judaism and the impact that different historical contexts have produced on its rituals and beliefs. This approach raises a number of questions, which we will keep in mind throughout the course: What is Judaism? Who are the Jews? What is the relationship between Judaism and “being Jewish?” How have historical circumstances shaped this relationship? What has changed and what has stayed the same, and why? The
class will address these questions through discussions and readings. AOS (HIST or RELG), CR (Comparative)

**RELG 110  Introduction to the Old Testament**
Study of ancient Israel’s sacred literature in its historical and religious development; examination of critical methods and results. AOS (RELG)

**RELG 111  Religious History of the United States I**
This course is an introduction to the religious history of the United States and the diverse traditions that compose this critical history. This course is the first of a two-course sequence and focuses on the Colonial, Revolutionary, and Antebellum periods (to 1860). AOS (RELG); CR (US)

**RELG 112  Religious History of the United States II**
This course is an introduction to the religious history of the United States and the diverse traditions that compose this critical history. This course is the second of a two-course sequence and focuses on the Civil War and the late 19th and 20th centuries. This class concludes with current events, thus giving students an opportunity to focus on contemporary issues. AOS (HIST); CR (US)

**RELG 125  General Introduction to Religion**
Studying religion is not a simple task. Using eight different categories (Studying Religion; Defining Religion; Religion as Function; Word and Belief; Practice and Ritual; Sacred Place and Space, the Arts; and Ethics and Morals), we explore various religious traditions to gain a better understanding of the different aspects of religious traditions and the questions involved in studying religions. AOS (RELG)

**RELG 135  Liberation Theology**
Intensive study of the history and theology of modern liberation theologies, focusing on Latin American, African-American, and feminist theologies. AOS (PHIL or RELG); CR (Comparative)

**RELG 162  Hindu Traditions in South Asia**
Exploration of the foundations of Hinduism, focusing on the textual corpus of the Vedas, Upanishads, and Epics, with a focus on lineage and diversity of ritual practices. Special attention is given to practice and the roles for women. The course includes classical and contemporary traditions. AOS (RELG); CR (Asia)

**RELG 202  Living Islams**
This course examines the diversity of Islam throughout the world, keeping in mind that there are many different faces of Islam. This course presumes some familiarity with the fundamentals of Islam since we begin with diversity of dar al-Islam (the Islamic world) during the medieval period in the 14th century. We will examine the different schools of Islam—Sunni and Shia—as well as Sufi traditions, with an examination of the Sufi mystical traditions and the roles of women. Finally, we examine the impact of colonialism on Islam in the Middle East as a way to explore the historical and religious contexts of our understanding of Islam today. AOS (RELG)

**RELG 205  Religious Art/Material Culture**
This course explores the relationship between religion and art. The arts, whether in the form of painting, sculpture, architecture, or kitsch, are often vehicles
for religious devotion and expression. At the same time, devotion to a divine figure has inspired some of the world’s most beautiful pieces of art. Religion and art form a symbolic relationship which can simultaneously be in tension and/or cohesive. Looking at various primary and secondary sources from a variety of religious traditions, we explore this tension and cohesion, which can be a window into larger societal and cultural issues. Given that we live in a mechanical age, special attention will be paid to the material production of religious kitsch and the place of religious art in the market. AOS (PHIL or RELG); CR (Comparative) (Also listed as ARTX 205).

RELG 218  American Jewish Experience
This course will explore the religious, social, political, cultural, and economic history of the Jewish people in America from the first settlement until the present. The major themes of study will focus upon the development of Judaism in America. We will take into account a number of historical factors that shaped that development: the economic, social, and political evolution of American Jewry and its institutions; Jewish immigration to the United States and its consequences; American Jewish self-perception; and the relationship between Jews and non-Jews in American society. Assignments will draw upon a wide range of materials, from secondary historical studies and primary documents to fiction and film. AOS (HIST or RELG); CR (US)

RELG 222  US Black Religious Experience
When enslaved people were forced over the Atlantic from West Africa to the Americas, they did not arrive as “blank slates.” The Middle Passage was horrific and tragic, but humans are resilient, and during the darkest of times, divinity, rituals, practices, and beliefs are not only questioned but also embraced. This course looks at which religious traditions were rejected and which were embraced among the enslaved people of the United States. In order to do this, we follow the journeys of enslaved people, from West Africa to the Caribbean and to the plantations of the American South. We also examine the religious changes that Black Americans experienced after the Civil War and during the era of Jim Crow. Finally, we examine the role of religions in the Civil Rights movement, as well as the religious lives of new immigrants from various parts of Africa and the Caribbean. AOS (PHIL or RELG); CR (US)

RELG 230  Same-Sex, Gender, and Religion
This course explores the intersection of religions, same-sex affection/love/relations, and the category of gender. At the most basic level we examine what different religions have to say about sexuality, in particular, non-heterosexualities. We look at the role that gender plays in these constructions of these sexualities, and we return to our starting point to analyze the role of religions in these constructions of gender and same-sex sexualities, affections, love, and/or relations. This course is designated as a Sophomore Seminar. AOS (RELG) Prerequisite: Sophomore standing only

RELG 255  Religions of Ancient Greece and Rome
This course examines various forms of polytheistic religion and worship in classical paganism. Topics included are concepts of divinity, varieties of religious space and practices, distinctions between civic and private worship, religious festivals and rituals, attitudes towards death and afterlife, importations of Near-Eastern and African religions, and political and philosophical appropriations
of religion. Students will become acquainted with a variety of texts (literary, epigraphical, and papyrological), archaeological sites, and religious art and artifacts. CLAS 255 AOS (LIT); RELG 255 AOS (REL)

RELG 260 Women and Religion
This course is designed to introduce students to some fundamental questions about women and religion. The class begins with feminist critiques of religion and explores the challenge of multiculturalism. It examines tensions between institutionalized religions and spirituality and concludes with an analysis of relationships between power and religion within different cultural contexts. AOS (RELG)

RELG 263 Modern Jews in Enlightenment and Revolution
Between 1780 and 1880 enormous changes took place in Jewish religious, political, social, intellectual, and economic life. These changes worked in tandem with developments in general European life to create new forces within Judaism and new ways of looking at the connections between Jews. In this course we will study these developments as they affected the Jews on the European continent. In so doing we will explore their consequences for both Jews and non-Jews, and the issues and questions they raised. AOS (HIST or RELG), CR (Europe)

RELG 264 Modern Jewry: Upheaval and Response
Between 1881 and the period immediately following the Second World War, the world's Jews experienced momentous demographic, religious, political, economic, and social changes. These changes in turn shaped their relationship to non-Jews with whom they lived. This course will study the context of change across the globe from Europe and America to the Middle East and North Africa. Through primary and secondary documents we will explore the forces that produced these changes and the results they produced for both Jews and non-Jews. AOS (HIST or RELG), CR (Europe)

RELG 265 Zionism
This course explores the origins, development, and manifestations of Zionism. Beginning with traditional religious conceptions of the connection between Jews and the Land of Israel (also known as Palestine), the course examines the transformation of this religious belief into a nationalist cultural and political ideology in the nineteenth century. We will also follow these trends through further Jewish intellectual, religious, social, and political changes related to entertaining the idea of a Jewish state, culminating with the establishment of the State of Israel in 1948. This transformation entailed parallel changes to the idea of Jewish peoplehood and the relationship of Jews to Palestine. Through the use of primary documents, we will investigate the ideas that shaped conceptions of Zionism, and study the roots of these ideas in the historical context that produced them. AOS (HIST or RELG)

RELG 266 Culture, Religion, and Nationality
Designed as a Sophomore Seminar, this course focuses on the connections and disjunctures between culture, religion, and nationality. By conducting ethnographic research with religious communities in the Kalamazoo area, students will develop a set of intercultural knowledge, attitudes, and skills that can be applied during their study abroad and will leave the course with an
understanding of the ways that the processes of culture, religion, and nationalism play out in their own lives and in the dynamics of faith communities in the U.S. (Also listed as ANSO 266) AOS (SS or RELG) CR (US)

**Prerequisite: Sophomores only.**

**RELG 267  Women and Judaism**
This course will explore the theological and historical position of women in Jewish society. We will discuss religious practice and theological beliefs as well as social and economic developments as a means of addressing questions such as: What role have women played in Jewish tradition? How are they viewed by Jewish law? How has their status changed in different historical contexts, and why might those changes have taken place? What are contemporary ideas about the status of Jewish women, and how have these ideas influenced contemporary Jewish practices and communal relations?
AOS (HIST or RELG); CR (Comparative) (Also listed as HIST 267.)

**RELG 270  Buddhas and Buddhist Philosophies**
This course begins with an examination of the biography of Gautama Buddha, the founder of Buddhism. Focusing first on the traditions of Theravada Buddhism, we explore the construction of the Buddha’s life story with attention to the Buddha as a model for the attainment of nirvana. We turn next to the explosion of Buddhas in Mahayana Buddhism and to the fundamental categories of the teachings of the Buddha. Questions at the center of this course are: Why have the teachings changed over time and throughout the spread of Buddhism throughout Asia? What remains “Buddhist” throughout the centuries? We examine these questions by examining the teachings of Theravada and Mahayana Buddhism using primary sources.
AOS (RELG/PHIL) (Also listed as PHIL 270.)

**RELG 271  Buddhism in South Asia**
An examination of the historical development of the textual traditions, symbols, doctrines, myths, and communities of Buddhism throughout South Asia. Explores Buddhism’s rise and decline in India and its development in Sri Lanka, Tibet, and other Southeast Asian countries through the modern period.
AOS (RELG); CR (Asia)

**RELG 273  Buddhism in East Asia**
An examination of the historical development of the textual traditions, symbols, doctrines, myths, and communities of Buddhism throughout East Asia. Explores the introduction and establishment of Buddhism in China, Korea, and Japan, and compares the different schools of Buddhism that developed in dialogue with Daoism and Shinto.
AOS (RELG); CR (Asia)

**RELG 275  Classical Christian Thought**
Study of the major architects of the Christian theological tradition during its classical phase: Augustine, Aquinas, Luther, and Calvin.
AOS (PHIL or RELG)

**RELG 278  Religions of Latin America**
This course is an introduction to the religions of Latin America. Since Latin America includes twenty different nation states, and since the divisions between Latin America, the Caribbean, and North America are often fuzzy at best, this class has been organized into seven loosely chronological themes, which will touch on various parts of the geographic region. These themes are: Pre-Columbian Religions; Encounter and Conquest; Slavery and Religion; Rebellion...
and Revolution; Progressive Catholicism; Protestant Challenges; and Continuous Diversity. Using an array of primary and secondary materials, we will look into the myriad of dynamics that make up the religious histories and narratives of Latin America. AOS (RELG); CR (Latin America)

**RELG 290  Islam in Africa**
This course explores the spread of Islam from the Arab peninsula to the African continent in the seventh century through the nineteenth century and studies the factors which facilitated this advance. It examines the methods and principles of Islam and how the religion affected the life styles of its African neophytes. As a result of the interaction between Muslim and African civilizations, the advance of Islam has profoundly influenced religious beliefs and practices of African societies, while local traditions have also influenced Islamic practices. Muslims were important in the process of state-building, in the creation of commercial networks that brought together large parts of the continent. Muslim clerics served as registers of state records and played a role in developing inner-state diplomacy inside Africa and beyond. AOS (History or Religion); CR: (Africa)

**RELG 313  Catholicism in the United States**
This class is a history of the diverse group of people and their practices that make up the Catholic community in the United States. The approaches to this subject will be historical, anthropological, and ethnographic. By the end of the quarter students will not only gain an understanding of Catholicism as a religious tradition but will also have detailed knowledge and grasp of the vast diversity of Catholics in the United States. AOS (RELG); CR (United States)

**RELG 350  Ritual Theories and Practices**
This course examines the theoretical approaches to the study of rituals in order to understand how rituals function within religions and in human life. This course is designed to teach students how to conduct advanced research in the study of religion as preparation for their Senior Individualized Projects. Required for religion majors in their junior year and strongly recommended for minors in their junior or senior years. AOS (RELG)
*Prerequisite: Junior standing, two courses in Religion*

**RELG 368  Hindu Traditions in the Americas**
This is a survey and analysis of Hindu traditions and histories in the Americas. Due to British reliance on indentured servants for labor, Hindus have been present in the Caribbean since the mid-19th Century. However, most Hindu immigrants did not come to North America until the mid-20th Century. Despite these varied histories, there are similarities due to the fact that both migrations are part of the larger story of a Hindu diaspora. This class will not only examine these differences and similarities, but will also examine the growth of and changes within Hindu traditions due to the migration of practitioners from India. AOS (RELG); CR (United States)
*Prerequisite: Sophomore standing and one course in Religion*

**RELG 490  Seminar in Religion**
Systematic study of central themes in the study of religion. Designed as the capstone seminar for majors and minors, to be taken during the senior year.
*Prerequisite: Senior major or minor in Religion*
Romance Languages and Literature
Mr. Cohen, Ms. MacLean, Ms. K.W. Smith, Ms. Solberg, Ms. Valle

By studying foreign languages, students acquire not only linguistic skills but also an understanding of other peoples’ literatures, histories, and cultures. They gain a new perspective from which to view their own country, way of life, and language. Knowledge of a second language is an important facet of a liberal arts education. Proficiency in a second language at the 201 level is a graduation requirement.

French Studies
The French program emphasizes listening, reading, writing, and speaking in all language courses. The department also offers courses in French literature and the literatures of Francophone Africa, Canada, Asia, and the Antilles. At least 80 percent of Kalamazoo College students study abroad, and for students interested in French, there are study abroad opportunities in Strasbourg and Clermont-Ferrand in France and in Dakar, Sénégal.

Coursework and off-campus experiences are complemented by on-campus opportunities that maintain or improve a student’s language skills. Viewing French language films, reading French publications, conversing with classmates and native speakers at the French table, and attending area cultural events are among the opportunities offered.

Faculty members meet students inside and outside the classroom, participate in campus activities, and counsel students regarding career choices in music, high school and college teaching, science, publishing, government, international trade, international banking, non-governmental organizations, and other fields. French majors and minors at Kalamazoo College have traditionally done well in obtaining French government teaching assistantships for teaching English in France after graduation.

Placement
All incoming students who have previously studied or have had significant exposure to French must take the College's placement test in French. Those students who wish to receive credit for language courses that they have taken at another college or university before enrolling at Kalamazoo College must take the French language placement test and test into a higher-level course than the one for which they are seeking credit. To fulfill the college's language requirement, students must either successfully complete the third quarter course (FREN 201) or be placed into a course higher than 201 by the department's placement test. Any appeal of the placement test results should be directed to a French faculty member. Placement can also be determined by a student's score on the College Board's SAT II test or the Advanced Placement test in French. Students with three or more years of high school French may not earn credit for FREN 101.

SAT II
Students with scores of 425 or lower (and with fewer than three years of high school French) will be placed in FREN 101 or 102; 426–500 = FREN 102; 501–550 = FREN 102 or 201; 551–624 = FREN 201; 625 or higher = FREN 202,
203, or 301. If an SAT II score indicates a choice of two levels, a student should consult with a French faculty member for placement. A score of 700 or higher may qualify a student for more advanced courses.

**Advanced Placement and International Baccalaureate (IB) Credit**

An Advanced Placement (AP) score of 4 or 5 in French language can be counted as one credit toward the French major or minor provided that the student take French 203 or beyond as her/his first French course at the college. Such students must still take the French language placement test.

An Advanced Placement (AP) score of 5 in French literature can be counted as one credit toward the French major or minor, provided that the student take French 203 or beyond as her/his first French course at the college.

In order to receive credit for two courses toward the major based on AP examinations, the student must begin her/his coursework at or beyond the French 301 level.

**Requirements for the Major in French**

**Number of Units**

Eight units are required, not including FREN 101, 102, or 201, but which may include the SIP. No more than two of these units (in either language, culture, or literature) may be earned during Study Abroad. Although a student may take any number of courses at the 200 (intermediate) level, no more than two 200-level courses may count toward the major.

**Required Courses**

FREN 301 Introduction to French Studies (prerequisite to all 400-level courses)
FREN 490 Senior Seminar

**Electives**

At least two units in French Studies chosen from:

- FREN 401 Topics in French and Francophone Cultures
- FREN 416 16th-Century French Literature
- FREN 417 17th-Century French Literature
- FREN 418 18th-Century French Literature and Thought
- FREN 419 19th-Century French Literature
- FREN 470 20th-Century French Literature
- FREN 480 Francophone Literature
- FREN 495 Advanced Literary and/or Cultural Studies
  or courses taken abroad

All Francophone literature courses count toward the literature Area of Study requirement for graduation. The writing of a substantive essay during the Senior year is a requirement for all French majors not writing a SIP in the French department. During the Senior year, French majors must also take a language exam designed to assess their level of French proficiency.

**Units from Study Abroad**

Only two units to be used toward the major in French may be earned in a long term (6 month) or an extended term (9 month) program. One unit only from a
short term (3 month) program may be used.

Those who did not take French 301 before Study Abroad will normally take that course upon their return to campus, but should consult with the department before doing so. All students will then take the senior seminar plus the requisite number of 400 level courses (and possibly a SIP) in order to complete the French major.

Majors are encouraged to develop appropriate cognate programs in areas such as History, Political Science, Economics, Music, Philosophy, International and Area Studies, or International Economics and Business. HIST 244 and 245 are highly recommended for French majors.

**Requirements for the Minor in French**

**Number of Units**

Six units are required.

**Required Courses**

FREN 301 Introduction to French Studies

**Electives**

Five courses chosen from the following (at least three must be at the 400 level):

FREN 202, 203, 401 and above, or a course taken abroad.

**Units from Study Abroad**

1. A student may count from abroad only one unit towards the minor in French. The unit, which must have been taught in the French language, may be in the literature of the Francophone world, or in language, or in a cultural/topical course pertaining to the Francophone world. Please consult the department.

2. Normally, students who go on Study Abroad before taking French 301 will take that course upon their return to campus, but they should consult with the department before doing so.

**FRENCH COURSES**

**FREN 101   Beginning French I**

Basic grammar and vocabulary; fundamentals of listening, speaking, reading and writing.

*Prerequisite:* Placement test if student has any prior experience with French. No more than 3 years high school French.

Offered Annually: Fall and Spring

**FREN 102   Beginning French II**

Further development of basic skills and vocabulary.

*Prerequisite:* FREN 101 or Placement Test Score

Offered Annually: Fall and Winter

**FREN 201   Intermediate French**

Polishing and reinforcing of basic skills; readings and discussion of texts in French concerning literature and civilization.

*Prerequisite:* FREN 102 or Placement Test Score

Offered Annually: Winter and Spring
FREN 202  Conversation and Composition
Practice in conversation, oral interpretation, composition; discussions and reports; study of idioms fundamental to an active use of spoken and written French.
Prerequisite: FREN 201 or Placement Test Score
Offered Annually: Fall and Spring

FREN 203  Advanced Conversation and Composition
Further refinement in areas studied in FREN 202; readings in Francophone literatures and cultures.
Prerequisite: FREN 202 or Placement Test Score
Offered Annually: Winter

FREN 301  Introduction to French Studies
Introduction to literary and cultural and historical topics through reading and interpretation of major works of French and Francophone literatures, cultural, and historical texts. Given in French. AOS (LIT); CR (type of credit determined by course content)
Prerequisite: FREN 203 or Placement Test Score
Offered Annually: Fall and Spring

FREN 401  Topics in French and Francophone Cultures
Reading, research, and discussion on selected topics and issues in the French-speaking world. Can be taken more than once if course content is different. Given in French. CR (type of credit determined by course content)
Prerequisite: FREN 301
One topics course is offered each year.

FREN 416  16th-Century French Literature
Introduction to representative literary figures and genres of the early modern period. Literary texts will be studied in their social, historical, and aesthetic context. Given in French. AOS (LIT); CR (Europe)
Prerequisite: FREN 301.
Offered periodically

FREN 417  17th-Century French Literature
Introduction to representative literary figures and genres of the Classical Period. Given in French. AOS (LIT); CR (Europe)
Prerequisite: FREN 301.
Offered periodically

FREN 418  18th-Century French Literature
Introduction to major authors and genres representing the period of the Age of Reason. Given in French. AOS (LIT); CR (Europe)
Prerequisite: FREN 301.
Offered periodically

FREN 419  19th-Century French Literature
Major authors representing Realism, Romanticism, Naturalism, and Parnassian and Symbolist poetry. Given in French. AOS (LIT); CR (Europe)
Prerequisite: FREN 301.
Offered periodically
FREN 470  20th-Century French Literature
Selected major writers and literary movements of the 20th century. Given in
French. AOS (LIT); CR (Europe)
Prerequisite: FREN 301.
Offered periodically

FREN 480  Francophone Literature
Selected works from authors of French expression from the Caribbean, Maghreb,
Machrek, West Africa, Asia, and/or Canada. Given in French. AOS (LIT); CR (type
of credit determined by course content)
Prerequisite: FREN 301.
Offered periodically

FREN 490  Senior Seminar
Topics in French and/or Francophone literatures, culture, and history given in
French. AOS (LIT); CR (type of credit determined by course content)
Prerequisite: French major or permission.
Offered Annually: Spring

FREN 495  Advanced Literary and/or Cultural Studies
Courses focused on major figures and/or movements in French and/or
Francophone literatures and/or historical and/or cultural topics. Topics will vary.
Can be taken more than once if course content is different. Given in French.
AOS (LIT); CR (type of credit determined by course content)
Prerequisite: FREN 301.

Spanish Language and Literature
The Spanish program emphasizes listening, reading, writing, and speaking in all
language courses. The department also offers courses in Peninsular and Spanish-
American literature. There are study abroad opportunities in Madrid and Cáceres,
Spain; Quito, Ecuador; Oaxaca, Mexico; San José, Costa Rica; and Santiago and
Valparaíso, Chile.

Off-campus experiences are complemented by on-campus study and
experiences that maintain or improve a student’s language skills. Opportunities
to view Spanish language films, read Spanish publications, and converse with
native speakers are an integral part of the Spanish program.

Faculty members meet students inside and outside the classroom, participate
in campus activities, and counsel students regarding career choices in foreign
service, music, high school and college teaching, science, publishing,
international trade, international banking, and other fields.

Placement
All incoming students who have previously studied Spanish in high school or
elsewhere or have had significant exposure to Spanish must take the College’s
placement test in Spanish. Those students who wish to receive credit for language
courses they have taken at another college or university before enrolling at
Kalamazoo College must take the Spanish language placement test and test into
a higher-level course than the one for which they are seeking credit. To fulfill the
college’s language requirement, students must either successfully complete the
third quarter course (SPAN 201) or be placed into a course higher than 201 by
the department’s placement test. Any appeal of the placement test results should
be directed to a Spanish faculty member. Placement can also be determined by a student’s score on the College Board’s SAT II test or the Advanced Placement test in Spanish. Students with three or more years of high school Spanish may not earn graduation credit for SPAN 101.

SAT II
Students with scores of 425 or lower (and with fewer than three years of high school Spanish) will be placed in SPAN 101 or 102; 426–500 = SPAN 102; 501–550 = SPAN 102 or 201; 551–624 = SPAN 201; 625 or higher = SPAN 202, 203, or 301. If an SAT II score indicates a choice of two levels, a student should consult with a Spanish faculty member for placement. A score of 700 or higher may qualify a student for more advanced courses.

Advanced Placement and International Baccalaureate (IB) Credit
An Advanced Placement (AP) score of 4 or 5 in Spanish language will count as one credit toward the Spanish major or minor, provided that the student take Spanish 203 or beyond as her/his first Spanish course at the college. Such students must still take the Spanish language placement test.

An advanced placement (AP) score of 5 in Spanish literature shall count as one credit toward the Spanish major or minor provided that the student take Spanish 203 or beyond as her/his first Spanish course at the college.

Requirements for the Major in Spanish

Number of Units
Eight units are required, not including SPAN 101, 102, or 201 but which may include the SIP. No more than two of these units can be earned during study abroad (one must be in the literature of the hispanophone world, and the other must be a language or cultural/topical course pertaining to the hispanophone world); both of these courses must be taught in Spanish. Although a student may take any number of courses at the 200 (intermediate) level, no more than two of these courses may count toward the major. Spanish majors are required to pass a two-part comprehensive exam during their senior year.

Required Courses
SPAN 301 Introduction to Hispanic Literature (prerequisite to all 400 level courses)
SPAN 491 or 492, the Senior Seminars (taken in the spring quarter of the senior year)

At least two additional 400 level courses:

SPAN 401, 460, 465, 470, 480, 485, 490, 495, or courses taken abroad.

All Hispanic literature courses count toward the literature Area of Study requirement for graduation. The successful completion of Comprehensive Examinations (given during the Senior year) is a requirement for the Spanish major.
Units from Study Abroad
Only two units, to be used toward the major in Spanish, may be earned in a long term (6 month) or an extended term (9 month) program. One unit only from a short term (3 month) program may be used.

1) The student who goes abroad AFTER having taken SPAN 301 may bring back one unit in hispanophone literature, and another one in language or topics pertaining to the country/region; or just one unit in the case of a short term program. That student must still take the Senior Seminar and enough 400-level courses on campus to complete the eight-unit requirement.

2) The student who goes abroad BEFORE having taken SPAN 301 may bring back one unit in hispanophone literature, and another one in language or topics pertaining to the country and region; students on short term programs may only bring back one unit. These units will count as electives towards the major and not as 400-level courses. Students must still take SPAN 301, the Senior Seminar, and 400-level courses to complete the eight-unit requirement.

Spanish majors are expected to participate in the Study Abroad program and acquire a high proficiency of language skill. Spanish majors are encouraged to develop an appropriate cognate program in areas such as History, Political Science, Economics, Music, Philosophy, Anthropology, Sociology, International and Area Studies, or International Economics and Business.

Requirements for the Minor in Spanish

Number of Units
Six units are required.

Required Courses
SPAN 301 Introduction to Hispanic Literature

Electives
Five courses chosen from the following (at least three must be at the 400-level)
SPAN 202, 203, 401 and above, or course taken abroad

Units From Study Abroad

1) A student may count only one unit from abroad toward the minor in Spanish. The unit, which must be taught in Spanish, may be in the literature of the hispanophone world, or in language, or a cultural/topical course pertaining to the hispanophone world.

2) If a student has taken SPAN 301 (Introduction to Literature) before going abroad, the student brings back a unit in literature (from abroad) towards the minor. A student who goes abroad before taking SPAN 301 needs to take SPAN 301 and enough 400-level courses on campus after study abroad in order to complete the minor requirements.

SPANISH COURSES

SPAN 101  Beginning Spanish I
Basic grammar and vocabulary; fundamentals of listening, speaking, reading, and writing.
Prerequisite: Placement test score if student has any prior experience with French. No more than 3 years high school French.
Offered Annually: Fall and Winter

**SPAN 102  Beginning Spanish II**
Further development of basic skills and vocabulary.
Prerequisite: SPAN 101 or Placement Test score.
Offered Annually: Fall, Winter, and Spring

**SPAN 201  Intermediate Spanish**
Intensive grammar review; reinforcement of listening and speaking skills; and fundamentals of essay writing.
Prerequisite: SPAN 102 or Placement Test.
Offered Annually: Fall, Winter, and Spring

**SPAN 202  Conversation and Composition**
Practice in conversation, oral interpretation, and composition. Continued review of grammar to further develop oral and written communication.
Prerequisite: SPAN 201 or Placement Test score.
Offered Annually: Fall, Winter, and Spring

**SPAN 203  Advanced Conversation and Composition**
Further refinement in areas studied in SPAN 202; introduction to reading and interpretation of literary texts.
Prerequisite: SPAN 202 or Placement Test score.
Offered Annually: Fall, Winter, and Spring

**SPAN 205  Culture of Health and Disease in the Hispanic Community**
This course enables students to help Hispanic patients by teaching Spanish health care vocabulary and presenting different cultural attitudes and practices given in Spring. CR (Comparative).
Prerequisite: SPAN 201
Offered Annually: Winter and Spring

**SPAN 301  Introduction to Hispanic Literature**
An introduction to periods concepts, genres, and major figures of Spanish and Latin American literature. Using selected Hispanic texts, the course will also serve as an introduction to literary analysis and bibliographic methods. Given in Spanish. AOS (LIT); CR (Comparative)
Prerequisite: SPAN 203 or Placement Test score.
Offered Annually: Fall and Spring

**SPAN 401  Topics in Hispanic Culture**
Reading, research, and discussion on selected topics and issues in the Spanish-speaking world. Given in Spanish. AOS (LIT); CR (area determined by course content. See quarterly online schedule.) (Only one unit numbered 401 may count toward the major or the minor, but a student may retake the course for credit toward graduation if course content is different.)
Prerequisite: SPAN 301
Offered Annually: Winter

**SPAN 455 & 456 Limits of Genre: Latin America/Europe**
These courses explore the limits, on both sides of the Atlantic, of the traditional boundaries (poetry, narrative, drama, essay) among literary classifications.
Appropriate cultural, historical, and political context provides the backdrop to understand the crossing of boundaries among literary genres and the incorporation, in literary texts, of diverse art forms. CR (Latin America/Europe)
Prerequisite: SPAN 301

SPAN 460  The Spanish Golden Age
A survey of the literary movements and major figures of Spain during the Renaissance and Baroque periods. Literary texts will be analyzed in their social, historical, and aesthetic contexts. Given in Spanish. AOS (LIT); CR (Europe)
Prerequisite: SPAN 301.
Offered Every Four Years

SPAN 465  Peninsular Spanish Literature from 1700 to 1898
A survey of the ideological and literary currents of the 18th and 19th centuries in Spain, with emphasis on Spanish Romanticism and the Realist novel. Given in Spanish. AOS (LIT); CR (Europe)
Prerequisite: SPAN 301.
Offered Every Four Years

SPAN 470  Modern Peninsular Literature
A survey of the major writers and literary movements of Spain since the 1900s with emphasis on how writers challenged and represented the historical, social, and cultural changes of the 20th century. Given in Spanish.
AOS (LIT); CR (Europe)
Prerequisite: SPAN 301.
Offered Every Four Years

SPAN 480  Spanish-American Literature I
Study of the principal literary figures, works, and characteristics of the Pre-Hispanic period, the Colonial Period, Neoclassicism, and Romanticism. Given in Spanish. AOS (LIT); CR (Latin America)
Prerequisite: SPAN 301.
Offered Every Four Years

SPAN 485  Spanish-American Literature II
Study of the principal literary figures, works, and characteristics of Realism, Naturalism, Modernism, Post-Modernism, Vanguardia, and the Post-Vanguard movements. Given in Spanish. AOS (LIT); CR (Latin America)
Prerequisite: SPAN 301.
Offered Every Four Years

SPAN 490  Contemporary Spanish-American Literature
Examination of the intellectual and literary patterns in Spanish-American literature from the mid-20th century onward, with emphasis on the literary expression of social and philosophical thought. Given in Spanish.
AOS (LIT); CR (Latin America)
Prerequisite: SPAN 301.
Offered Every Four Years

SPAN 491  Peninsular Spanish Seminar
Advanced study of outstanding authors, works, or genres that will vary to reflect the interest of students and the professor. Given in Spanish.
Prerequisite: Two units above SPAN 301.
Offered Every Four Years
**SPAN 492  Spanish-American Seminar**  
Advanced study of outstanding authors, works, or genres that are generally recognized as seminal to an understanding of Spanish America's social, philosophical, and aesthetic traditions. Given in Spanish.  
*Prerequisite: Two units above SPAN 301.*  
Offered Every Four Years

**SPAN 495  Advanced Literary Studies**  
Course focuses on major figures and movements in Spanish and/or Spanish-American literature. May be taken more than once if course content is different.  
*Prerequisite: SPAN 301.*  
Offered Every Four Years

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**Theatre Arts**  
Ms. Berthel (Chair), Mr. Menta (Director of Theatre), Mr. Potts, Mr. Reeves

Dedicated to the liberal arts traditions and innovations of Kalamazoo College, the Department of Theatre Arts offers students access to the collaborative nature of drama through the integration of both creative and analytical courses, production laboratories, internships, and individualized projects. By studying the wealth of worldwide theatre traditions reflecting the pluralism in our society and the interdependence of all peoples and cultures, students gain the research tools for self-discovery; informed, critical thinking; the ability to take action on their ideas and responsibilities; and the development of the kind of self-esteem and values that will lead them as artists toward enjoying a lifelong journey of personal growth and inquiry in a climate whereby each may learn to speak with his or her own voice.

Open to all, majors and nonmajors alike, theatre arts productions emphasize both personal and skill development in acting, design, stage management, technical areas, and directing. The productions also serve as creative activities for students and enjoyable, thought-provoking entertainment for audiences. The academic program focuses upon a wide range of dramatic styles, encouraging students to understand the breadth of dramatic literature from the classical to the most contemporary. Experiential components are clearly linked with classroom studies and offer involvement with the Festival Playhouse Company, drama study in England, student projects in the experimental Dungeon Theatre, placement with regional and professional theatres, and opportunity for participation in the GLCA New York Arts Program. Students interested in these opportunities should consult with department faculty regarding options and prerequisites.

**Requirements For the Major In Theatre Arts**

**Number of Units**
Ten units are required (including one unit of THEA 200), not including the SIP (a Theatre Arts SIP is encouraged, but not required).

**Required Courses**
- A. Foundations (Two units to be completed in first year):
  - THEA 110  Stagecraft
THEA 120  Fundamentals of Acting

B. Explorations (Four units to be completed, if possible, by end of second year):

One design course (to be competed by end of sophomore year) chosen from among:
- THEA 210 Stage Lighting
- THEA 235 Costuming & Makeup
- THEA 240 Scenic Design

Two theatre histories chosen from:
- THEA 155 Introduction to African-American Theatre
- THEA 260 Theatre of Communion: Greeks to Shakespeare
- THEA 270 Theatre of Illusionism: Renaissance to Early Film
- THEA 280 Theatre of Revolt: Modernism and Postmodernism
- THEA 290 Asian Theatre

One dramatic literature course chosen from:
- ENGL 161 Reading Drama
- ENGL 265 Shakespeare
- CLAS 240 Homer and Greek Tragedy
- CLAS 220 Ancient Comedy & Satire
- THEA 255 Playwriting

(Another option is that a third theatre history course may substitute for the one dramatic literature course. Appropriate courses taken at Study Abroad Centers may also be eligible.)

C. Connections (three units to be completed in junior and senior year):
- THEA 380 Directing I
- THEA 490 Senior Seminar

And at least one upper level course chosen from among:
- THEA 225 Developing a Character
- THEA 305 Voice & Diction
- THEA 420 Advanced Acting
- THEA 445 Advanced Design
- THEA 480 Advanced Directing

(The remaining Design courses – THEA 210, 235, 240 – may also count as an upper level course if the student is particularly interested in Theatre Design.)

THEA 200 Production Laboratory (one unit of four different 1/4 units)
Throughout their four years, theatre arts majors must distribute each 1/4 unit in a different area of production (acting, stage management, costuming, lighting, scenery, sound, properties, etc.)

The department believes strongly in the importance of interdisciplinary studies as a means of directly enriching a theatre focus and highly recommends cognate courses in the arts, literature, history, international area studies, writing, and women’s studies. With the exception of the dramatic literature course, all courses for the theatre major must be taken on campus. All majors must complete one unit of THEA 200 as a graduation requirement, which is a regular part of their theatre production involvement. Please see the department faculty for specific instructions to complete the THEA 200 unit.
Requirements for the Minor in Theatre Arts

Number of Units
Six units are required.

Required Courses
One unit of THEA 200 (see THEA 200 requirement for major)
One unit from each of the following areas:

Performance
THEA 115, 120, 225, 305, 380, 420
Design/Technical
THEA 110, 235, 210, 240
Theatre History
THEA 155, 260, 270, 280, 290

Electives
Any two additional units in theatre arts.
Students should meet with department faculty when selecting this minor.

THEATRE ARTS COURSES

THEA 110   Stagecraft
Introduction to the principal topics and practices of technical support for theatre production: construction of stage scenery, scene painting, properties, rigging/focusing of lights, sound techniques, basic technical craft skills, and production communication practices. Fifteen-hour production lab required. AOS (CE)

THEA 115   Activating Theatre Techniques for Community Dialogue
A workshop course based on the activating theatre techniques of Augusto Boal. A developmental skills course in creating forum theatre for community and social change and for moderating effective group dialogue. Interdisciplinary links with psychology, sociology, women's studies, and education with a focus on both experiential education and interpersonal communications. AOS (CE)

THEA 120   Fundamentals of Acting
Introduction to the skills necessary for performing on stage. This course is an exploration of the fundamental techniques necessary for beginning scene and monologue study in modern and contemporary realism. Through physical and vocal exercises, text and character analysis, and scene studies, the student is introduced to the process of acting preparation and performance. Excellent course for nonmajors seeking an introduction to the art of acting. AOS (CE)

THEA 155   Introduction to African-American Theatre
Survey/lecture course from an African-American perspective, examining the activities and developments of Black American life as evidenced through its theatre, with emphasis on history, philosophy, dramatic creations, criticism, and socio-psychological concerns. Includes lectures in theatrical contributions of Western and African civilizations. CR (US); AOS (HIST)

THEA 200   Production Laboratory
Each student involved in a significant role on regular theatre productions is a participant in the Festival Playhouse company and shall thereby earn 1/4 unit of
credit per production. Credit is limited to one unit over four productions (Theatre arts majors only may accumulate up to a maximum of two full units). THEA 200 may not be counted as third course to complete a full-time academic load in any given term. Theatre arts majors and minors must distribute each 1/4 unit in a different area of production (acting, stage management, costuming, lighting, scenery, sound, properties, etc.). AOS (CE)

THEA 210 Lighting Design
Experiments and studies in the theories and techniques of stage lighting; emphasis on play analysis, sculpting with light, color theory, drafting, projection, and practical laboratories. Fifteen-hour production lab required. AOS (CE)

THEA 225 Developing a Character with lab
Advanced work in characterization with emphasis placed on building a character through various acting techniques of Stanislavski, Suzuki, Viewpoints, and improvisational exercises. A continuation of THEA 120, this course is designed to deepen the student's understanding of the acting process combined with the discovery of voice and body in relation to character development. The course includes scene and monologue work, as well as written assignments. Weekly rehearsal lab required. AOS (CE)
Prerequisite: THEA 120

THEA 235 Costuming and Makeup
This course is split into two sections: stage makeup and costuming. The makeup section will introduce the student to the basic principles of makeup application and design for the stage. The costume section will introduce the student to the basic techniques, tools, and materials used in costume construction along with an introduction to costume shop organization. Fifteen-hour production lab required. AOS (CE)

THEA 240 Scenic Design
Practical application and study of scenic design, including play analysis and historical research, followed by sketches, decor, drafting, construction of models, and color renderings. Focus upon the principles of movement, scale, color, light, silhouette, environment, and composition. Fifteen-hour production lab required. AOS (CE)

THEA 255 Playwriting
An introduction to playwriting, examining such topics as script analysis, dramatic structure, characterization, rhythm, and imagery. In addition to specific writing projects, students will also read and analyze representative plays. AOS (CE)

THEA 260 The Theatre of Communion: Western Theatre from Greeks to Shakespeare
Study of Western theatre history from the Greeks to Shakespeare, emphasizing the function of the theatre as a unifying cultural, social, and spiritual institution; who goes to the theatre and why; trends in playwriting, acting, design; and the relationship of theatre to government and religion. AOS (HIST); CR (Comparative).

THEA 270 The Theatre of Illusionism: Western Theatre from the Renaissance to Early Film
Study of Western theatre history from the Italian Renaissance to the evolution
of early film, emphasizing the trend of the theatre to simulate the details of everyday life and the growth of theatre as an entrepreneurial institution that informed developments in audience, playwriting, acting, and design. 
CR (Europe); AOS (HIST)

THEA 280   The Theatre of Revolt: Modernism and Post-Modernism in Western Theatre
A study of the Theatre of Revolt, an overview of Western theatre history and dramatic literature over the last 125 years including Brecht, Artaud, and Beckett. Emphasis on comparing realism and various forms of nonrealism, such as expressionism and absurdism, through the plays and trends in acting, directing, and design. Examination of what constitutes the modern theatre and our current age of post-modernism. CR (Comparative); AOS (HIST)

THEA 290   Asian Theatre
A survey of selected topics in classical Asian theatre and performance from among the Noh, Kabuki, and Bunraku Theaters of Japan; Yuan Drama and Classical Opera of China; Sanskrit Drama and Kathakali Dance Theatre of India; and some other historical and current performance trends and styles. A study of theories of intercultural performance and Asian theatre influences on the West. CR (Asia); AOS (HIST)

THEA 305   Voice and Diction
Study of techniques for actors to develop the vocal production necessary for stage performance. Training in the Skinner Method for Standard American English and phonetic ear training. Class exercises, monologues, vocal physiology, proper warm-up techniques, and care for the professional voice. 
AOS (CE)
Prerequisite: THEA 120 and minimum of Sophomore Standing

THEA 380   Directing I with lab
Introduction to the art of stage direction including its history, development, functions, and components; study of script analysis, composition, working with actors, and the organization of a production. Weekly rehearsal lab required. 
AOS (CE)
Prerequisite: THEA 120 and minimum of sophomore standing

THEA 420   Advanced Acting with lab
Introduction to the skills necessary to act in plays from some major periods and styles of dramatic literature: Shakespeare and Restoration. Class exercises, monologues, scene study, workshop performances, written assignments, and analysis of dramatic literature will form the basis of the course work. Specific costume pieces, including shoes, which are not provided by the department, are required to be worn during the classes and in the labs. Weekly rehearsal lab required. AOS (CE)
Prerequisite: THEA 225 and minimum of sophomore standing

THEA 445   Advanced Design
Advanced forms of scenery, costume, or lighting study selected in consultation with the instructor. May involve portfolio development and design of main-stage productions. AOS (CE)
Prerequisite: THEA 210, or THEA 235 or 240
THEA 480  Advanced Directing
Advanced problems in directing for the upper-level student, with a focus on independent projects and directing a one-act play. 
Prerequisite: THEA 380

THEA 490  Seminar
Preparation for the professional working world in theatre. Resumé preparation, various workshops and professional guest speakers. Discovery and articulation of artistic goals through group activities, written assignments, and readings. Class group agenda project. Preparation for required departmental SIP presentations. 
Prerequisite: Theatre Major with Senior Standing

Women’s Studies
Ms. Anderson, Ms. Boatwright, Ms. Boyer Lewis, Ms. Cunningham, Ms. Einspahr, Ms. Elman, Ms. Griffin, Ms. Manwell, Ms. Smith

The concentration in women’s studies offers an interdisciplinary approach to the study of women’s experience and status. It is designed for students wishing to pursue this interest systematically in their academic programs. The concentration is strongly recommended for those considering graduate work in women’s or gender studies, but is intended to enrich the liberal arts experience of any student through concerted study of a significant dimension of human experience. The concentration aims to include the widest possible spectrum of women’s experiences, and concentrators are encouraged to select courses that will acquaint them with a variety of perspectives. Those considering the concentration are encouraged to consult with the director as early as possible in order to make the most of the opportunities available.

Requirements for the Concentration in Women’s Studies

Number of Units
Six units are required.

Required Courses
The following two courses are required of all Woman’s Studies concentrators:
WMST 101 Introduction to Women’s Studies
WMST 490 Women’s Studies Seminar

Core Courses
Four core courses chosen from the following:

AFST/HIST 294 Gender Relations in Africa
ANSO 220 The Family
ANSO 260 Women in Cross-Cultural Perspective
ARTX 290 Art and Gender
CHIN 325 Literature of Contemporary Chinese Women Writers
CLAS/HIST 230 Women in Classical Antiquity
ENGL 224 Early Modern Women’s Literature: Shakespeare’
ENGL 225 19th Century Women’s Literature: The Historical Tradition
ENGL 226 Women’s Literature 1900-Present: Modern Voices
Core courses are designed to introduce students to fundamental concepts and issues in women's studies through the lens of disciplines representing the arts, the humanities, and the social sciences. Through this core, students should begin to see parallels between disciplines, to develop a basic vocabulary in the field of women's studies, and to become familiar with major works, thinkers, and directions in the field.

WMST 490, the required capstone seminar, should be taken in the junior or senior year. This course assumes knowledge of the material in the core courses and affords the chance to bring together core course work, experiential education in women's studies, and individual interests. Introduction to Women's Studies should be taken before senior year and is a prerequisite for Senior Seminar.

Courses taken overseas and at other U.S. colleges may meet concentration requirements with the approval of the director.

Senior Individualized Project (SIP)
The SIP in women's studies is encouraged but not required. Any faculty member regularly teaching in the women's studies program may direct a SIP in women's studies.

Experiential Education and Off-Campus Programs
Women's studies, as a field, strives to unite the academic and the experiential, so concentrators are strongly encouraged to integrate their academic work in women's studies with their experiences outside the classroom, on and off campus. Internships directly related to women's studies are many and varied: domestic and sexual assault programs, women's health agencies, feminist activist organizations, research libraries on women, etc. The study abroad experience is an invaluable opportunity to study women's lives in a cross-cultural context. Concentrators are encouraged to take every opportunity before departure to educate themselves about the history, culture, and position of women in the country where they will study and to explore, through the individualized cultural research project (ICRP), the experience of women and the dynamics of gender while they are abroad.

WOMEN'S STUDIES COURSES

WMST 101 Introduction to Women's Studies
This course offers all students, including prospective concentrators in Women's Studies, an introduction to the field, with attention to fundamental issues in women's studies. The course will identify the forms and sites of women's
subordination, as well as women’s collective responses to their conditions. In introducing the concept of structural inequality as it has affected women’s lives, it will also explore the intersections of gender with race, sexual orientation, and class as significant factors in the construction of women’s status.

**WMST 490 Seminar in Women’s Studies**
A study of a particular aspect of feminist theory, history, or practice. Emphasis upon the theory and methodology of women’s studies, collaborative learning, and alternate source material. Topics vary annually.

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**Writing Requirement: First-Year Seminars**

Inaugurated in 1990, First-Year Seminars involve faculty from many different departments, who develop special topics courses that introduce students to the critical thinking and writing skills required in college, including a particular focus on intercultural understanding. Kalamazoo College’s First-Year Seminars

- help students achieve college-level skills, particularly in critical thinking, writing, and speaking;
- help students find and develop a voice through writing, speaking, analytical reading, and discussion;
- use engaging pedagogy, are taught in a discussion rather than a lecture format, and teach students how to “seminar;”
- integrate collaborative and group work, research strategies, peer reviewing, and effective discussions, all promoting active, engaged learning;
- contain a significant intercultural component, appropriate to an internationally-focused college; and
- include a “Survivor in the Library” session, intended to help students learn research techniques and apply them to a focused project.

Students write frequent, short papers, with many opportunities for revision. Writing Consultants from the college’s Writing Center offer guidance on projects. Peer Leaders assigned to each Seminar serve as mentors. First-year academic advising is linked to the Seminars; students are advised by either the professor or a co-advisor.

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**Honors, Awards and Prizes**

Phi Beta Kappa, the oldest honorary scholarship society in the United States, has a chapter, Delta of Michigan, at Kalamazoo College. The College also invites qualified first-year students to join Alpha Lambda Delta national scholastic freshman honorary society.

The College publishes a Dean’s List at the end of each quarter that includes those students who have achieved a grade point average of 3.5 or above in three courses for that quarter. Kalamazoo College observes Honors Day in the fall quarter of each year, recognizing at a convocation those students who have won special prizes during the previous academic year. During commencement week,
awards and special recognition are given to graduating seniors. The following named awards and prizes are among those presented:

**The George Acker Award:** awarded annually to a male athlete who, in his participation, gave all, never quit, with good spirit supported others unselfishly, and whose example was inspirational.

**O.M. Allen Prize in English:** established by the family of Mrs. J.D. Clement for the best essay written by a member of the first-year class.

**Alliance Française Prize in French:** for excellence in French by an advanced student.

**The Alpha Lambda Delta Maria Leonard Senior Book Award:** given to the Alpha Lambda Delta member graduating with the highest GPA.

**The James Bird Balch Prize:** for the senior having done the best work in American history.

**Lillian Pringle Baldauf Prize:** awarded to an outstanding music student.

**Bartlett Law Award:** awarded to an outstanding student in economics or political science, active in extracurricular activities, who plans to pursue a career in law.

**H. Lewis Batts Prize:** established by the faculty in the biology department, awarded to the senior who has done the most to support activities of the biology department and to further the spirit of collegiality among students and faculty in the department.

**E. Bruce Baxter Memorial Award:** awarded to a senior showing outstanding development in the field of political science.

**Gordon Beaumont Memorial Award:** established by Saga Corporation (former food service provider at the College) and now continued by Sodexho, awarded to a deserving student who displays qualities of selflessness, humanitarian concern, and willingness to help others as exemplified in the life of Gordon Beaumont.

**Marshall Hallock Brenner Prize:** given by family and friends in memory of Mr. Brenner ‘55, awarded to an outstanding student for excellence in the field of psychology.

**Henry and Inez Brown Award:** awarded in recognition of outstanding participation in the College community.

**Clara H. Buckley Prize for Excellence in Latin:** awarded to an outstanding student of the language of the ancient Romans.

**Mary Long Burch Award:** for a senior woman who has manifested interest in sports activities and excelled in scholarship.

**Robert Bzdyl Prize in Marine Biology:** established by the family in memory of Robert ‘69, awarded to one or more students with demonstrated interest and ability in marine biology or related fields.

**Lilia Chen Award in Art:** awarded to students in their junior or senior year who distinguish themselves through their work in ceramics, sculpture, or painting, and who exhibit strong progress in their understanding of art.
Ruth Scott Chenery Award: given to a graduating senior who has excelled academically and in theatre and who plans to continue the study of theatre arts following graduation.

Cooper Award: established by the late Charles Cooper, College trustee, for a junior or senior showing excellence in a piece of creative work in a theatre arts class: film, acting, design, stagecraft, puppetry, or speech.

Cooper Prize in Physics: endowed in 1981 in memory of Bert H. Cooper by his wife, Charlotte, for excellence in the first year’s work in physics.

LeGrand A. Copley Prize in French: established by Mr. Copley, Class of 1867, for the sophomore who, as a first-year student, demonstrated the greatest achievement in French.

C.W. “Opie” Davis Award: awarded to the outstanding senior male athlete.

The Diebold Scholar Award: given to one or more seniors in recognition of excellence in the oral or poster presentation of the SIP at the Diebold Symposium.

Marion H. Dunsmore Memorial Prize: established in 1981 in honor of Dr. Dunsmore’s 35 years of excellence in teaching religion at the College; awarded for excellence in any year’s work in religion.

George Eaton Errington Prize: awarded to an outstanding senior art major.

A.M. Fink Memorial Prize in Business: given in honor of Mr. Fink by his son Jeffrey ’79, awarded to an outstanding economics and business major, active in extracurricular activities, who plans to pursue graduate work or an immediate career in business.

Hardy Fuchs Award: for excellence in first-year German.

Joe Fugate Senior German Award: for excellence in German.

Brian Gougeon Prize in Art: awarded to a sophomore student who, during his/her first year, exhibited outstanding achievement and potential in art.

Xarifa Greenquist Memorial Psychology Department Award: given in recognition of distinctive service to students and faculty in psychology by a student assistant.

L.J. and Eva “Gibbie” Hemmes Memorial Prize in Philosophy: awarded to that sophomore who, in the first year, shows the greatest promise for continuing studies in philosophy.

Raymond L. Hightower Award: given to a graduating senior for excellence in and commitment to the disciplines of sociology and/or anthropology and for leadership in the department of anthropology and sociology.

Virginia Hinkelman Memorial Award: established by Saga Corporation (former food service provider at the College) and now continued by Sodexho, to be awarded to a deserving student who displays deep concern for the well-being of children as demonstrated through career goals in the field of child welfare.
Hodge Prize in Philosophy: established in memory of Dr. Marvin G. Hodge, awarded to that member of the graduating class who has the highest standing in the field of philosophy.

John Wesley Hornbeck Prize: endowed by Mrs. Gerald H. Allen, awarded to a senior with the highest achievement for the year’s work in advanced physics toward a major.

William G. Howard Memorial Prize: endowed by Harry C. Howard in memory of his father, Class of 1867 and trustee of the College, awarded for excellence in any year’s work in political science and/or to the senior who has done the best work as a major in economics.

Winifred Peake Jones Prize in Biology: endowed by W.O. Jones, awarded for excellence in the first year’s work in biology.

Kalamazoo College Athletic Association Award: for a graduating senior who has most successfully combined high scholarship with athletic prowess.

Richard D. Klein Senior Award in Psychology: awarded to a senior psychology major who has demonstrated significant achievement in some aspect of psychology.

The Knoechel Family Awards: given to a senior male and to a senior female member of the swim teams in recognition of demonstrated excellence in both intercollegiate swimming and academic performance.

Irmgard Kowatzki Theatre Award: in memory of Dr. Kowatzki, awarded to the senior who has excelled both in academic areas and in theatrical productions during four years at the College.

C. Wallace Lawrence Prize: awarded annually to a pre-business student who has done outstanding work in the department of economics and business during the sophomore year.

Margo Light Award: for excellence in second- or third-year German.

Gustave W. and Mina B. Moessen Honors Award: given to seniors who are graduating summa cum laude.

Irene and S. Kyle Morris Prize: given to honor S. Kyle and Irene Morris, awarded for excellence in the first year’s courses in the department of economics and business.

William E. Praeger Prize: established by the faculty in the biology department, awarded to the most outstanding senior major in biology, based on academic achievement in the discipline.

Elwood H. and Elizabeth H. Schneider Prize: established in 1978 by the Schneiders, awarded for outstanding creative work in English done by a student who is not an English major.

Sherwood Prize: endowed by Reverend Adiel Sherwood, awarded for the best oral presentation in a speech-oriented class.

Fan E. Sherwood Memorial Prize: awarded for outstanding progress and ability on the violin, viola, cello, or bass.
**Catherine A. Smith Prize in Human Rights**: awarded to a senior who has been active on campus in promoting human rights, furthering progressive social and cultural change, and combating violence, repression, and bigotry.

**Catherine A. Smith Prize in Women’s Athletics**: awarded to a woman athlete who, in her participation, gave all, never quit, with good spirit supported others unselfishly, and whose example was inspirational.

**Lemuel F. Smith Award**: awarded to the major in chemistry pursuing the American Chemical Society-approved curriculum and having at the end of the junior year the highest average standing in courses taken in chemistry, physics, and mathematics.

**Eugene P. Stermer Award in Business Administration**: awarded to a senior in economics and business for excellence in academic work.

**Eugene P. Stermer Award in Public Administration**: awarded to a senior student in public policy and/or international affairs for excellence in academic work.

**Mary Clifford Stetson Prize**: awarded for excellence in English essay writing by a senior.

**Dwight and Leola Stocker Prize**: awarded for excellence in English writing: prose or poetry.

**Stone Prize**: established through a gift of Mrs. Sarah Messen Thurston to honor President J.A.B. Stone, awarded for excellence in the education department.

**Lucinda Hinsdale Stone Prize**: awarded to a student whose scholarship, research, or creative work in women’s studies in the form of a SIP or other academic work is most impressive.

**David Strauss Prize in American Studies**: awarded for the best paper written by a graduating senior in his or her junior or senior year in any field of American Studies.

**Babette Trader Campus Citizenship and Leadership Award**: awarded to that member of the graduating class who has most successfully combined campus citizenship and leadership with scholarship.

**Charles Tully Design Award**: awarded annually to a senior for excellence in some aspect of theatre design.

**Margaret Upton Prize in Music**: provided by the Women’s Council of Kalamazoo College, awarded to a student designated by the music department faculty as having made significant achievement in music.

**Donald VanLiere Prize for Excellence in Psychology**: established through a gift by the late Dr. Donald VanLiere, former chair of Kalamazoo College’s Psychology Department, awarded to a senior in psychology for excellence in research and/or academic work.

**Thomas O. Walton Prize**: established by Professor Walton, awarded to a member of the junior class for excellence in the work of the first two years in mathematics.
Maggie Wardle Prize: awarded to that sophomore woman whose activities at the College reflect the values that Maggie Wardle demonstrated in her own life. The recipient will show a breadth of involvement in the College through her commitment to athletics and to the social sciences and/or community service.

Michael Waskowsky Prize in Art: awarded to an outstanding junior or senior art major.

Clarke Benedict Williams Prize: established by the mathematics majors in the Class of 1923, awarded to that member of the graduating class who has the best record in mathematics and the allied sciences.

Maynard Owen Williams Memorial Award: established in 1963 in memory of Mr. Williams, Class of 1910, awarded for the best student entry in the form of an essay, poetry, paintings, sketches, photographs, or films derived from study abroad. Additional prizes are awarded each year in anthropology and sociology, chemistry, classics, computer science, education, health sciences, history, human development and social relations, mathematics, music, philosophy, physical education, psychology, Spanish, and theatre arts.

Kalamazoo College students have won many competitive national fellowships including a Rhodes Scholarship, a Mellon Fellowship in the Humanities, and several offered by the Fulbright, Watson, and Harry S. Truman fellowship programs. Individual students attending graduate schools are regularly awarded fellowships and assistantships by the particular university. A Graduate Fellowships Committee interviews Kalamazoo College candidates who apply for fellowships and assists them in the preparation of applications. In addition, several fellowships for postgraduate study abroad are awarded to Kalamazoo College students through the Center for International Programs and the Fellowships Committee. Also available solely for Kalamazoo College students are the F.W. and Elsie L. Heyl Graduate Fellowships, established by Dr. and Mrs. Heyl for graduate study in chemistry, physics, or related fields at Yale University. The Herbert Lee Stetson Fellowship assists in funding graduate study at Harvard, Yale, and Johns Hopkins Universities, the University of Chicago, or a European university in fields other than the professions but including education. Complete details on these and other fellowship opportunities are available from the committee chair, Dr. Diane Kiino.
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Northern Illinois University
Rolla L. Anderson (1953), Professor of Physical Education, Emeritus; BS Western Michigan University; MS University of Michigan

Marigene Arnold (1973), Professor of Sociology and Anthropology, Emerita; BA Florida Presbyterian (Eckerd College); PhD University of Florida

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Billie T. Fischer (1977), Associate Professor of Art. BA University of Kansas; MA, PhD University of Michigan

Ann M. Fraser (2003), Herbert H. and Grace A. Dow Associate Professor of Biology. BSc Acadia University, Nova Scotia; PhD Harvard University
Jennifer R. Willard Furchak (2007), Assistant Professor of Chemistry. BA Albion College; MS, PhD University of Michigan

Laura L. Furge (1999), Associate Professor of Chemistry. BA Oberlin College; PhD Vanderbilt University

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E. Binney Girdler (2001), Roger F. and Harriet G. Varney Associate Professor of Biology. BA University of Virginia; MES Yale University; PhD Princeton University

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Gail B. Griffin (1977), Ann V. and Donald R. Parfet Distinguished Professor of English. BA Northwestern University; MA, PhD University of Virginia

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Anne E. Haeckl (1998), Instructor in Classics. BA College of Wooster; MA, PhD candidate University of Michigan

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Marin L. Heinritz (2003), Assistant Professor of Journalism and Director of the Writing Center. BA Kalamazoo College; MS Boston University.

Jeanne Hess (1987), Professor of Physical Education, Head Coach of Volleyball, and Senior Woman Administrator. BA University of Michigan; MA Western Michigan University

Yue Hong (2009), Instructor in Chinese Language and Literature. BA, MA Peking University; MA University of Colorado; PhD candidate Harvard University

Autumn B. Hostetter (2008), Assistant Professor of Psychology. BS Berry College; PhD University of Wisconsin-Madison

Patrik T. Hultberg (2004), Associate Professor of Economics. BA Ohio Wesleyan University; PhD Rice University

Ahmed M. Hussen (1985), Professor of Economics and Business. BA Lewis and Clark College; MS, PhD Oregon State University

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James A. Langeland (1996), Upjohn Professor of Life Sciences. BA Kalamazoo College; PhD University of Wisconsin

Christopher Latiolais (1990), Associate Professor of Philosophy. BA University of California–Berkeley; MA, PhD University of California, San Diego

Charlene Boyer Lewis (2002), Associate Professor of History. BA Kalamazoo College; MA American University; PhD University of Virginia

James E. Lewis, Jr. (2004), Associate Professor of History. BA College of William and Mary; MA American University; PhD University of Virginia

Yang Li (2005), Stephen B. Monroe Assistant Professor of Money and Banking. BA, MA Wuhan University; MA, PhD University of Mississippi

Sarah Lindley (2001), Associate Professor of Art. BFA New York State College of Ceramics at Alfred University; MFA University of Washington

Katie MacLean (2002), Associate Professor of Romance Languages. BA Dalhousie University, Halifax; MA Queen's University, Kingston, Ontario; PhD Duke University

Elizabeth A. Manwell (2004), Sally Appleton Kirkpatrick Assistant Professor of Classical Studies. BA Ohio State University; MA University of Cincinnati; PhD University of Chicago

Michael A. McDonald (2008), Provost and Professor of Mathematics. BS Davidson College; MA, PhD Duke University

Ashley C. McDowell (2003), Assistant Professor of Philosophy. BA Virginia Commonwealth University; PhD University of Arizona

Hannah J. McKinney (1989), Professor of Economics and Business. AB University of North Carolina at Chapel Hill; PhD University of Pennsylvania

Ed Menta (1986), Professor of Theatre Arts. BA Southern Connecticut State University; MFA University of Connecticut; PhD Michigan State University

Kathleen Milliken (2003), Assistant Professor of Physical Education and Head Coach of Swimming. BA Denison University; MA Western Michigan University

Bruce E. Mills (1992), Professor of English. BA Wartburg College; MA, PhD University of Iowa

Timothy Moffit (1998), Assistant Professor of Economics and Business. BA Kalamazoo College; MBA Dartmouth College; DBA Nova Southeastern University

D. Blaine Moore (2001), Associate Professor of Biology. BS University of North Florida; PhD University of Florida

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